

# Results of NSSE 2018 Survey @NIU: Lessons, Opportunities and Next Steps

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**Northern Illinois University**  
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# Presentation Goals

- Learn about the NIU initiative to assess student engagement and satisfaction
- Gain insight into the background and context of NSSE and its uses at NIU
- View data and results of the 2018 NSSE
- Consider how NSSE outcomes may connect to your efforts and/or experience



# Context for NSSE Presentation

- Provost appointed Student Engagement & Student Satisfaction (SESS) working group.
- SESS Goals
  - Multi-point data collection strategy
  - Baseline for Comparison
  - Continuous Improvement
  - Tracking and Display of Data
  - Coordination of Survey Administration



# NIU Indicators of Engagement, Success and Satisfaction

- **Academic Achievement**  
(GPA; \* *Student Success*)
- **Career Impact**  
(Survey Items; \* *Student Development*)
- **Engagement in High Impact Practices**  
(Percentage of Students Involved in HIPs; \* *Student Engagement*)
- **Engagement in the Campus Community**  
(Percentage of Students Involved in Student Organizations; \* *Student Engagement*)
- **Faculty/Student Interaction**  
(Survey Items; \* *Student Satisfaction*)
- **Retention and Completion**  
(Retention, Persistence and Graduation Rates; \* *Student Success*)
- **Satisfaction with the NIU Experience**  
(Survey Items; \* *Student Satisfaction*)



# NSSE Engagement Indicators and Themes

## Engagement Indicators

**Collaborative Learning**

**Discussions with Diverse Others**

*Theme: Learning with Peers*

**Higher-Order Learning**

**Reflective & Integrative Learning**

**Learning Strategies**

**Quantitative Reasoning**

*Theme: Academic Challenge*

**Quality of Interactions**

**Supportive Environment**

*Theme: Campus Environment*

**Student-Faculty Interaction**

**Effective Teaching Practices**

*Theme: Experiences with Faculty*

# NSSE High-Impact Practices (HIPs)

## *High-Impact Practices in NSSE*

### **Service-Learning**

Courses that included a community-based project

### **Learning Community**

Formal program where groups of students take two or more classes together

### **Research with Faculty**

Work with a faculty member on a research project

### **Internship or Field Experience**

Internship, co-op, field experience, student teaching, or clinical placement

### **Study Abroad**

### **Culminating Senior Experience**

Capstone course, senior project or thesis, comprehensive exam, portfolio, etc.

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Kuh, G. D. (2008). High-impact educational practices: What they are, who has access to them, and why they matter. Washington, DC: Association of American Colleges and Universities.  
National Survey of Student Engagement (2007). Experiences that matter: Enhancing student learning and success—Annual Report 2007. Bloomington, IN: Indiana University Center for Postsecondary Research.  
Rocconi, L., & Gonyea, R. M. (2015, May). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

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# National Survey of Student Engagement (NSSE)

**NSSE collects data from participating four-year colleges and universities.**

- Learning and personal development.
- How undergraduates spend their time and what they gain from attending college.
- Benchmarking data
- Participation in High-Impact Practices (HIPs)

NSSE is *NOT* a predictive tool.

NIU's NSSE Participation

2009, 2012, 2015, 2018

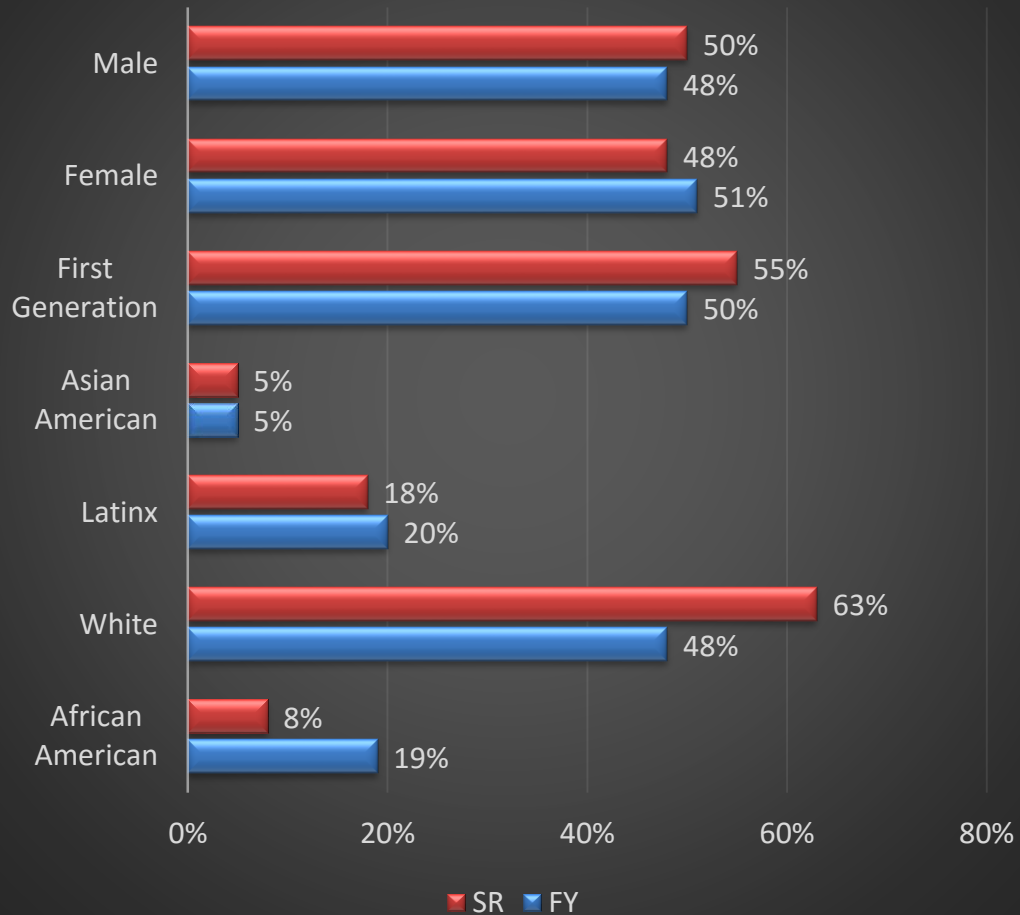
# NSSE Reports



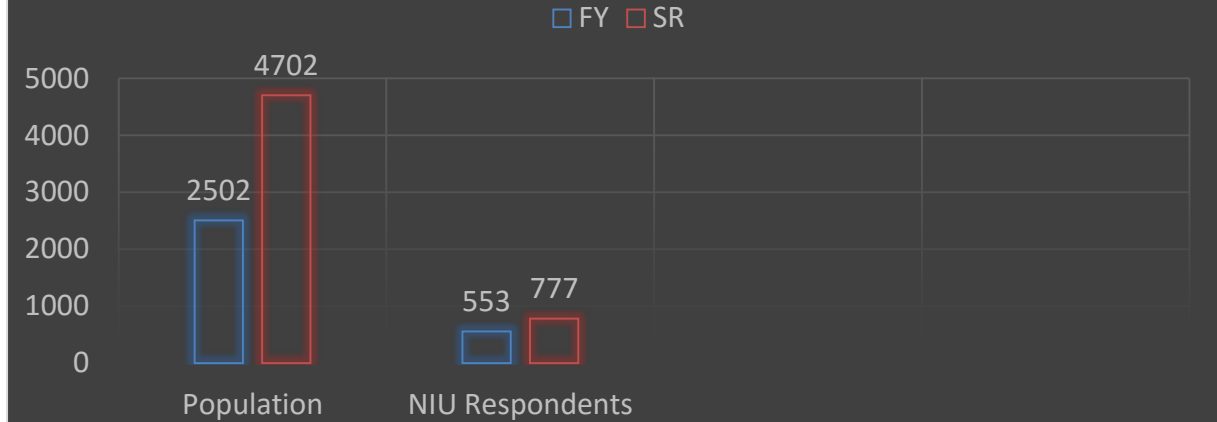


# 2018 Administration Summary

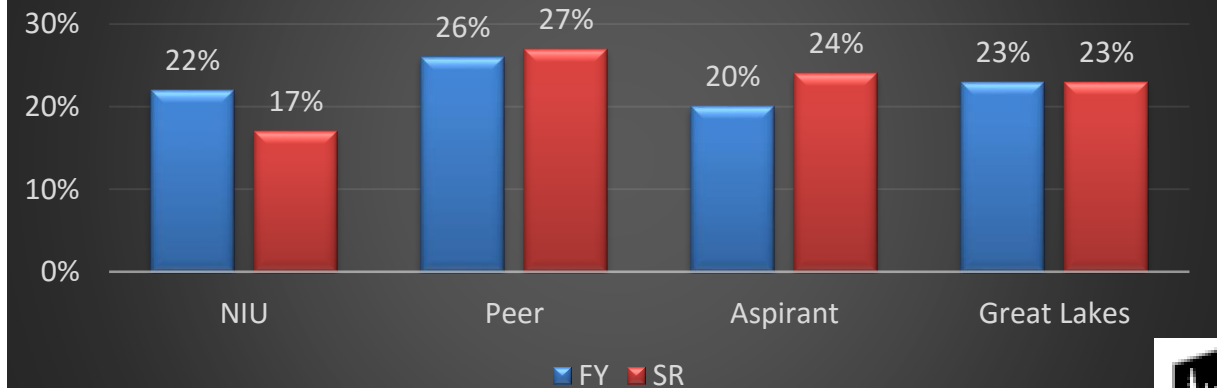
## Demographics



## Total Number of Respondents



## Response Rate



# NSSE Benchmark Groups

## Peers

- Central Michigan University
- Eastern Illinois University
- Oakland University
- Southern Illinois University
- University of Illinois at Chicago
- Western Illinois University

## Aspirant

- California State University, Fullerton
- Georgia State University
- Indiana University Purdue University Indianapolis
- Kennesaw State University
- Loyola University Chicago

# Great Lakes University Benchmarks

Bowling Green State University

Central Michigan University

DePaul University

Eastern Illinois University

Governors State University

Indiana University-Purdue University Indianapolis

Loyola University Chicago

Northeastern Illinois University

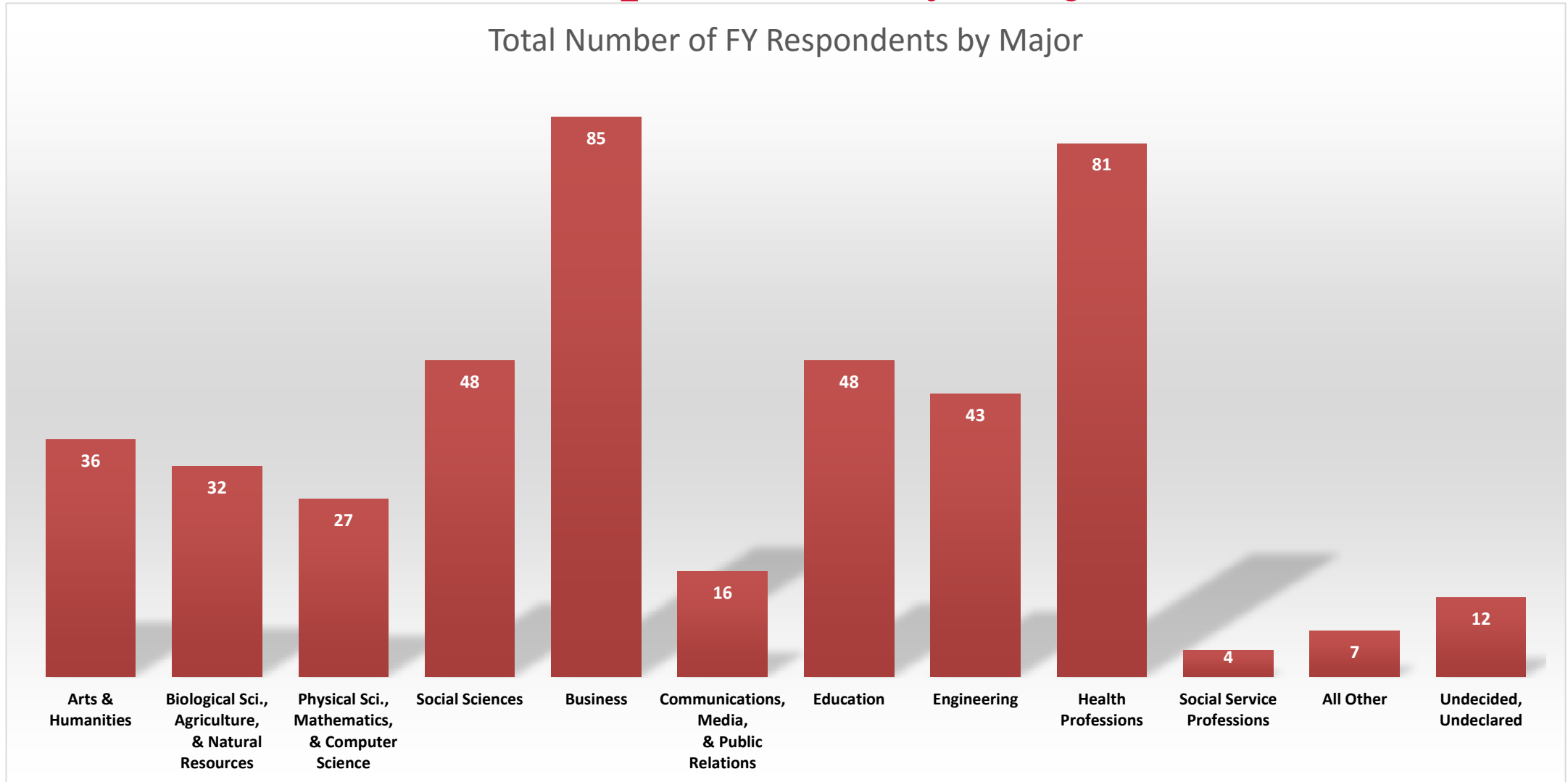
Oakland University

Southern Illinois University Edwardsville

University of Illinois at Chicago

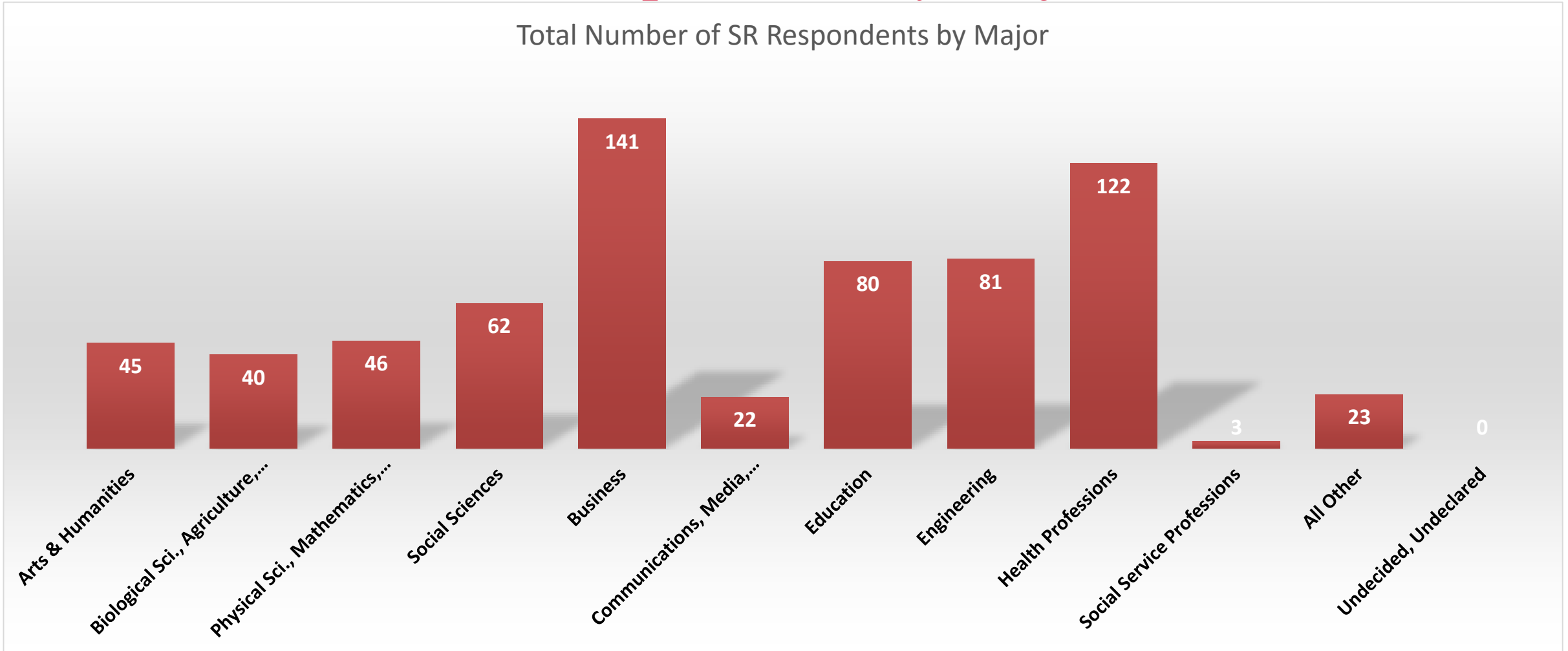
# FY Respondents by Major

Total Number of FY Respondents by Major



# SR Respondents by Major

Total Number of SR Respondents by Major



# HIPs and NIU Students FY and SR Performance on EIs





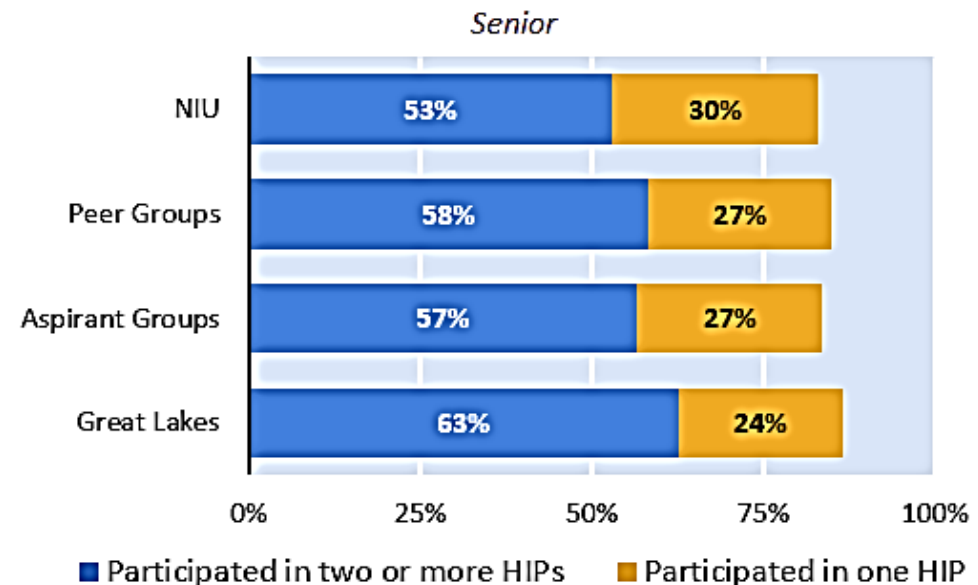
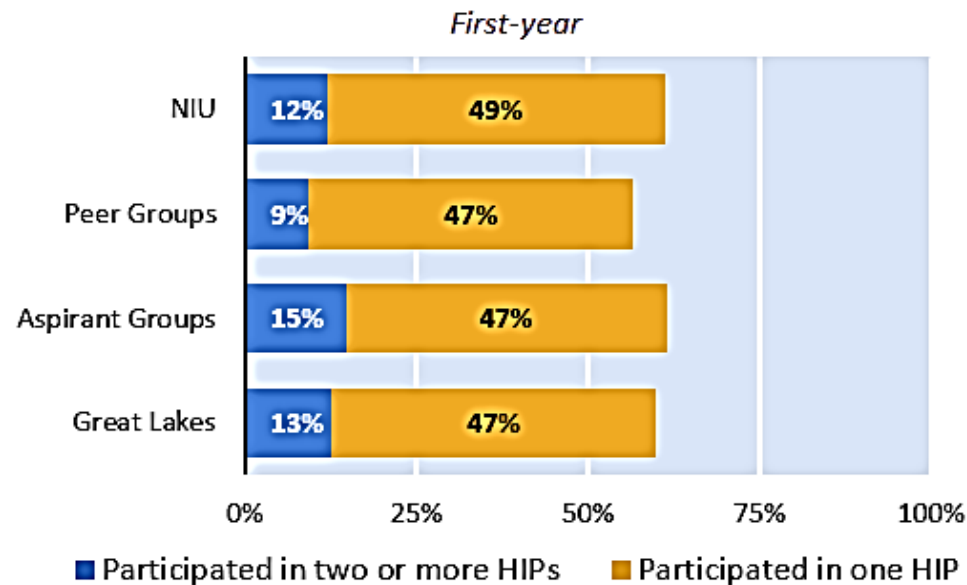
# NSSE 2018 High-Impact Practices

## Participation Comparisons

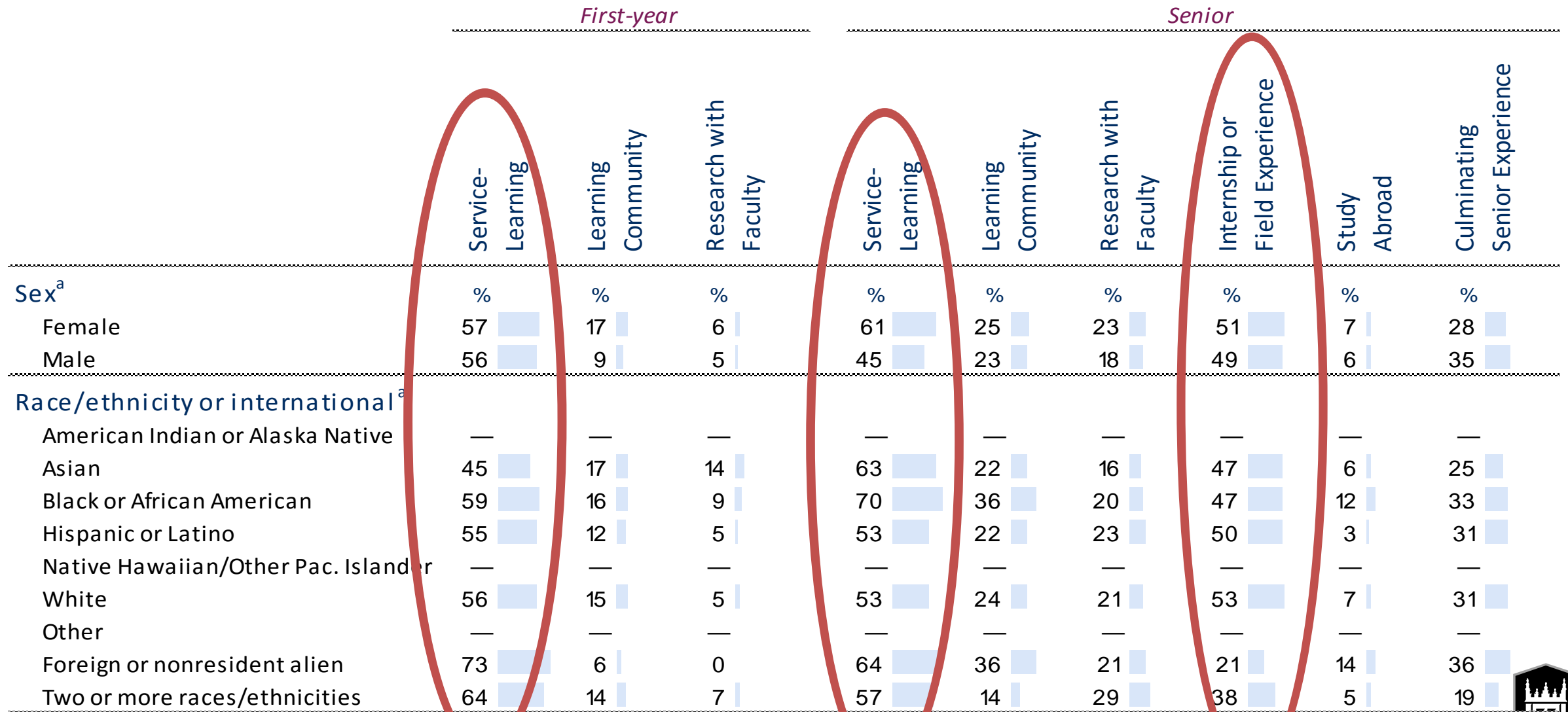
### Northern Illinois University

## Overall HIP Participation

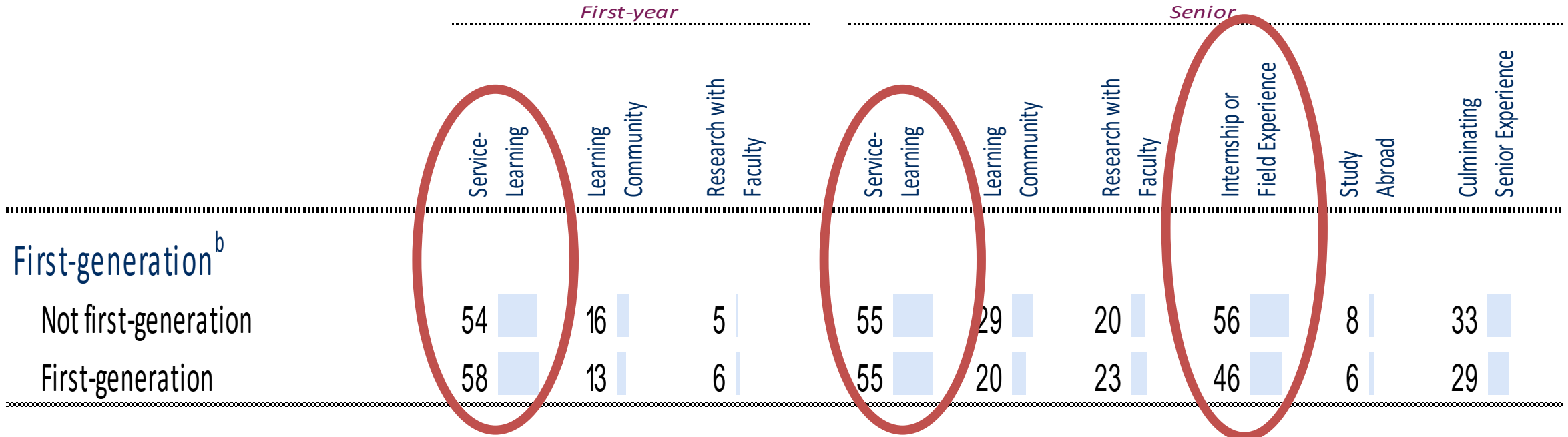
The figures below display the percentage of students who participated in High-Impact Practices. Both figures include participation in service-learning, a learning community, and research with faculty. The senior figure also includes participation in an internship or field experience, study abroad, and culminating senior experience. The first segment in participated in at least two HIPs, and the full bar (both colors) represents the percentage who participated in at least one.



# HIPs by Student Characteristic



# HIPs by Student Characteristic



# HIPs by Major

First-year

Senior

Major category <sup>c</sup>	First-year			Senior					
	Service-Learning	Learning Community	Research with Faculty	Service-Learning	Learning Community	Research with Faculty	Internship or Field Experience	Study Abroad	Culminating Senior Experience
Arts & humanities	42	19	0	33	20	20	24	20	42
Biological sciences, agriculture, natural resources	50	3	6	38	13	41	23	5	20
Physical sciences, math, computer science	48	7	12	22	20	28	43	2	24
Social sciences	63	19	13	52	11	34	40	6	21
Business	61	8	2	59	27	14	48	7	35
Communications, media, public relations	73	25	6	50	18	32	59	10	18
Education	43	15	2	65	46	11	87	8	30
Engineering	50	16	7	40	19	14	60	4	52
Health professions	61	19	9	76	25	23	46	4	19
Social service professions	—	—	—	—	—	—	—	—	—
Undecided/undeclared	83	8	0	—	—	—	—	—	—



# 2018 First-Year Students

## First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Peer Groups	Your first-year students compared with Aspirant Groups	Your first-year students compared with Great Lakes
<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	--	--	--



# 2018 Senior Students

Seniors		Your seniors compared with Peer Groups	Your seniors compared with Aspirant Groups	Your seniors compared with Great Lakes
Theme	Engagement Indicator			
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	--	--	--





# Low Performing Indicators FY

- Reflective and Integrative Learning
- Learning Strategies
- Collaborative Learning
- Discussions with Diverse Others
- Effective Teaching Practices
- Quality of Interactions
- Supportive Environment



# Low Performing Indicators SR

- Discussions with Diverse Others
- Quality of Interactions
- Supportive Environment



# High Performing Indicators FY

- Higher Order Learning
- Quantitative Reasoning
- Student-to-Faculty Interactions



# High Performing Indicators SR

- Higher Order Learning
- Quantitative Reasoning
- Collaborative Learning



# Quality of Interactions

- Faculty (75%; 76%)
- Advisors (71%; 65%)
- Student Services (60%; 54%)
- Transactional Services (59%; 56%)
- Peers (71%; 65%)

Note: The scale is 1-7 with 5-7 representing medium to high





# Interactions with Diverse Others

- Discussions with people with religious beliefs other than their own (FY rates lower than peer institutions)
- Discussions with people with political views other than their own (FY and SR rates lower than peer institutions)
- Discussions with people from different races/ethnicities (FY 74%, SR 73%)
- Discussions with people from different socioeconomic backgrounds (FY 72%, SR 76%)





# NIU Indicator: Engagement in the Campus Community

- FY report lowers level of institution emphasis on attending campus activities and events compared to peers
- SR report lowers levels of institution providing opportunities to be involved socially than peers
- 75% of students said the institution “substantially” emphasized the use of learning support services.



# NSSE @ NIU

## Top five skill gains as reported by NIU Seniors 2018

1. Critical Thinking
2. Teamwork
3. Writing
4. Job/Work Related Knowledge/Skills
5. Numerical/Statistical Information

## Perceived Gains Among Seniors

Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.

Perceived Gains (sorted highest to lowest)	Percentage Responding "Very much" or "Quite a bit"
Thinking critically and analytically	81%
Working effectively with others	72%
Writing clearly and effectively	68%
Acquiring job- or work-related knowledge and skills	67%
Analyzing numerical and statistical information	66%
Speaking clearly and effectively	65%
Solving complex real-world problems	64%
Developing or clarifying a personal code of values and ethics	60%
Understanding people of other backgrounds	56%
Being an informed and active citizen	51%

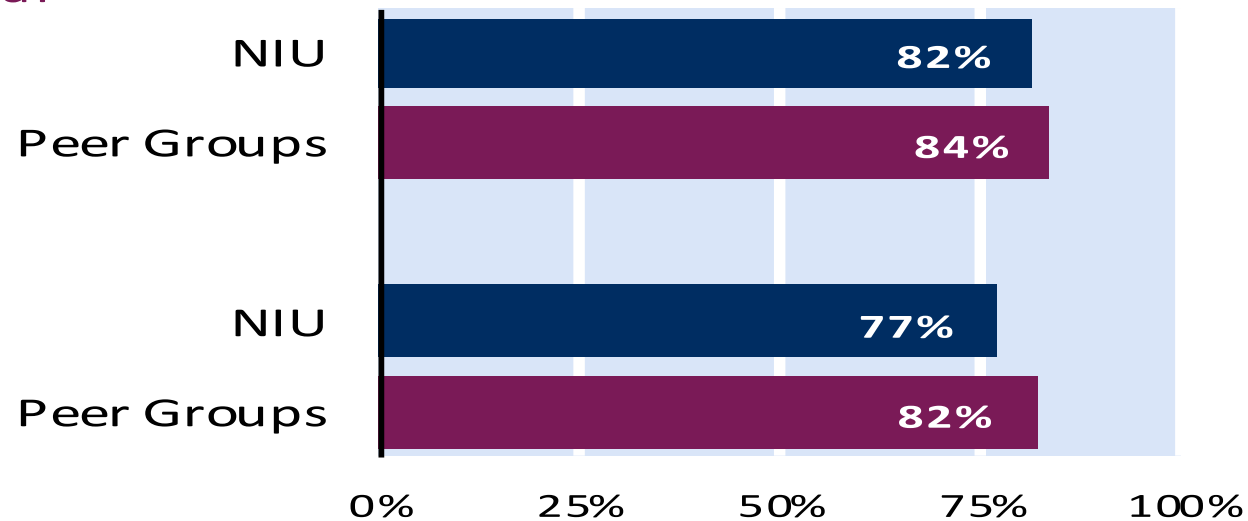
# Overall Student Satisfaction

## Satisfaction with NIU

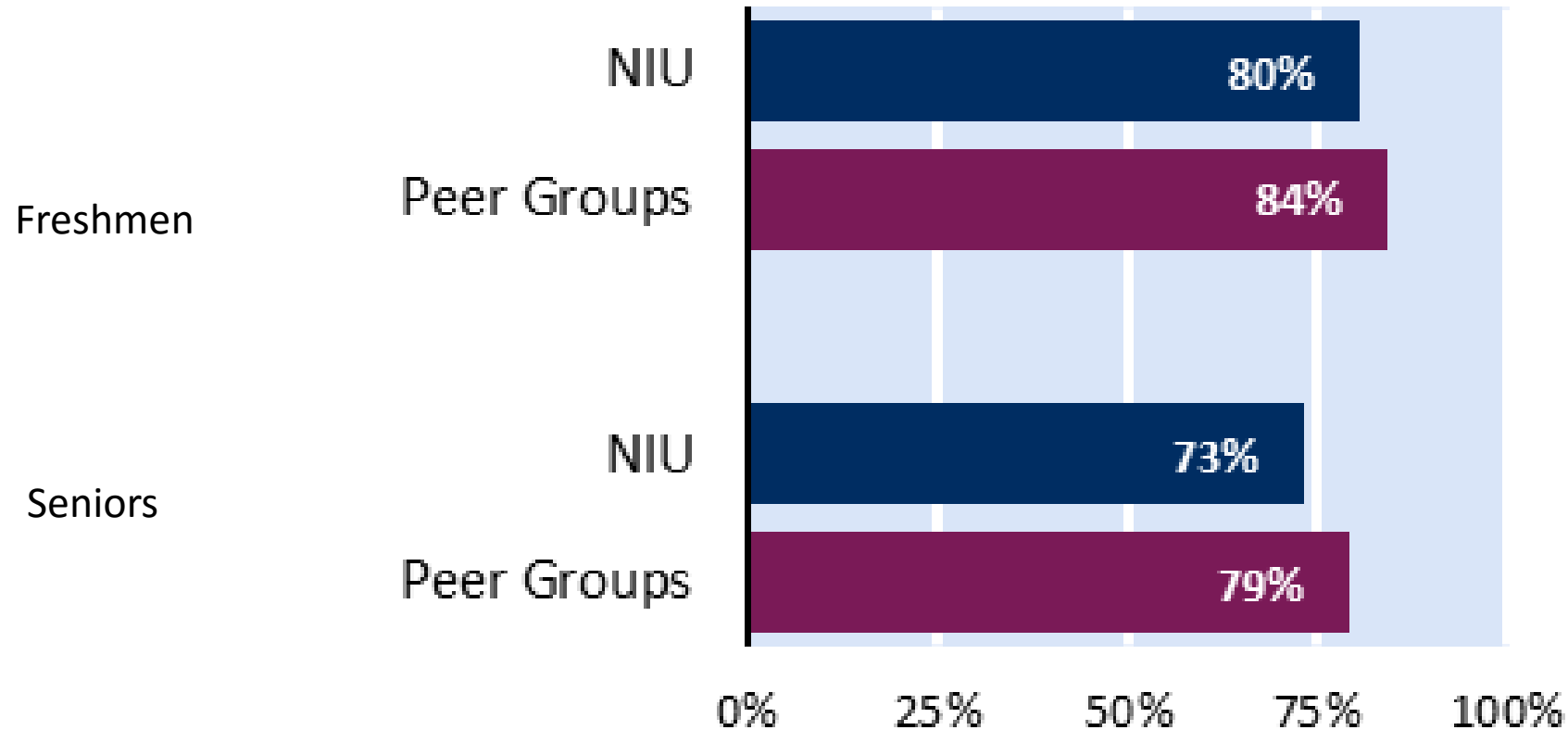
Students rated their overall experience at the institution, and whether or not they would choose

Percentage Rating Their Overall Experience as "Excellent" or "Good"

First-year



# Percentage Who Would "Definitely" or "Probably" Attend This Institution Again

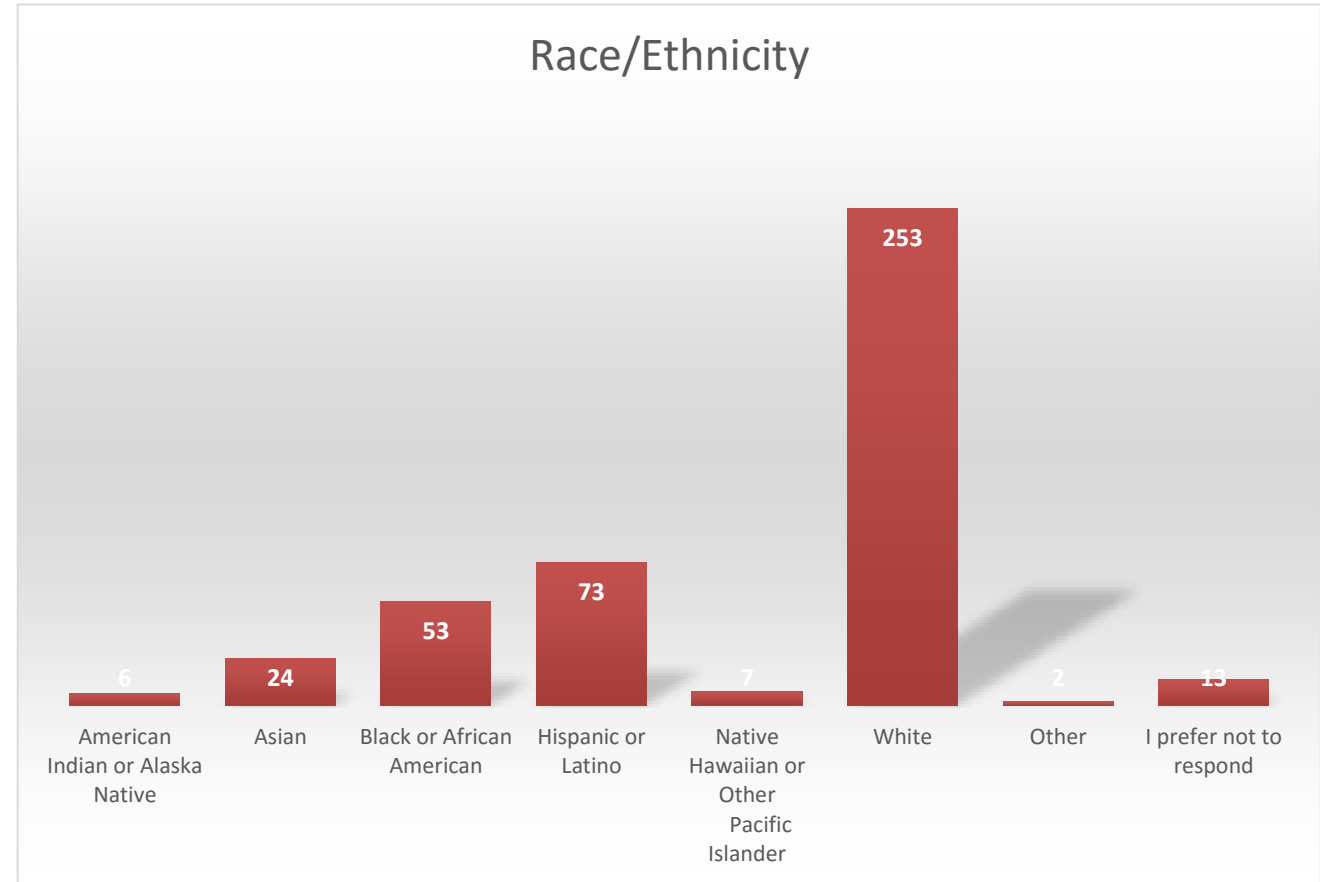
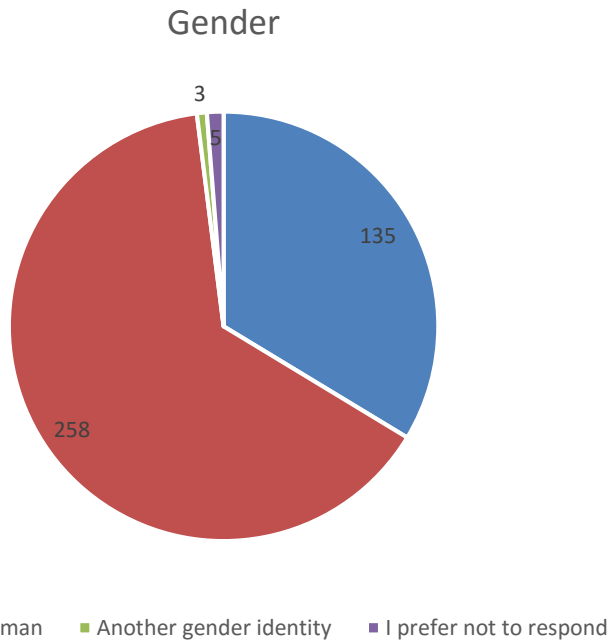


# NSSE Living Environments Results



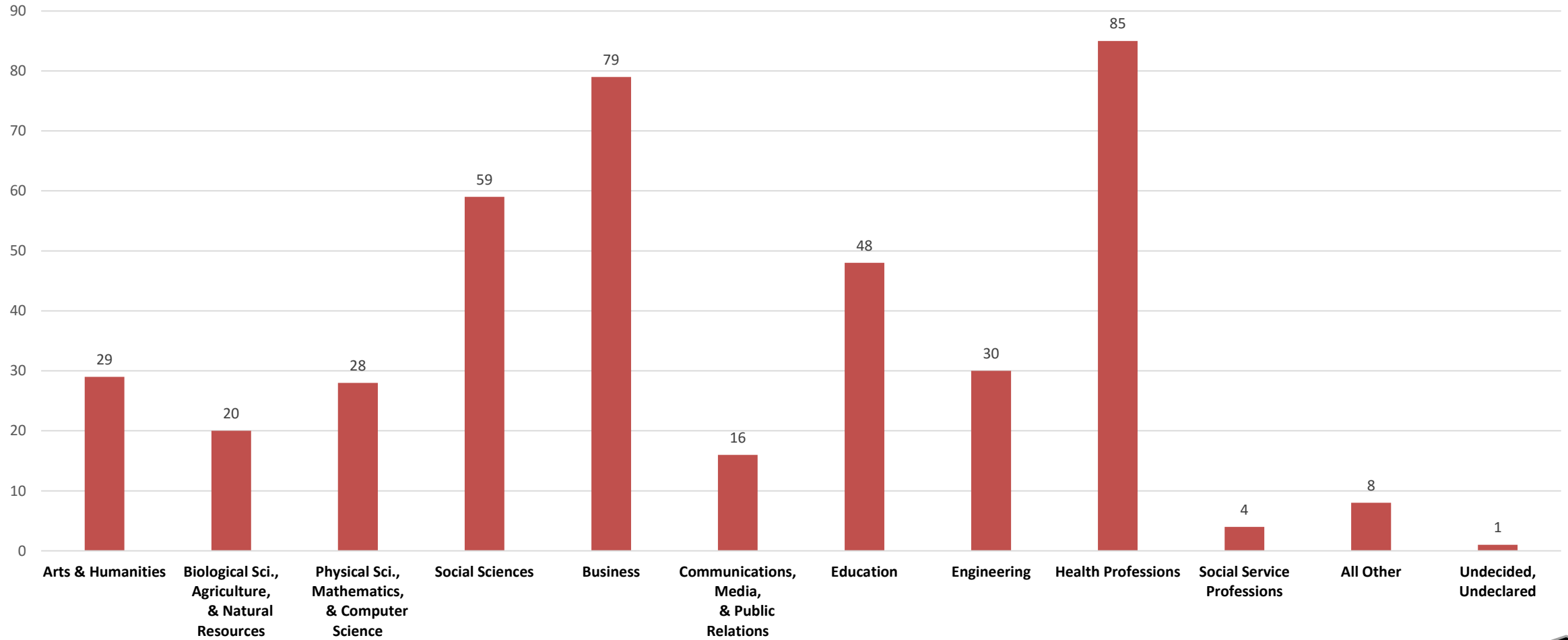
# Administration Summary

- 411 participants
- 120 students started elsewhere
- 52% first generation



# Sophomores by Major

Total Number of Sophomores by Major



# NIU Student Experience: Sophomores

- Sophomores report higher levels than similar mid-size in the following:
  - Higher Order Learning
  - Quantitative Reasoning
  - Collaborative Learning
  - Student-Faculty Interaction
- Sophomores report lower levels than similar mid-size in the following:
  - Supportive Environment



# Sophomore Engagement Indicators

- Discussions with Diverse Others:
  - 74% have often or very often had discussions with people from a race or ethnicity other than their own
  - 73% with people from an economic background other than their own
  - 59% believe NIU emphasizes discusses with diverse others



# Quality of Interactions

- Faculty (71%)
- Advisors (69%)
- Student Services (53%)
- Transactional/Administrative Services (53%)
- Peers (75%)

Note: The scale is 1-7 with 5-7 representing medium to high

# Sophomore HIP Engagement

## Top Three HIPs Cited:

- Service-Learning
- Learning Communities
- Undergraduate Research



# Other Take Aways from Living Environments Module

- In general the Living Environment Outcomes suggest that:
  - Perceptions of safety are a concern
  - Students are dealing with a variety of financial issues including pay for books and housing fees
  - Students, particularly FY want to feel a stronger sense of community in the residence halls



# Qualitative Results

**Study Lead:** Dr. Renique Kersh, Office of Undergraduate Studies

**Contributors:** Michaela Holtz (OSEEL)  
Anne Edwards (CBS)  
Alex Pitner (SILD)  
Aspen Wheeler (NIU undergraduate)

# Methodology

- Deductive and Inductive Approach
- Analysis of Qualitative Comments from NSSE Survey
- NSSE Question, "Please describe the most significant learning experience you have had so far at this institution."
- 79% interrater agreement overall NSSE themes
- 664 Comments Reviewed; 35 Negative Comments all generally associated with the **Quality of Interactions** (faculty and staff)

# Preliminary Results: NSSE and Deduced Themes

- Engagement with Faculty (31%)
- Academic Challenge (23%)
- Campus Environment (25%)
- Learning with Peers (9%)
- Self-Efficacy/Self-Advocacy Experience (3%)
- Engagement with the Campus Community (NIU Indicator) (1%)
- Career Related Experience or HIP (1%)

\*7% difference is represented by negative or null comments and final comments still under review





# Overarching Themes

- The Classroom Environment Matters
- Engagement with Faculty both in- and out-of-the Classroom Matters
- Quality of Interactions and Supportive Environment supports Development
- Learning Goes Beyond the Classroom (Self-Efficacy/Advocacy)
- Career Related Experiences are Important (particularly for seniors)
- Diversity Matters!
- Engagement in the Campus Community Should Not be Ignored

# Discussion

## *The Classroom Environment Matters*

My professor Mr. Bradley has really changed my outlook on English. I can tell he really cares about me personally and how I am doing in his class by his feedback and how he speaks to me. He even knows all of his student's names. It has really driven me to try harder and be more involved.

## *Engagement with Faculty both in- and out-of-the Classroom Matters*

"My professors are very encouraging and helpful. I have never felt that I am unable to ask them questions or go to them for help. This has helped me tremendously with maintaining and achieving good grades."

# Discussion

*Learning Goes Beyond the Classroom (Self-Efficacy/Advocacy)*

*Career Related Experiences are Important (particularly for seniors)*

"The one thing I learned is that I am able to learn new lessons about myself and the world around me. Even when it looks like I've failed, it's just another beautiful learning experience that will make me a better person and the person that I am meant to be."

"Attending a job fair for the first time. I learned what to do and what not to do. I realized I need to prepare more for the next one! The next one I attended went well because of that and I got the job! :)"

# Discussion

*Diversity Matters!*

*Engagement in the  
Campus Community Should  
Not be Ignored*

"I sat with several other members of my floor, all from different backgrounds and identities, and spoke together about our thoughts about religion, sexuality, politics, etc. It was a space where we could learn and educate each other on different aspects of society. It was significant for us all because we made sure it was a safe space."

"For me, the most significant experience was learning how to be open minded. I met people with different backgrounds and beliefs and got to see multiple perspectives and viewpoints. It also helped me in finding my passion for medicine. Socializing with various people helped me improve my public skills and also made me a confident person. Coming to NIU helped me in knowing who I am."

The most significant learning experience I have had is the job I currently have through the university. My job relates directly to my major and is treated like an internship.

# Discussion

## *Quality of Interactions and Supportive Environment Supports Development*

"When I first came to this institution, I wasn't very excited because it happened to be my last choice. When I started to love the school and knew that I would succeed here. The faculty and advisors are very helpful and have no problem helping solve issues."

"I have learned that though college seems scary, it really isn't. People here really want to help you succeed, and they guide you no matter what. If you just take a minute and step back, you'll see that everything is going to be fine."

"I have learned that you should take every learning opportunity you can get. You are at a university that has SO much to offer. However, it is the student's job to utilize all that the campus has to offer."

# Notable Faculty and Classes

Disability and Society (AHRS 200)

UNIV 101

ENG 103

COMS 100

UBUS 100/310/311

CAHA 211

Drawing Foundations 100

And many more!

Nick Pohlman

Paul Kassel

Helena Sivits

Kathy Fitch

Greg Barker

Madelyn Anderson

Chef Bryan

And many more!

# NSSE @ NIU Final Take Aways

- In general NIU is competitive compared to peers and aspirants and NIU stands out in Student-Faculty Interaction
  - *Special attention should be paid to the **campus environment, discussions with diverse others and quality of interactions***
- Definite differences by developmental level suggesting the need to be intentional
- Transformational experiences are important for student success and career readiness and confidence
- Peer-to-peer interaction is important to student's sense of belonging to the NIU community
- Faculty-Student interaction is highly important to NIU students
- Positive outcomes of the following indicators, Effective Teaching, Student-Faculty Interaction, Supportive Environment and Quality of Interactions, are also associated with positive outcomes related to Academic Challenge and Learning with Peers.
- Generally, **ENVIRONMENTS MATTER!**

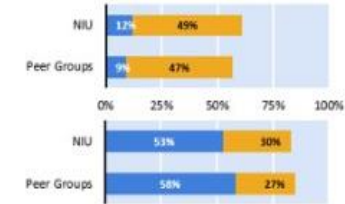


# Next Steps



# Next Steps

- ✓ Provide NIU colleges and departments and partners across campus with access to the NSSE reporting tool
- ↻ Gathering outcomes of campus-level surveys and aligning them with the key indicators
- 🔧 Finalizing the website for data sharing (show a sample photo)
- 📹 Conduct focus groups with students
- ✍️ Drafting the first report on SESS and Identifying areas for improvement





## Student Engagement & Satisfaction Data



At NIU the student experience is essential, especially when it comes to **student satisfaction** with support services and student **engagement**. NIU has developed a coherent strategy for measuring student satisfaction (based on a limited number of annual surveys focused in key areas), and collecting and reporting the number of students participating in experiential learning/high impact educational practices. NIU's *Student Engagement and Student Satisfaction (SESS)* team manages, and distributes an array of NIU student data for university stakeholders and decision-makers. Data analysis creates timely information on factors affecting NIU

Related Links  
• NIU  
• NIU

- Student Engagement
- Student Satisfaction
- Internship Acquisition
- Employment Post-Graduation
- Data Books
- Student Profiles
- External Resources



2017-2018 National Survey of Student Engagement (PDF)

# Web Presence for Engagement & Satisfaction Data



# Survey MATRIX Example



## NIU SURVEY COORDINATION TIMELINE - CURRENT STATE

Population	Survey Name	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
<b>All Students</b>													
	Climate					█	█						
	NCHA	█					█						
	SHARE									█	█		
<b>Alumni</b>													
	Alumni						█				█		
<b>Faculty</b>													
	FSSE									█			
<b>First-Year</b>													
	NSSE						█		█				
	<a href="#">Pre-matriculation</a>	█					█						
<b>Graduates</b>													
<b>Law</b>													
<b>Undergraduates</b>													
	NASPA (NIRSA) Benchmarking Survey		█				█						







# NIU: Getting Engaged in Student Engagement