

Indirect learning outcomes by general education category: First Year Students

From the [National Survey of Student Engagement \(NSSE\)](#)

Select a general education category

Integrative & applied learning	Knowledge of diverse human cultures & the physical & natural world
Intellectual & practical skills	Personal & social responsibility

Read the bottom lines

Integrative & applied learning

Gen ed outcome	Bottom line
Identify & solve problems	ISU first-year students indicate a higher rate of connecting their learning to societal problems and issues compared to first-year students at peer institutions.
Identify & solve problems	Most ISU first-year students report ISU contributes to their ability to solve complex real-world problems. Results are comparable to peer institutions.
Transfer learning to novel situations	70% of ISU first-year students report their coursework places a high emphasis on applying ideas and problems to new situations. Although comparable to peer institutions, this statistic has trended down the last 10 years.
Transfer learning to novel situations	About half of ISU first-year students report transferring knowledge by combining ideas across courses. ISU first-year students are less likely to do this than first-year students at peer institutions. Additionally, this indicator has been trending downward the last 10 years.
Transfer learning to novel situations	About two-thirds of ISU first-year students report learning something that changed the way they understand a concept or issue, similar to first-year students at peer institutions.
Work effectively in teams	About half of ISU first-year students frequently work with other students on course projects and assignments, similar to rates at peer institutions.
Work effectively in teams	ISU first-year students report ISU makes a significant contribution in their ability to work with others, slightly higher than first-year students at comparator institutions.

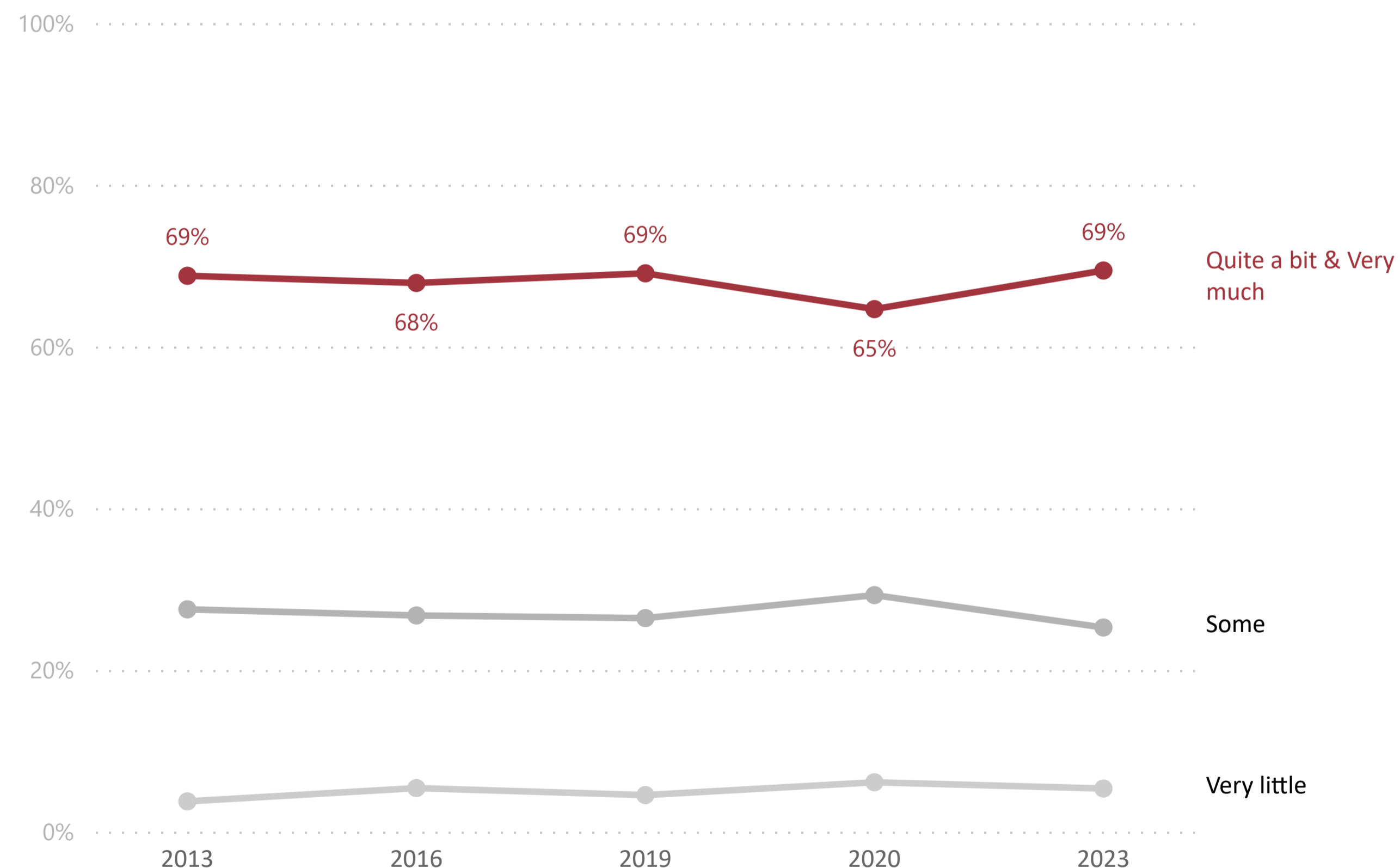
Red = needs attention
 Gray = monitor
 Green = strength

Read the story in the [University Assessment Services](#) Campus Press article, [Indirect Measures of Learning in General Education at ISU in Three Charts](#).

ISU first-year students report ISU makes a significant contribution in their ability to work with others, slightly higher than first-year students at comparator institutions.

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

Working effectively with others



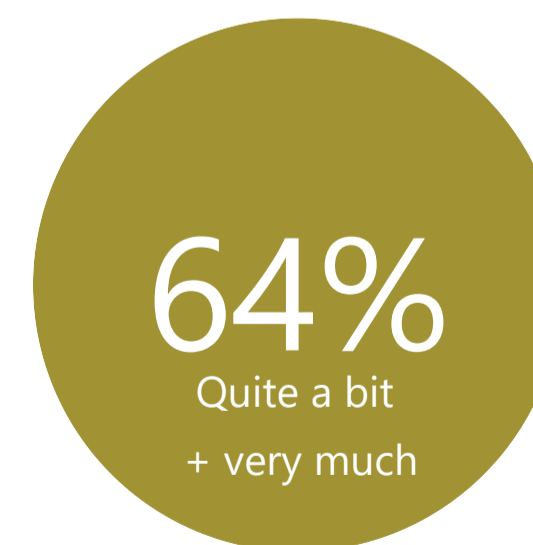
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Carnegie Class Institutions

Gen ed category: **Integrative & applied learning**

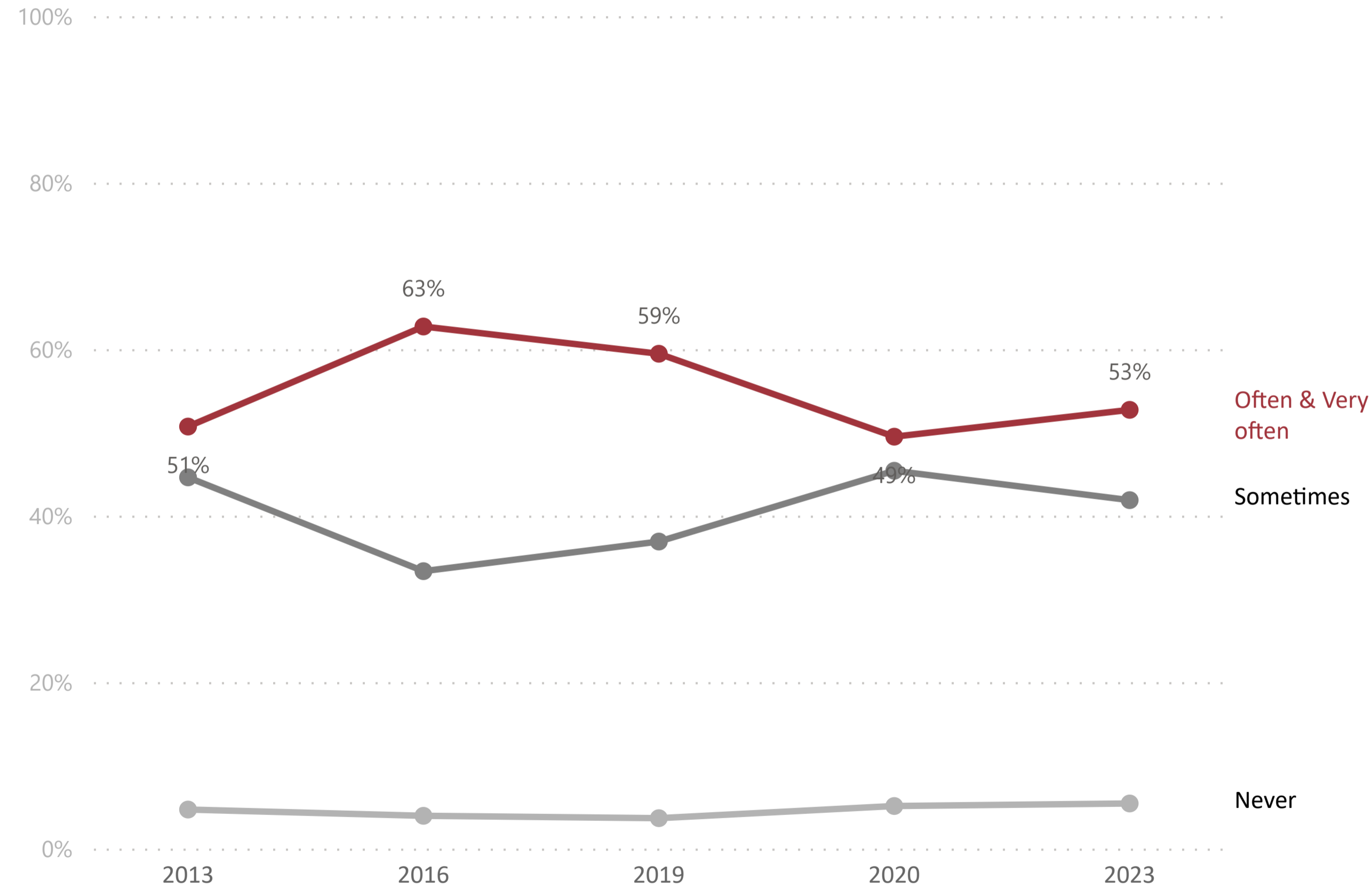
Gen ed learning outcome: **Work effectively in teams**

See ISU [NSSE benchmark report](#) for more comparator information.

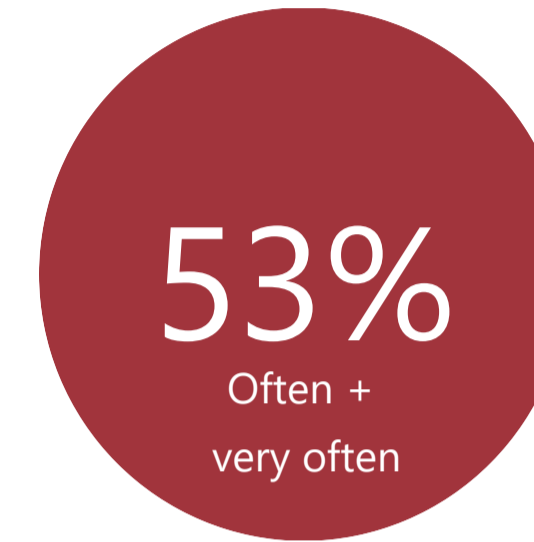
About half of ISU first-year students frequently work with other students on course projects and assignments, similar to rates at peer institutions.

During the current school year, about how often have you done the following?

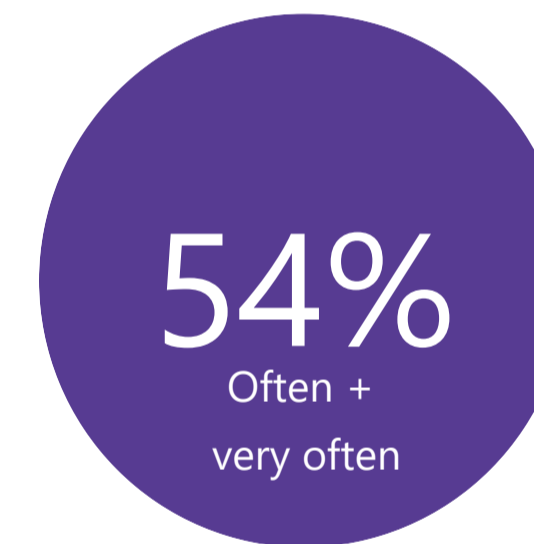
Worked with other students on course projects or assignments



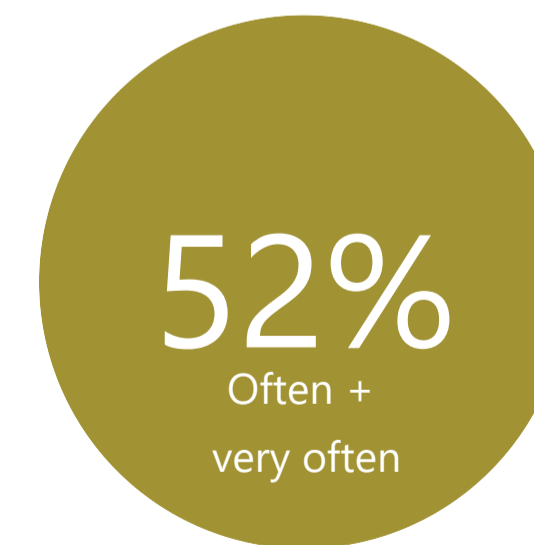
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Gen ed category: **Integrative & applied learning**

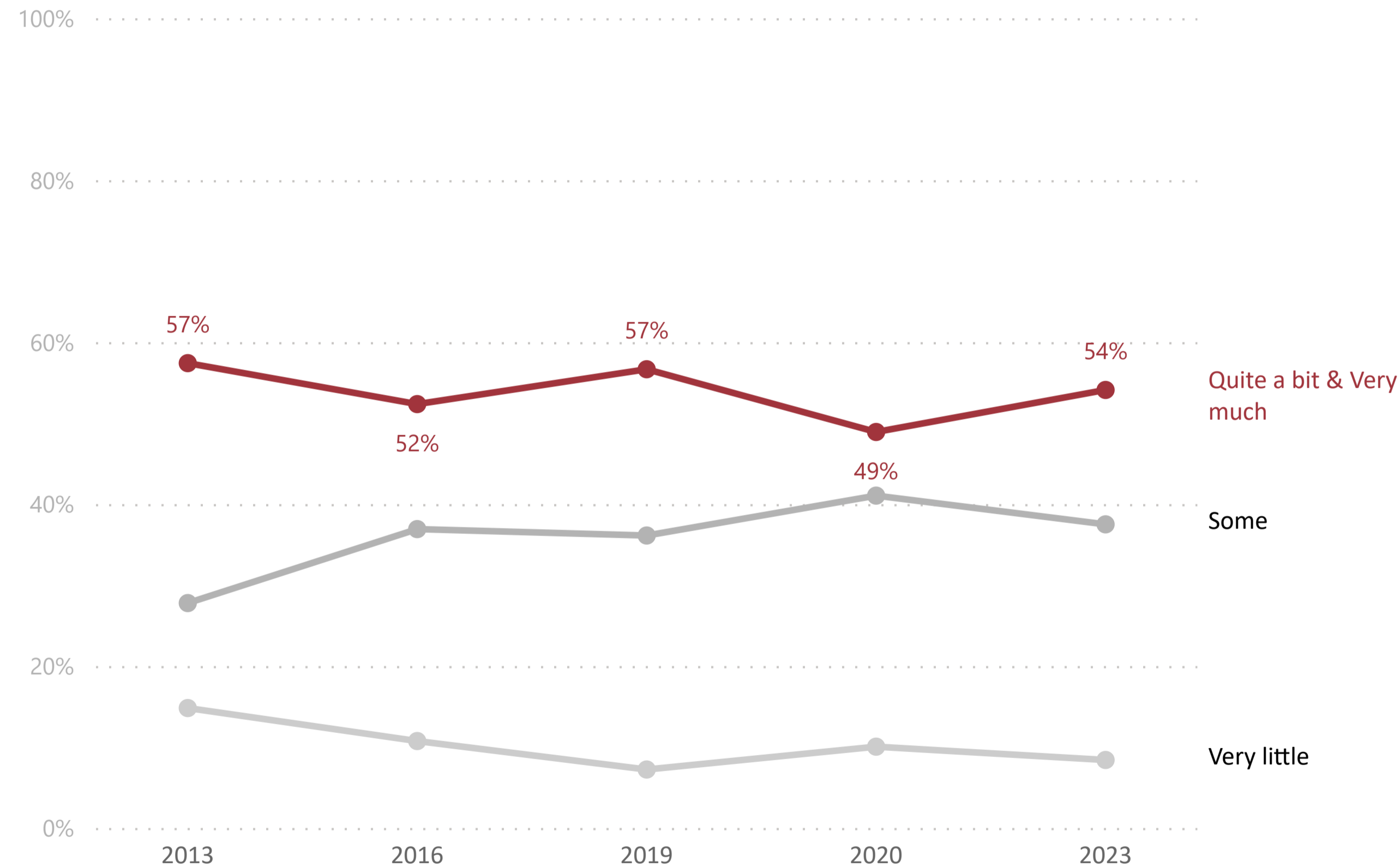
Gen ed learning outcome: **Work effectively in teams**

See ISU [NSSE benchmark report](#) for more comparator information.

Most ISU first-year students report ISU contributes to their ability to solve complex real-world problems. Results are comparable to peer institutions.

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

Solving complex real-world problems



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Gen ed category: **Integrative & applied learning**

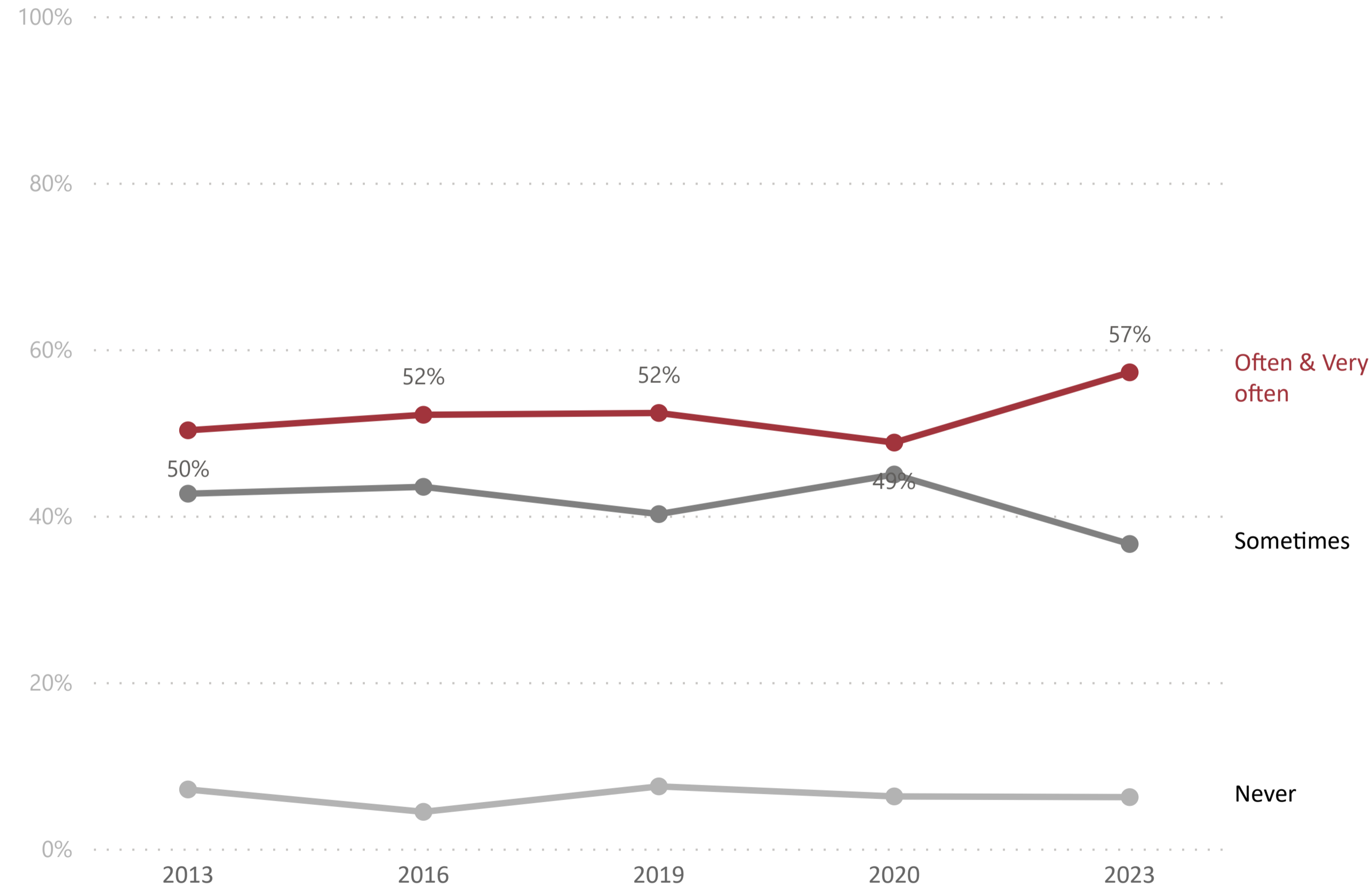
Gen ed learning outcome: **Identify & solve problems**

See ISU [NSSE benchmark report](#) for more comparator information.

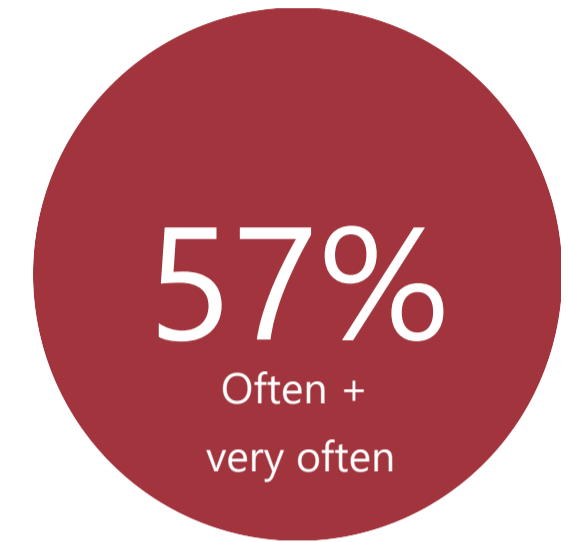
ISU first-year students indicate a higher rate of connecting their learning to societal problems and issues compared to first-year students at peer institutions.

During the current school year, about how often have you done the following?

Connected your learning to societal problems or issues



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Gen ed category: **Integrative & applied learning**

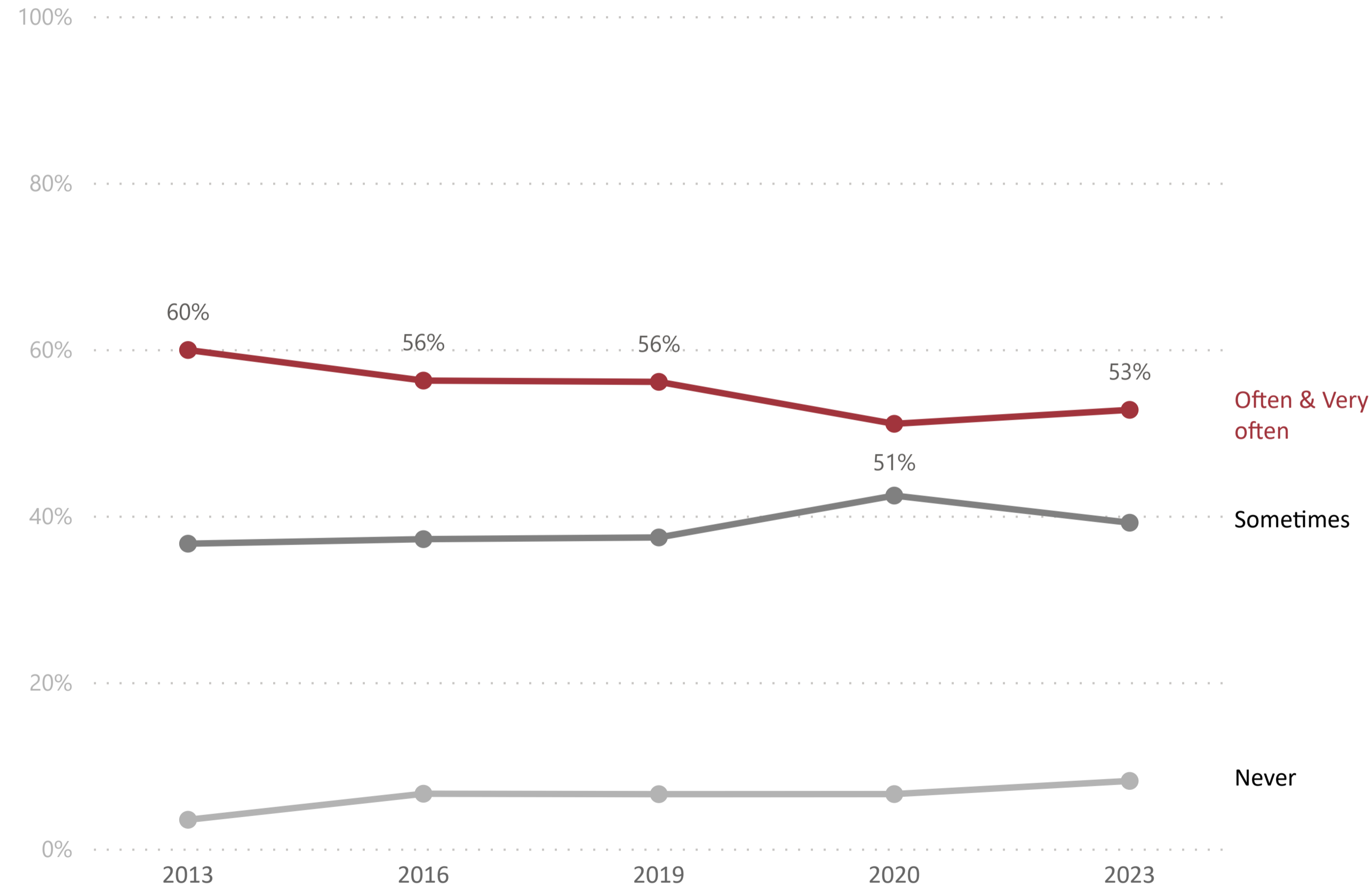
Gen ed learning outcome: **Identify & solve problems**

See ISU [NSSE benchmark report](#) for more comparator information.

About half of ISU first-year students report transferring knowledge by combining ideas across courses. ISU first-year students are less likely to do this than first-year students at peer institutions. Additionally, this indicator has been trending downward the last 10 years.

During the current school year, about how often have you done the following?

Combined ideas from different courses when completing assignments



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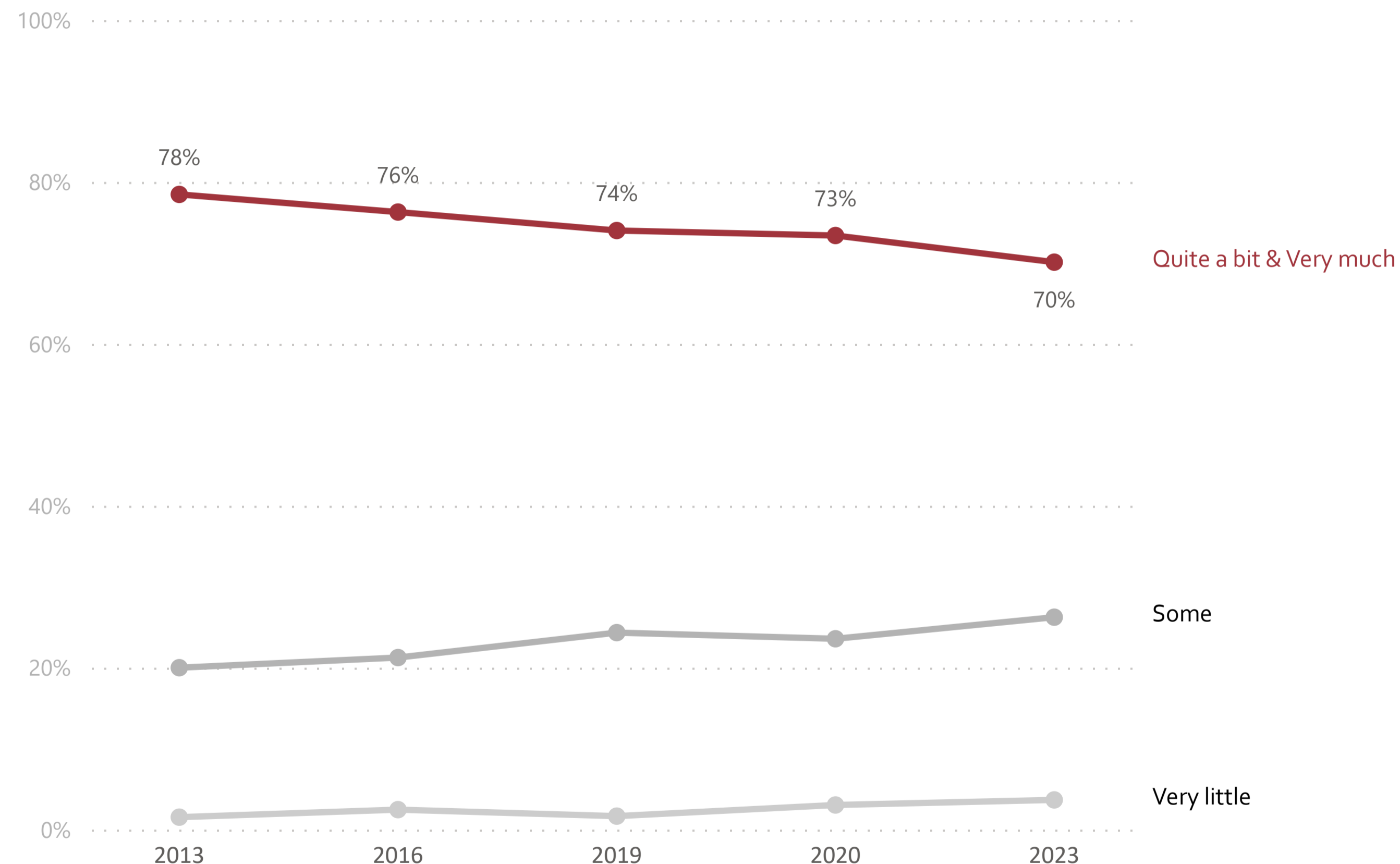
Carnegie Class Institutions

Gen ed category: **Integrative & applied learning**
 Gen ed learning outcome: **Transfer learning to novel situations**
 See ISU [NSSE benchmark report](#) for more comparator information.

70% of ISU first-year students report their coursework places a high emphasis on applying ideas and problems to new situations. Although comparable to peer institutions, this statistic has trended down the last 10 years.

During the current school year, how much has your coursework emphasized the following?

Applying facts, theories, or methods to practical problems or new situations



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Gen ed category: **Integrative & applied learning**

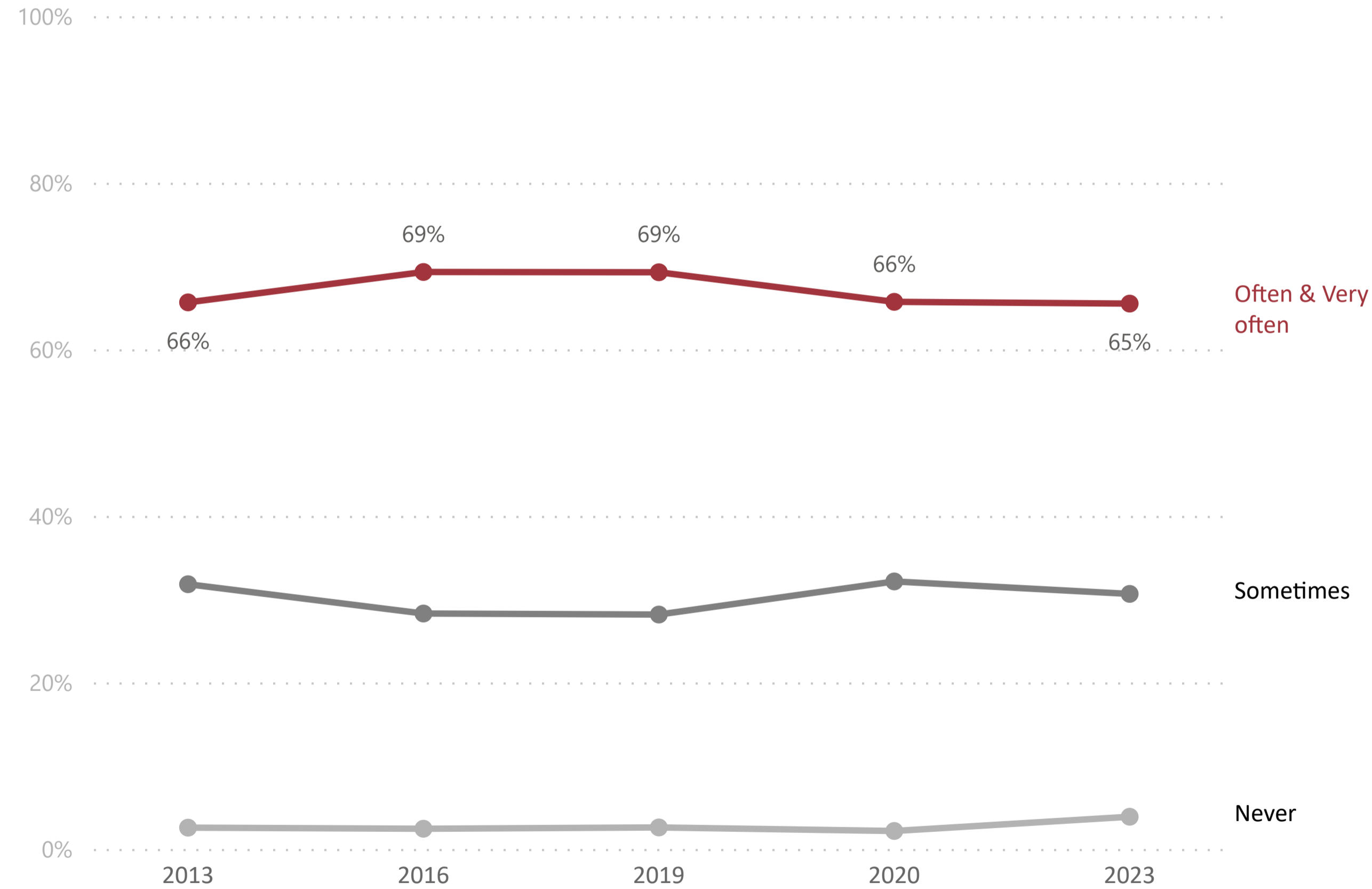
Gen ed learning outcome: **Transfer learning to novel situations**

See ISU [NSSE benchmark report](#) for more comparator information.

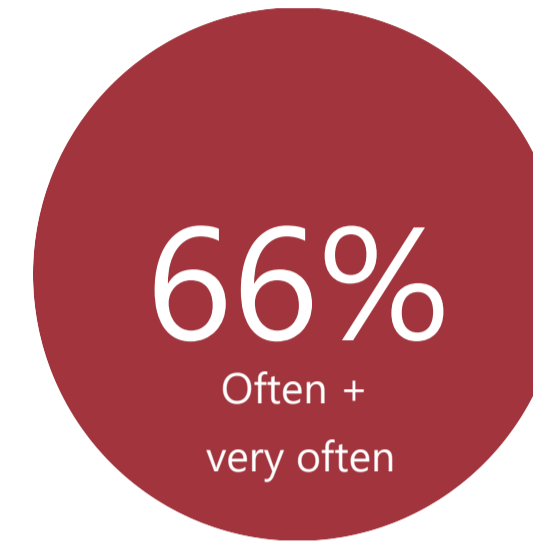
About two-thirds of ISU first-year students report learning something that changed the way they understand a concept or issue, similar to first-year students at peer institutions.

During the current school year, about how often have you done the following?

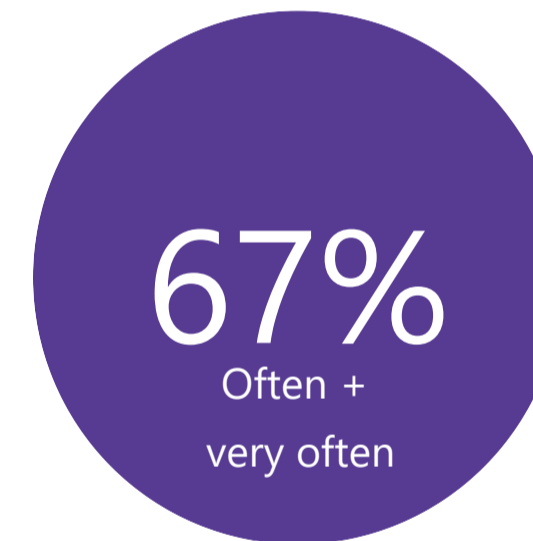
Learned something that changed the way you understand an issue or concept



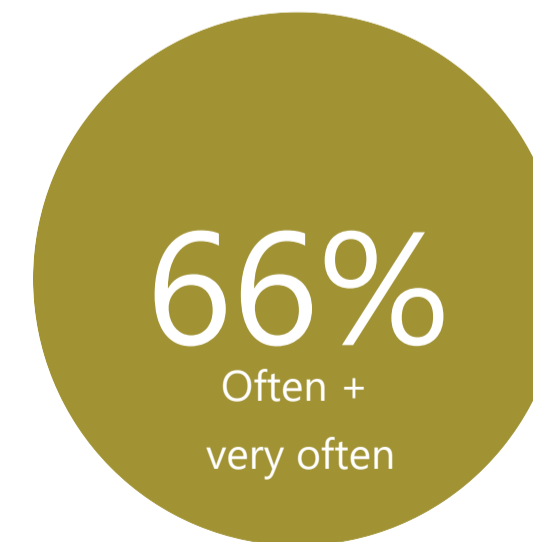
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Gen ed category: **Integrative & applied learning**

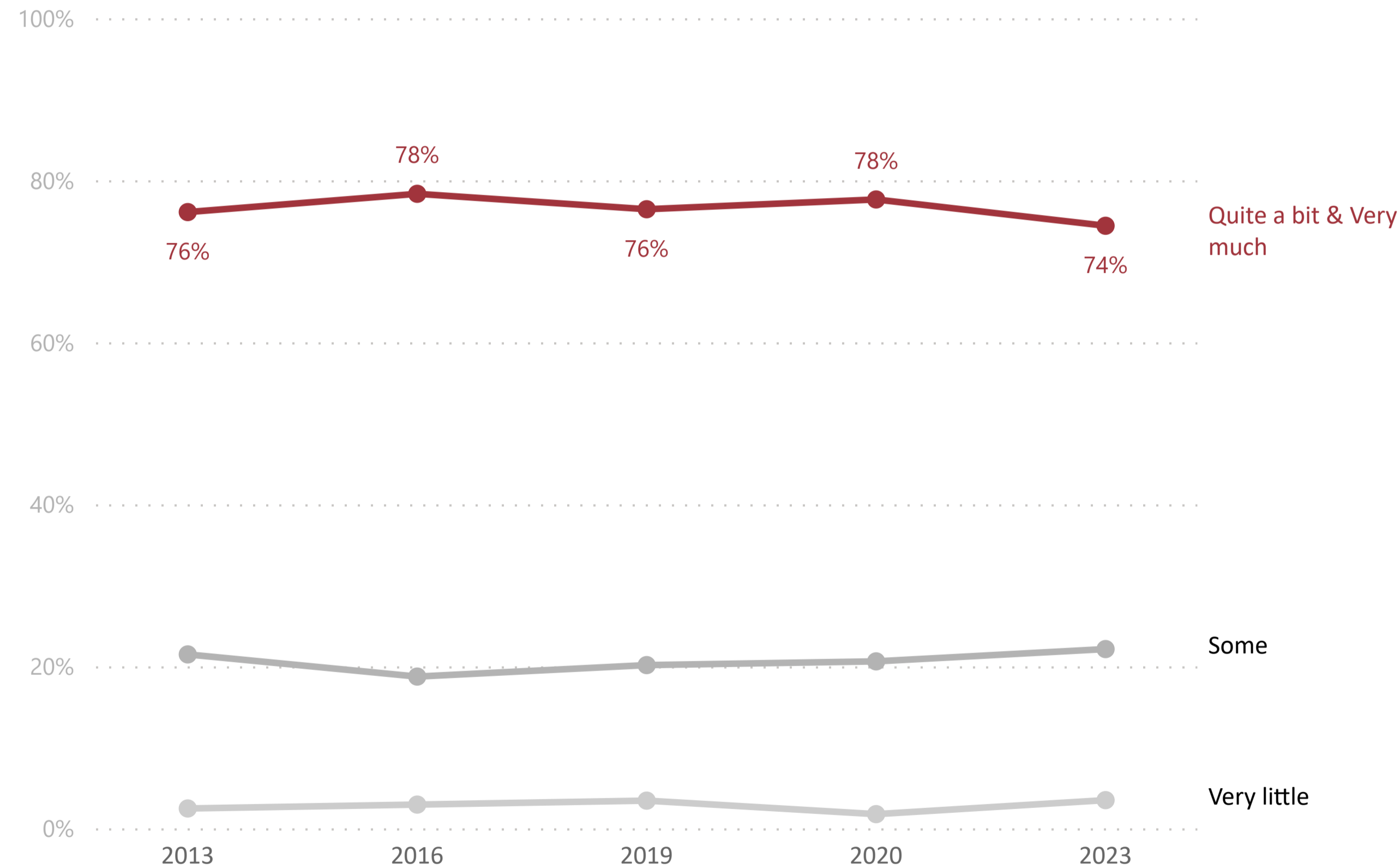
Gen ed learning outcome: **Transfer learning to novel situations**

See ISU [NSSE benchmark report](#) for more comparator information.

Approximately 75% of ISU first-year students state ISU makes a significant contribution to their critical thinking skills. These results are somewhat lower when compared to first-year students at peer institutions.

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

Thinking critically and analytically



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Gen ed category: **Intellectual & Practical Skills**

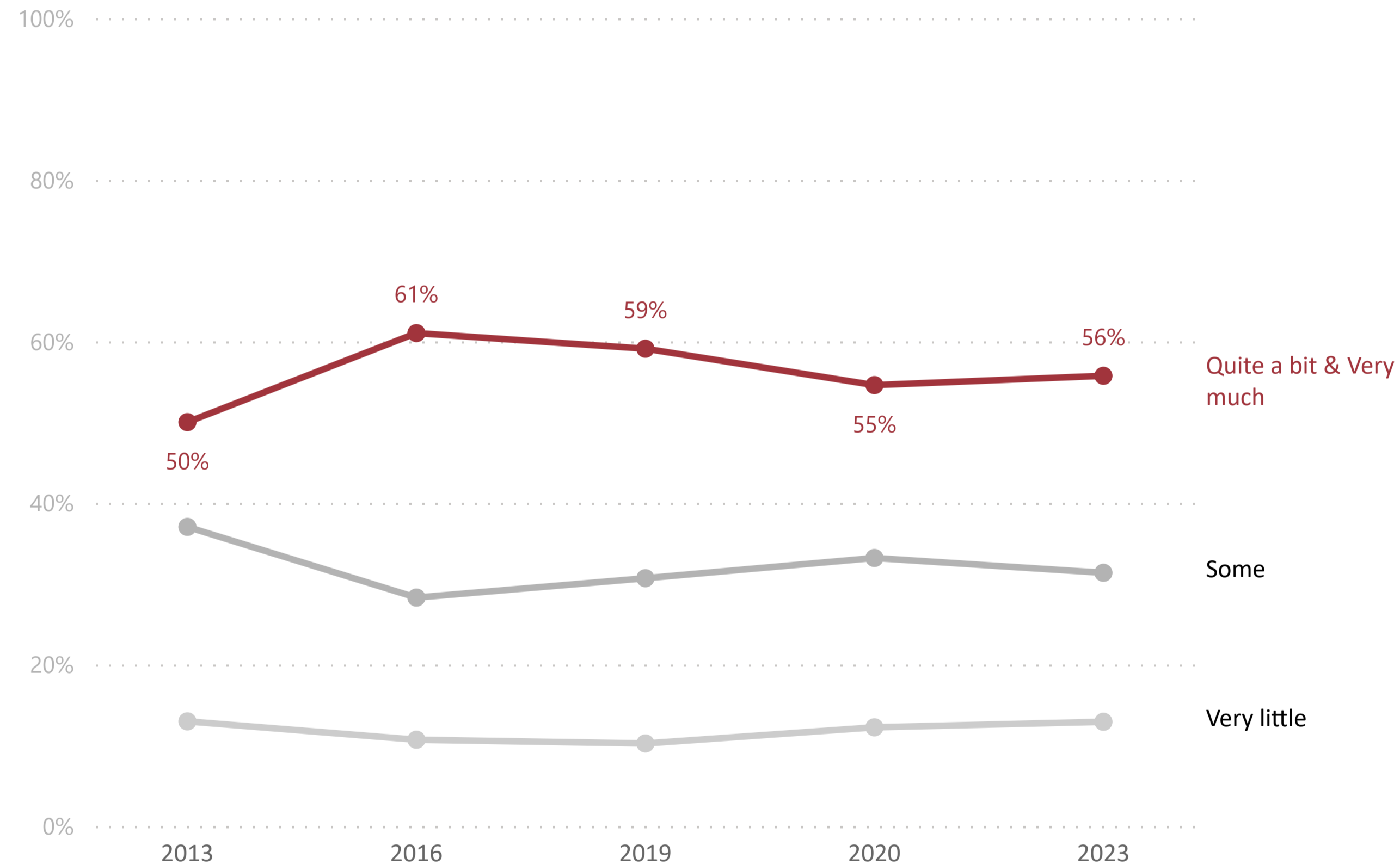
Gen ed learning outcome: **Make informed judgments**

See ISU [NSSE benchmark report](#) for more comparator information.

Over half of ISU first-year students acknowledge that ISU significantly contributes to their ability to analyze data. Results are comparable to peer institutions.

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

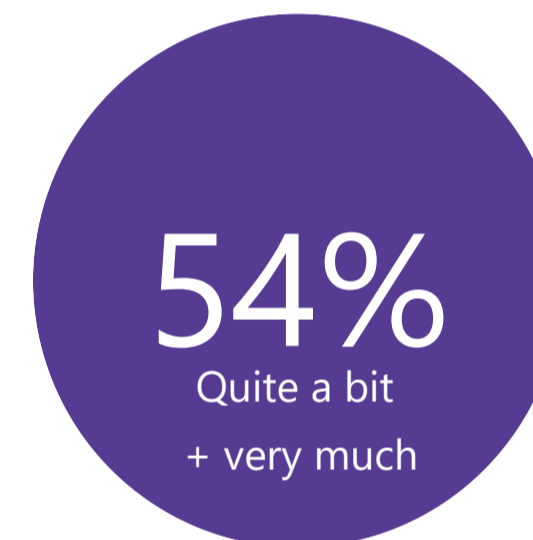
Analyzing numerical and statistical information



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Gen ed category: **Intellectual & Practical Skills**

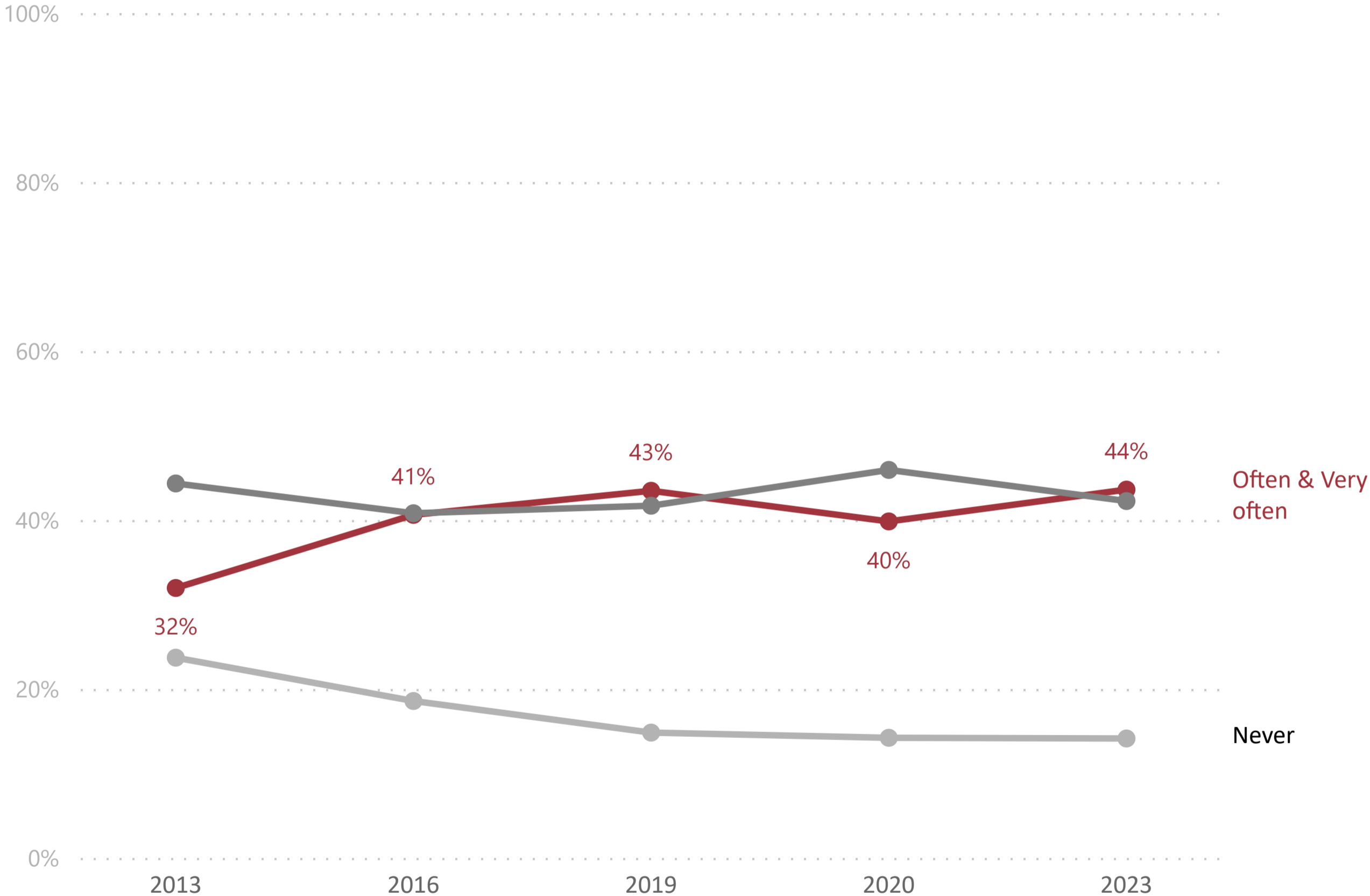
Gen ed learning outcome: **Analyze data to examine research questions & test hypotheses**

See ISU [NSSE benchmark report](#) for more comparator information.

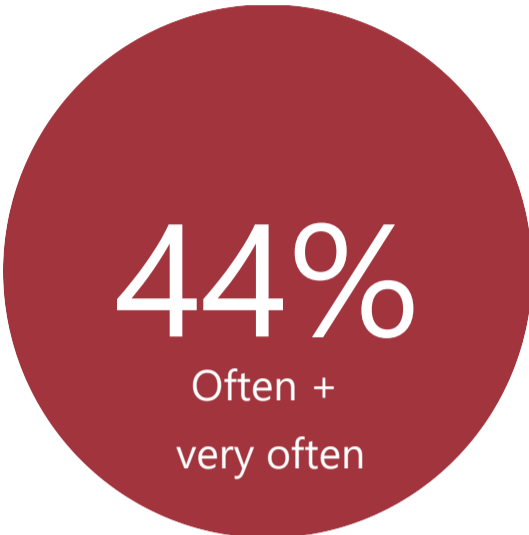
Less than half of first-year students at ISU and peer institutions frequently engage in evaluating conclusions drawn from numerical information by others.

During the current school year, about how often have you done the following?

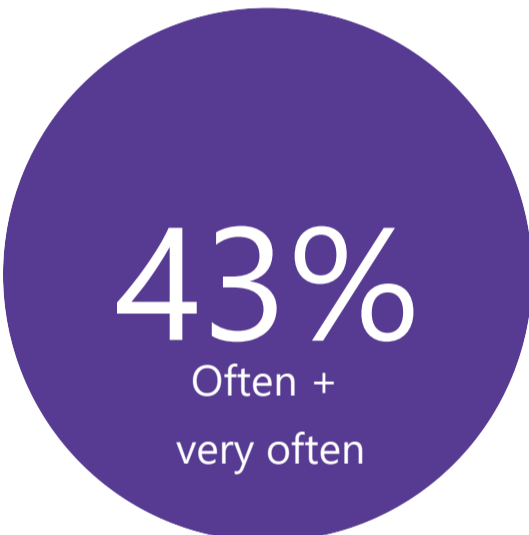
Evaluated what others have concluded from numerical information



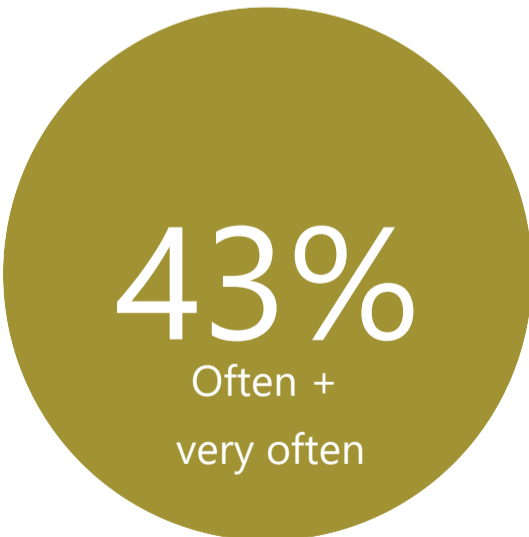
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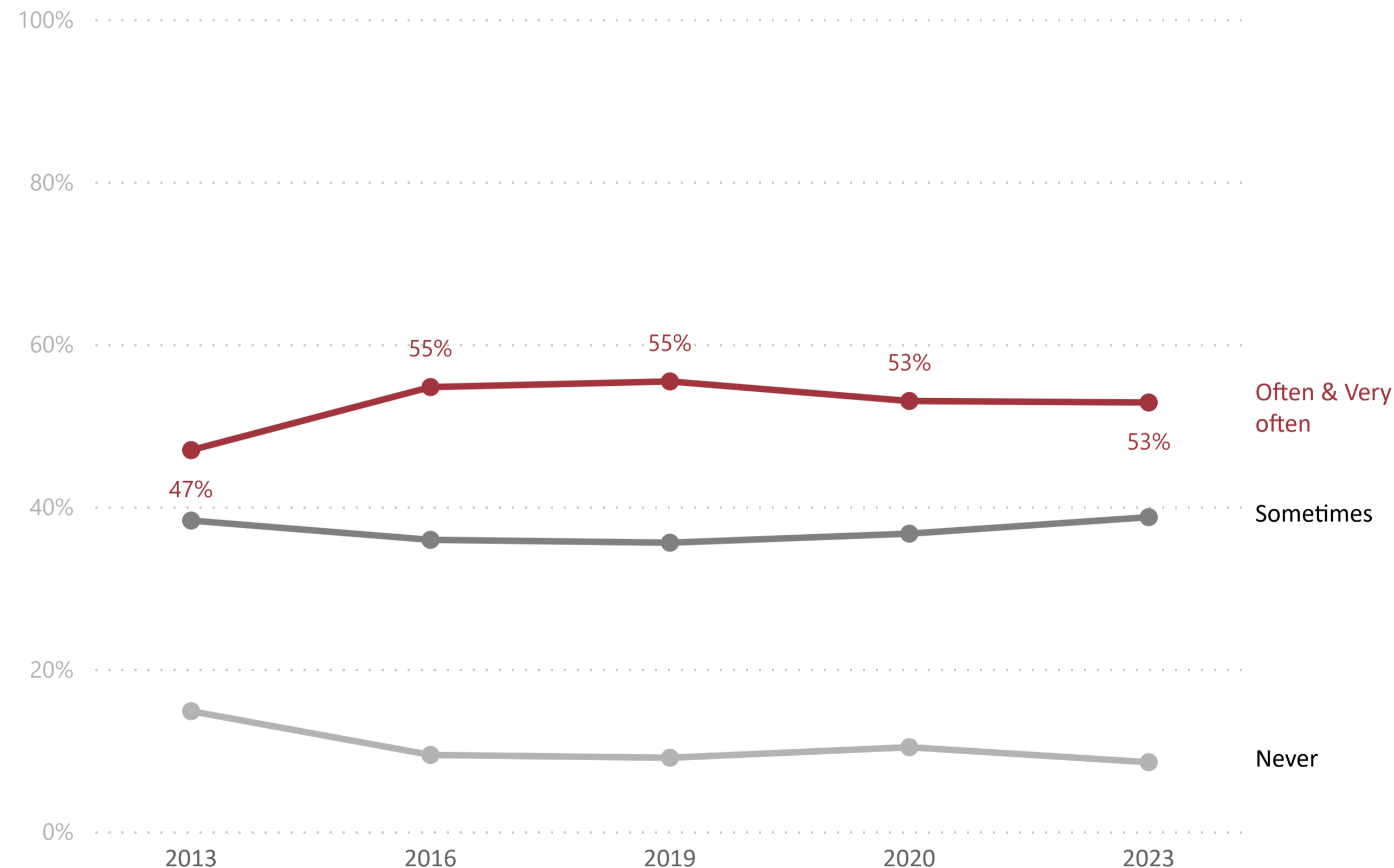
Carnegie Class Institutions

Gen ed category: **Intellectual & Practical Skills**
 Gen ed learning outcome: **Analyze data to examine research questions & test hypotheses**
 See ISU [NSSE benchmark report](#) for more comparator information.

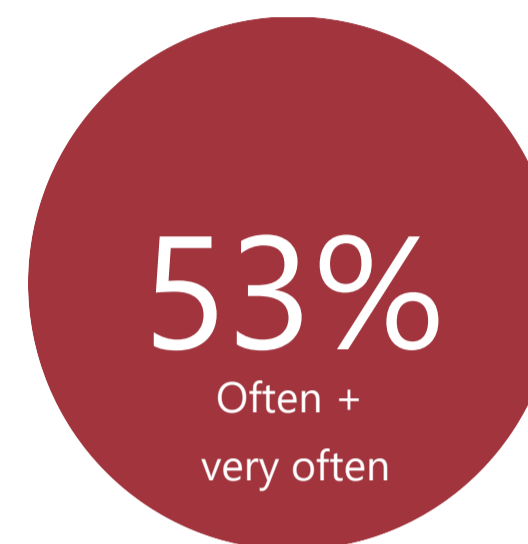
About half of ISU first-year students frequently base conclusions using their own analysis of numerical information. This is comparable to peer institutions.

During the current school year, about how often have you done the following?

Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)



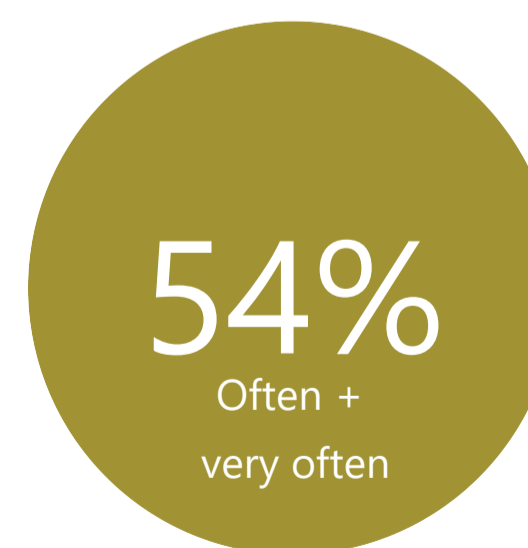
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Gen ed category: **Intellectual & Practical Skills**

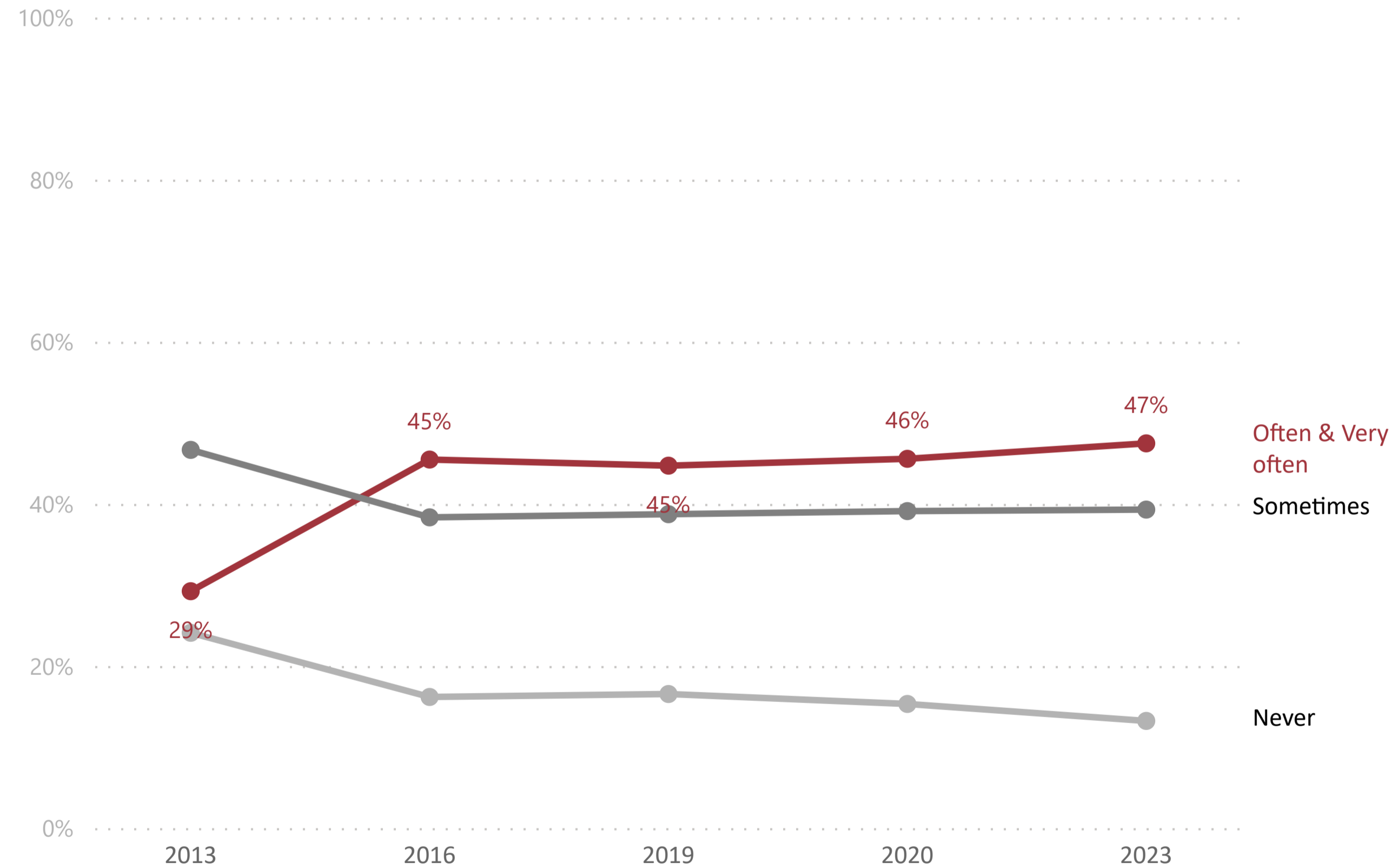
Gen ed learning outcome: **Analyze data to examine research questions & test hypotheses**

See ISU [NSSE benchmark report](#) for more comparator information.

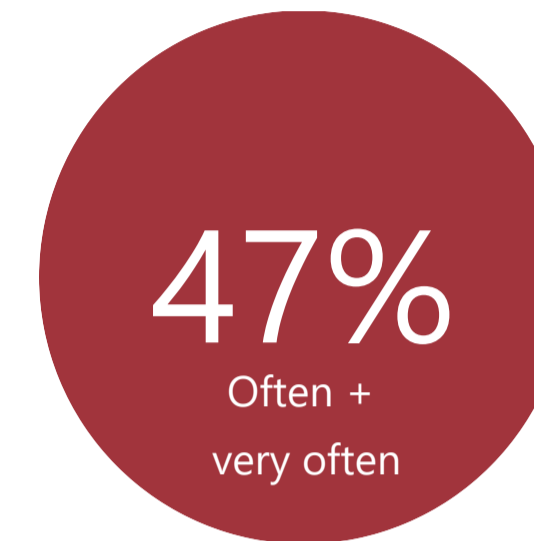
About half ISU first-year students frequently use numerical information to examine a real-world issue, higher than students at peer institutions.

During the current school year, about how often have you done the following?

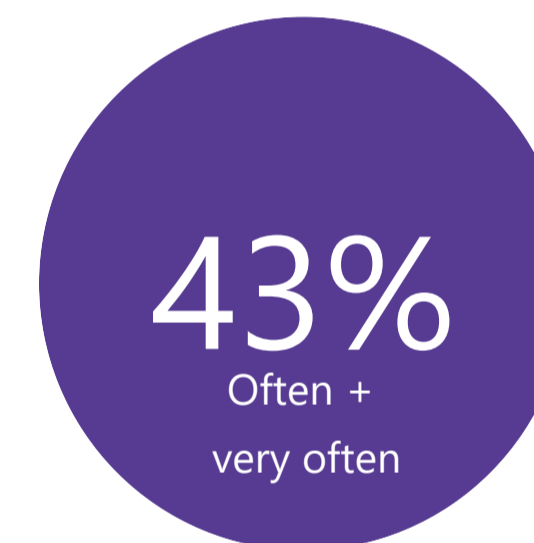
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)



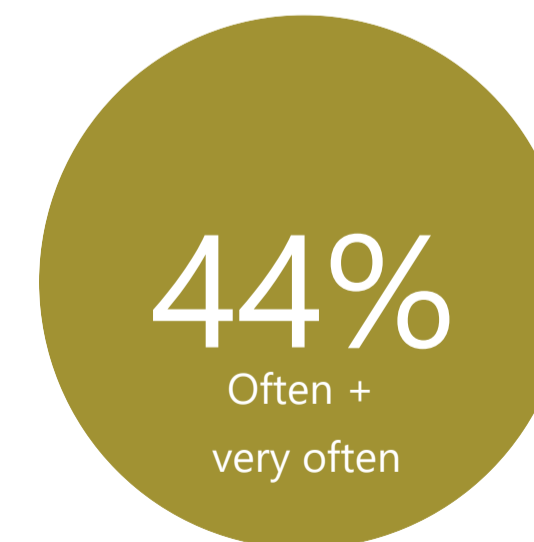
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Gen ed category: **Intellectual & Practical Skills**

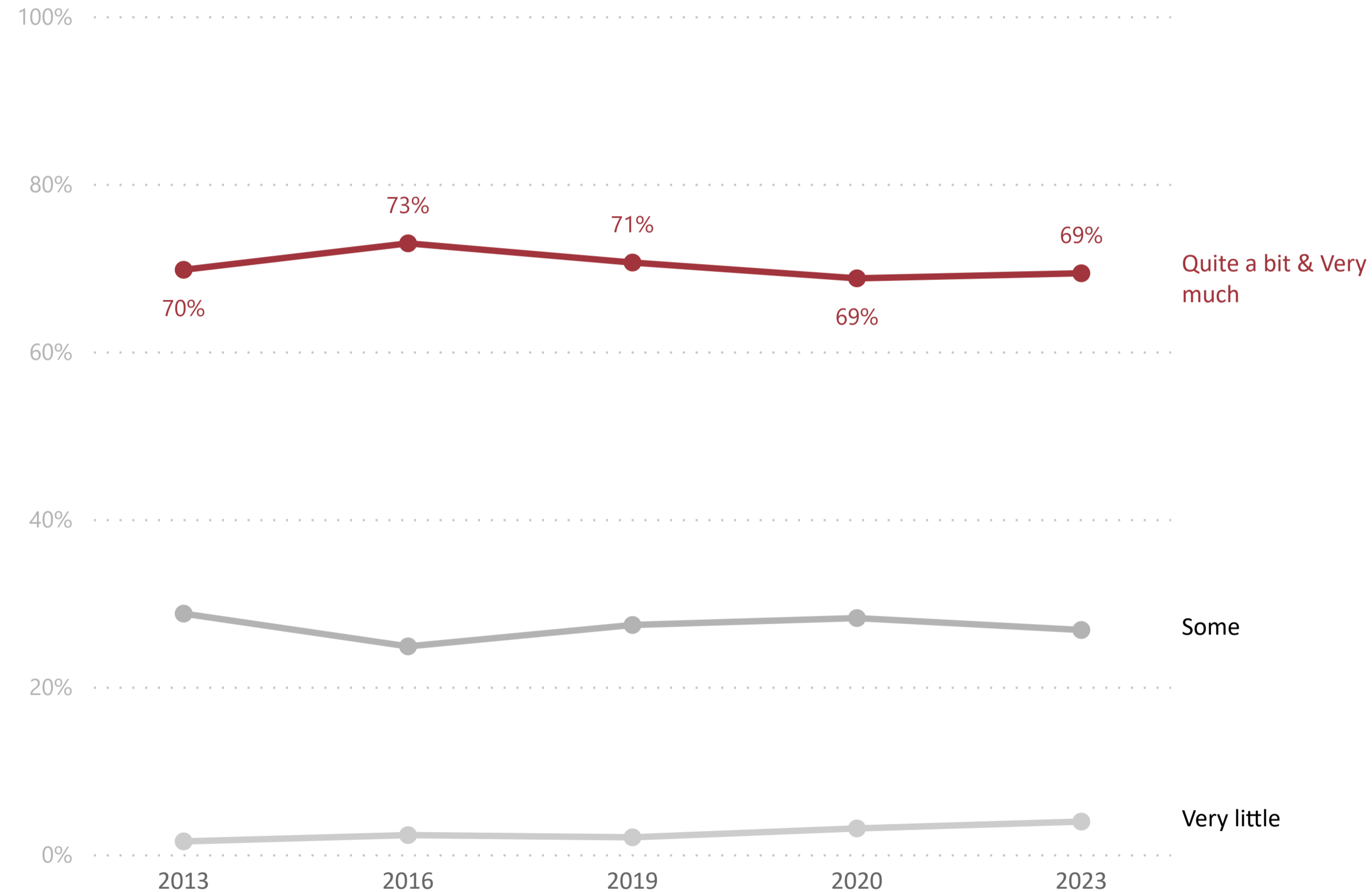
Gen ed learning outcome: **Analyze data to examine research questions & test hypotheses**

See ISU [NSSE benchmark report](#) for more comparator information.

About 70% of ISU first-year students state their coursework frequently emphasizes evaluating viewpoints, decisions and information sources.

During the current school year, how much has your coursework emphasized the following?

Evaluating a point of view, decision, or information source



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Gen ed category: **Intellectual & Practical Skills**

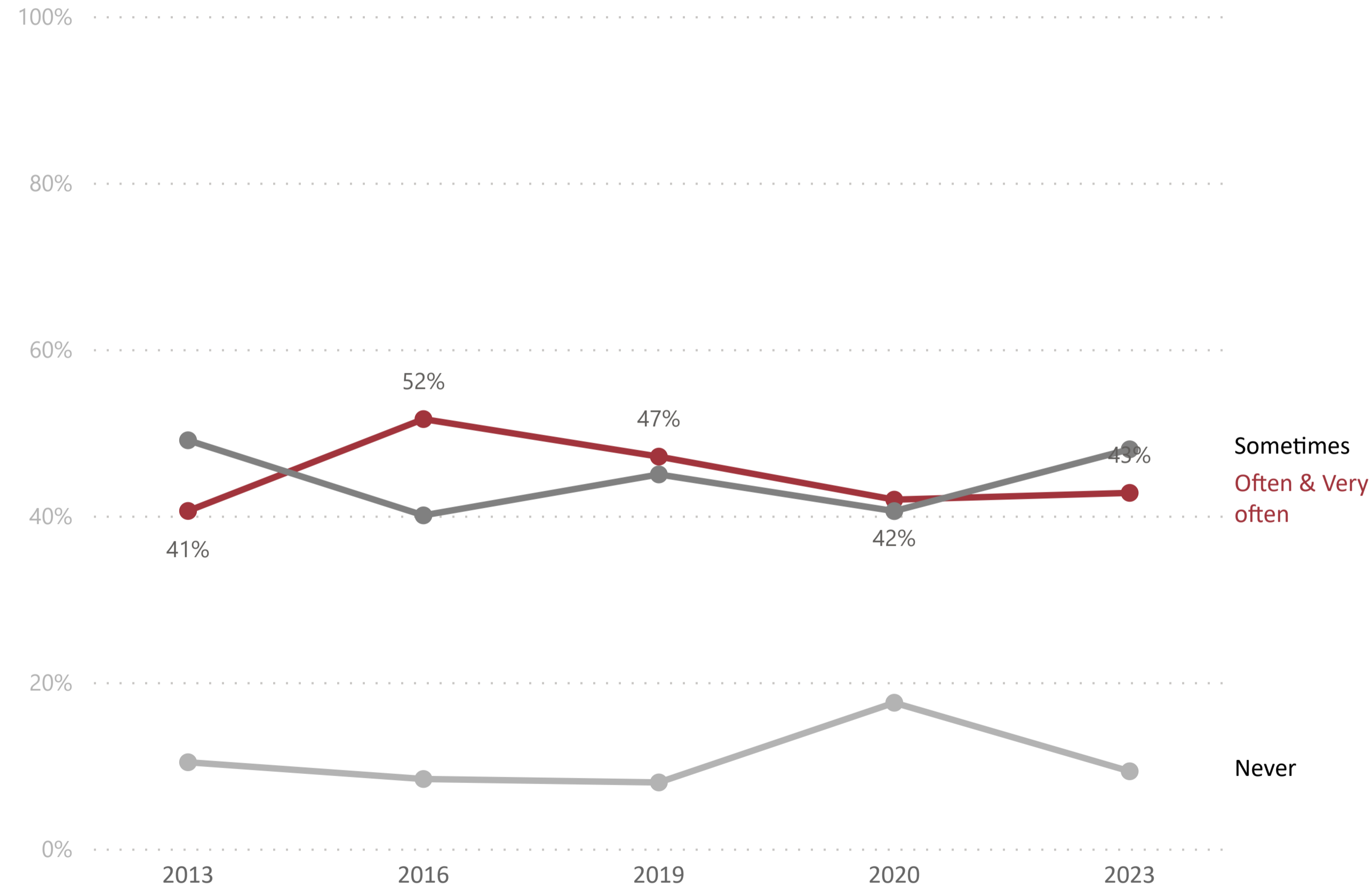
Gen ed learning outcome: **Analyze data to examine research questions & test hypotheses**

See ISU [NSSE benchmark report](#) for more comparator information.

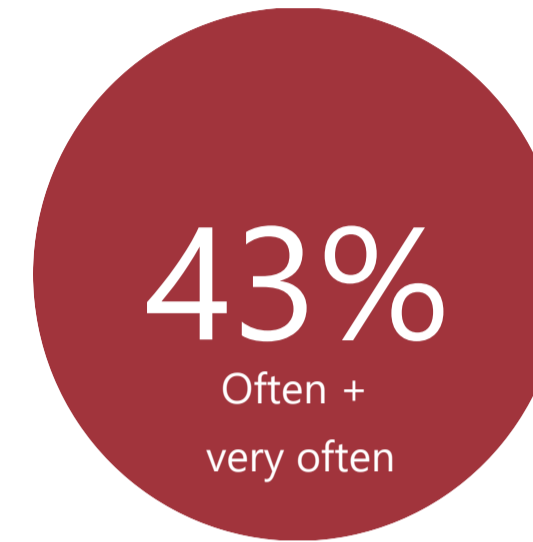
A high percent of ISU first-year students frequently give course presentations, significantly higher than first-year students at peer institutions.

During the current school year, about how often have you done the following?

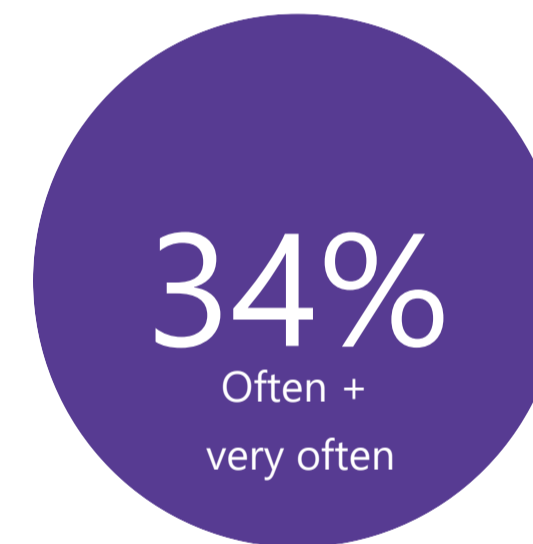
Given a course presentation



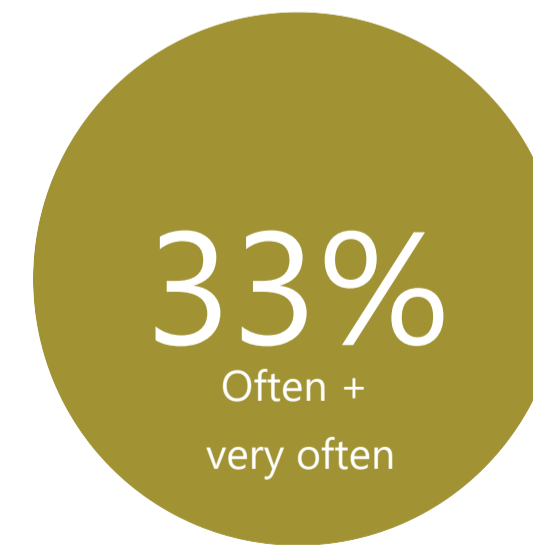
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Gen ed category: **Integrative & applied learning**

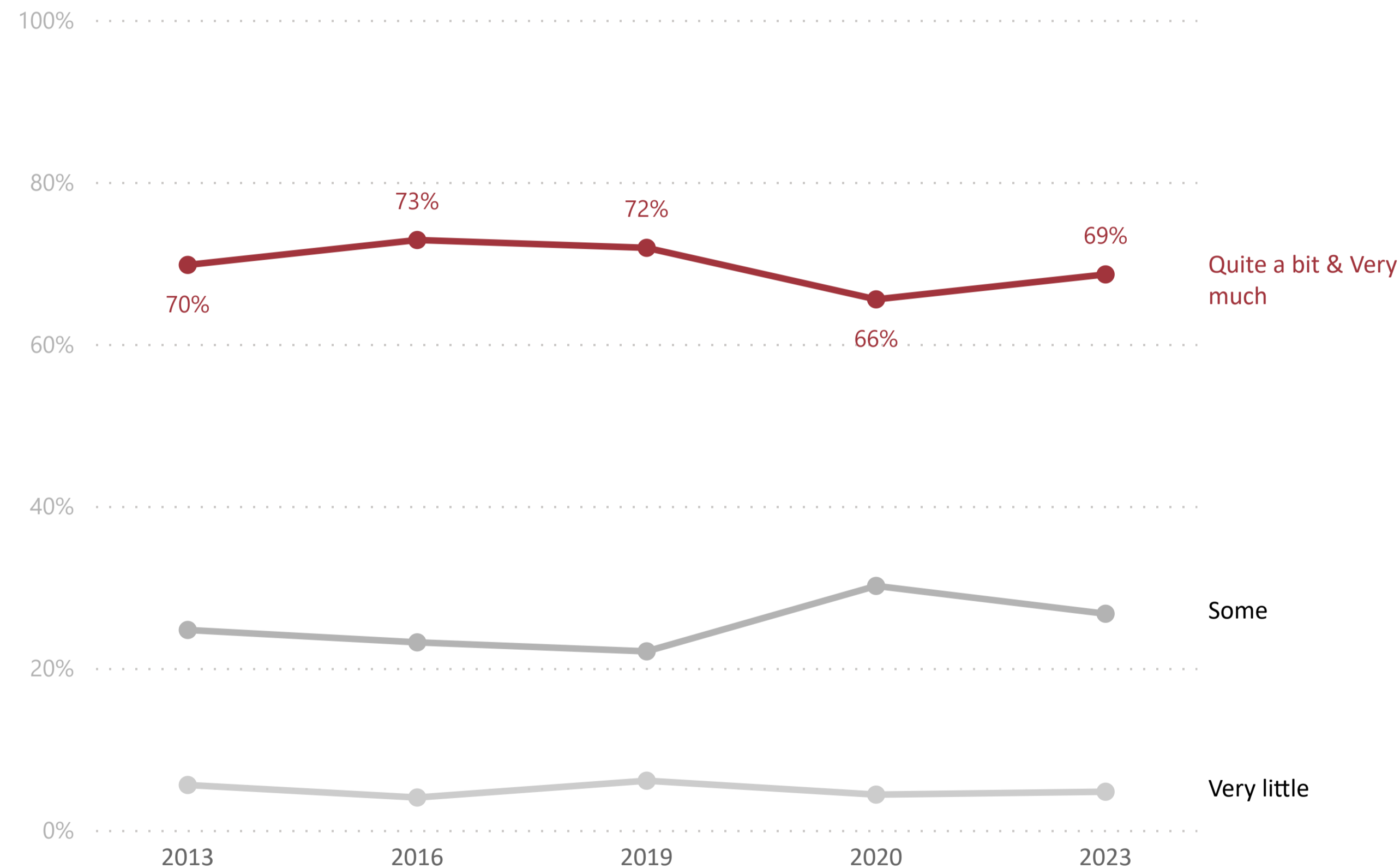
Gen ed learning outcome: **Deliver purposeful presentations that inform attitudes or behaviors**

See ISU [NSSE benchmark report](#) for more comparator information.

Almost 70% of ISU first-year students feel ISU makes a significant contribution to their ability to speak clearly and effectively. This is significantly higher than first-year students at peer institutions and an area students feel ISU makes one of the most significant contributions to their learning.

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

Speaking clearly and effectively



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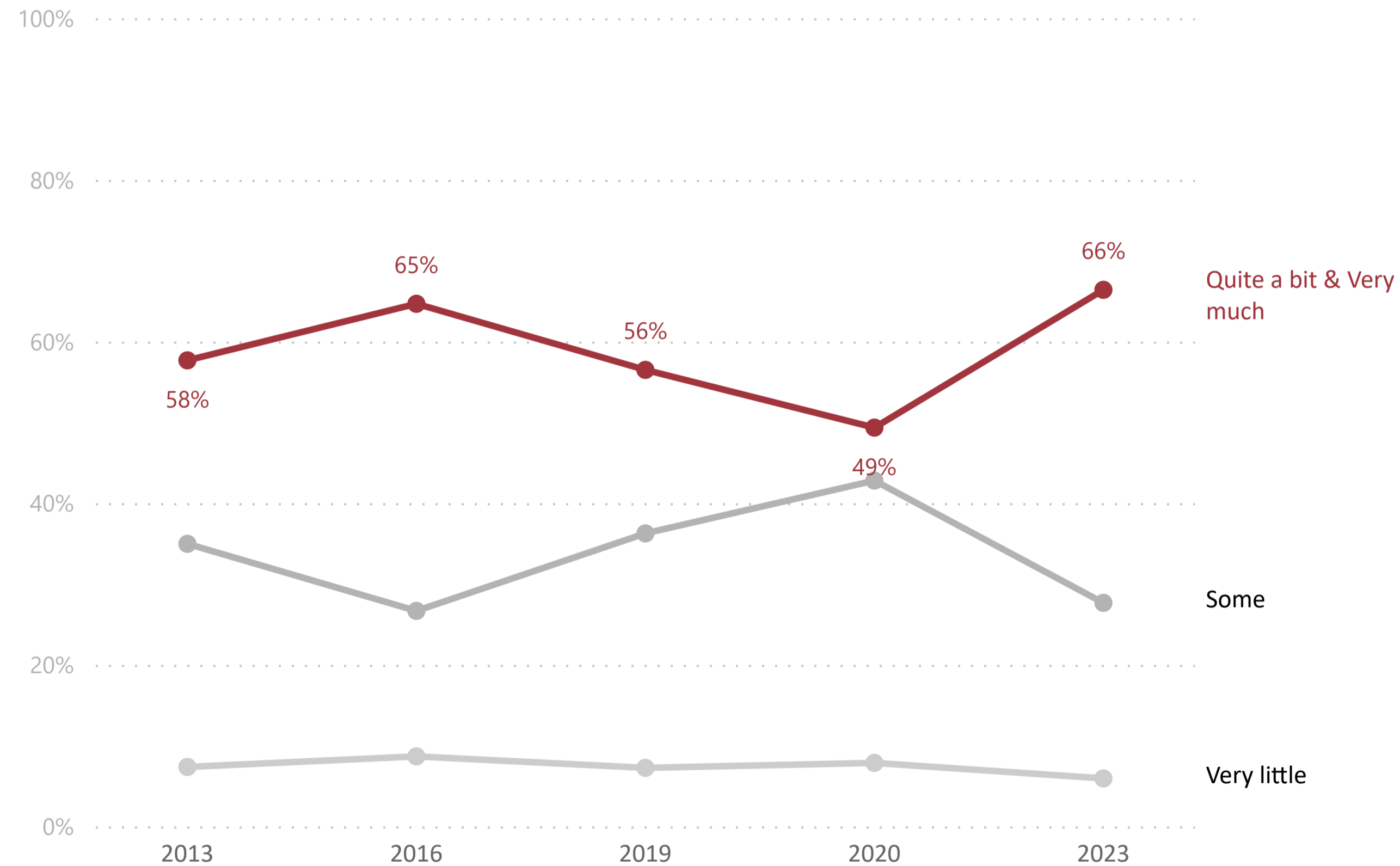
Carnegie Class Institutions

Gen ed category: **Intellectual & Practical Skills**
 Gen ed learning outcome: **Write in a variety of genres, contexts & disciplines**
 See ISU [NSSE benchmark report](#) for more comparator information.

Almost two-thirds of ISU first-year students feel ISU makes a significant contribution to their ability to write clearly and effectively.

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

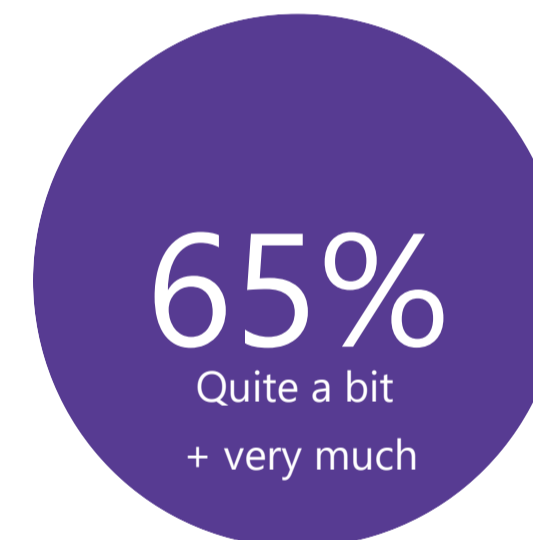
Writing clearly and effectively



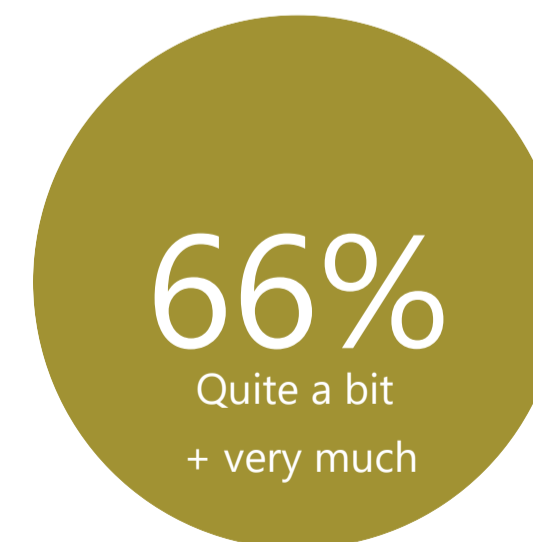
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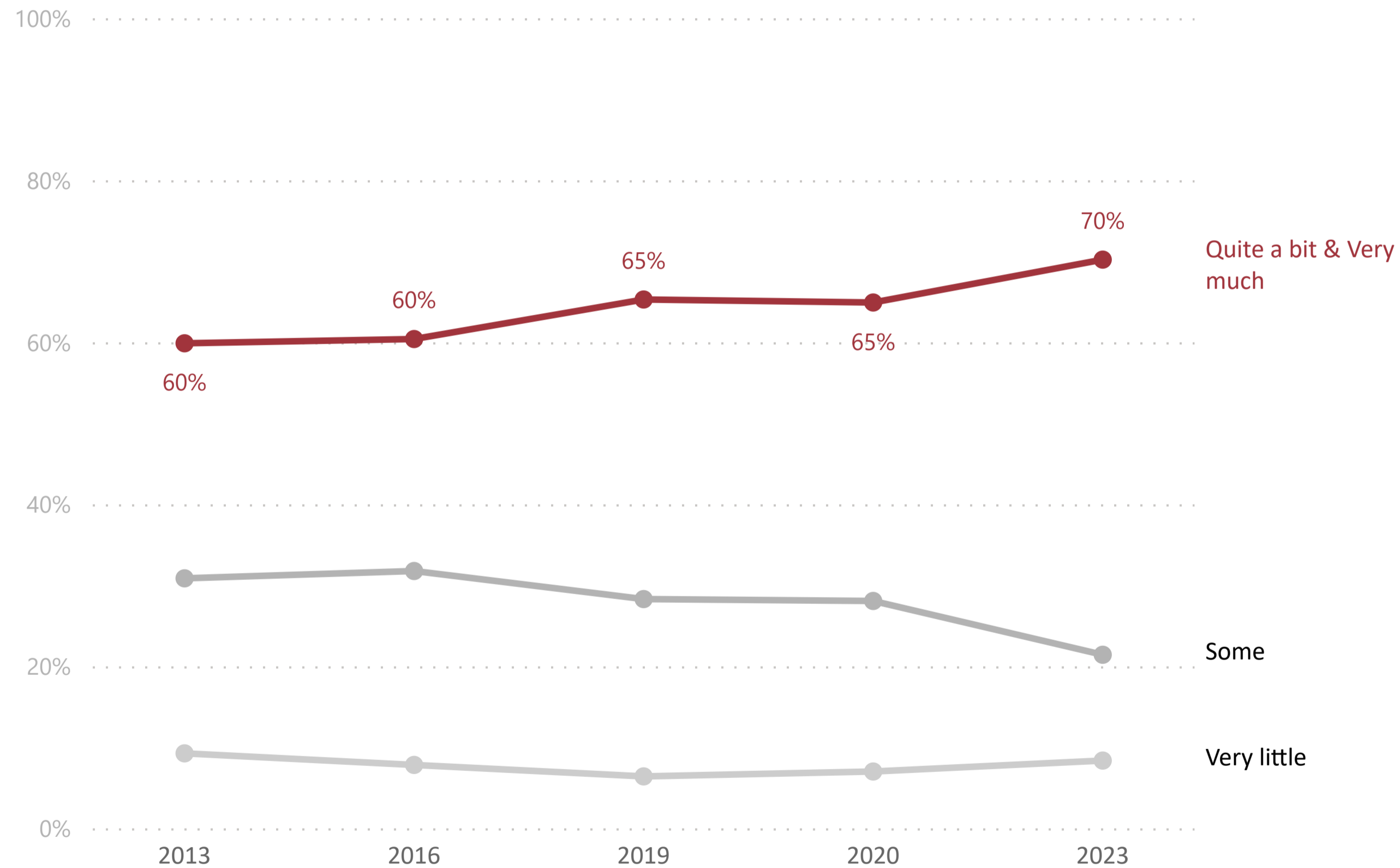
Carnegie Class Institutions

Gen ed category: **Intellectual & Practical Skills**
Gen ed learning outcome: **Write in a variety of genres, contexts & disciplines**
See ISU [NSSE benchmark report](#) for more comparator information.

Most ISU first-year students feel ISU contributes to improving their understanding of individuals from diverse backgrounds. The responses are higher than peer institutions and have trended upward the last 10 years.

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

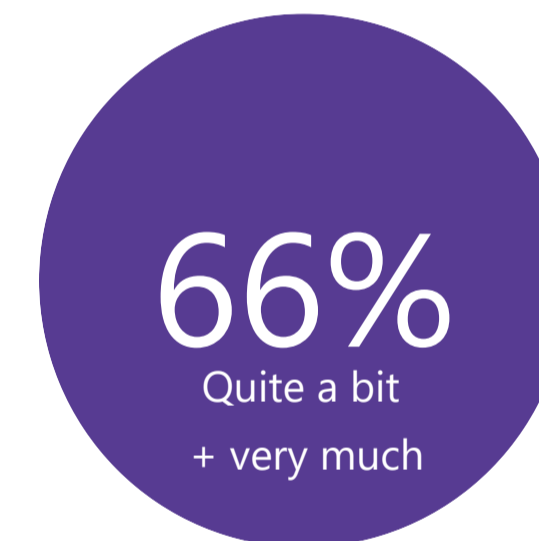
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)



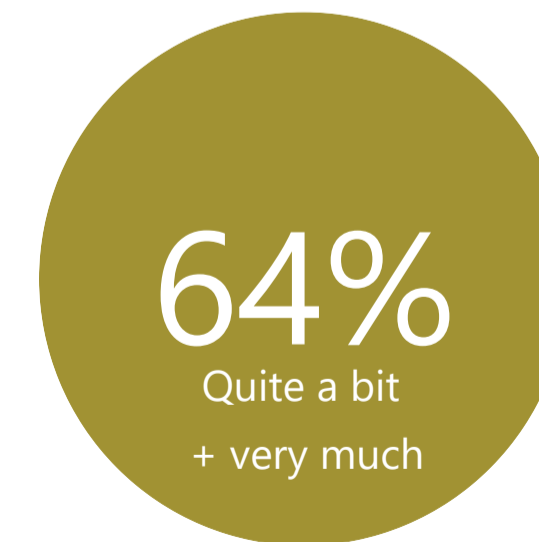
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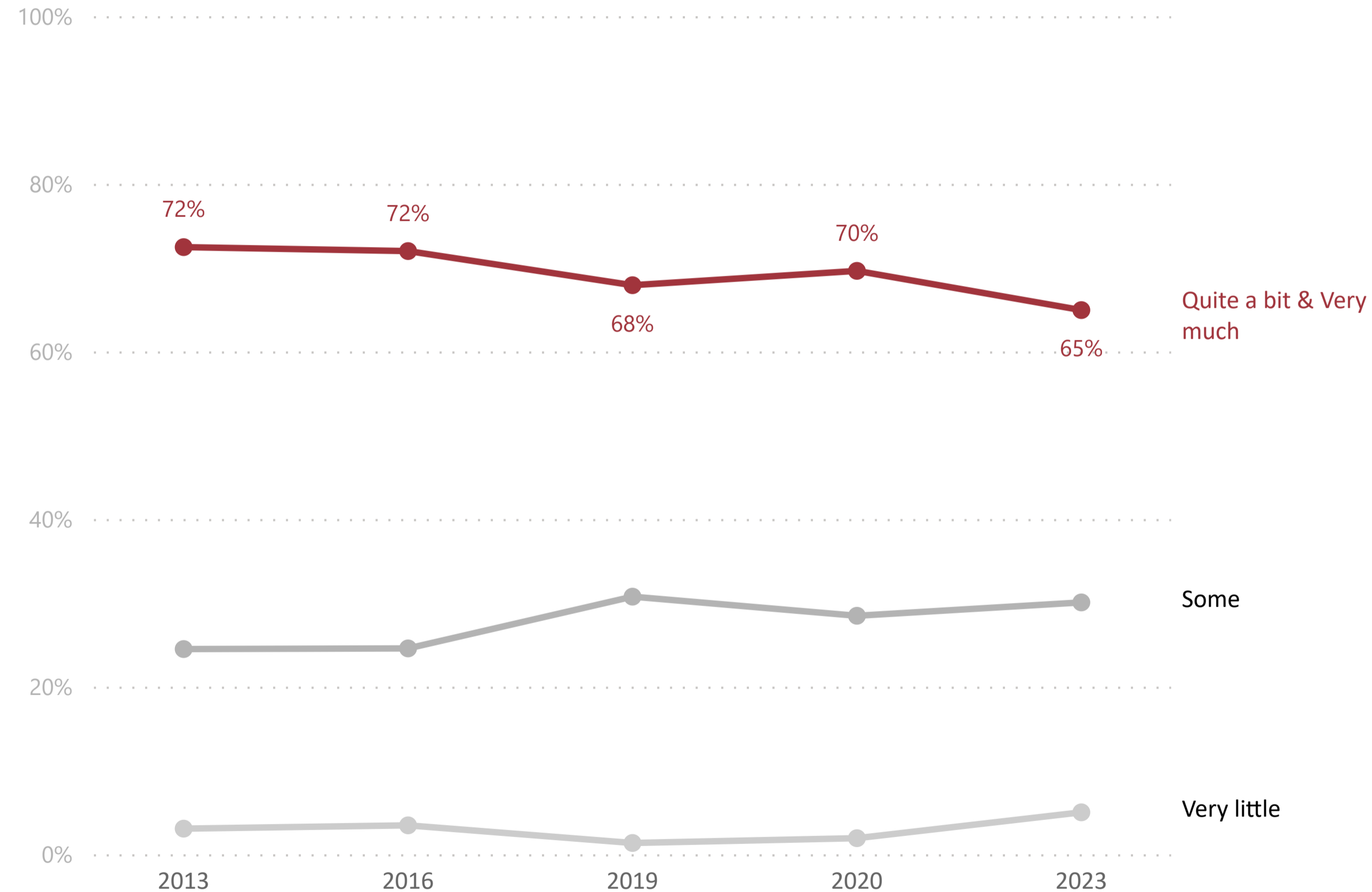
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Gen ed category: **Knowledge of diverse human cultures & the physical & natural world**
 Gen ed learning outcome: **Use theories and principal concepts, both contemporary and enduring, to understand technologies, diverse cultures, and the physical and natural world**
 See ISU [NSSE benchmark report](#) for more comparator information.

About 65% of ISU first-year students state their coursework frequently emphasizes the analysis of ideas, experiences and reasoning by examining parts of those ideas. This is lower than rates at peer institutions and has been trending down.

During the current school year, how much has your coursework emphasized the following?

Analyzing an idea, experience, or line of reasoning in depth by examining its parts



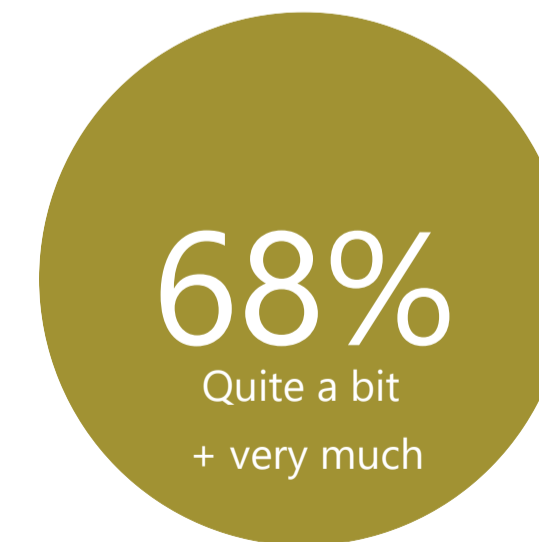
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Gen ed category: **Intellectual & Practical Skills**

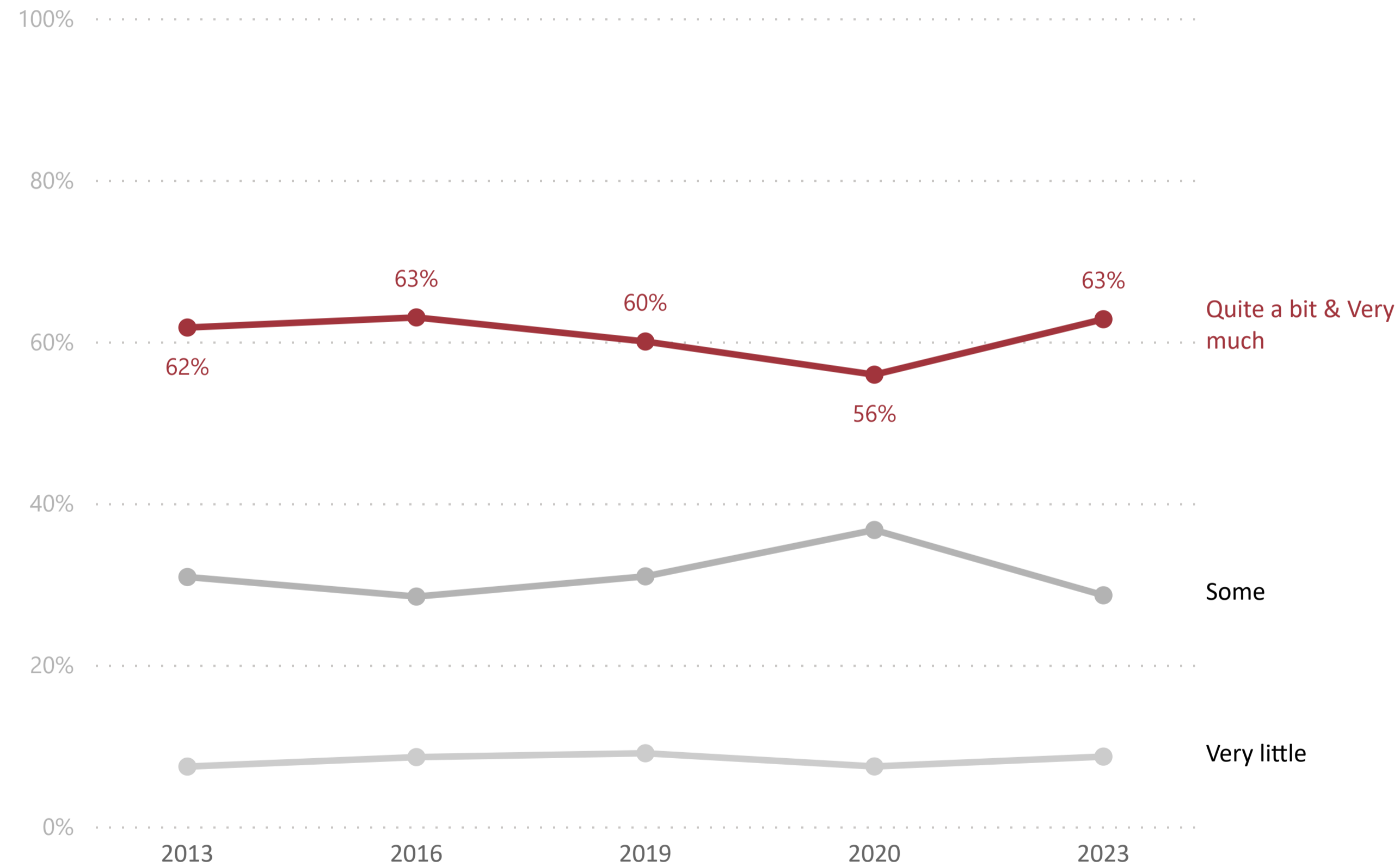
Gen ed learning outcome: **Explain how the combination of the humanities, fine arts, natural and social sciences, and technology contribute to the quality of life for individuals and communities**

See ISU [NSSE benchmark report](#) for more comparator information.

Over 60% of ISU first-year students feel ISU contributes to their capacity to formulate or clarify a personal code of values and ethics, higher than first-year students at peer institutions.

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

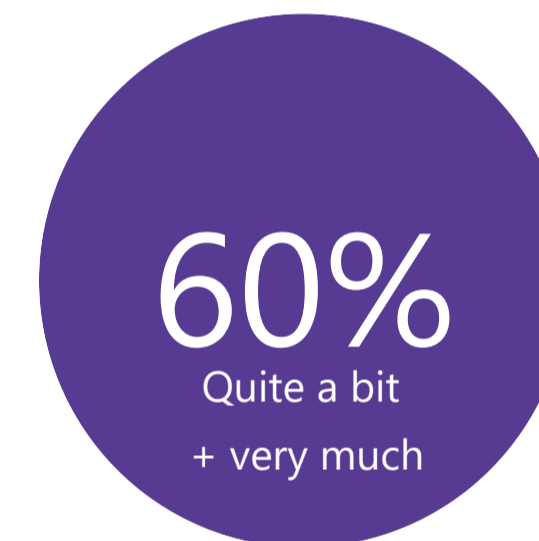
Developing or clarifying a personal code of values and ethics



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Gen ed category: **Personal & social responsibility**

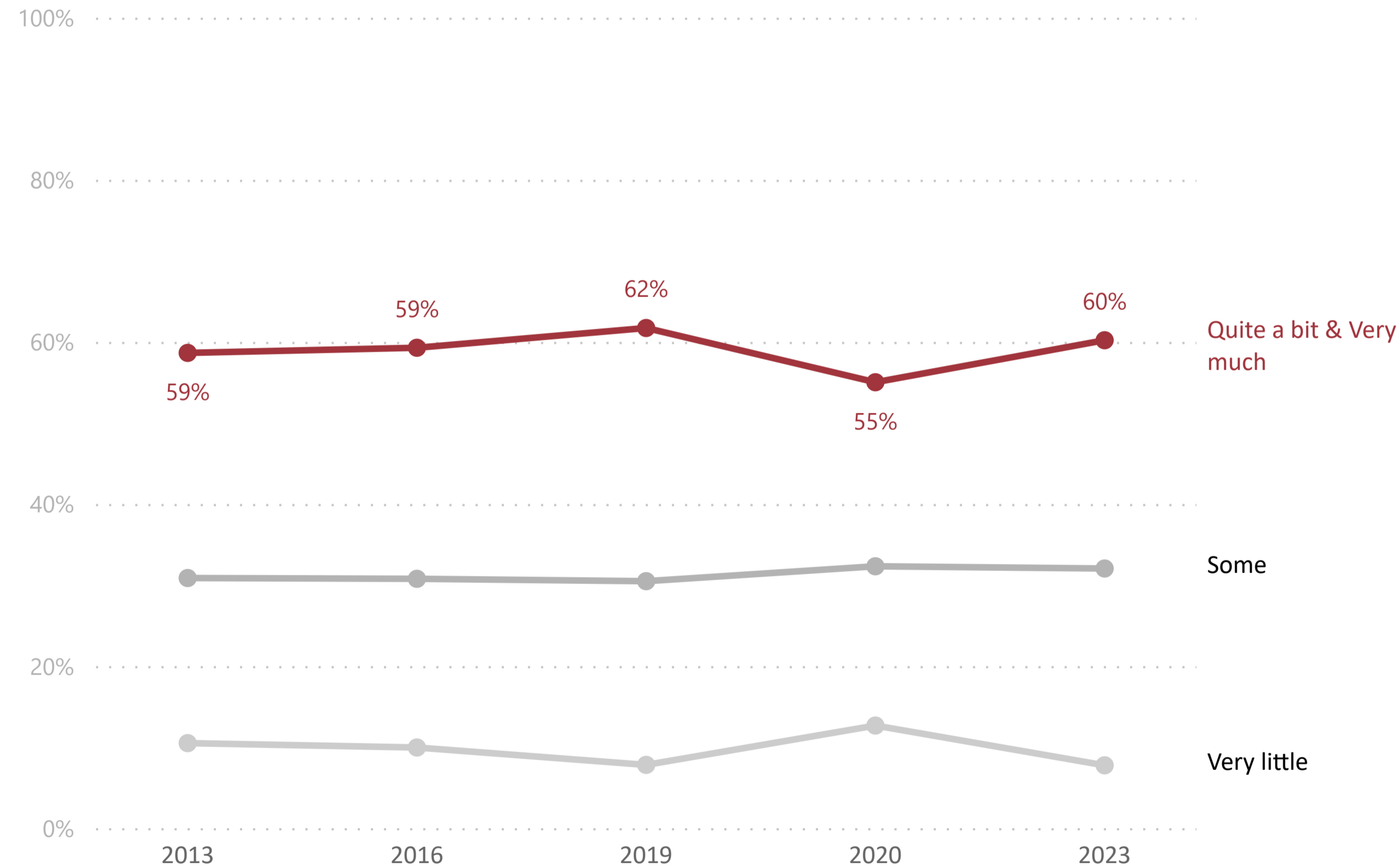
Gen ed learning outcome: **Demonstrate ethical decision making**

See ISU [NSSE benchmark report](#) for more comparator information.

Most ISU first-year students feel that ISU contributes to their capability to be informed and active citizens, higher than first-year students at peer institutions.

How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

Being an informed and active citizen



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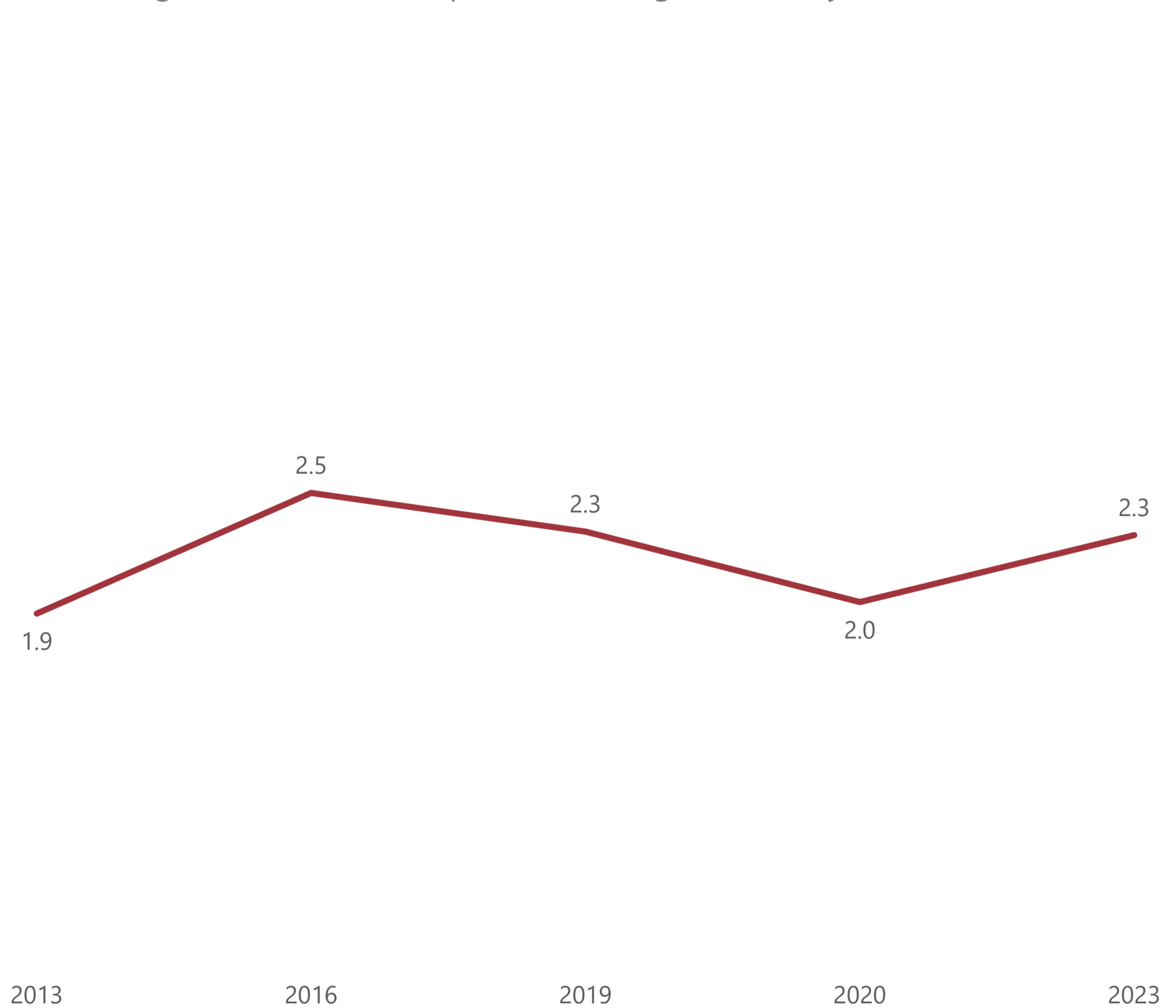
Gen ed category: **Personal & social responsibility**

Gen ed learning outcome: **Participate in activities that are both individually life-enriching and socially beneficial to a diverse community**

See ISU [NSSE benchmark report](#) for more comparator information.

ISU first-year students who participate in community service dedicate close to 40 hours per semester to volunteer work, more than first-year students at peer institutions.

Estimated average number of hours per week doing community service or volunteer work



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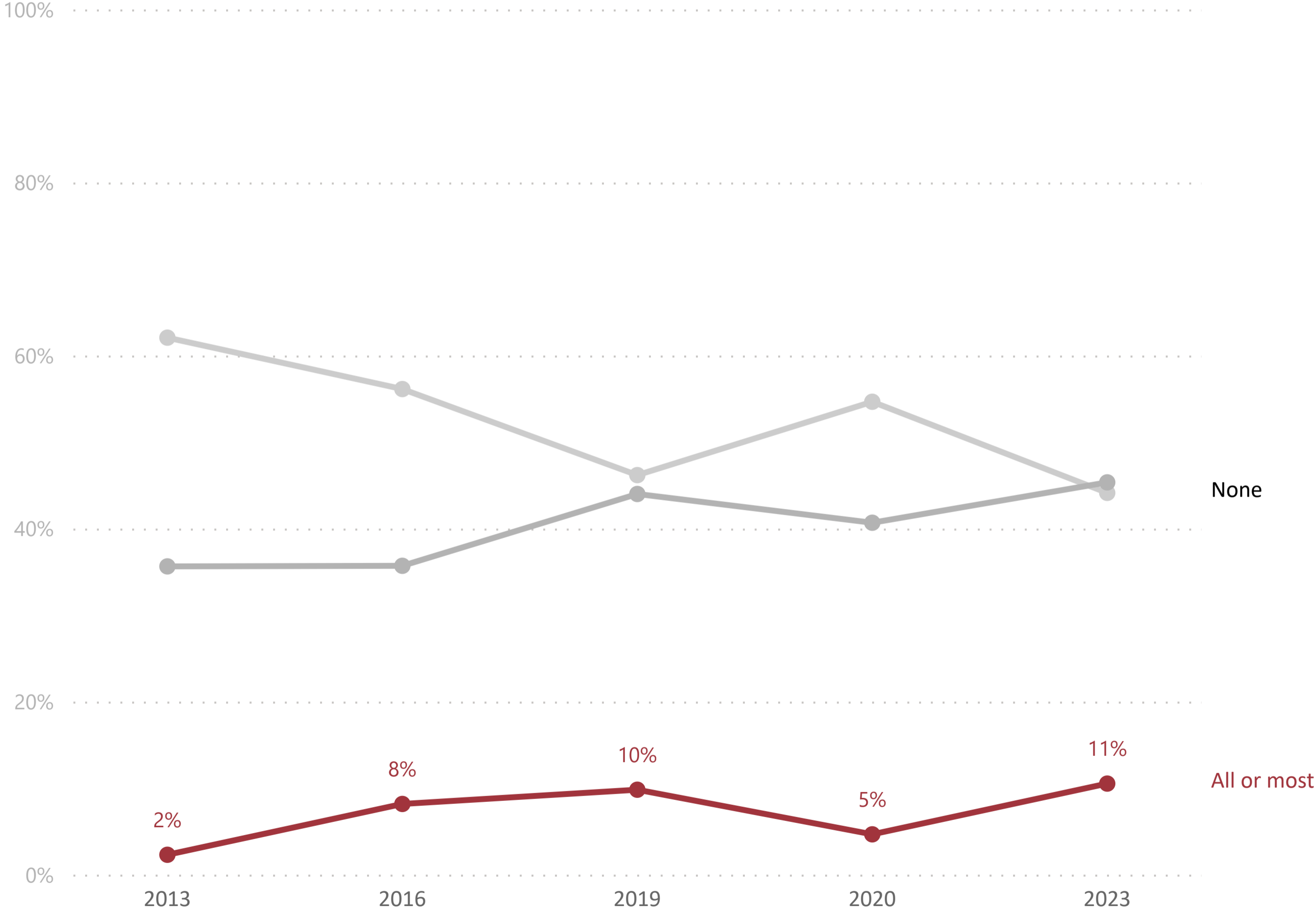
Gen ed category: **Personal & social responsibility**

Gen ed learning outcome: **Participate in activities that are both individually life-enriching and socially beneficial to a diverse community**

See ISU [NSSE benchmark report](#) for more comparator information.

ISU first-year students report 11% of their courses have included a community-based project, higher than first-year students at peer institutions.

About how many of your courses at this institution have included a community-based project (service-learning)?



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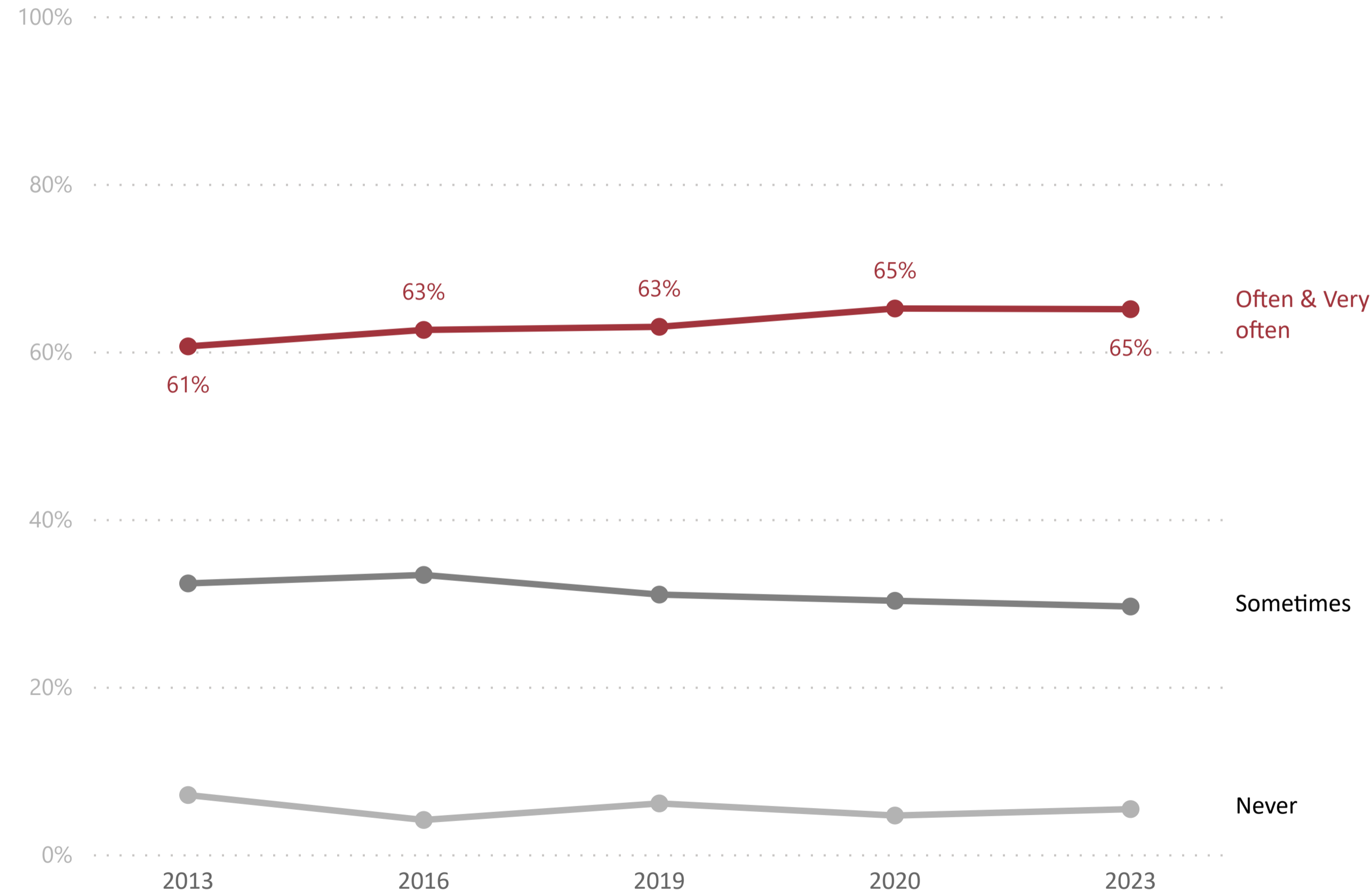
Carnegie Class Institutions

Gen ed category: **Personal & social responsibility**
Gen ed learning outcome: **Participate in activities that are both individually life-enriching and socially beneficial to a diverse community**
See ISU [NSSE benchmark report](#) for more comparator information.

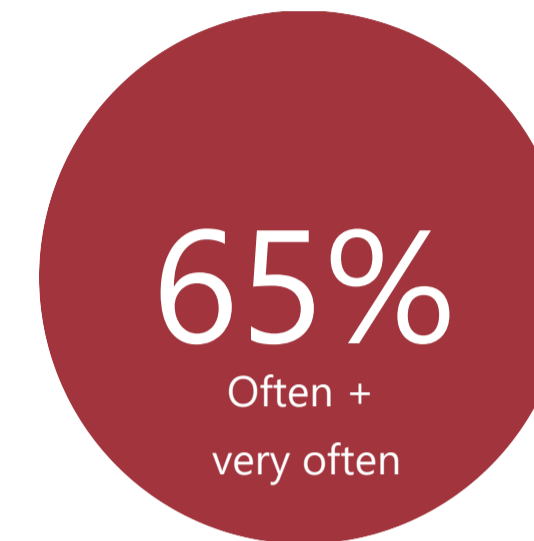
About two-thirds of ISU first-year students frequently examine the strengths and weaknesses, comparable to rates at peer institutions.

During the current school year, about how often have you done the following?

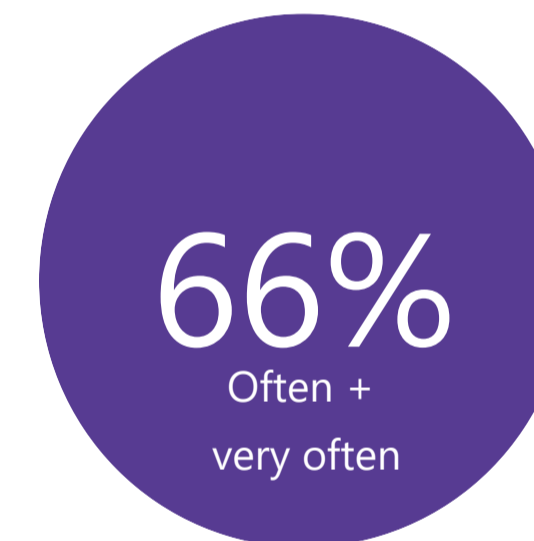
Examined the strengths and weaknesses of your own views on a topic or issue



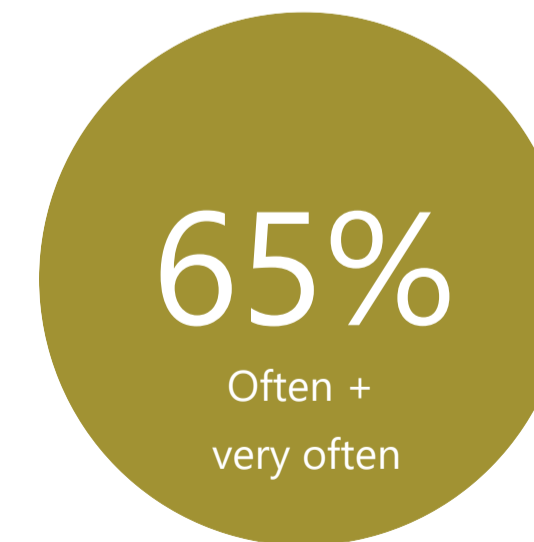
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Conference Institutions**



Carnegie Class Institutions

Gen ed category: **Personal & social responsibility**

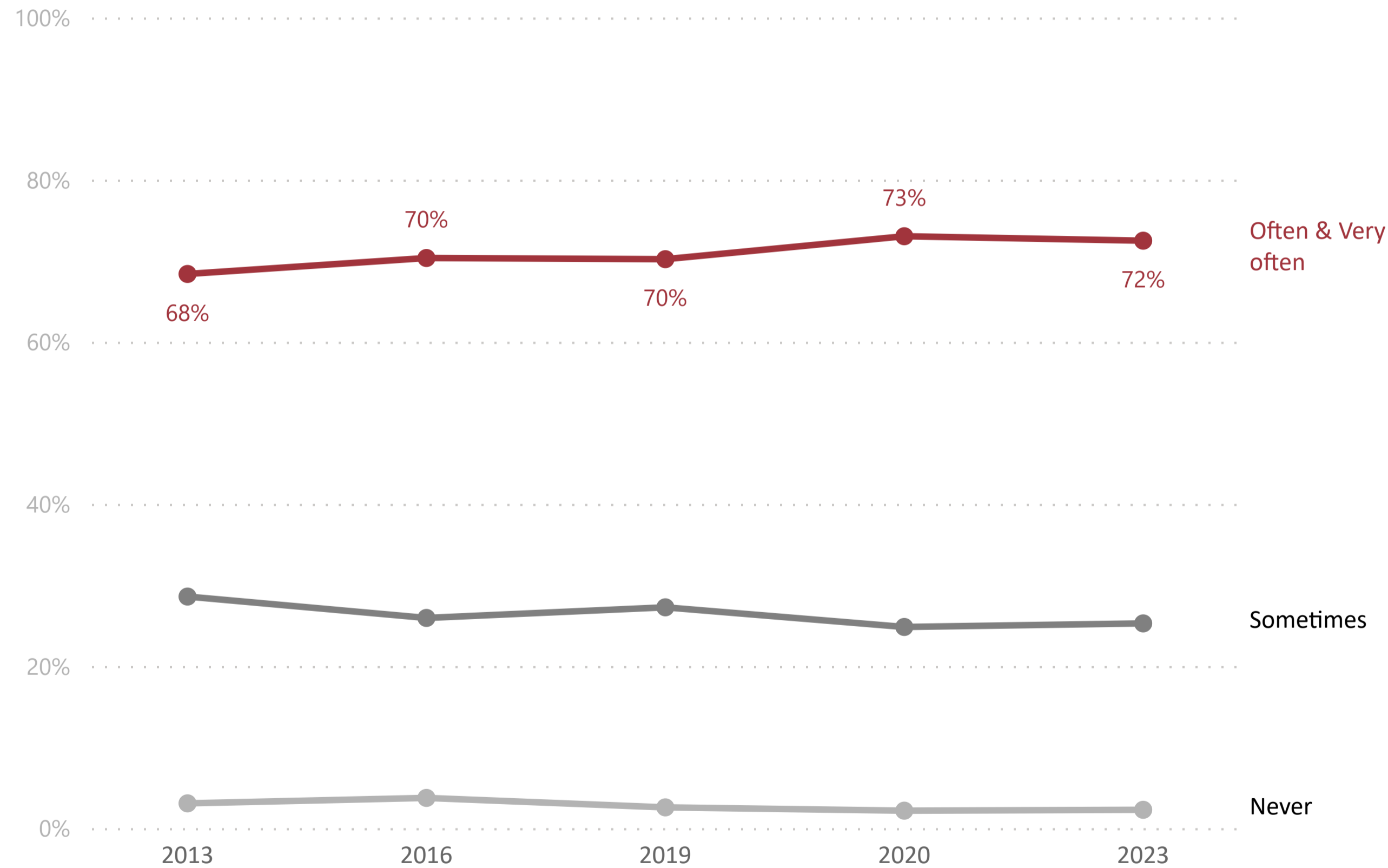
Gen ed learning outcome: **Demonstrate the ability to think reflectively**

See ISU [NSSE benchmark report](#) for more comparator information.

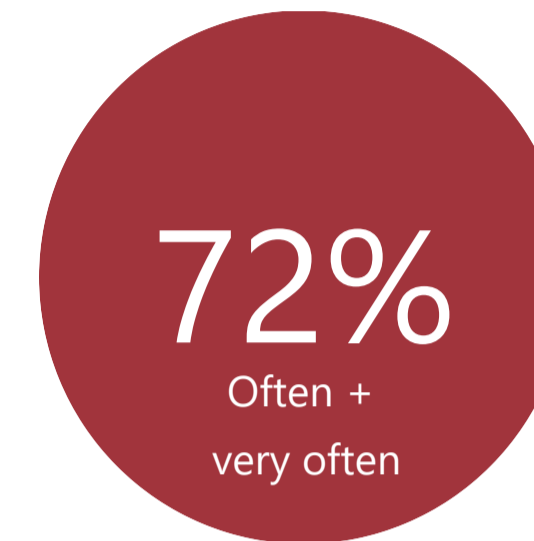
First-year students at ISU and peer institutions frequently spend time trying to better understand someone else's views by imagining how the view looks from their perspective.

During the current school year, about how often have you done the following?

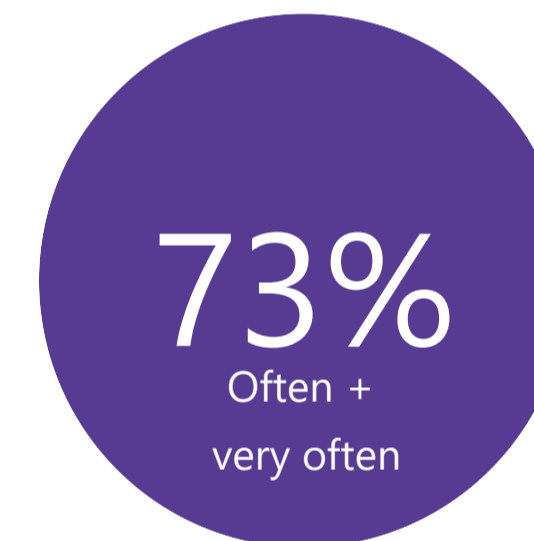
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective



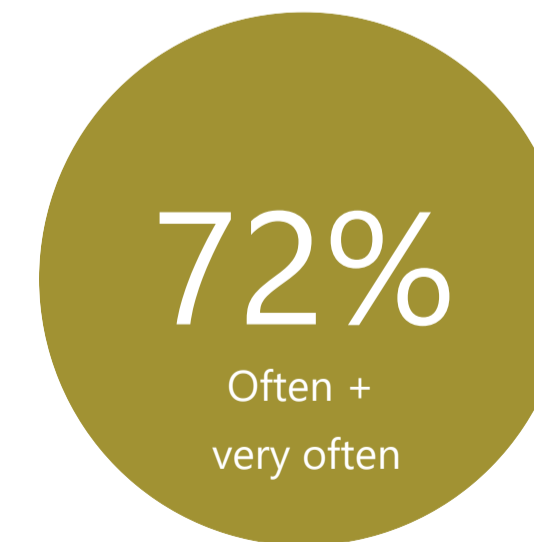
2023 Peer comparisons



Illinois State University



Missouri Valley Athletic Conference Institutions



Carnegie Class Institutions

Gen ed category: **Personal & social responsibility**

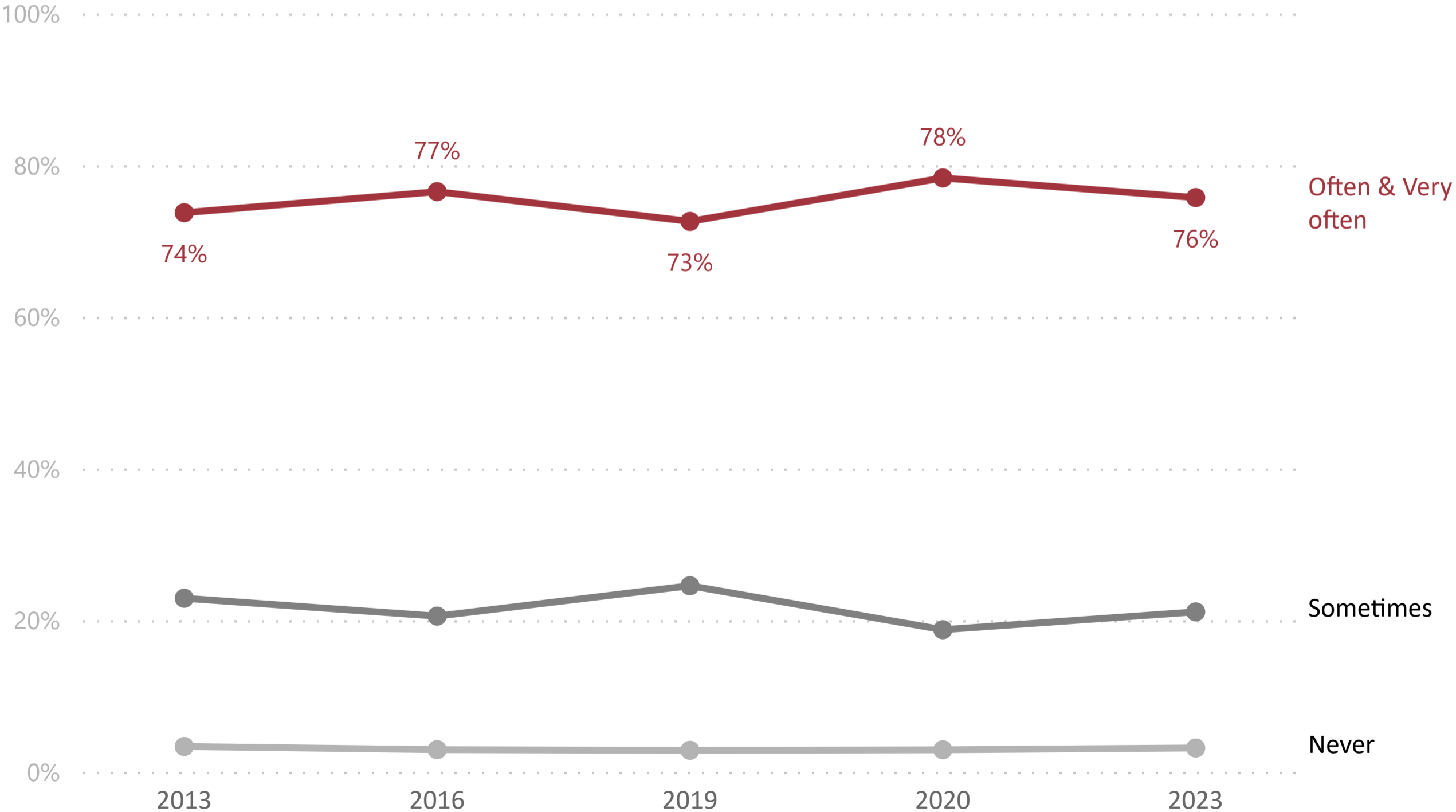
Gen ed learning outcome: **Interact competently in a variety of cultural contexts**

See ISU [NSSE benchmark report](#) for more comparator information.

ISU first-year students report significantly higher interaction with people from different race, economic, political and sexual orientation backgrounds. Interactions with people from different political backgrounds has decreased over the last 10 years.

During the current school year, about how often have you had discussions with people from the following groups?

- Had discussions with people from an economic background other than your own
- Had discussions with people of a race or ethnicity other than your own
- Had discussions with people with political views other than your own
- Had discussions with people with religious beliefs other than your own
- People from countries other than your own
- People with sexual orientations other than your own



2023 Peer comparisons



Illinois State University



Missouri Valley Athletic Conference Institutions



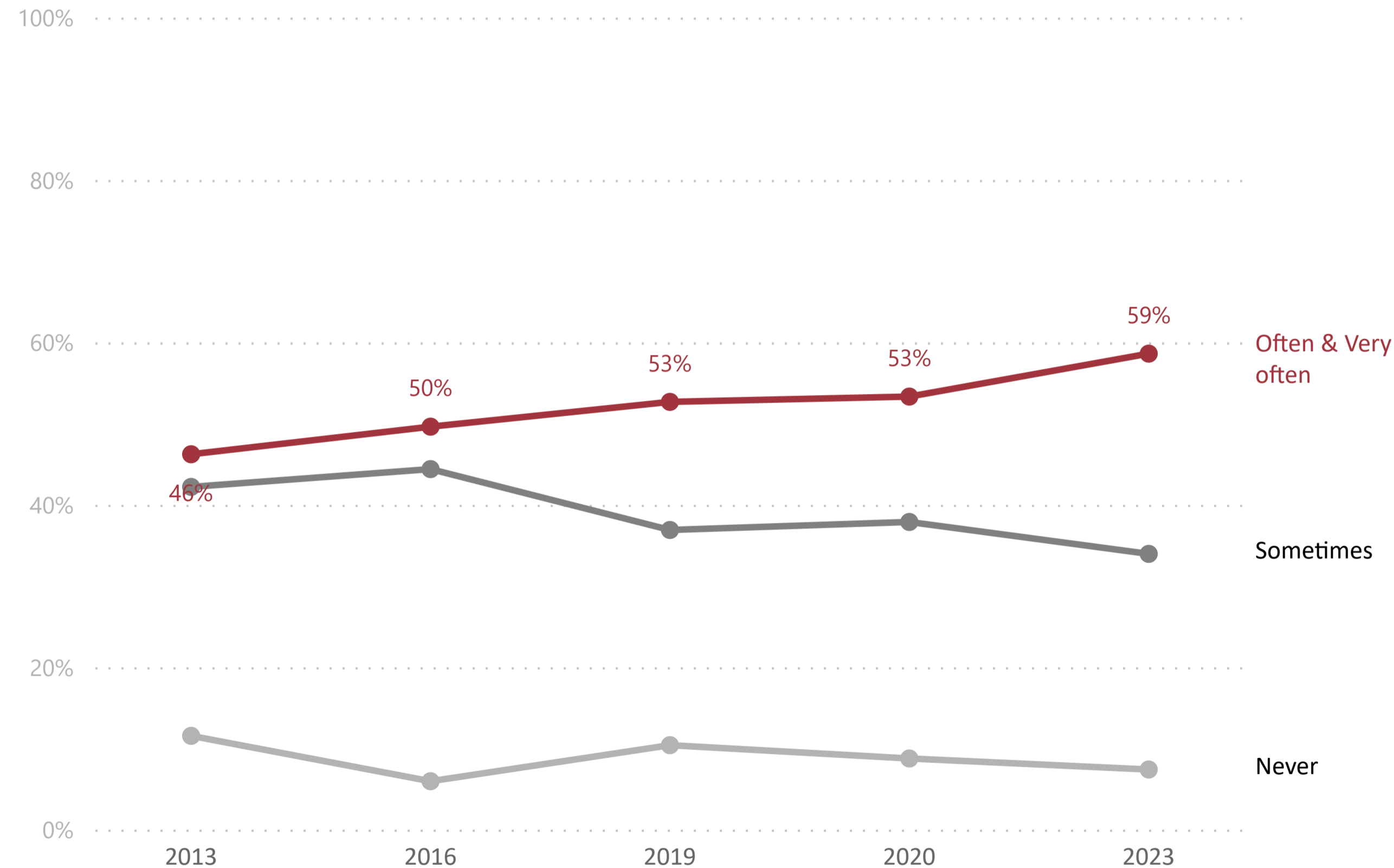
Carnegie Class Institutions

Gen ed category: **Personal & social responsibility**
 Gen ed learning outcome: **Interact competently in a variety of cultural contexts**
 See ISU [NSSE benchmark report](#) for more comparator information.

Almost 60% of ISU first-year state that their courses frequently incorporate diverse perspectives, higher than reported by students at peer institutions. This statistic has trended upward the last 10 years.

During the current school year, about how often have you done the following?

Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments



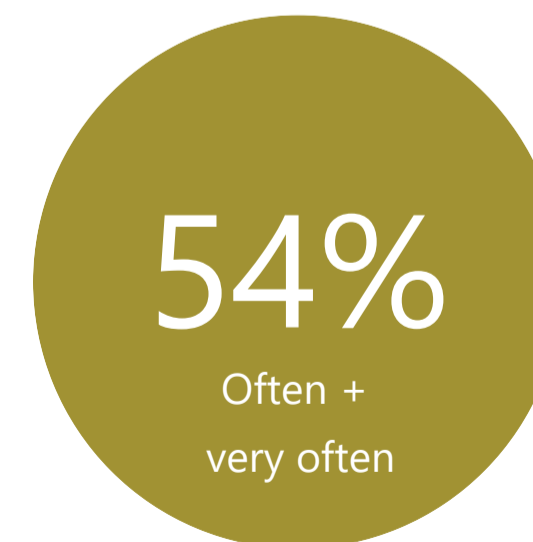
2023 Peer comparisons



Illinois State University



Missouri Valley Athletic Conference Institutions



Carnegie Class Institutions

Gen ed category: **Personal & social responsibility**

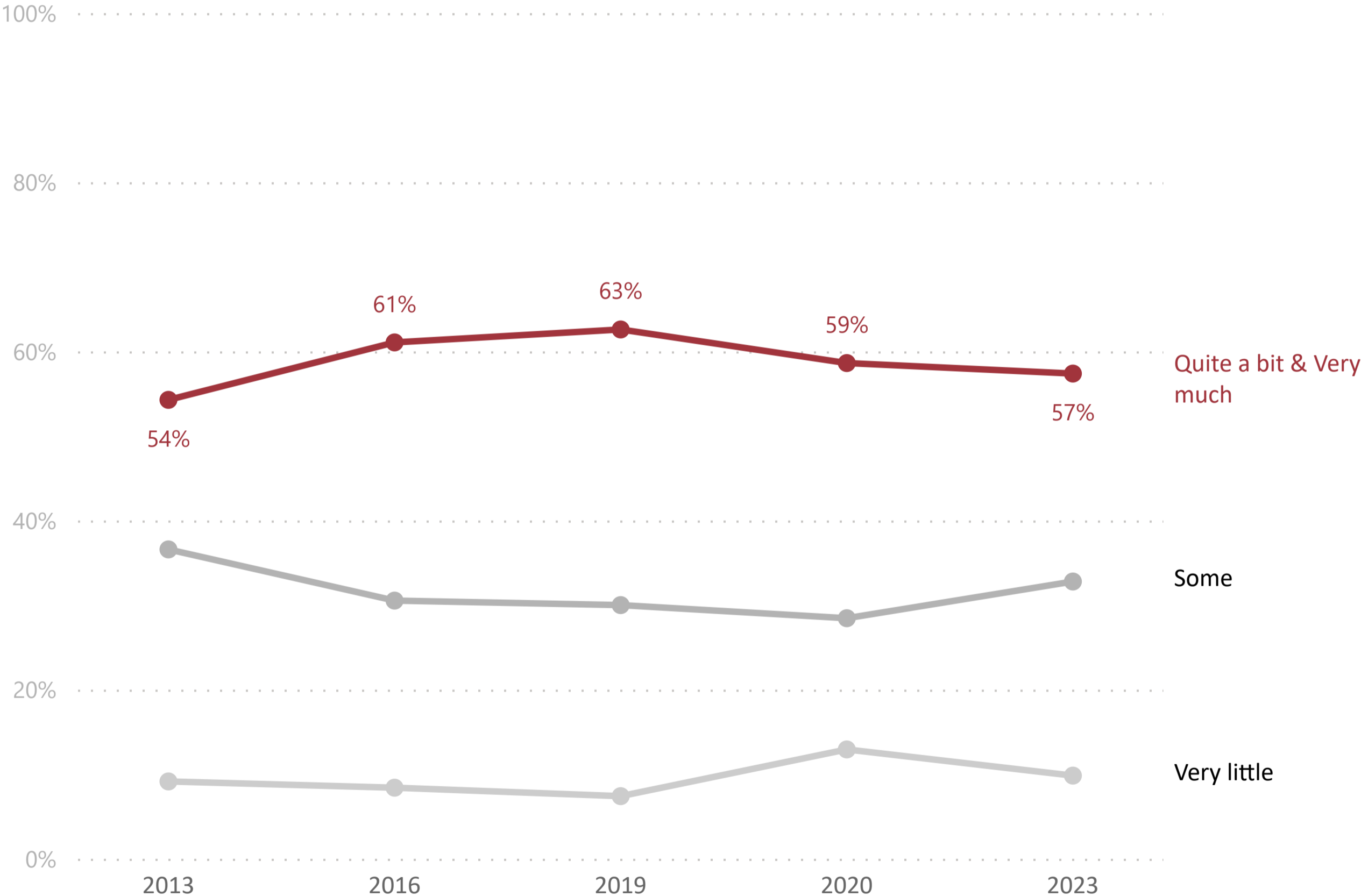
Gen ed learning outcome: **Interact competently in a variety of cultural contexts**

See ISU [NSSE benchmark report](#) for more comparator information.

Over half of ISU seniors feel ISU places a high emphasis on encouraging contact among students from different backgrounds, slightly less than first-year students at peer institutions.

How much does your institution emphasize the following?

Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)



2023 Peer comparisons



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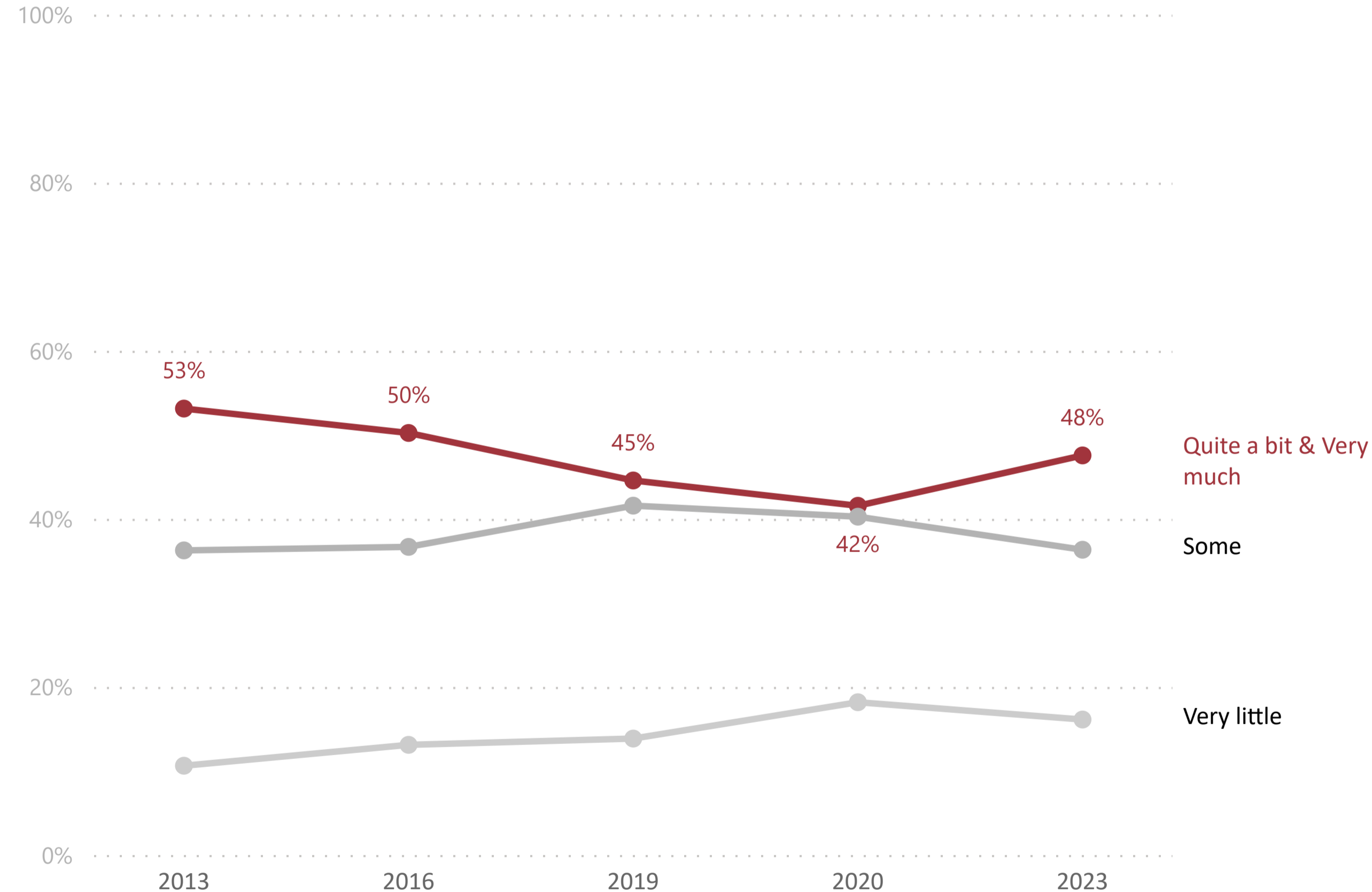
Carnegie Class Institutions

Gen ed category: **Personal & social responsibility**
 Gen ed learning outcome: **Interact competently in a variety of cultural contexts**
 See ISU [NSSE benchmark report](#) for more comparator information.

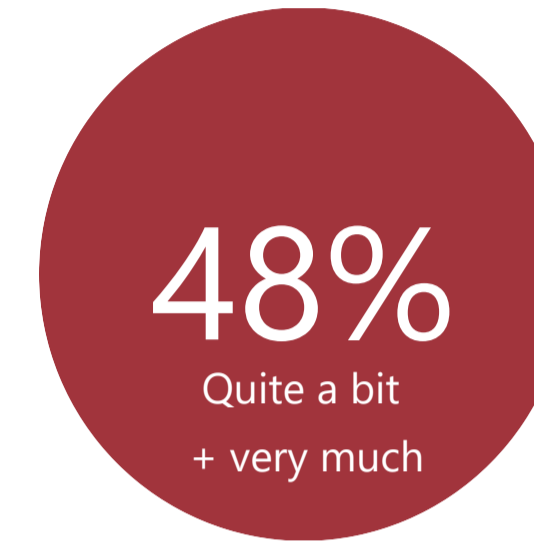
About half of ISU first-year students feel ISU places a high emphasis on encouraging contact among students from different backgrounds, on par with peer institutions.

How much does your institution emphasize the following?

Attending events that address important social, economic, or political issues



2023 Peer comparisons



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Gen ed category: **Personal & social responsibility**

Gen ed learning outcome: **Participate in activities that are both individually life-enriching and socially beneficial to a diverse community**

See ISU [NSSE benchmark report](#) for more comparator information.