NSSE

national survey of
student engagement

NSSE 2018

Multi-Year Report

Northeastern Illinois University

About Your Multi-Year Report

For institutions participating in multiple NSSE administrations since 2013, the year of the last survey update, this report presents year-to-year results for Engagement Indicators (EIs), High-Impact Practices (HIPs), and key academic challenge items to illustrate patterns of change or stability. It also provides details such as number of respondents, standard deviation, and standard error so that statistical tests can be calculated.

For more information and recommendations for analyzing NSSE data over time, view our webinar entitled the *Recommendations for Using Multiple Years of NSSE Data:* nsse.indiana.edu/html/webinars.cfm

This report contains three main parts: (a) a page that provides a quick reference to important information about each year's administration, (b) multi-year figures, and (c) detailed statistics. Key terms and features are illustrated below.

Report sections

Administration Summaries (p. 3)   A summary of respondent counts, response rates, sampling errors, and administration details for each participation year.

Engagement Results by Theme (pp. 4-7)   Results for ten EIs and selected individual survey items are displayed, organized under four broad themes. The Academic Challenge theme is represented by four EIs as well as several individual items. The three remaining engagement themes (Learning with Peers, Experiences with Faculty, and Campus Environment) are each represented by two EIs.

High-Impact Practices (pp. 8-9)   Results for six HIPs are displayed. First-year student results indicate students who participated in service-learning, a learning community, and research with faculty, and who planned to do an internship or field experience, study abroad, and a culminating senior experience. Senior results indicate students who participated in all six.

Detailed Statistics (pp. 10-13)   Displays detailed information for results including counts, standard errors, and confidence intervals (CIs) for each measure.

Interpreting year-to-year results

When examining year-to-year results, you may wonder whether observed differences signify meaningful change and whether a trend is indicated. Figures display CIs around each score showing the range of values that is estimated to contain the population score 95% of the time. Upper and lower CI bounds are also reported in the Detailed Statistics section.

For further investigation

The Report Builder, updated with current data in the fall, allows for multi-year analysis of Engagement Indicators and individual items (including HIPs). It also affords the analysis of results by subpopulation.

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Administration Summaries
Northeastern Illinois University

The precision of an institution's population estimates can vary between administrations. An important early step in conducting a multi-year analysis is to review data quality. The values in the tables below were drawn from your *Administration Summary* reports.

Response Details by Participation Year

	First-year students					Seniors				
Year	Response rate[a]	Sampling error[b]	Total respondents[c]	Full completions	Partial completions	Response rate[a]	Sampling error[b]	Total respondents[c]	Full completions	Partial completions
2013										
2014	33%	+/- 4.7%	290	245	45	37%	+/- 3.8%	417	373	44
2015	26%	+/- 6.0%	201	150	51	34%	+/- 3.7%	472	368	104
2016	26%	+/- 6.1%	189	131	58	33%	+/- 4.4%	331	254	77
2017										
2018	22%	+/- 6.6%	171	110	61	30%	+/- 4.7%	303	249	54
2019										
2020										

Administration Details by Participation Year

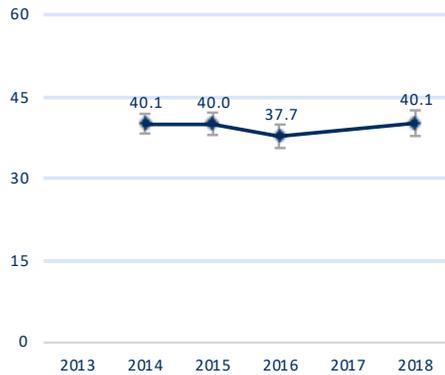| Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified[d]	BCSSE	FSSE
2013							
2014	Email	Census	Yes	Academic Advising, Civic Engagement	No	No	No
2015	Email	Census	Yes	Academic Advising, Civic Engagement	No	No	No
2016	Email	Census	Yes	Academic Advising, Civic Engagement	No	No	No
2017							
2018	Email	Census	Yes	Academic Advising, Civic Engagement	No	No	No
2019							
2020							

Note: All of your institution's participation years since 2013 (the first year of the updated NSSE) are reported. Years in which your institution did not participate are blank.

a. Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.

b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much survey item percentages for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, such results should be interpreted more conservatively.

c. Count used to calculate response rates and sampling errors for each *Administration Summary* report. Includes all census-administered and randomly sampled students, regardless of "Report Sample" designation.

d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* report(s).

NSSE
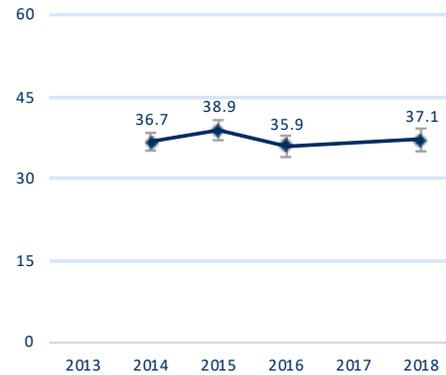national survey of
student engagement

Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.
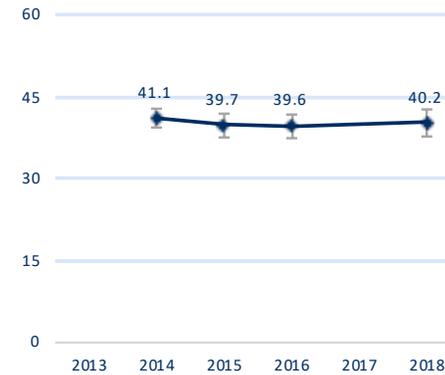
Academic Challenge: First-year students

Higher-Order Learning
40.1, 40.0, 37.7, 40.1 (2014–2018)

Reflective & Integrative Learning
36.7, 38.9, 35.9, 37.1 (2014–2018)

Learning Strategies
41.1, 39.7, 39.6, 40.2 (2014–2018)

Quantitative Reasoning
28.2, 30.3, 29.3, 29.2 (2014–2018)

Academic Challenge (additional items): First-year students

Preparing for Class (hrs/wk)
12.0, 11.4, 11.9, 12.2 (2014–2018)

Course Reading (hrs/wk)[a]
6.4, 5.9, 6.3, 7.0 (2014–2018)

Assigned Writing (pages)[a]
47.2, 47.5, 58.9, 60.1 (2014–2018)

Course Challenge[b]
5.7, 5.5, 5.4, 5.4 (2014–2018)

Academic Emphasis[c]
3.2, 3.1, 3.1, 3.1 (2014–2018)

a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.
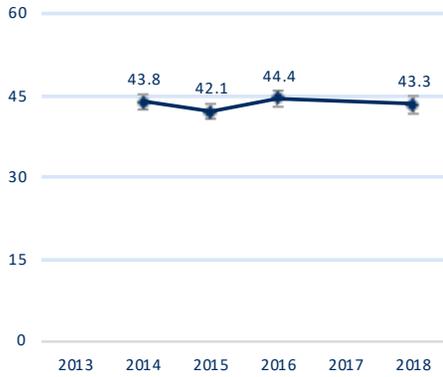b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").
c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

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Engagement Results by Theme
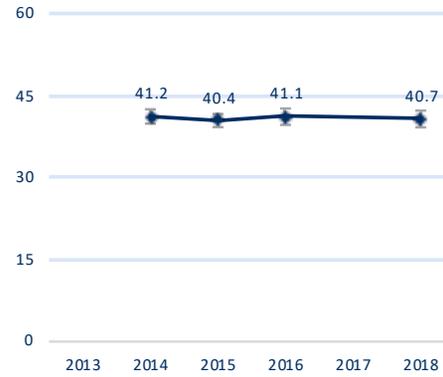## Northeastern Illinois University

Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.
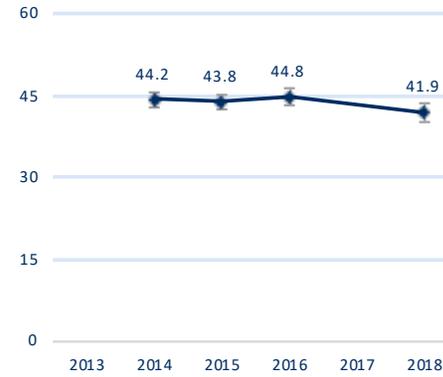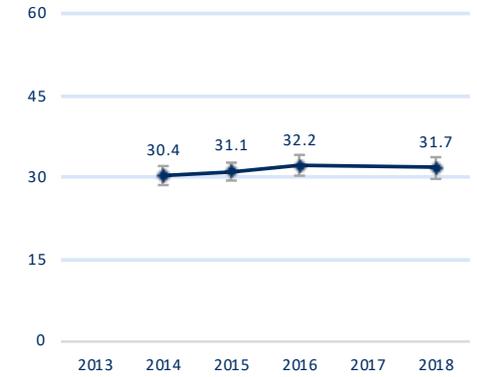
Academic Challenge: Seniors

Higher-Order Learning

Values: 43.8 (2014), 42.1 (2015), 44.4 (2016), 43.3 (2018)

Reflective & Integrative Learning

Values: 41.2 (2014), 40.4 (2015), 41.1 (2016), 40.7 (2018)

Learning Strategies

Values: 44.2 (2014), 43.8 (2015), 44.8 (2016), 41.9 (2018)

Quantitative Reasoning

Values: 30.4 (2014), 31.1 (2015), 32.2 (2016), 31.7 (2018)

Academic Challenge (additional items): Seniors

Preparing for Class (hrs/wk)
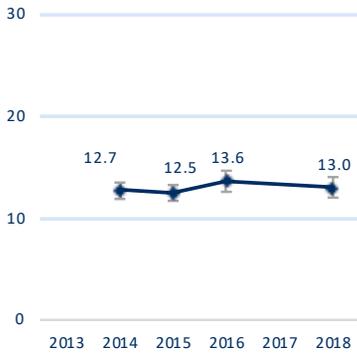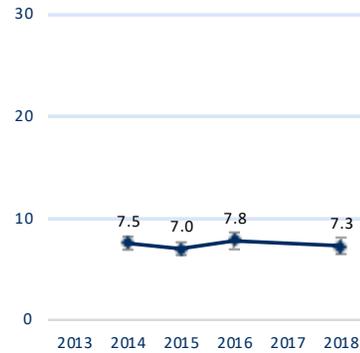
Values: 12.7 (2014), 12.5 (2015), 13.6 (2016), 13.0 (2018)

Course Reading (hrs/wk)[a]

Values: 7.5 (2014), 7.0 (2015), 7.8 (2016), 7.3 (2018)

Assigned Writing (pages)[a]

Values: 76.8 (2014), 83.1 (2015), 90.4 (2016), 71.9 (2018)

Course Challenge[b]

Values: 5.8 (2014), 5.9 (2015), 5.8 (2016), 5.7 (2018)

Academic Emphasis[c]

Values: 3.1 (2014), 3.1 (2015), 3.2 (2016), 3.0 (2018)

a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").
c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").
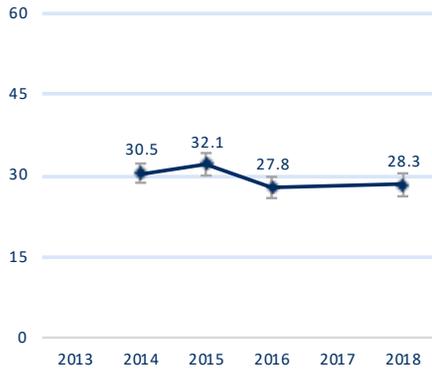
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

Discussions with Diverse Others

Experiences with Faculty: First-year students

Student-Faculty Interaction
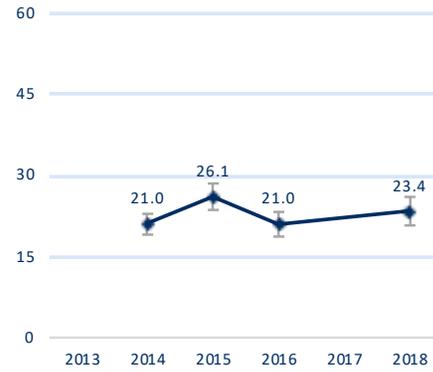
Effective Teaching Practices
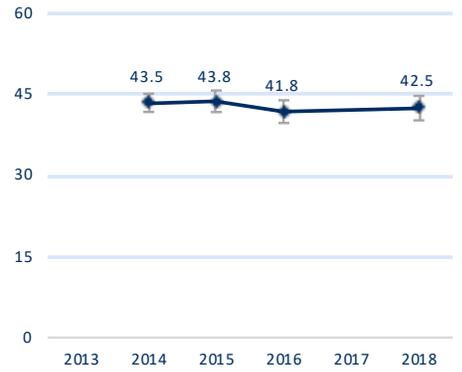
Campus Environment: First-year students

Quality of Interactions
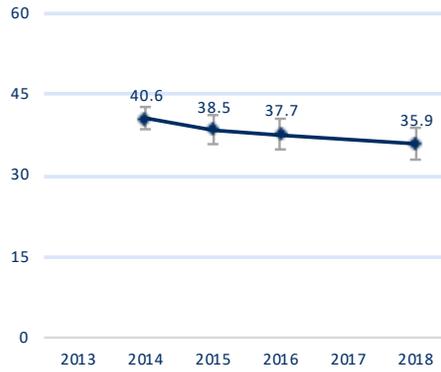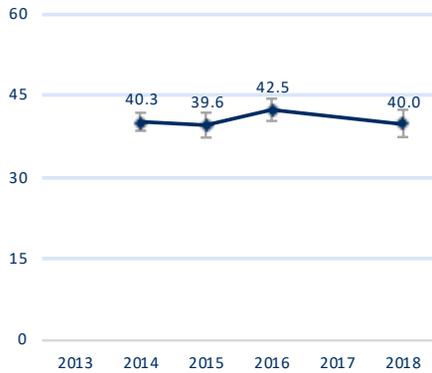

Supportive Environment

Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: Seniors

Collaborative Learning

32.7 32.5 33.5 33.2 (2014–2018)

Discussions with Diverse Others

44.7 43.9 44.8 41.6 (2014–2018)

Experiences with Faculty: Seniors

Student-Faculty Interaction

22.8 23.8 25.1 25.7 (2014–2018)

Effective Teaching Practices

44.0 44.1 45.3 44.4 (2014–2018)

Campus Environment: Seniors

Quality of Interactions

41.0 42.4 43.1 42.7 (2014–2018)

Supportive Environment

33.9 35.5 36.2 35.1 (2014–2018)
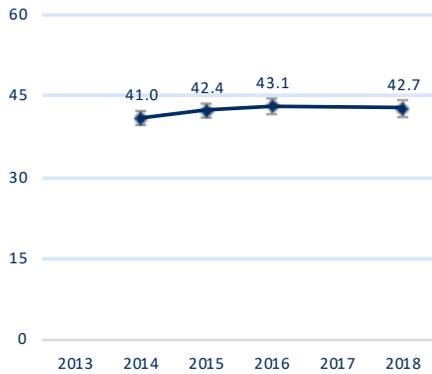
NSSE national survey of student engagement

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: First-year students

Service-Learning
(Some, most, or all courses)
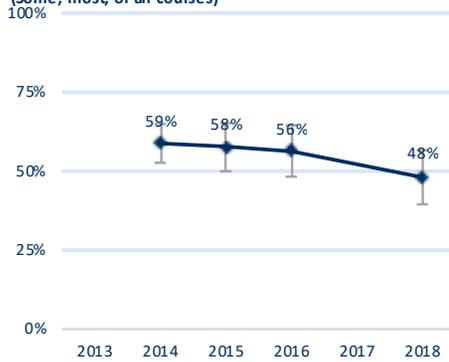
Learning Community
(Done or in progress)
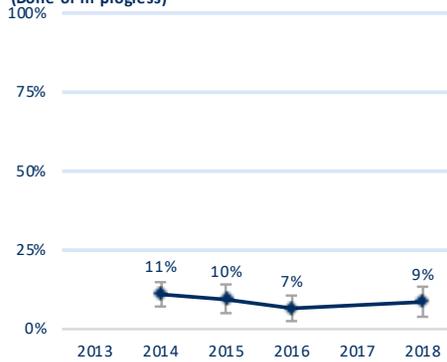
Research with Faculty
(Done or in progress)
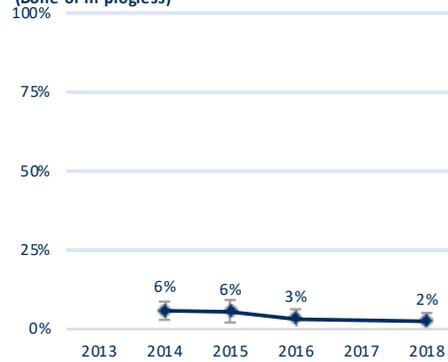
Internship/Field Experience
(Plan to do)
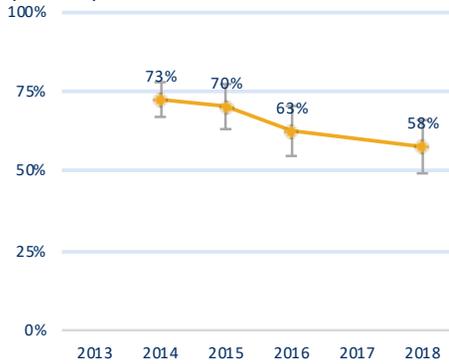
Study Abroad
(Plan to do)
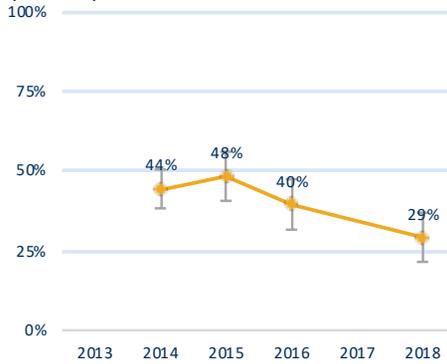
Culminating Senior Experience
(Plan to do)
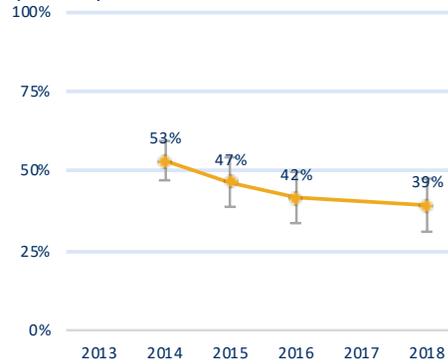
Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in one, and two or more, HIPs. The figure is limited to participation in a learning community, service-learning, and research with faculty.

— Participated in two or more HIPs   — Participated in one H

NSSE 2018 Multi-Year Report
High-Impact Practices
Northeastern Illinois University
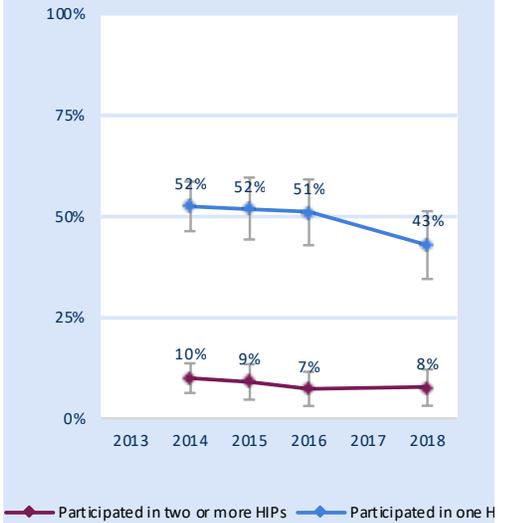
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: Seniors

Service-Learning
(Some, most, or all courses)
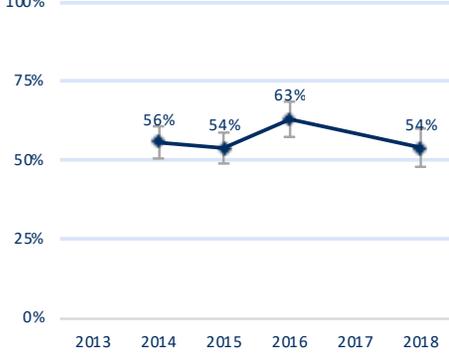
Learning Community
(Done or in progress)

Research with Faculty
(Done or in progress)
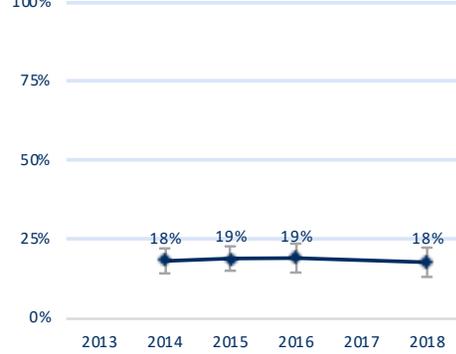
Internship/Field Experience
(Done or in progress)
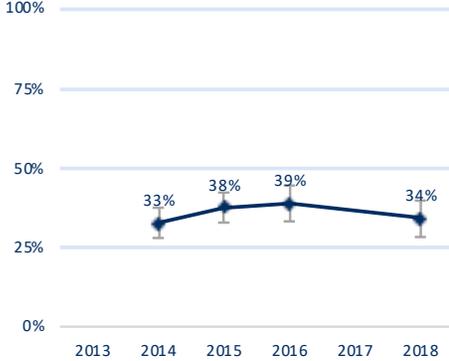
Study Abroad
(Done or in progress)
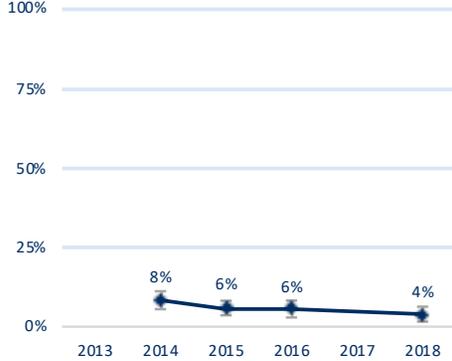
Culminating Senior Experience
(Done or in progress)

Overall senior HIP participation

The figure below displays the percentages of seniors who participated in one, and two or more, HIPs. The figure includes all six HIPs.

◆ Participated in two or more HIPs ◆ Participated in one H

NSSE 2018 Multi-Year Report
Detailed Statistics: Engagement Indicators and Additional Items
Northeastern Illinois University

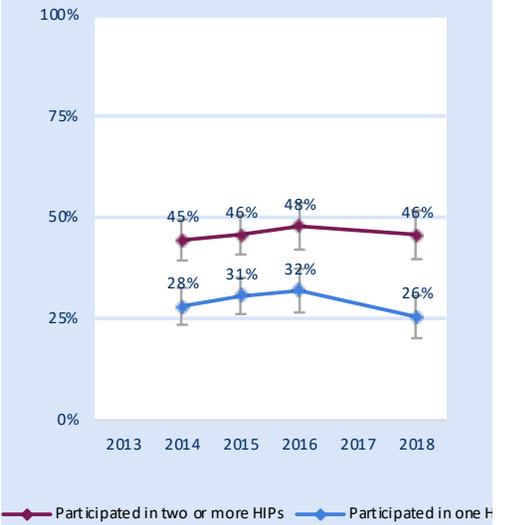|		First-year students								Seniors							
		2013	**2014**	**2015**	**2016**	**2017**	**2018**	2019	2020	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	2019	2020
Academic Challenge																	
Higher-Order Learning	Mean		**40.1**	**40.0**	**37.7**		**40.1**				**43.8**	**42.1**	**44.4**		**43.3**		
	n		255	171	161		142				376	430	301		276		
	SD		14.7	13.6	13.9		14.3				13.8	14.4	13.1		13.8		
	SE		.92	1.04	1.10		1.20				.71	.70	.75		.83		
	CI upper bound		41.9	42.1	39.9		42.5				45.2	43.5	45.9		44.9		
	CI lower bound		38.3	38.0	35.6		37.8				42.4	40.7	42.9		41.7		
Reflective & Integrative Learning	Mean		**36.7**	**38.9**	**35.9**		**37.1**				**41.2**	**40.4**	**41.1**		**40.7**		
	n		271	186	173		153				384	446	313		291		
	SD		13.7	12.8	13.1		13.1				13.2	13.0	13.6		13.4		
	SE		.83	.94	1.00		1.06				.67	.61	.77		.78		
	CI upper bound		38.4	40.7	37.9		39.2				42.5	41.6	42.6		42.2		
	CI lower bound		35.1	37.0	34.0		35.0				39.9	39.2	39.6		39.2		
Learning Strategies	Mean		**41.1**	**39.7**	**39.6**		**40.2**				**44.2**	**43.8**	**44.8**		**41.9**		
	n		250	160	143		138				361	394	288		261		
	SD		13.9	14.0	13.2		14.9				13.4	13.5	13.5		14.1		
	SE		.88	1.11	1.10		1.26				.70	.68	.80		.88		
	CI upper bound		42.8	41.9	41.7		42.7				45.6	45.1	46.3		43.6		
	CI lower bound		39.3	37.5	37.4		37.7				42.8	42.5	43.2		40.1		
Quantitative Reasoning	Mean		**28.2**	**30.3**	**29.3**		**29.2**				**30.4**	**31.1**	**32.2**		**31.7**		
	n		267	172	162		140				377	438	307		268		
	SD		16.7	16.6	15.6		17.1				17.3	17.5	17.0		16.6		
	SE		1.02	1.26	1.23		1.44				.89	.84	.97		1.01		
	CI upper bound		30.2	32.7	31.7		32.0				32.1	32.7	34.1		33.7		
	CI lower bound		26.2	27.8	26.9		26.4				28.6	29.4	30.3		29.7		
Academic Challenge (additional items)																	
Preparing for Class (hours/week)	Mean		**12.0**	**11.4**	**11.9**		**12.2**				**12.7**	**12.5**	**13.6**		**13.0**		
	n		239	148	133		124				354	371	262		259		
	SD		7.7	7.8	7.1		7.7				7.8	7.7	8.6		8.3		
	SE		.50	.64	.62		.69				.41	.40	.53		.52		
	CI upper bound		13.0	12.6	13.1		13.6				13.5	13.3	14.7		14.1		
	CI lower bound		11.0	10.1	10.7		10.9				11.9	11.7	12.6		12.0		
Course Reading Estimated hours per week calculated from two survey questions.	Mean		**6.4**	**5.9**	**6.3**		**7.0**				**7.5**	**7.0**	**7.8**		**7.3**		
	n		234	146	132		123				348	365	260		258		
	SD		5.5	5.5	5.0		6.2				6.2	6.2	6.9		6.7		
	SE		.36	.46	.44		.56				.33	.32	.43		.41		
	CI upper bound		7.1	6.8	7.2		8.1				8.2	7.6	8.6		8.1		
	CI lower bound		5.7	5.0	5.5		6.0				6.9	6.4	6.9		6.5		

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

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Detailed Statistics: Engagement Indicators and Additional Items
Northeastern Illinois University

		First-year students								Seniors						
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Academic Challenge (additional items, continued)																	
Assigned Writing	Mean		**47.2**	**47.5**	**58.9**		**60.1**				**76.8**	**83.1**	**90.4**		**71.9**		
Estimated number of pages calculated	n		242	153	143		133				333	360	259		268		
from three survey questions.	SD		72.6	63.1	79.4		100.7				83.1	92.1	95.8		68.0		
	SE		4.67	5.10	6.64		8.73				4.55	4.86	5.95		4.15		
	CI upper bound		56.3	57.5	71.9		77.2				85.7	92.6	102.1		80.1		
	CI lower bound		38.0	37.5	45.9		43.0				67.9	73.6	78.8		63.8		
Course Challenge	Mean		**5.7**	**5.5**	**5.4**		**5.4**				**5.8**	**5.9**	**5.8**		**5.7**		
Extent to which courses challenged	n		257	164	146		136				366	403	288		263		
students to do their best work (1 =	SD		1.2	1.2	1.2		1.4				1.1	1.2	1.2		1.3		
"Not at all" to 7 = "Very much").	SE		.07	.09	.10		.12				.06	.06	.07		.08		
	CI upper bound		5.8	5.7	5.6		5.6				5.9	6.0	5.9		5.8		
	CI lower bound		5.5	5.3	5.2		5.2				5.7	5.7	5.7		5.5		
Academic Emphasis	Mean		**3.2**	**3.1**	**3.1**		**3.1**				**3.1**	**3.1**	**3.2**		**3.0**		
Perceived institutional emphasis on	n		239	147	138		130				360	373	270		263		
spending significant time studying	SD		0.8	0.8	0.7		0.9				0.8	0.8	0.8		0.8		
and on academic work (1 = "Very	SE		.05	.06	.06		.08				.04	.04	.05		.05		
little," 2 = "Some," 3 = "Quite a bit,"	CI upper bound		3.3	3.2	3.3		3.2				3.2	3.2	3.3		3.1		
and 4 = "Very much").	CI lower bound		3.1	3.0	3.0		2.9				3.0	3.0	3.1		2.9		
Learning with Peers																	
Collaborative Learning	Mean		**30.5**	**32.1**	**27.8**		**28.3**				**32.7**	**32.5**	**33.5**		**33.2**		
	n		273	182	172		166				388	447	310		292		
	SD		15.0	14.4	13.1		14.0				14.3	13.9	14.4		14.1		
	SE		.91	1.06	1.00		1.08				.73	.66	.82		.83		
	CI upper bound		32.2	34.2	29.8		30.4				34.1	33.8	35.1		34.9		
	CI lower bound		28.7	30.0	25.8		26.2				31.2	31.2	31.9		31.6		
Discussions with Diverse Others	Mean		**40.6**	**38.5**	**37.7**		**35.9**				**44.7**	**43.9**	**44.8**		**41.6**		
	n		252	162	142		132				361	402	284		265		
	SD		16.7	17.5	17.2		17.3				15.6	16.4	15.7		15.7		
	SE		1.05	1.37	1.45		1.50				.82	.82	.93		.96		
	CI upper bound		42.7	41.2	40.5		38.8				46.3	45.5	46.7		43.5		
	CI lower bound		38.6	35.8	34.8		32.9				43.1	42.3	43.0		39.8		

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

NSSE 2018 Multi-Year Report
Detailed Statistics: Engagement Indicators and Additional Items
Northeastern Illinois University

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Experiences with Faculty																	
Student-Faculty Interaction	*Mean*		**21.0**	**26.1**	**21.0**		**23.4**				**22.8**	**23.8**	**25.1**		**25.7**		
	n		260	178	160		147				380	437	303		285		
	SD		15.9	16.7	14.7		16.3				16.9	16.5	17.1		16.5		
	SE		.98	1.25	1.17		1.35				.87	.79	.98		.97		
	CI upper bound		22.9	28.5	23.3		26.1				24.5	25.3	27.0		27.6		
	CI lower bound		19.1	23.6	18.7		20.8				21.2	22.2	23.2		23.8		
Effective Teaching Practices	*Mean*		**43.5**	**43.8**	**41.8**		**42.5**				**44.0**	**44.1**	**45.3**		**44.4**		
	n		270	177	165		142				391	442	310		278		
	SD		14.2	13.5	13.8		13.8				13.4	14.4	13.6		13.9		
	SE		.86	1.02	1.08		1.16				.68	.68	.77		.83		
	CI upper bound		45.2	45.8	44.0		44.8				45.3	45.4	46.8		46.1		
	CI lower bound		41.8	41.8	39.7		40.2				42.7	42.8	43.8		42.8		
Campus Environment																	
Quality of Interactions	*Mean*		**40.3**	**39.6**	**42.5**		**40.0**				**41.0**	**42.4**	**43.1**		**42.7**		
	n		248	162	139		122				357	384	273		256		
	SD		13.3	14.9	12.3		14.2				12.5	13.0	12.3		12.9		
	SE		.85	1.17	1.05		1.28				.66	.67	.74		.81		
	CI upper bound		41.9	41.9	44.5		42.5				42.3	43.7	44.6		44.3		
	CI lower bound		38.6	37.3	40.4		37.4				39.7	41.1	41.7		41.1		
Supportive Environment	*Mean*		**38.5**	**38.3**	**38.9**		**34.8**				**33.9**	**35.5**	**36.2**		**35.1**		
	n		236	144	134		125				360	370	265		260		
	SD		15.7	15.0	13.6		16.4				14.7	15.2	15.1		15.6		
	SE		1.02	1.25	1.17		1.47				.78	.79	.93		.96		
	CI upper bound		40.5	40.7	41.2		37.7				35.4	37.1	38.0		37.0		
	CI lower bound		36.5	35.8	36.6		31.9				32.4	34.0	34.4		33.2		

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

NSSE 2018 Multi-Year Report
Detailed Statistics: High-Impact Practices
Northeastern Illinois University

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Service-Learning[a]	%		59	58	56		48				56	54	63		54		
	n		248	163	144		132				367	399	288		262		
	SE		3.1	3.9	4.1		4.4				2.6	2.5	2.8		3.1		
	CI upper bound (%)		65	65	64		57				61	59	69		60		
	CI lower bound (%)		53	50	48		39				51	49	58		48		
Learning Community[a]	%		11	10	7		9				17	19	22		22		
	n		254	162	145		135				370	402	285		264		
	SE		2.0	2.3	2.1		2.4				2.0	2.0	2.5		2.5		
	CI upper bound (%)		15	14	11		13				21	23	27		27		
	CI lower bound (%)		7	5	3		4				13	15	17		17		
Research with Faculty[a]	%		6	6	3		2				18	19	19		18		
	n		255	162	145		133				369	400	286		265		
	SE		1.5	1.8	1.5		1.3				2.0	2.0	2.3		2.4		
	CI upper bound (%)		9	9	6		5				22	23	24		23		
	CI lower bound (%)		3	2	0		0				14	15	15		13		
Internship or Field Experience[b] (First-year results: Plan to do)	%		73	70	63		58				33	38	39		34		
	n		257	160	146		134				373	404	287		263		
	SE		2.8	3.6	4.0		4.3				2.4	2.4	2.9		2.9		
	CI upper bound (%)		78	77	71		66				37	42	44		40		
	CI lower bound (%)		67	63	55		49				28	33	33		28		
Study Abroad[b] (First-year results: Plan to do)	%		44	48	40		29				8	6	6		4		
	n		255	161	146		134				369	403	285		263		
	SE		3.1	3.9	4.1		4.0				1.4	1.2	1.4		1.2		
	CI upper bound (%)		51	56	48		37				11	8	8		6		
	CI lower bound (%)		38	41	32		22				6	4	3		2		
Culminating Senior Experience[b] (First-year results: Plan to do)	%		53	47	42		39				30	36	33		31		
	n		251	158	145		132				371	402	284		264		
	SE		3.2	4.0	4.1		4.3				2.4	2.4	2.8		2.8		
	CI upper bound (%)		60	54	50		48				35	41	38		36		
	CI lower bound (%)		47	39	34		31				26	31	27		25		

Overall HIP Participation[c]

		First-year students								Seniors							
Participated in one HIP	%		52	52	51		43				28	31	32		26		
	n		257	165	146		135				373	406	289		265		
	SE		3.1	3.9	4.1		4.3				2.3	2.3	2.8		2.7		
	CI upper bound (%)		58	59	59		51				33	35	37		31		
	CI lower bound (%)		46	44	43		34				24	26	27		20		
Participated in two or more HIPs	%		10	9	7		8				45	46	48		46		
	n		257	165	146		135				373	406	289		265		
	SE		1.9	2.2	2.2		2.3				2.6	2.5	2.9		3.1		
	CI upper bound (%)		14	13	11		12				50	51	54		52		
	CI lower bound (%)		6	5	3		3				39	41	42		40		

Notes: n = Number of respondents; SE = Standard error of the proportion (sqrt[(p * (1 - p)) / (n - 1)]) where p is the proportion; upper and lower bounds represent the 95% confidence interval (p +/- 1.96 * SE).
a. Results are the percentage who had done the activity.
b. First-year results are the percentage who planned to do the activity; Senior results are the percentage who had done the activity.
c. First-year results are limited to participation in a Learning Community, Service-Learning, and Research with Faculty; senior results include all six HIPs.

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