

NSSE 2023 NATIONAL SURVEY OF STUDENT ENGAGEMENT



SURVEY BASICS

- **189 First-Year Responses**
 - 21% Response Rate
- **206 Senior Responses**
 - 24% Response Rate
- **Peer Comparison Groups:**
 - Great Lakes Public = 51 schools
 - Carnegie Master's L(arger) = 192
- **Lengthy survey:**
 - 96 questions (main)
 - +27 questions (diversity submodule)



OVERALL

Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. Below are summary results for your institution.

KEY

▲ Your students' average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

△ Your students' average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

-- No significant difference.

▽ Your students' average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

▼ Your students' average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

Your students compared with Great Lakes Public

<i>Theme</i>	<i>Engagement Indicator</i>	<i>First Year</i>	<i>Senior</i>
Academic Challenge	Higher-Order Learning	--	--
	Reflective & Integrative Learning	--	△
	Learning Strategies	--	--
	Quantitative Reasoning	--	--
Learning with Peers	Collaborative Learning	--	--
	Discussions with Diverse Others	--	△
Experiences with Faculty	Student-Faculty Interaction	△	△
	Effective Teaching Practices	△	--
Campus Environment	Quality of Interactions	△	△
	Supportive Environment	△	--

MACRO INDICATORS – FIRST-YEAR STUDENTS

Theme	Engagement Indicator	Your first-year students compared with Great Lakes Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2022 & 2023
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	△	--
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	△	△	--
	Effective Teaching Practices	△	△	△
Campus Environment	Quality of Interactions	△	--	--
	Supportive Environment	△	▲	△

MACRO INDICATORS – SENIORS

<i>Theme</i>	<i>Engagement Indicator</i>	<i>Your seniors compared with Great Lakes Public</i>	<i>Your seniors compared with Carnegie Class</i>	<i>Your seniors compared with NSSE 2022 & 2023</i>
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	△	△	△
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	△	--
	Discussions with Diverse Others	△	△	△
Experiences with Faculty	Student-Faculty Interaction	△	△	△
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	△	--	△
	Supportive Environment	--	--	--

HIGHLIGHTS

Overall, more POSITIVE indicators of engagement compared to our peers



Student-Faculty Interaction

Both first-years and seniors



Discussions with Diverse Others

Seniors



Campus: Quality of Interactions & Supportive Environment

Both first-years and seniors

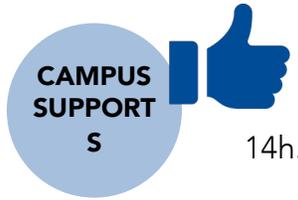


HIPs (High-Impact Practices)

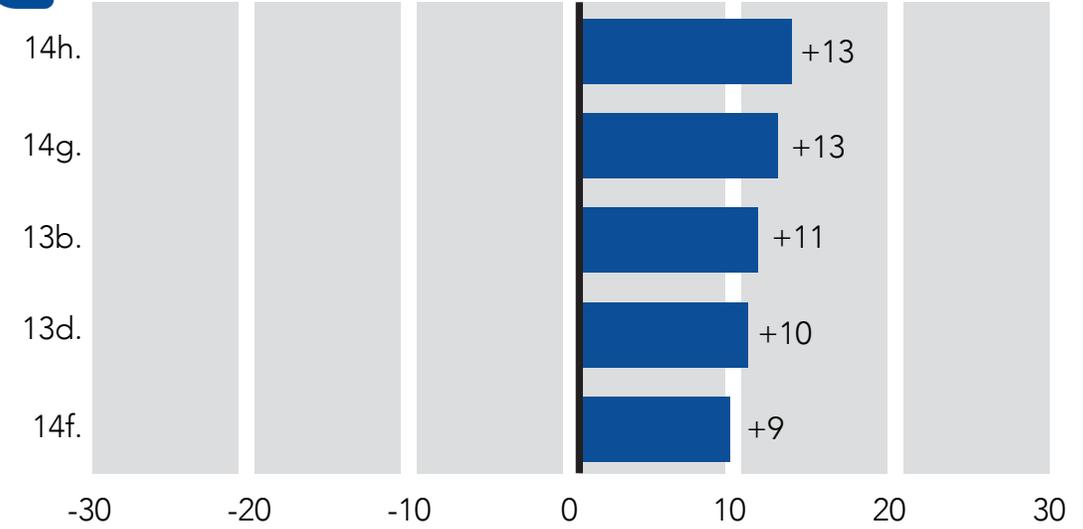
Study abroad, research, field experience - Seniors

PERFORMANCE COMPARED TO PEERS: FIRST-YEAR

Highest Performing Relative to Great Lakes Public



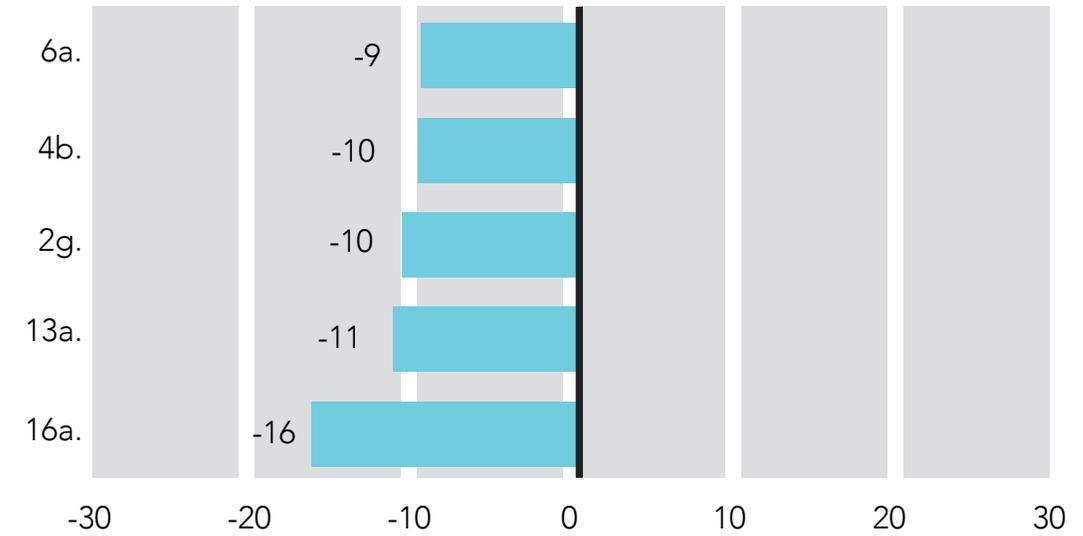
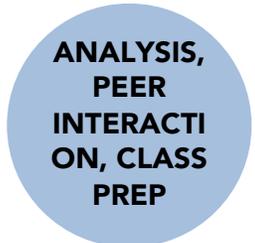
- Institution emphasis on attending campus activities and events (...) ^c (SE)
- Institution emphasis on helping you manage your non-academic responsibilities (...) ^c (SE)
- Quality of interactions with academic advisors ^d (QI)
- Quality of interactions with student services staff (...) ^d (QI)
- Institution emphasis on providing support for your overall well-being ... ^c (SE)



Percentage point difference with Great Lakes Public

Lowest Performing Relative to Great Lakes Public

- Reached conclusions based on your own analysis of numerical information (...)^b (QR)
- Applying facts, theories, or methods to practical problems or new situations^c (HO)
- Connected ideas from your courses to your prior experiences and knowledge^b (RI)
- Quality of interactions with students^d (QI)
- Spent more than 15 hours per week preparing for class



PERFORMANCE COMPARED TO PEERS: SENIOR

Highest Performing Relative to Great Lakes Public

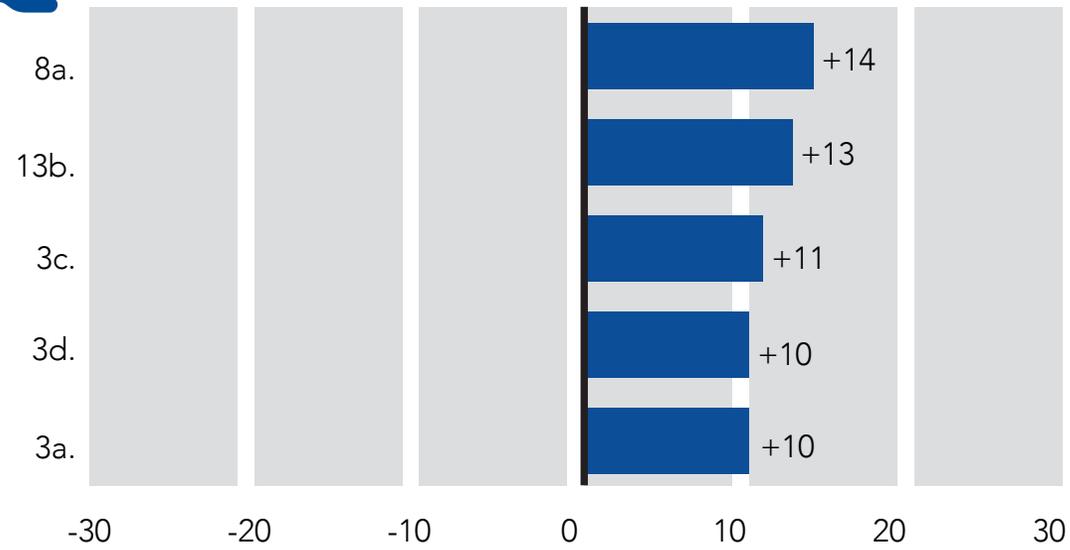
Discussions with... People of races or ethnicities other than your own^b (DD)

Quality of interactions with academic advisors^d (QI)

Discussed course topics, ideas, or concepts with a faculty member outside of class^b (SF)

Discussed your academic performance with a faculty member^b (SF)

Talked about career plans with a faculty member^b (SF)



Lowest Performing Relative to Great Lakes Public

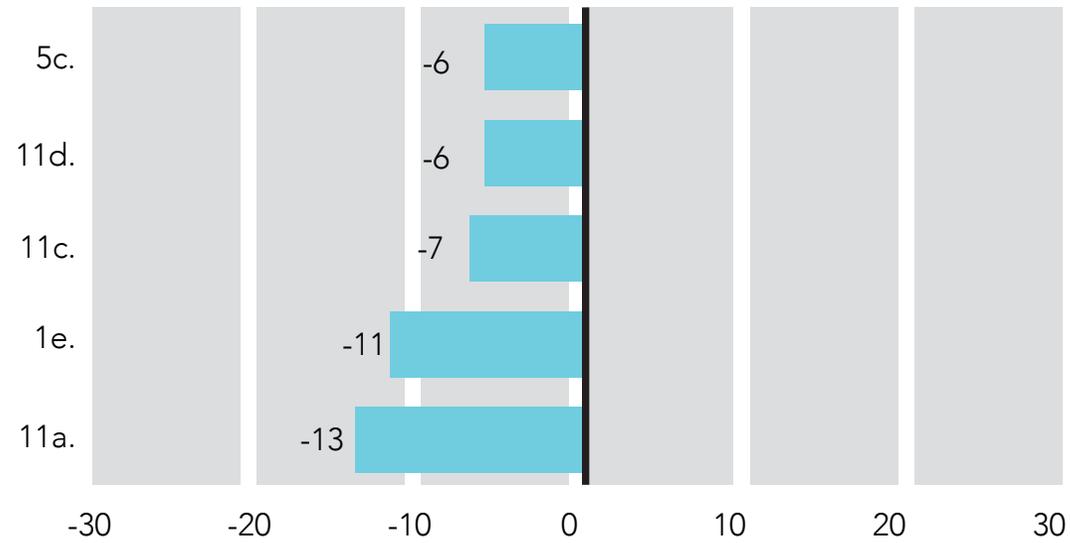
Reached conclusions based on your own analysis of numerical information (...>^b (QR)

Applying facts, theories, or methods to practical problems or new situations^c (HO)

Connected ideas from your courses to your prior experiences and knowledge^b (RI)

Quality of interactions with students^d (QI)

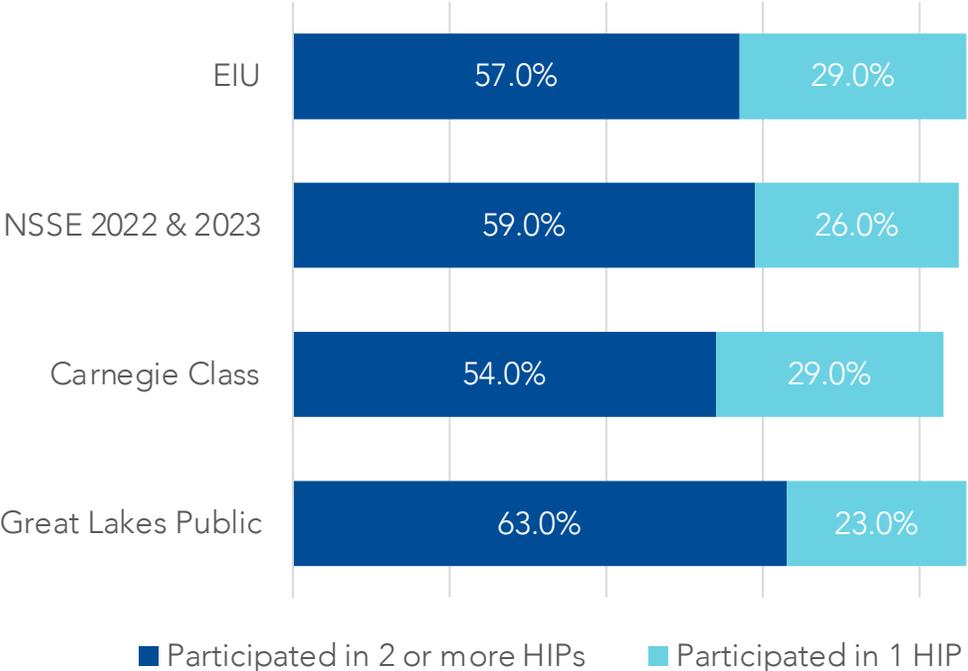
Spent more than 15 hours per week preparing for class



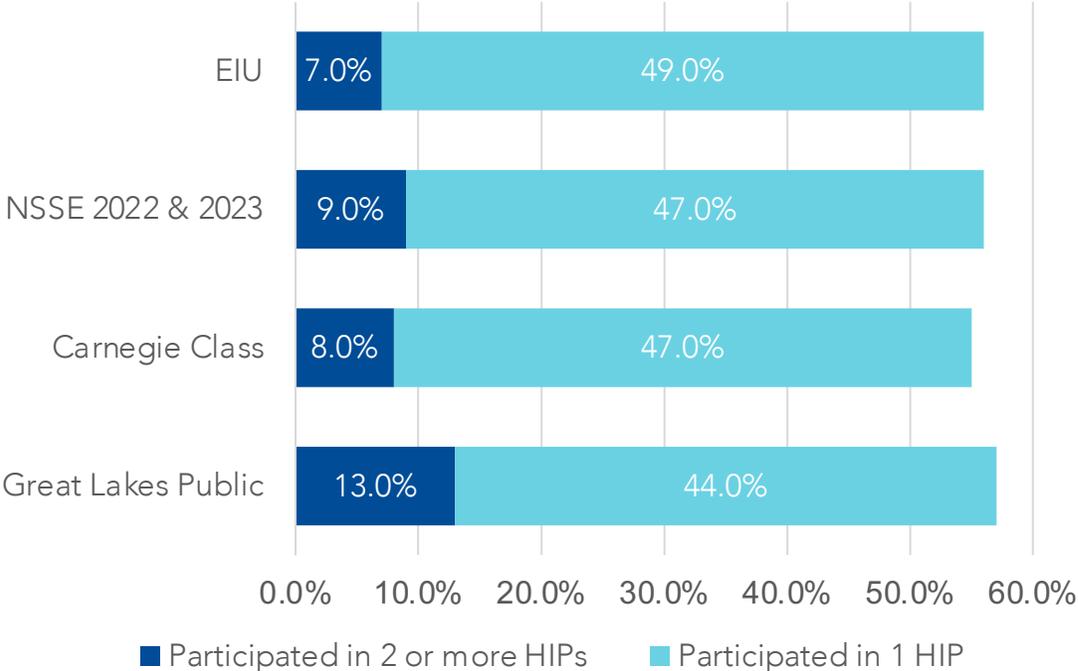
Percentage point difference with Great Lakes Public

HIGH IMPACT PRACTICES (HIPs)

Senior



First-Year



HIPs = internship, service learning, research, learning community, study abroad and/or senior culminating experience

ADDITIONAL SURVEY (TOPICAL MODULE) INCLUSIVENESS & ENGAGEMENT WITH DIVERSITY

- Our first-year and senior students consistently report that their experiences, perceptions of EIU, and our curriculum outperformed peers across the module's 27 questions about diversity.
- EIU did not perform statistically "poorer" compared to peers on any metric.
- **Our efforts are making a difference, but our collective goal is higher than the peer mean in every case.**

FIRST YEAR

- Statistically Outperformed Peer Mean (n=9) 33%
- Exceeded Peer Mean (n=10) 37%
- Same as Peers (n=7) 26%
- Below Peer Mean (n=1) 4%
- Statistically Below Peer Mean (n=0)

SENIORS

- Statistically Outperformed Peer Mean (n=10) 37%
- Exceeded Peer Mean (n=5) 19%
- Same as Peers (n=9) 33%
- Below Peer Mean (n=3) 11%
- Statistically Below Peer Mean (n=0)

Note: percentages rounded

In the 3 above examples for Seniors where we were below means, the observed difference was only 0.1 with an effect size of -0.01 and it was not statistically significant. The single case for first year students was also not statistically significant with an observed difference of 0.1 and a -0.04 effect size.

The only common theme between first year and seniors was the question: "During the current year, about how often have you ... reflected on your cultural identity?"