



# Dashboard Qualitative Indicators

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## This Presentation

- Qualitative Indicators with data examples
- Data collection schedule
- Freshmen to Senior Change
- Relationship between Qualitative Indicators and Focus Areas

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## Qualitative Performance Indicators

- Quality of the Morningside Experience
- Quality of Faculty & Staff
- Quality of Facilities
- Stature

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## Quality of the Morningside Experience

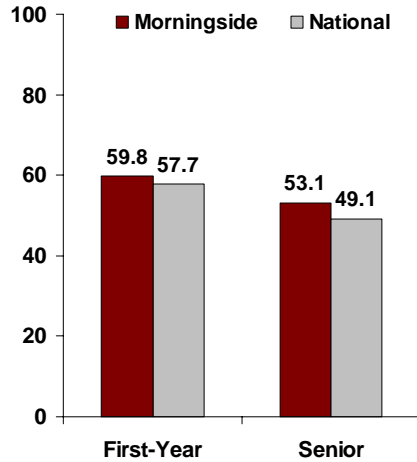
- Perception of the College as perceived by students, faculty and staff

Component	Data Source(s)
Student and alumni satisfaction	Surveys
Faculty and staff satisfaction	Survey
Student engagement in educational "good practice" experiences	Surveys, Course evaluation
Student achievement of learning outcomes	Surveys, General education assessment results
Alumni placement	Surveys

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## Enriching Educational Experiences Benchmark Score



Items related to:

- Talking with students with different backgrounds or beliefs
- Use of electronic technology
- Participation in internships, community service, study abroad, co-curricular activities or a culminating senior experience
- Campus environment

Data Source: 2003 NSSE

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## Largest Differences in Experiences between Morningside and All Private Colleges (>10%)

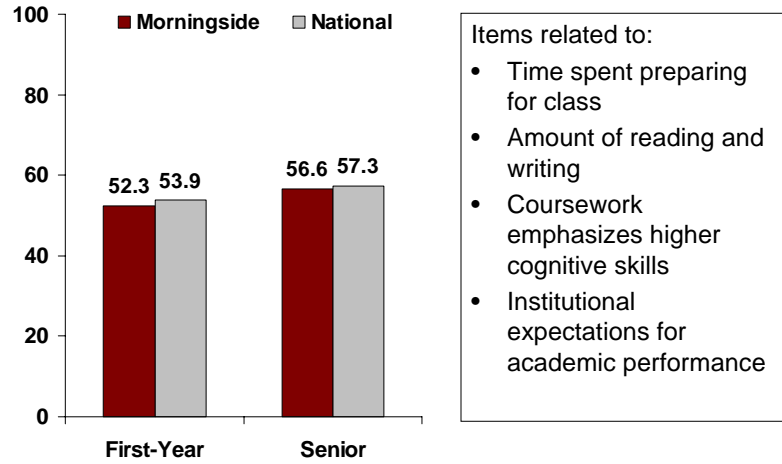
Since entering college have you...	Yes		
	Morningside	All Priv 4-yr Colls	Difference
Taken a women's studies course	44.9%	23.3%	21.6%
Attended a racial/culture awareness workshop	42.9%	28.4%	14.5%
Taken an ethnic studies courses	53.1%	41.7%	11.4%
Enrolled in honors or advanced courses	34.7%	23.3%	11.4%
Worked full-time while attending courses	30.6%	19.8%	10.8%
Participated in a study-abroad program	6.1%	22.6%	-16.5%
Had a roommate of a different race/ethnicity	14.3%	33.4%	-19.1%

Data Source: 2005 CSS

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## Level of Academic Challenge Benchmark Score



- Items related to:
- Time spent preparing for class
  - Amount of reading and writing
  - Coursework emphasizes higher cognitive skills
  - Institutional expectations for academic performance

Data Source: 2003 NSSE

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## 2. Communicate effectively

Gain in abilities and skills compared to when they first started college...	Much Stronger		
	Morningside	All Priv 4-yr Colls	Difference
Writing skills	46.9%	32.6%	14.3%
Public speaking ability	38.8%	30.3%	8.5%

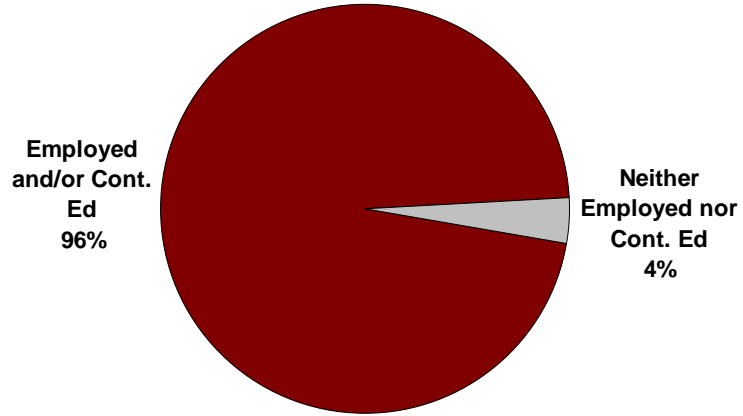
Data Source: 2005 CSS

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## Placement Rate

Of the 113 graduates who responded, 109 were either employed (FT and/or PT) or continuing their education

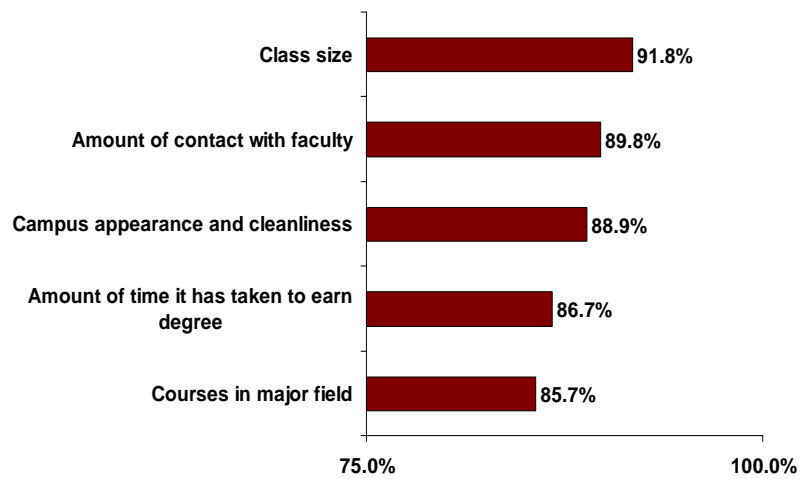


Data Source: 2004-05 Alumni Placement Survey

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## Top 5 Areas that Students were "Very Satisfied" or "Satisfied"

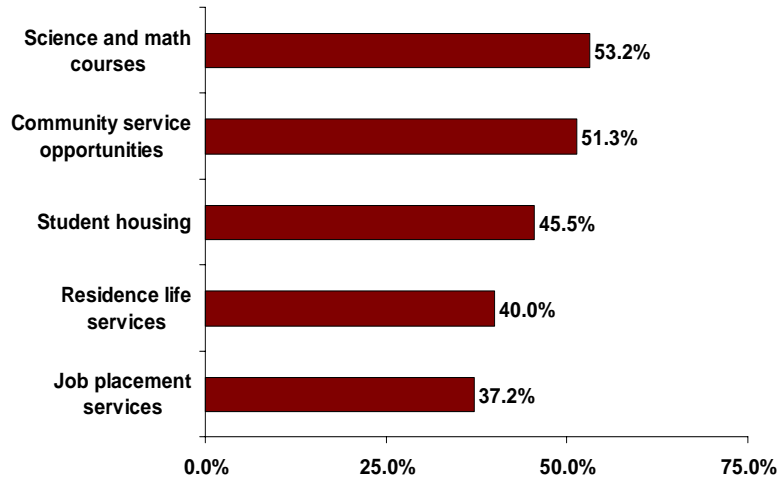


Data Source: 2005 CSS

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## Bottom 5 Areas that Students were “Very Satisfied” or “Satisfied”



Data Source: 2005 CSS

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## Largest Differences in Satisfaction between Morningside and All Private Colleges (>10%)

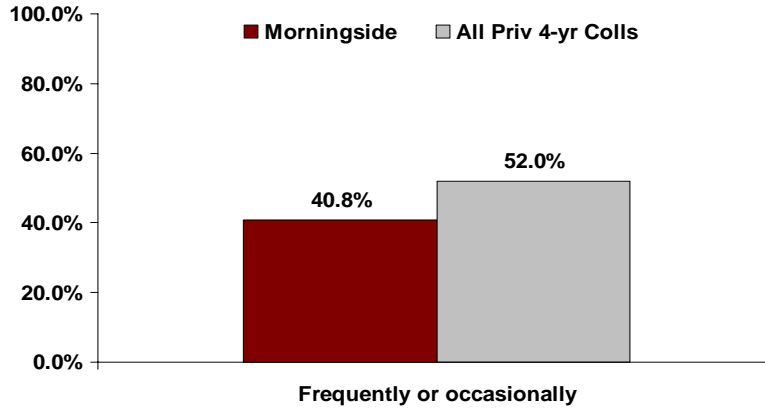
Satisfaction with...	Very Satisfied or Satisfied		
	Morningside	All Priv 4-yr Colls	Difference
Laboratory facilities and equipment	80.0%	60.7%	19.3%
Financial aid services	73.9%	54.7%	19.2%
Satisfaction with campus health services	67.5%	48.4%	19.1%
Leadership opportunities	84.6%	66.9%	17.7%
Ability to find faculty or staff mentor	84.1%	73.0%	11.1%
Opportunities for community service	51.3%	64.5%	-13.2%
Overall quality of instruction	73.5%	87.9%	-14.4%

Data Source: 2005 CSS

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### Since entering college how often have you had difficulty in getting the courses you needed?



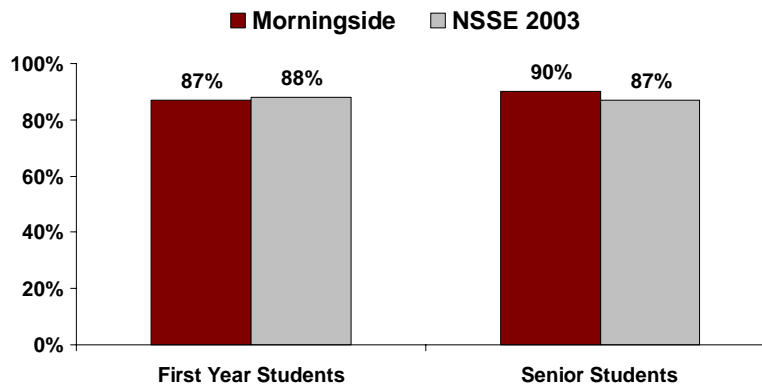
Data Source: 2005 CSS

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### Student Rating of their Entire Education Experience

Percentage rating their experience as Good or Excellent



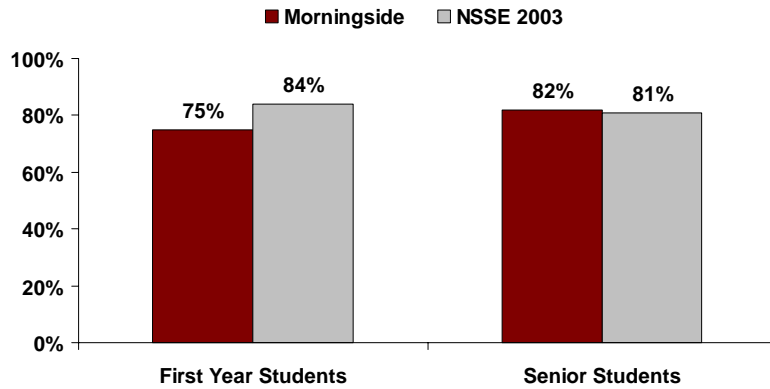
Data Source: 2003 NSSE

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## “If you could start over again, would you attend the same institution again?”

Percentage responding probably yes or definitely yes



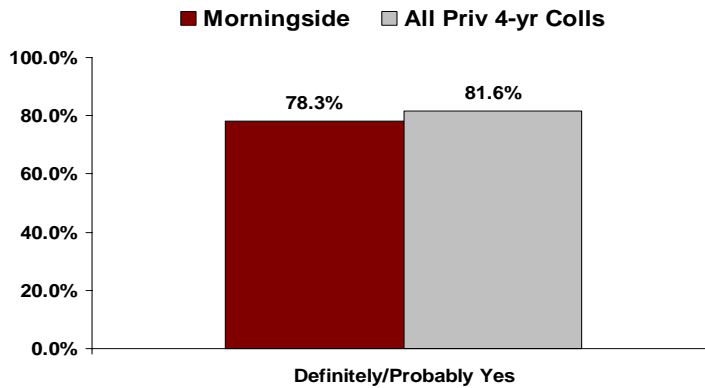
Data Source: 2003 NSSE

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## “If you could make your college choice over, would you still choose to enroll with this institution?”

Percentage responding probably yes or definitely yes



Data Source: 2005 CSS

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## Quality of Faculty and Staff

- Qualifications, experience, and performance of faculty and staff

Component	Data Source(s)
Faculty demographics	Institutional database
Faculty compensation relative to peer and aspirant group	NACUBO survey
Institutional commitment to faculty development	Institutional database
Faculty performance	Institutional database; Surveys
Staff performance	Institutional database
Staff turnover rate	Institutional database
Student, faculty & staff satisfaction with College offices and services	Survey

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## How often have professors provided you with...

	Frequently		
	Morningside	All Priv 4-yr Colls	Difference
Respect (treated you like a colleague/peer)	65.3%	65.3%	0.0%
Help in achieving your professional goals	49.0%	35.0%	14.0%
An opportunity to apply classroom learning to "real-life" issues	49.0%	38.3%	10.7%
A letter of recommendation	43.7%	34.9%	8.8%
Encouragement to pursue graduate/professional study	36.7%	40.9%	-4.2%
Emotional support and encouragement	34.7%	32.9%	1.8%
Assistance to improve your study skills	20.4%	20.1%	0.3%
Negative feedback about your academic work	2.0%	8.3%	-6.3%

Data Source: 2005 CSS

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## Morningside Advising Survey Pilot Results

- Overall average score: 4.44 (1-5 scale, 5 is high)
- 75% of the advisors received overall average scores at or higher than 4.11

Data Source: 2006 MC Advising Survey

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## Morningside Advising Survey Pilot Results Student Comments

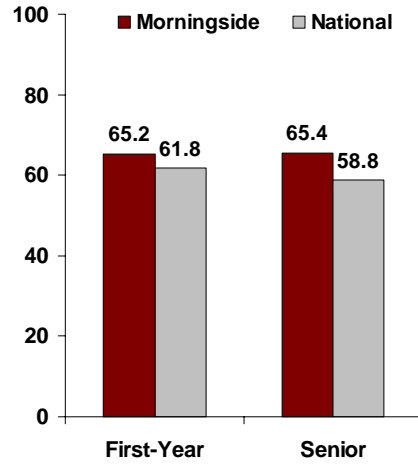
- “He's training the squirrels for a campus revolt. Just so you know.”
- “Overall, the faculty that I have mentioned have been an important motivation and factor of encouragement for me. They have pushed me to achieve more than I believed I could as an undergraduate student from a small town in Iowa. I am very thankful for all that they have done for me and for my education.” *(Student listed 5 different faculty members as mentors)*

Data Source: 2006 MC Advising Survey

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## Benchmark: Supportive Campus Environment



Items related to:

- Campus environment
- Quality of relationships with other students, faculty, administrative personnel and offices

Data Source: 2003 NSSE

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## Quality of the Facilities

- Condition and appearance of campus facilities

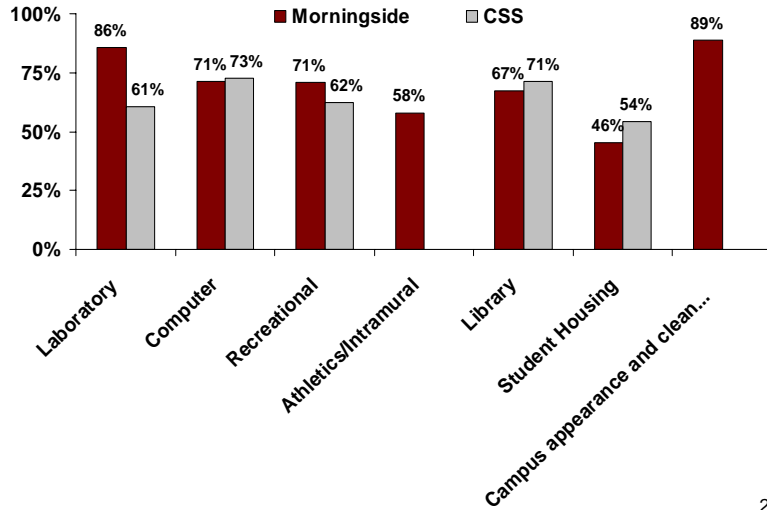
Component	Data Source(s)
Maintenance expenditures per square foot of building space	Institutional database
Grounds expenditure per acre	Institutional database
Perception of facilities	Surveys
Annual internal inspection results	Institutional database

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## Student Satisfaction with Facilities

Percent "Very Satisfied" or "Satisfied"



Data Source: 2005 CSS

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## Stature

- External perception of the College by stakeholders and constituencies

Component	Data Source(s)
Community opinion	Focus groups
Alumni opinion	Survey
Prospective student opinion	Survey
Share of discussion	Media analysis
College ranking	U.S. News & World Report

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## Colleges Most Similar to Morningside College (Top 10)

Prospective Student Perception

	<u>ENR</u>	<u>Overall</u>	
Briar Cliff	53	60	<i>Peer</i>
Buena Vista	32	39	
Simpson	26	30	<i>Aspirant</i>
Augustana	17	19	<i>Aspirant</i>
Dana	15	17	<i>Peer</i>
Northwestern	14	16	<i>Aspirant</i>
Hastings	10	11	<i>Peer</i>
Central	9	13	<i>Aspirant</i>
Univ. of Sioux Falls	9	12	<i>Peer</i>

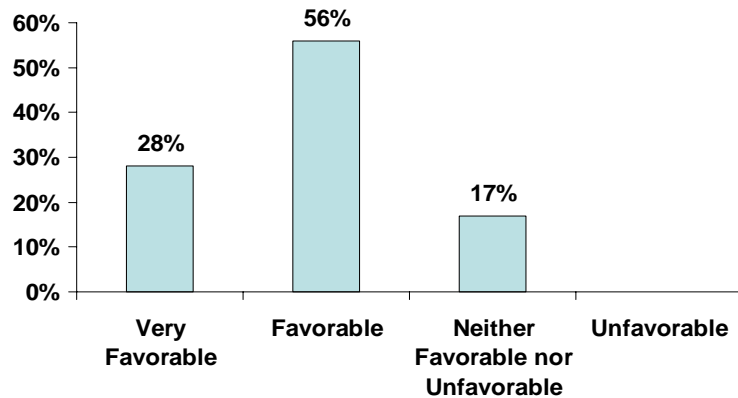
Data Source: 2005 MC College Selection Survey

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## Overall Impression of Morningside College and its Academic Program

WAWB students only



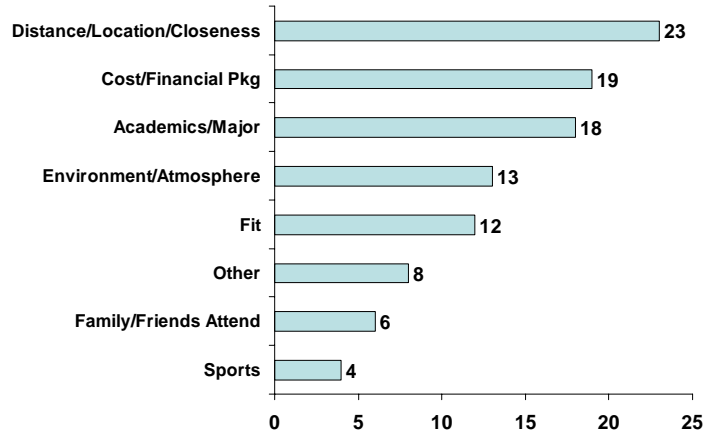
Data Source: 2005 MC College Selection Survey

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## Reasons for Selecting Other College by Category

WAWB students only



Data Source: 2005 MC College Selection Survey

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- Qualitative Indicators with data examples
- **Data collection schedule**
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Survey	Qualitative Indicators					
	Quality of Morningside Experience			Quality of Faculty & Staff	Facility Quality	Stature
	Satisfaction	Engagement	Outcomes			
CIRP Freshmen Survey						Yes
College Student Survey (CSS)	Yes	Yes	Yes	Yes	Yes	
National Survey of Student Engagement (NSSE)	Yes	Yes	Yes			
Morningside College Graduating Senior Survey	Yes	Yes	Yes	Yes	Yes	
Morningside College Alumni Placement Survey (1 year)			Yes			
Morningside College Alumni Survey (5 year)	Yes		Yes	Yes	Yes	Yes
Morningside Satisfaction Survey	Yes			Yes	Yes	
IDEA Course Evaluation		Yes	Yes	Yes		
Morningside College Advising Survey	Yes			Yes		
Regional Marketing Survey					Yes	Yes
Community Focus Group					Yes	Yes
Prospective Student Survey						Yes

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Survey	2005-06	2006-07	2007-08	2008-09
CIRP Freshmen Survey	Fall	?	Fall	
Beginning College Survey of Student Engagement (BCSSE)	Fall			Fall
College Student inventory (CSI)?		Fall?		
College Student Survey (CSS)			Spring	
National Survey of Student Engagement (NSSE)	Spring			Spring
Morningside College Graduating Senior Survey		Spring		
Morningside College Alumni Placement Survey (1 year)	Spring	Spring	Spring	Spring
Morningside College Alumni Survey (5 year)	Summer	Summer	Summer	Summer
Morningside Satisfaction Survey		Fall	Fall	Fall
IDEA Course Evaluation	Spring	Fall, Spring	Fall, Spring	Fall, Spring
Morningside College Advising Survey	Spring	Spring	Spring	Spring
Regional Marketing Survey	Fall	Fall	Fall	Fall
Community Focus Group		Summer	Summer	Summer
Prospective Student Survey	Fall	Fall	Fall	Fall

Results for Spring and Summer surveys available following Fall

Results for Fall surveys available following Spring

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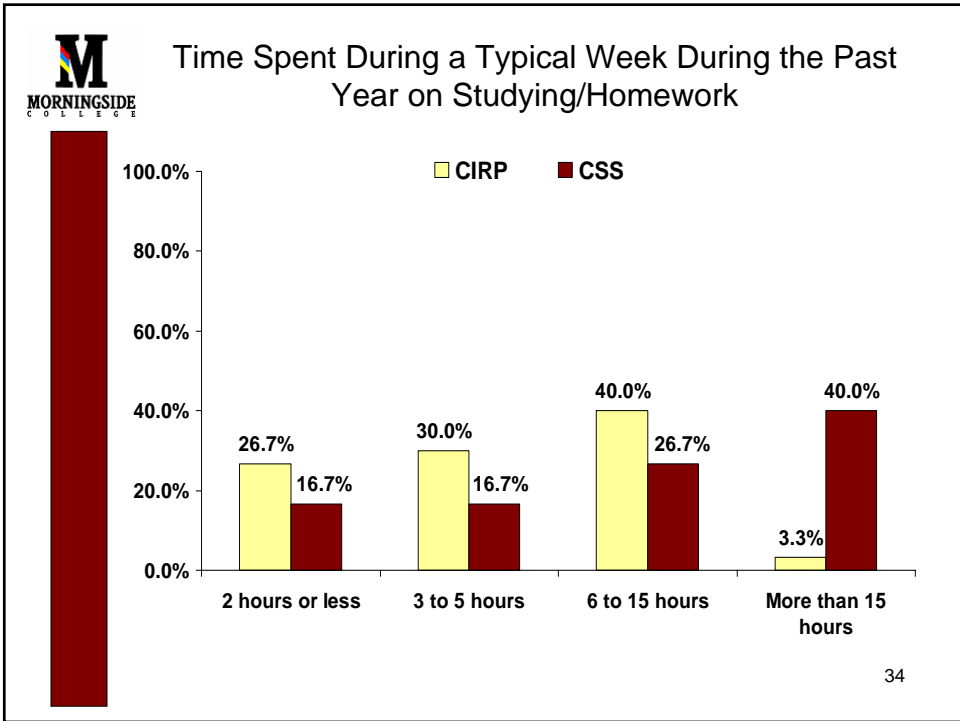
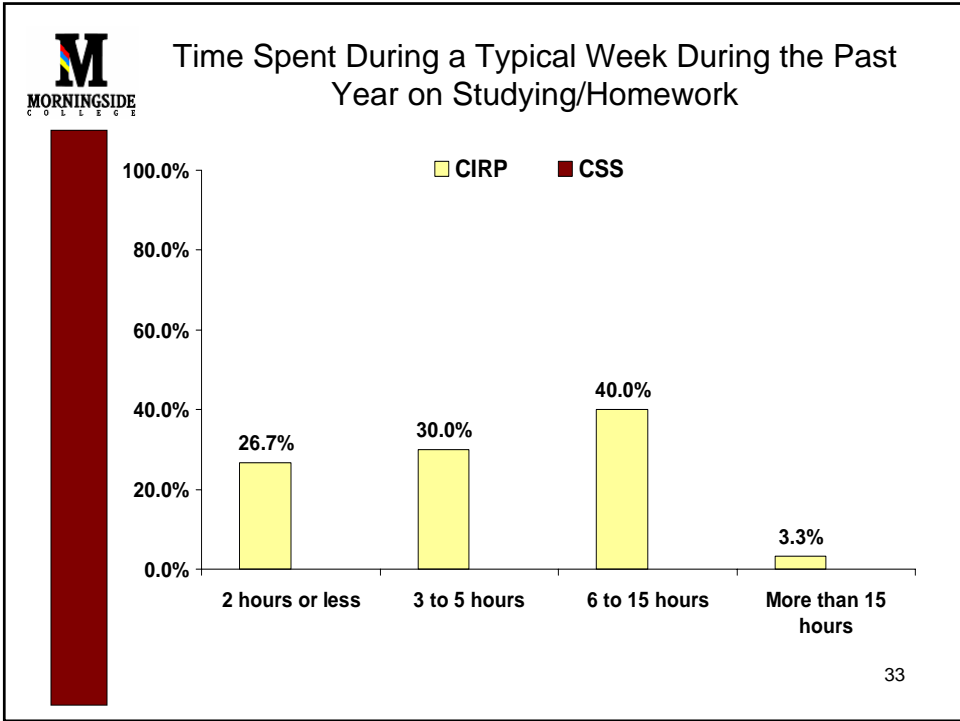
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## Student Change: Freshmen to Seniors

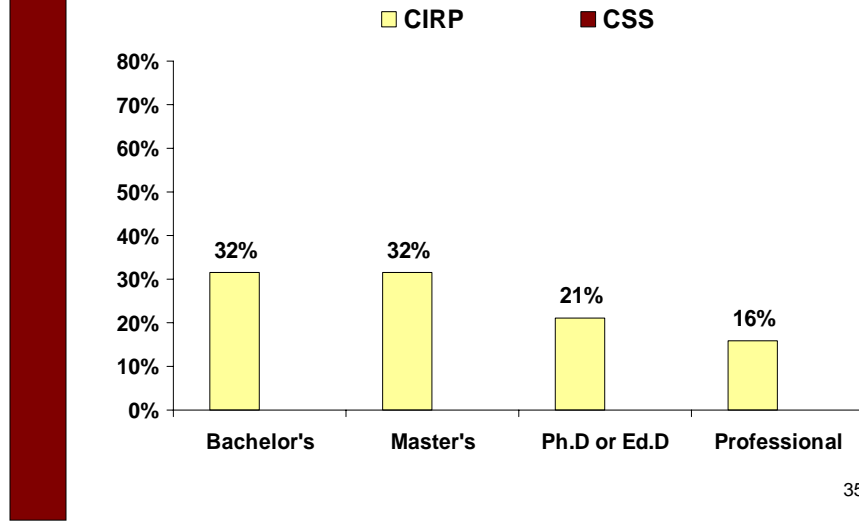
- CIRP and CSS surveys share common items
- CIRP completed as a freshman; CSS completed as a senior
- 32 of the students who responded to the CSS had previously completed the CIRP
- Responses were matched to examine differences

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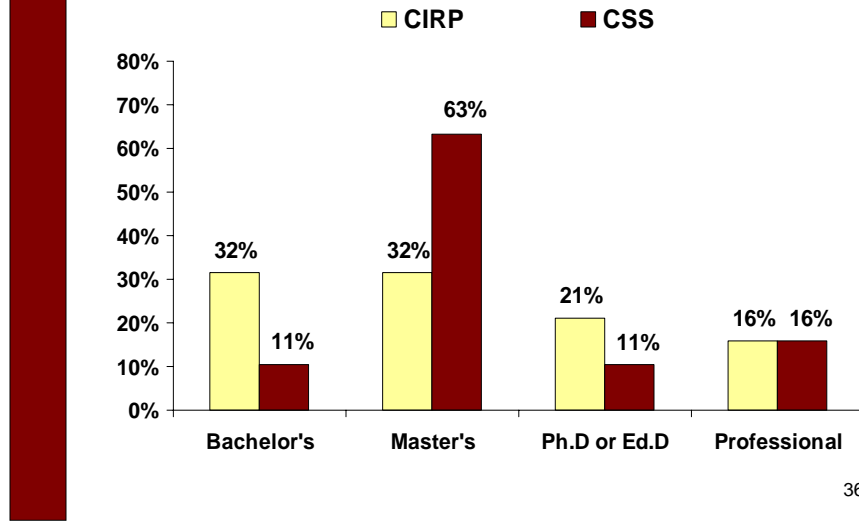
### Highest Degree Planning to Complete



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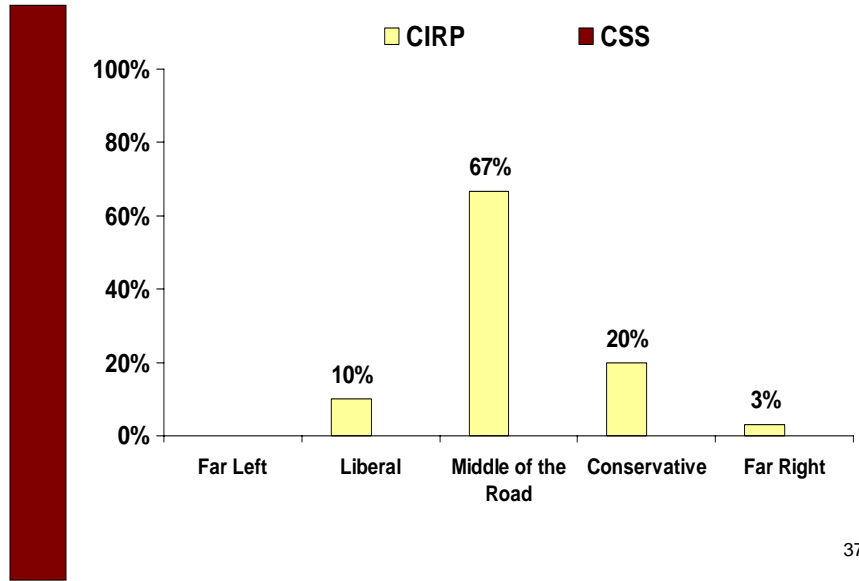
### Highest Degree Planning to Complete



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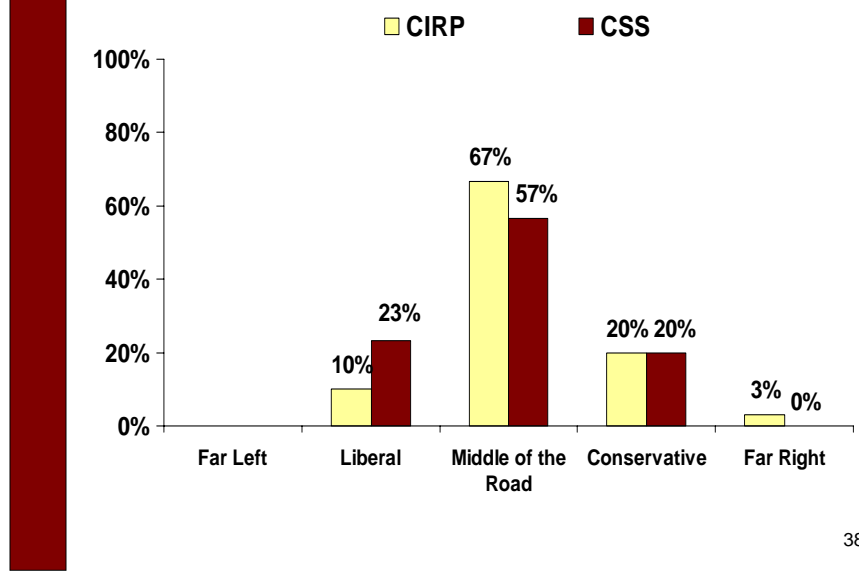
# Characterization of Political Views



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# Characterization of Political Views



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## Top 5 Objectives considered Very Important or Essential

CIRP	CSS
1. Raising a family (83.9%)	1. Raising a family (87.1%)
2. Becoming an authority in my field (71.0%)	2. Helping others who are in difficulty (74.2%)
3. Helping others who are in difficulty (58.1%)	3. Becoming an authority in my field (64.5%)
4. Being well off financially (54.8%)	4. Obtaining recognition from my colleagues for contributions to my special field (61.3%)
5. Obtaining recognition from my colleagues for contributions to my special field (45.2%)	5. Integrating spirituality into my life (60.0%)



## Largest Differences in Importance of Personal Objectives between Freshmen and Senior Year

Objectives	Very Important or Essential		
	CIRP	CSS	Difference
Becoming a community leader	22.6%	<b>41.9%</b>	19.3%
Integrating spirituality into my life	43.3%	<b>60.0%</b>	16.7%
Keeping up to date with political affairs	16.1%	<b>32.2%</b>	16.2%
Helping others who are in difficulty	58.1%	<b>74.2%</b>	16.1%
Developing a meaningful philosophy of life	38.7%	<b>54.8%</b>	16.1%



## Largest Differences in Importance of Personal Objectives, continued

Objectives	Very Important or Essential		
	CIRP	CSS	Difference
Obtaining recognition from my colleagues for contributions to my special field	45.2%	<b>61.3%</b>	16.1%
Having administrative responsibility for the work of others	32.3%	<b>45.2%</b>	12.9%
Being well off financially	54.8%	<b>35.5%</b>	-19.3%

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- Qualitative Indicators with data examples
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- **Relationship between Qualitative Indicators and Focus Areas**

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## Relationship between Qualitative Indicators and Special Focus Areas

	Quality of the Morningside Experience	Quality of Faculty & Staff	Facility Quality	Stature
Transitions	Yes			
High Expectations	Yes	Yes	Yes	
Diversity	Yes	Yes		
Globalization	Yes			
Steeple Programs	Yes	Yes	Yes	Yes
Center for Ethical Leadership & Civic Responsibility	Yes	Yes		Yes
Long Term Facility Needs	Yes	Yes	Yes	Yes

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