



NSSE 2020

Summary

Survey Basics

- 326 FY Responses
 - 26% Response Rate
- 300 Senior Responses
 - 30% Response Rate



Overall

Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, see your *Engagement Indicators* report.

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.

Theme	Engagement Indicator	Your students compared with All	
		First-year	Senior
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

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with All	Your first-year students compared with Carnegie	Your first-year students compared with IL public
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	△
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	▽
	Discussions with Diverse Others	--	△	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	△	△	△
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Macro Indicators – Senior

Seniors		Your seniors compared with	Your seniors compared with	Your seniors compared with
<i>Theme</i>	<i>Engagement Indicator</i>	All	Carnegie	IL public
<i>Academic Challenge</i>	Higher-Order Learning	△	△	△
	Reflective & Integrative Learning	△	--	△
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	▽	▽
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	△	△	△
	Effective Teaching Practices	△	△	△
<i>Campus Environment</i>	Quality of Interactions	△	△	▲
	Supportive Environment	△	△	△

Academic Challenge

Mean Comparisons

<i>Engagement Indicator</i>	EIU <i>Mean</i>	<i>Your first-year students compared with</i>					
		All		Carnegie		IL public	
		<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>
Higher-Order Learning	37.8	38.0	-.02	37.2	.05	37.9	-.01
Reflective & Integrative Learning	34.9	35.0	.00	34.7	.02	34.4	.04
Learning Strategies	38.6	38.4	.02	37.8	.06	36.6 *	.14
Quantitative Reasoning	29.1	28.4	.04	27.7	.09	28.9	.01

First Year

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Mean Comparisons

<i>Engagement Indicator</i>	EIU <i>Mean</i>	<i>Your seniors compared with</i>					
		All		Carnegie		IL public	
		<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>
Higher-Order Learning	41.8	40.1 *	.12	40.0 *	.13	39.6 **	.16
Reflective & Integrative Learning	39.4	37.9 *	.12	38.2	.09	37.4 **	.16
Learning Strategies	38.8	38.8	.00	38.8	.00	37.6	.08
Quantitative Reasoning	29.4	30.4	-.06	29.7	-.01	30.5	-.07

Senior

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Learning with Peers

Mean Comparisons

<i>Engagement Indicator</i>	EIU <i>Mean</i>	<i>Your first-year students compared with</i>					
		All		Carnegie		IL public	
		<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>
Collaborative Learning	30.8	31.9	-.08	31.9	-.08	33.8 ***	-.21
Discussions with Diverse Others	40.2	39.2	.06	38.1 *	.13	40.6	-.03

First Year

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

Mean Comparisons

<i>Engagement Indicator</i>	EIU <i>Mean</i>	<i>Your seniors compared with</i>					
		All		Carnegie		IL public	
		<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>
Collaborative Learning	31.1	31.9	-.05	33.0 *	-.13	34.6 ***	-.24
Discussions with Diverse Others	40.8	40.0	.05	39.7	.07	41.5	-.04

Senior

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

Experiences with Faculty

Mean Comparisons

<i>Engagement Indicator</i>	EIU <i>Mean</i>	<i>Your first-year students compared with</i>					
		All		Carnegie		IL public	
		<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>
Student-Faculty Interaction	25.2	21.1 ***	.28	21.1 ***	.28	21.5 ***	.26
Effective Teaching Practices	38.4	38.4	.00	37.9	.03	37.3	.08

First Year

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

Mean Comparisons

<i>Engagement Indicator</i>	EIU <i>Mean</i>	<i>Your seniors compared with</i>					
		All		Carnegie		IL public	
		<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>
Student-Faculty Interaction	27.7	23.8 ***	.24	24.8 **	.18	24.7 **	.19
Effective Teaching Practices	42.7	39.7 ***	.22	40.1 **	.19	39.4 ***	.25

Senior

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

Campus Environment

Mean Comparisons

<i>Engagement Indicator</i>	EIU <i>Mean</i>	<i>Your first-year students compared with</i>					
		All <i>Mean</i>	All <i>Effect size</i>	Carnegie <i>Mean</i>	Carnegie <i>Effect size</i>	IL public <i>Mean</i>	IL public <i>Effect size</i>
Quality of Interactions	42.9	43.3	-.03	42.4	.04	42.0	.07
Supportive Environment	35.0	35.9	-.07	35.6	-.05	34.9	.01

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

First Year

Mean Comparisons

<i>Engagement Indicator</i>	EIU <i>Mean</i>	<i>Your seniors compared with</i>					
		All <i>Mean</i>	All <i>Effect size</i>	Carnegie <i>Mean</i>	Carnegie <i>Effect size</i>	IL public <i>Mean</i>	IL public <i>Effect size</i>
Quality of Interactions	46.2	43.0 ***	.27	42.9 ***	.27	42.0 ***	.35
Supportive Environment	34.3	32.1 *	.15	32.5 *	.12	32.5 *	.13

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Senior

Performance Compared to Peers – First Year

First-year

Highest Performing Relative to All

About how many courses have included a community-based project (service-learning)?^e (HIP)

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

Worked with a faculty member on activities other than coursework (...) ^b (SF)

Instructors provided prompt and detailed feedback on tests or completed assignments^c (ET)

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

Lowest Performing Relative to All

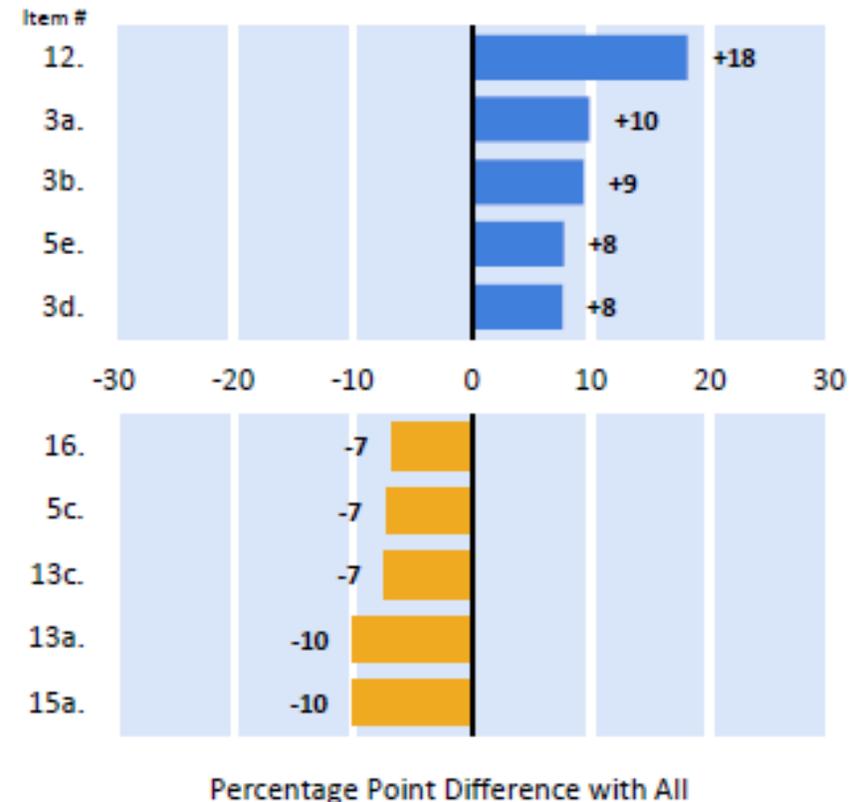
Spent more than 10 hours per week on assigned reading^f

Instructors used examples or illustrations to explain difficult points^c (ET)

Quality of interactions with faculty^d (QI)

Quality of interactions with students^d (QI)

Spent more than 15 hours per week preparing for class



Performance Compared to Peers – Senior

Senior

Highest Performing Relative to All

Quality of interactions with academic advisors^d (QI)

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

Quality of interactions with student services staff (...) ^d (QI)

Institution emphasis on providing support for your overall well-being... ^c (SE)

Connected your learning to societal problems or issues^b (RI)

Lowest Performing Relative to All

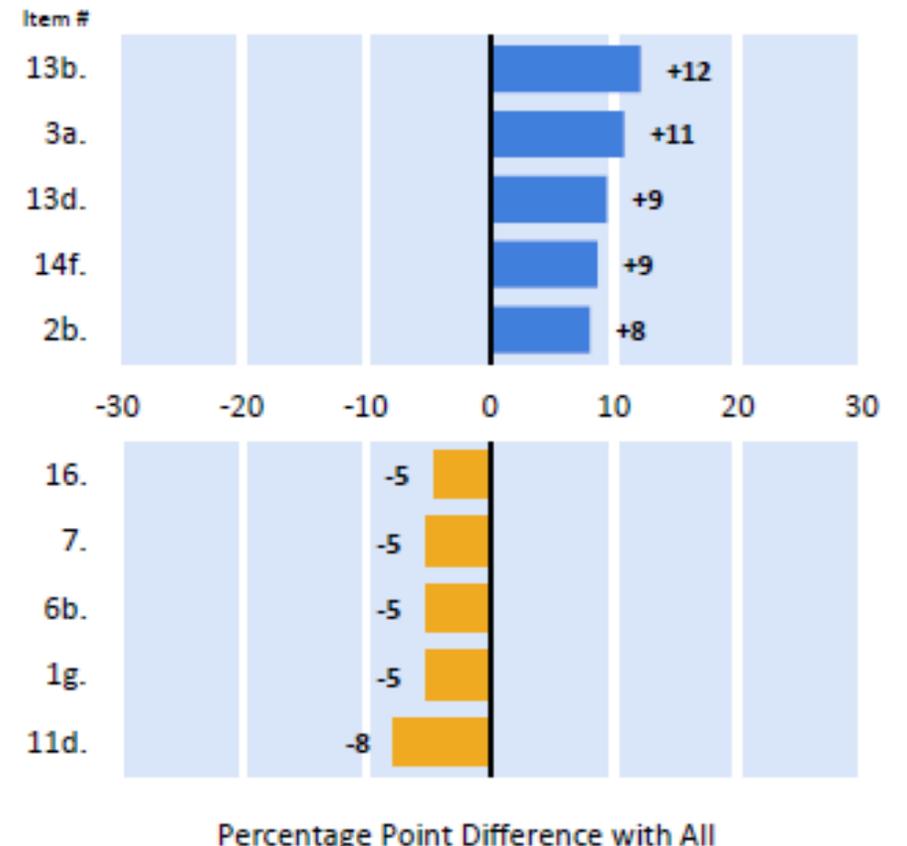
Spent more than 10 hours per week on assigned reading^f

Assigned more than 50 pages of writing⁵

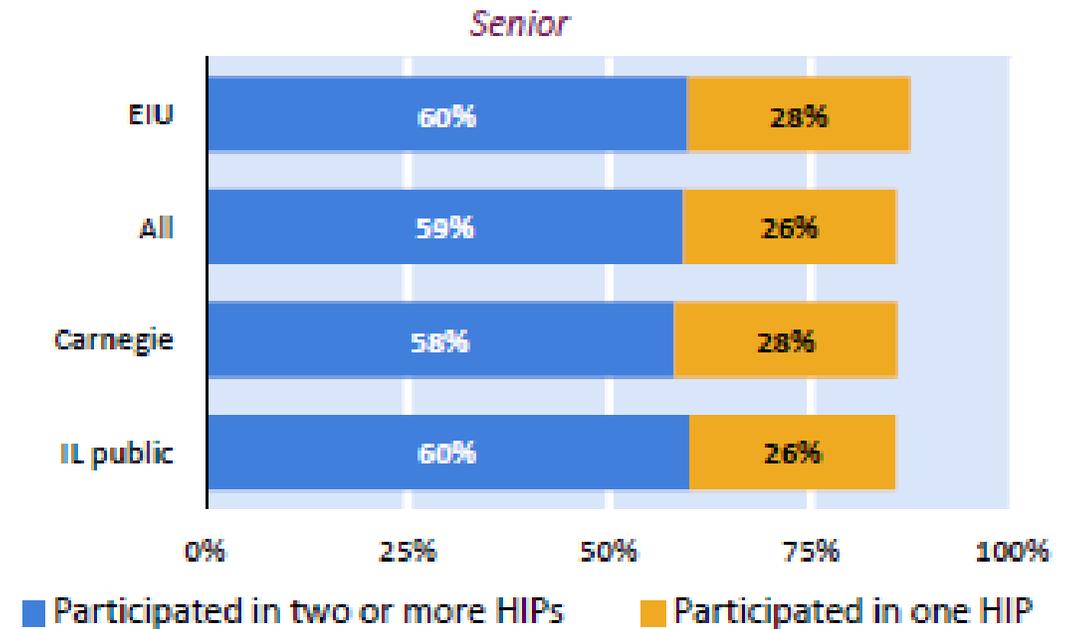
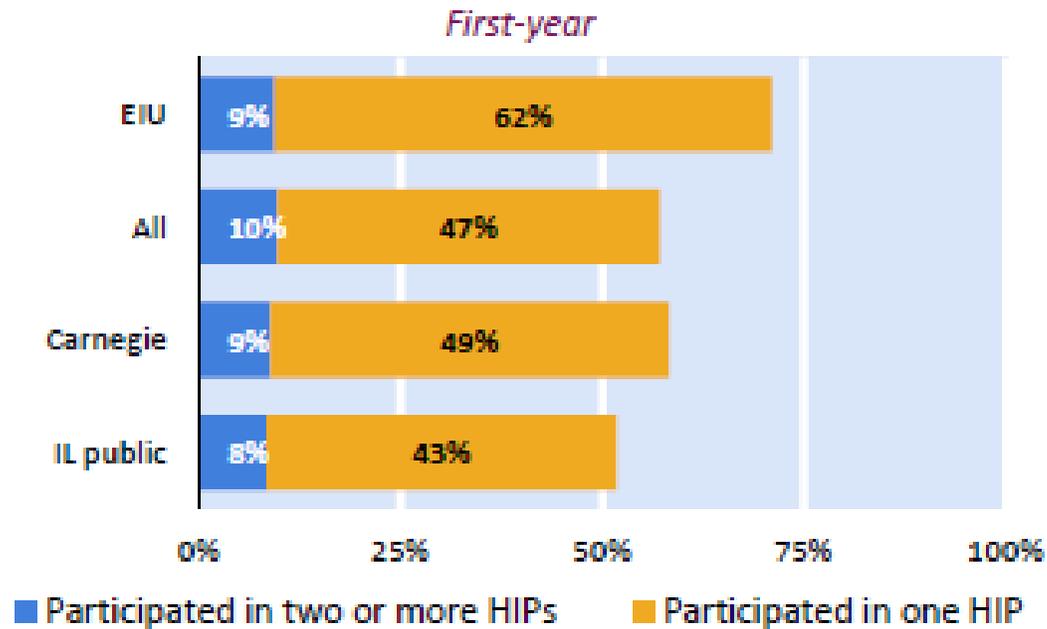
Used numerical information to examine a real-world problem or issue (...) ^b (QR)

Prepared for exams by discussing or working through course material w/other students^b (CL)

Participated in a study abroad program (HIP)



High Impact Practices (HIPs)



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

High Impact Practices – Compared to Peers

	EIU	All	Carnegie	IL public			
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
<i>First-year</i>							
Service-Learning	70	+18	*** .37	+16	*** .32	+25	*** .52
Learning Community	10	-3	-.09	-1	-.03	-1	-.02
Research with Faculty	2	-3	-.15	-2	-.13	-5	** -.25
<i>Participated in at least one</i>	71	+14	*** .29	+13	*** .27	+19	*** .40
<i>Participated in two or more</i>	9	-0	-.01	+1	.02	+1	.04
<i>Senior</i>							
Service-Learning	58	-3	-.07	-6	* -.12	+5	.10
Learning Community	21	-1	-.03	-1	-.02	-2	-.05
Research with Faculty	20	-3	-.08	-1	-.04	-10	*** -.24
Internship or Field Exp.	47	-1	-.02	+2	.03	-6	-.11
Study Abroad	6	-8	*** -.26	-4	-.13	-7	*** -.25
Culminating Senior Exp.	51	+7	* .13	+7	* .15	+9	** .19
<i>Participated in at least one</i>	87	+2	.05	+2	.05	+2	.05
<i>Participated in two or more</i>	60	+0	.01	+2	.03	-0	.00

*Senior data show growth opportunities with research & study abroad
FY students engage in more service learning than peers*

Topical Module – Advising

- Overwhelmingly positive
 - Interactions, Frequency, Knowledge-based, Developmental Approach, Technology Usage, and so on
- First Year (FY) experience consistently out performs Carnegie Peers and the performance is statistically significant in many cases.
- Senior Year advising experience mirrors FY with only a single survey item performing poorly relative to Carnegie Peers
 - But, the survey item referred to “Success or Academic Coaches” which EIU does not have per se. In contrast, some FY students may interact with the student success graduate assistants