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 NSSE and reminders built into PAWS from ITS
- Chance for a $100 Visa gift card
- N=222 freshmen (32% response rate; +16% from AY13); N=328 seniors (37% response rate; +14% from AY13)
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:**
  - Supportive environment
  - Quality of interactions
  - Effective teaching practices
  - Reflective and integrated learning
  - Discussions with diverse others
  - Student–faculty interaction
  - Higher order learning
  - Quantitative reasoning

- **Senior:**
  - Supportive environment
  - Quality of interactions
  - Effective teaching practices
  - Reflective and integrated learning
  - Discussions with diverse others
  - Student–faculty interaction
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
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 SR 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 students 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%)
Compared to our peers, EIU’s student averages were significantly lower on only one indicator for each level and only in one comparison group:

- Freshman averages were lower than all Illinois publics in the collaborative learning indicator, but no significant difference with Midwest peers
- Senior averages were below all Illinois publics in quantitative reasoning, but had no significant difference with Midwest peers
EIU Shines in Experiences with Faculty

- Eastern is above our Midwest and IL public peers in student–faculty interaction and effective teaching practices at FR & SR level
  - talked about career plans with a faculty member (+18% FR/+15% SR)
  - worked with faculty on activities other than coursework (+13% FR/+11% SR)
  - discussed course topics, ideas, or concepts with a faculty member outside of class (+12% FR/+7% SR)
  - discussed your academic performance with a faculty member (+14% FR/12% SR)
EIU Faculty Above Peers in Effective Teaching

Above our Midwest peers in:

- Clearly explained course goals and requirements (+3% FR/+5% SR)
- Taught course sessions in an organized way (+2% FR/+2% SR)
- Used examples or illustrations to explain difficult points (+2% FR/+7% SR)
- Provided feedback on a draft or work in progress (+11% FR/+10% SR)
- Provided prompt and detailed feedback on tests or completed assignments (+18% FR/+5% SR)
**Academic Challenge—Opportunities for Growth**

- **EIU freshmen** were lower than peers in two critical thinking questions about analyzing and evaluating data.

- **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)
Excellent Campus Environment

- Eastern was above Midwest, public, master’s level peers and IL publics:
  - Freshman student interaction (F+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 students manage their non–academic responsibilities (work, family, etc.) (F +9% / +5% & S +11% / +8%)
Eastern was below midwest, public, master’s level peers and IL publics in:

- Academic advisors—FR only
- Using learning support services (tutoring services, writing center, etc.)—FR only
- Other administrative staff and offices (registrar, financial aid, etc.)—SR only
- Attending campus activities and events—SR only
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 at EIU

- 64% of freshmen had participated in one high impact practice, which is higher than all peer groups (Midwest/IL Publics)
  - 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
In no items on the freshman experiences section were we below our peers.

Above our peers in FR who participated in course discussions even when they didn’t feel like it

Above peers in FR who sought help with coursework from advisors

Fewer of our freshmen had considered leaving the institution

31% of EIU SR planned to go to grad school compared to 23% of peers

Above peers in SR who said their courses prepared them for post-graduation plans