

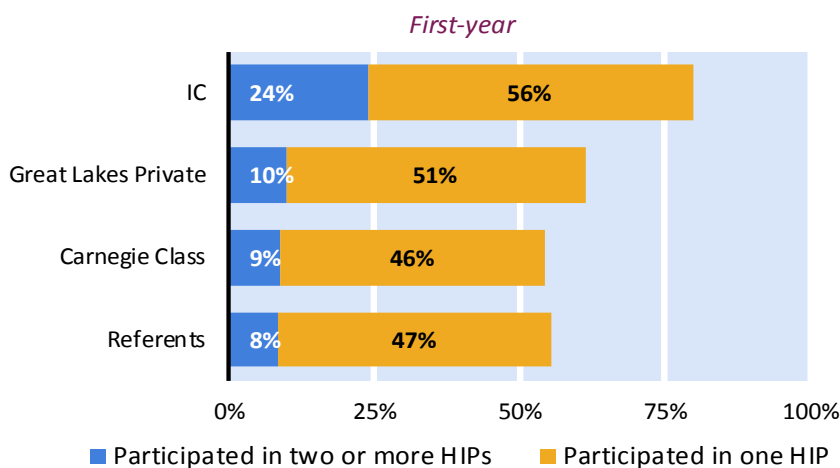
2017 NSSE Results for Illinois College

In the spring of 2017, survey administrators at Indiana University’s Center for Postsecondary Research administered the NSSE (National Survey of Student Engagement) instrument to IC first-year students and seniors. NSSE literature states that “[S]tudent engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how the institution deploys its resources and organizes the curriculum and other learning opportunities to get students to participate in activities that decades of research studies show are linked to student learning.”

Three NSSE comparison groups provided a context for interpreting IC’s performance: (1) private colleges and universities in the Great Lakes Region (N = 88; IL, IN, MI, OH, WI); (2) a nation-wide group of institutions classified by Carnegie as having an arts and sciences focus (N = 143; at least 50% of their baccalaureate degrees were awarded in the arts and sciences), and; (3) IC’s referent group of Midwestern liberal arts institutions that participated in NSSE (N = 12, of 15 in the group). There is substantial overlap in these three comparison groups.

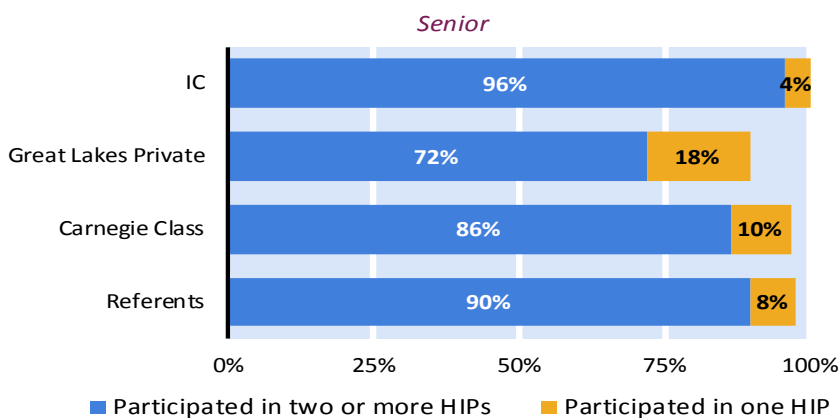
For first-year students, NSSE includes participation in the following activities in its definition of high impact practices: service learning, learning community and research with faculty. As is shown in the chart below, a greater percentage of responding IC first-year students reported participating in high impact practices than did their counterparts at the three groups of comparison institutions.

Participation in High Impact Practices among Responding First-year Students at IC and Comparison Institutions



For seniors, NSSE includes participation in the following activities in its definition of high impact practices: service learning, learning community, research with faculty, an internship or field experience, study abroad, and culminating senior experience. As is displayed in the chart below, a greater percentage of responding IC seniors reported participating in high impact practices than did their counterparts at the three groups of comparison institutions.

Participation in High Impact Practices among Responding Seniors at IC and Comparison Institutions



The table below shows that in all areas of student engagement, Illinois College first-year respondents and seniors reported equal or greater engagement on average than their counterparts at Great Lakes Private comparison institutions. In the areas of “student-faculty interaction,” “effective teaching practices,” and “supportive environment,” Illinois College first-year respondents and seniors reported significantly greater engagement on average than did students at participating Great Lakes Private institutions.

Student Engagement at Illinois College Compared to Great Lakes Private Institutions

Theme	Engagement Area	<u>2017 IC Students</u> Compared with Great Lakes Privates	
		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	△	△

▲ 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.