

2017 NSSE Report

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National Survey of Student Engagement (NSSE)

- ▶ NSSE was given in Spring 2017 to New freshman from FA16 and Seniors
- ▶ On-line administration—email notifications from Indiana State and reminders built into PAWS from ITS
- ▶ \$100 drawing for a Visa gift card
- ▶ N=222 freshmen (32% response rate); N=328 seniors (37% response rate)

Midwest, Public, Master's Level Peers



- ▶ Chicago State U
- ▶ Eastern Kentucky U
- ▶ Ferris State U
- ▶ Governor's State U
- ▶ Indiana U–East
- ▶ Lincoln U
- ▶ Missouri State U
- ▶ Murray State U
- ▶ Northeastern IL U
- ▶ Northern Michigan U
- ▶ Northwest MO State
- ▶ Saginaw Valley State
- ▶ Truman State U
- ▶ U of Central MO
- ▶ U of IL–Springfield
- ▶ U of Michigan–Dearborn
- ▶ U of Michigan–Flint
- ▶ U of St. Francis–Ft. Wayne
- ▶ U of So. Indiana
- ▶ U of WI–Oshkosh
- ▶ U of WI–Eau Claire
- ▶ U of WI–Green Bay
- ▶ U of WI–La Crosse
- ▶ U of WI–Platteville
- ▶ U of WI–River Falls
- ▶ U of WI–Stevens Point
- ▶ U of WI–Stout
- ▶ U of WI–Whitewater
- ▶ Western IL U

Illinois Public Institutions

- ▶ Chicago State U
- ▶ Governor's State U
- ▶ Illinois State U
- ▶ Northeastern IL U
- ▶ Southern IL U–Edwardsville
- ▶ U of Illinois—Chicago
- ▶ U of Illinois—Urbana–Champaign
- ▶ U of Illinois–Springfield
- ▶ Western IL University

2017 Snapshot—Student Engagement

- ▶ EIU was significantly higher than peer institutions (Midwest, public, master's level) at FR & SR levels
 - Reflective and integrative learning
 - Discussions with diverse others
 - Student–faculty interaction
 - Effective teaching practices
- ▶ EIU was significantly higher than peer institutions (Midwest, public, master's level) at FR level in supportive environment and at senior level in quality of interactions

High Performing Top 5—First Year

- ▶ Eastern was above peers (Midwest, public master's level institutions) in the following items:
 - Discussions with people of a race or ethnicity other than your own (+25)
 - The number of courses that included a community-based project (+21)
 - How often they had talked to a faculty member about career plans (+18)
 - Instructors provide prompt and detailed feedback (+18)
 - Discussions with people from an economic background other than your own (+14)

High Performing Top 5—Senior Year

- ▶ Eastern was above peers (Midwest, public master's level institutions) in the following items:
 - Talked about career plans with a faculty member (+15)
 - Discussions with people of a race or ethnicity other than your own (+12)
 - Discussed your academic performance with a faculty member (+12)
 - Institution emphasis on helping you manage your non-academic responsibilities (+11)
 - Worked with a faculty member on activities other than coursework (+11)

Lowest Performing Top 5—First Year

- ▶ EIU was below peers in the following items:
 - Extent to which courses challenged you to do your best work (-2)
 - Spent more than 10 hours per week on assigned reading (-2)
 - Institution emphasis on using learning support services (-3)
 - Quality of interactions with academic advisors (-4)
 - Participated in a learning community (-7)

Lowest Performing Top 5—Senior Year

- ▶ EIU was below peers in the following items:
 - Institution emphasis on attending campus activities and events (−4)
 - Evaluated what others have concluded from numerical information (−4)
 - Participated in a study abroad program (−5)
 - Extent to which courses challenged you to do your best work (−8)
 - Spent more than 15 hours per week preparing for class (−8)

EIU Students are Engaged

- ▶ EIU **freshmen** were significantly higher than peers at Midwest, public, master's level institutions and all IL publics:
 - Reflective and integrated learning
 - Discussions with diverse others
 - Student–faculty interaction
 - Effective teaching practices
- ▶ EIU **seniors** were significantly higher than peers at Midwest, public, master's level institutions and all IL publics:
 - Reflective and integrated learning
 - Student–faculty interaction
 - Effective teaching practices
 - Quality of interactions

Engagement Indicators—Places to Improve



- ▶ Compared to our peers, EIU's student averages were significantly lower on only 2 indicators for each class and only in one comparison group:
 - Freshman averages were lower than all Illinois publics in the collaborative learning indicator
 - This is a result of having no learning communities where students take 2 or more courses together
 - -9% asked another student to help you understand course material (compared to IL publics)
 - -5% explained course material to one or more students (IL publics)
 - -8% prepared for exams by discussing or working through course material with other students (IL publics)
 - Senior averages were below all Illinois publics in quantitative reasoning, but had no significant difference with all Midwest, public, master's level institutions

EIU Shines in Experiences with Faculty



- ▶ In all comparison groups at the freshman and senior level, Eastern is above our peers in student–faculty interaction and effective teaching practices
 - FR and SR +18% above IL publics in talked about career plans with a faculty member
 - FR and SR +11% above IL publics in worked with faculty on activities other than coursework
 - FR and SR +8–11% above IL publics on discussed course topics, ideas, or concepts with a faculty member outside of class
 - FR and SR +13% above IL publics discussed your academic performance with a faculty member

EIU Shines in Experiences with Faculty cont.



- ▶ In all comparison groups at the freshman and senior level, Eastern is above our peers (Midwest, public, master's) in effective teaching practices
 - Clearly explained course goals and requirements (+3% F/ +5% S)
 - Taught course sessions in an organized way (+2% F/ +2% S)
 - Used examples or illustrations to explain difficult points (+2% F/ +7% S)
 - Provided feedback on a draft or work in progress (+11% F/ +10% S)
 - Provided prompt and detailed feedback on tests or completed assignments (+18% F/ +5% S)

Campus Environment

- ▶ Eastern was above Midwest, public, master's level peers and IL publics in the following categories:
 - Freshman student interaction (+3%/ +3%)
 - Faculty–student interaction (F +5%/ +6% & S+5%/ +10%)
 - Student services staff (career services, student activities, housing, etc.) (F +2%/ +5% & S+5%/ +5%)
 - Providing support to help students succeed academically (F 1%/1% & S +6%/ +8%)
 - Providing opportunities to be involved socially (F +4%/ +3% & S +5%/ +5%)
 - Helping you manage your non–academic responsibilities (work, family, etc.) (F+9%/ +5% & S +11%/ +8%)

Campus Environment cont.

- ▶ Eastern was above midwest, public, master's level peers and IL publics in all but the following categories:
 - Academic advisors (freshman year only -4% / -5% ; above peers in senior year $+10\%$ / $+14\%$)
 - Using learning support services (tutoring services, writing center, etc.) (freshman -3% / -1%)
 - Interactions with other students (senior year only -1% / -2%)
 - Other administrative staff and offices (registrar, financial aid, etc.) (senior year only -3%)
 - Attending campus activities and events (performing arts, athletics events, etc.) (seniors only -4% , above peers freshman year $+7\%$)
 - Attending events that address important social, economic, or political issues (seniors only -1% / -2% , above peers freshman year $+8\%$ / $+6\%$)

Academic Challenge

- ▶ First-year EIU students spend an average of 14.3 hours a week preparing for class compared to 14.2 average for other Midwest public master's level institutions
- ▶ By senior year, EIU students reported spending an average of 13.6 hours a week preparing for class compared to 14.6 hours for seniors at other Midwest, public master's level institutions (-1 hour average)
- ▶ Both EIU first-year students and seniors indicate they spend 6 hours a week reading on average compared to 6.2 hours for freshman and 6.8 hours for seniors at peer institutions
- ▶ **EIU freshmen write more than peers while the seniors write less.** Freshmen wrote an average of 57.7 pages for assigned writing compared to 42.2 pages for freshman peers, and EIU seniors wrote 63 pages compared to 69.5 pages for seniors at peer institutions.
- ▶ 80% of EIU seniors indicated Eastern's courses challenge them to do their best compared to 81% of our peers; 76% of seniors indicated they are challenged compared to 80% of seniors at peer institutions.

Academic Challenge—Opportunities for Growth



- ▶ EIU **freshmen** were lower than all peer groups (–8% IL publics) in how often they applied facts, theories, or methods to practical problems or new situations
- ▶ EIU **freshmen** were lower than all IL publics (–5%) and privates (–3%) in being asked to analyze an idea, experience, or line of reasoning in depth by examining its parts
- ▶ EIU **freshmen** were 1–3% lower than all peers in reviewing their notes after class and 1–3% behind IL publics and privates in summarizing what they learned in class or from course materials
- ▶ EIU **freshmen** were lower than all peers (all midwest public, master’s –1%, IL publics –7%, and IL privates –6%) in responding that they had been asked very often or often to use numerical information to examine a real–world problem or issue (unemployment, climate change, public health, etc.)

Academic Challenge—Opportunities for Growth

- ▶ EIU **seniors** were below other IL publics (–1%) and IL privates (–2%) in responding that their coursework very much or quite a bit emphasized applying facts, theories or methods to practical problems or new situations
- ▶ EIU **seniors** were below other IL publics (–1%) and IL privates (–5%) in responding that their coursework very much or quite a bit emphasized analyzing an idea, experience, or line of reasoning in depth by examining its parts
- ▶ EIU seniors are below all peers in reviewing notes after class very often or often (–3–8%)

Academic Challenge—Opportunities for Growth: Seniors & Quantitative Reasoning

- ▶ EIU seniors were below peers in 3 items related to quantitative reasoning:
 - Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) (–3% all Midwest publics, –10% IL publics)
 - Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) (–4% IL publics)
 - Evaluated what others have concluded from numerical information (–4% all Midwest publics, –11% IL publics)

Eastern in Top 10% of all Institutions

- ▶ Freshman:
 - Discussions with diverse others
 - Student–Faculty interaction
- ▶ Seniors:
 - Effective teaching practices

Eastern in Top 50% of all Institutions

▶ Freshman:

- Higher order learning
- Reflective and integrated learning
- Quantitative reasoning
- Discussions with diverse others
- Student–faculty interaction
- Effective teaching practices
- Quality of interactions
- Supportive environment

▶ Seniors:

- Effective teaching practices
- Reflective and integrative learning
- Discussions with diverse others
- Student–faculty interaction
- Effective teaching practices
- Quality of interactions
- Supportive environment

High Impact Practices

- ▶ High impact practices demand considerable time and effort, facilitate learning outside the classroom, require meaningful interactions outside the classroom with faculty, encourage collaboration with diverse others, and provide frequent and substantive feedback
 - Service learning
 - Learning communities (taking 2 or more classes together)
 - Research with faculty
 - Internship or field experience
 - Study abroad
 - Culminating senior experience

High Impact Practices cont.

- ▶ 64% of freshmen had participated in one high impact practice, which is higher than all peer groups
 - Service learning +21%/ +31%
 - Research with faculty +4%/ +3%
- ▶ 12% freshmen participated in 2 or more high impact practices, which is higher than all peer groups
- ▶ 66% of seniors had participated in one HIP, higher than all Midwest publics and all IL publics
 - Service learning +3%/ +11%
 - Culminating senior experience +8%/ +13%
- ▶ 22% of seniors had participated in 2 or more

FR Areas that Improved from 2013



- ▶ Reflective and integrative learning +1.1
- ▶ Quantitative reasoning +1.9
- ▶ Preparing for class +.8
- ▶ Number of pages of assigned writing +15.3 pages per year
- ▶ Collaborative learning +2.4
- ▶ Discussion with diverse others +2.3
- ▶ Student–faculty interaction +2.0
- ▶ Quality of interactions +.5
- ▶ Service learning +12% (75% said they had service learning in some, most, or all classes)
- ▶ Research with faculty +7% (8% done or in progress)
- ▶ +9% freshmen planning to do a culminating senior experience

Overall, +8% of freshmen said they had participated in one high impact practice and +4% who had participated in 2 or more

FR Areas that Declined from 2013



- ▶ Higher order learning -2.2
- ▶ Learning strategies -1.7
- ▶ Course challenge -.3
- ▶ Effective teaching practices -1.2
- ▶ -3% of freshmen who had an internship or field experience (81%)
- ▶ -3% of freshmen planning to do study abroad (43%)

SR Areas that Improved from 2013

- ▶ Reflective and integrative learning +1.8
- ▶ Quantitative reasoning +1.9
- ▶ Preparing for class +.8
- ▶ Number of pages of assigned writing +15.3 pages per year
- ▶ Collaborative learning +3.2
- ▶ Student–faculty interaction +3.2
- ▶ Quality of interactions +1.0
- ▶ Supportive environment +1.6
- ▶ 66% had done service learning (+8%)
- ▶ 22% had done research with faculty (+2%)
- ▶ 51% had done an internship or field experience (+8%)
- ▶ 55% had completed a culminating senior experience (+10%)

Overall, 66% of seniors had participated in 2 or more high impact practices (+8%)

SR Areas that Declined from 2013

- ▶ Higher order learning -2.2
- ▶ Learning strategies -1.6
- ▶ Quantitative reasoning -.6
- ▶ Preparing for class -.9
- ▶ Assigned writing went down by 8.2 pages per year
- ▶ Course challenge -.4
- ▶ 9% had done study abroad (-6%)

First-Year Experiences & Senior Transitions—FR responses



- ▶ Above our peers in percentage of freshmen who often or very often participated in course discussions even when they didn't feel like it (65% EIU; 52% peers)
- ▶ Above our peers in percentage of freshmen who very often or often finished something they have started when they encountered challenges (86% EIU; 78% peers)
- ▶ Above our peers in freshman who often or very often sought help with coursework from their academic advisors (24% EIU; 18% peers)
- ▶ Below our peers in freshmen who had seriously considered leaving the institution (27% EIU; 31% peers)
- ▶ Above our peers with freshman who felt it was important to graduate from this institution (90% EIU; 83% peers)
- ▶ On par with our peers on all other questions; no items in this module below our peers with freshmen.

First-Year Experiences & Senior Transitions—SR responses



- ▶ 46% seniors planned to work full-time after graduation (60% peers)
- ▶ 31% seniors planned to go to graduate or professional school (23% peers)
- ▶ 8% seniors planned to work part-time (4% peers)
- ▶ 8% seniors planned to complete an internship (4% peers)
- ▶ 2% planned a gap year/travel (3% peers)
- ▶ 2% had no plans (3% peers)

First-Year Experiences & Senior Transitions—SR responses



- ▶ 64% of seniors did not already have a job after graduation (56% peers)
- ▶ 75% said their courses in major had prepared them very much or quite a bit for post-graduation plans (73% peers)
- ▶ 85% said they plan to eventually work in their major field (89% peers)
- ▶ 13% plan to be self-employed (19% peers)