

NSSE Task Force Meeting | March 30, 2017 | 8:00-9:00 am | Griffin Hall, room 109

Task Force in attendance: Maylen Aldana (Residential Life); Toby Daspit (proxy for Paula Montgomery, Education); Alise Hagan, Task Force Chair (Institutional Assessment); Jordan Kellman (Liberal Arts); Ashok Kumar (Sciences); Fabrice Leroy (Academic Affairs-Academic Programs); Taniecea Mallery (Campus Diversity); Christie Maloyed (First Year Experience); Michael McClure (Arts); Melinda Oberleitner (Nursing and Allied Health Professions)

Task Force not in attendance: DeWayne Bowie (Enrollment Management); Lise Anne Slatten (Business); Kim Warren (University College)

Handouts provided:

- NSSE 2016 Snapshot
- NSSE 2016 High-Impact Practices Report
- NSSE 2016 Engagement Indicators Report

All other NSSE reports were available via Dropbox.

Task Force Meeting Minutes:

Alise Hagan called the meeting to order at 8:00 am; introduced NSSE and the Task Force's purpose (convened at the request of Dr. Savoie to meet and review the 2016 NSSE results and prepare findings and make recommendations as appropriate). Opened the floor for discussion (beginning with handouts of printed reports).

Melinda Oberleitner: Her three key points / take-aways:

- 1) RN-to-BSN does not need to be included because they are not typical First Year or Senior student (they are part of a 13-month program). Their inclusion may have skewed results (many student comments self-identified as RN-to-BSN students).
- 2) Relationships to faculty – until we get ratio down it may preclude participation
- 3) NSSE targets traditional student, not any online students. We have fully online programs (such as HPW) and hybrid. Their experience is not going to be like a traditional students' experience, yet they are getting the same survey.

Jordan Kellman: student/faculty ratio – Would it (results on engagement) improve with adjuncts?

Melinda Oberleitner: Nursing can't have adjuncts at that level because of accreditation requirements. But adjuncts would free-up the schedule of full-professors to do more with students, such as possibly engaging them in research projects.

Michael McClure: Freshmen don't know difference between fulltime professor and adjuncts. But first thought is that this (report) isn't good, and we haven't moved the needle.

Alise / Melinda / Michael: Within the strategic plan are sections for faculty and students, which we may be able to align these results too.

Melinda: LA Tech touts their NSSE results to potential students (ie: brochures, handouts).

Ashok Kumar: For our seniors, there are lots of things can be improved, such as group projects, and some easy solutions like faculty expecting to see iterations of papers before deadlines.

Melinda: Nursing used to have writing-intensive curriculum but not now because of increased number of students.

Fabrice: Last page of Snapshot, chart of "Satisfaction with UL Lafayette" is interesting that freshmen are 89-91% vs. 81% of seniors:

- Percentage rating their overall experience as "excellent" or "good"
 - Freshmen: 89%
 - Seniors: 81%
- Percentage who would "definitely" or "probably" attend this institution again:
 - Freshman: 91%
 - Seniors: 81%

Seniors/freshmen = concerned about finances/rising tuition.

Center for Faculty Development will help tremendously.

Taniecea Mallery: could we map these results to KPIs in Strategic Plan?

We need to promote internships, study abroad, etc.

Toby Daspit: (referencing the last page of Snapshot) The response rate for full-time freshman is 98% and drops to 87% for seniors. Does this drop (full-time/part-time) change/sway results in any way? Do we know the break-out by college?

Alise: We have Major Fields Reports to view all responses by college.

Michael: (key point) Student satisfaction drops by students (FY to SR), but seniors are saying they are more engaged (higher student engagement among SR compared to FY).

Reactive vs. proactive = some schools' students are surveyed a lot internally to get students "used to the test" (ie: used to the kinds of survey questions they will see on NSSE).

Perhaps we consider aligning SEIs or other internal surveys to these questions.

Average faculty member doesn't know it (NSSE report or results) exists.

What do we want to be better in? Faculty Development Center will give us (faculty) common language around engagement and high-impact practice.

As administrators we feel the university run-around; seniors tend to feel this more than freshman. (And perhaps seniors are closer to their faculty and are hearing more of the dissatisfaction.)

Broadly, the university must be trained and promote an experience that is helpful/facilitative/customer-focused, and we must present this outwardly to faculty and students.

Christie/Maylen: From a student-services side, would love one-stop shop”, so students could go to one place (or one vicinity) for their most used student services (advising, tutoring, financial aid, etc.).

Task Force Recommendations / Priorities / Immediate Next Steps:

1. Match strategic plan KPIs to NSSE. (*Jordan Kellman / Strategic Plan Implementation Task Force*)
2. Look at internal surveys/measures for nonacademic units in order to make experience better; consider SEIs, or other point-of-interaction survey. (*Alise Hagan / Institutional Assessment*)
3. Host Dean / Department Head Retreat (as in past) to share results. (*Fabrice Leroy / AVP Academic Affairs – Academic Programs*)
 - a. Topics should include NSSE, but may also include selection of QEP
 - b. Programs should have a clear sense of 2-3 specific areas for broad implementation.
4. Host follow-up Task Force Meeting within six weeks to:
 - a. Discuss non-academic issues (perhaps consider Student Support / Staff retreat to share results)
 - b. Prioritize consistency in messaging (what is university-wide/addressed in strategic plan vs. college-specific)
 - c. Review additional reports (specifically Multi-Year; Respondent Profile; Student Comments; Major Fields)

Meeting adjourned at 9:00 am.