

# Seven Things that are Working Really Well at Illinois State University

from the 2023 National Survey of Student Engagement (NSSE)

Click on dots to view data

ISU students have significantly more **interactions with faculty** than students at other institutions

86% of seniors rate their **experience at ISU** as good or excellent

Students who **work on campus** witness a higher sense of belonging

Students are **engaging in dialog** with folks from different backgrounds, including race, sexual orientation and economic background.

65% of seniors participate in a **high impact practices**

First-year students rate **interactions with advisors** as significantly higher than students at other institutions

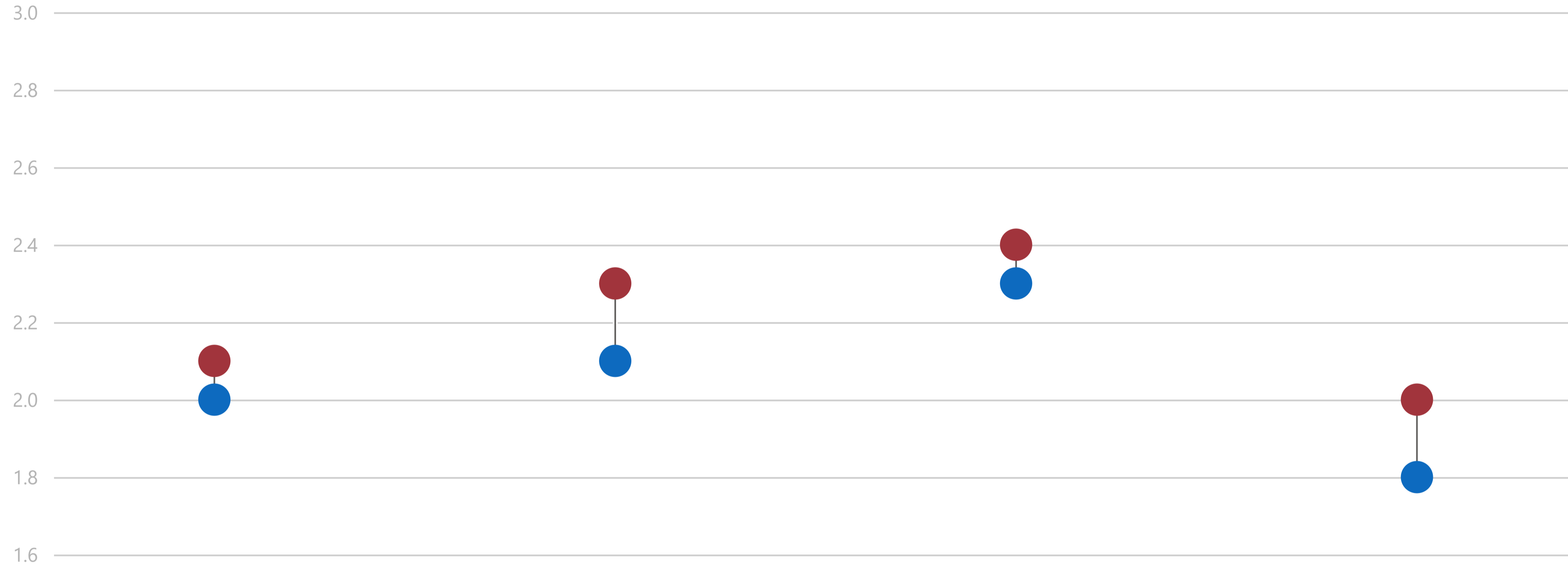
Seniors report **significant learning gains** in speaking, teamwork and career-related skills

# ISU students report higher engagement with faculty than students at peer universities.

This is important because faculty can act as mentors, experts and supportive advocates. Faculty also model professional and intellectual work. Frequent and positive engagement with faculty is highly associated with student success.

Student reported frequency and type of interaction with faculty.

Dots represent average student response on a 4-point scale: 1 = never, 2 = sometimes, 3 = often, 4 = very often. Hover over dots to see effect sizes and p values



Select first-year or senior students

● FY

○ SR

Discussed course topics, ideas, or concepts with a faculty member outside of class

Discussed your academic performance with a faculty member

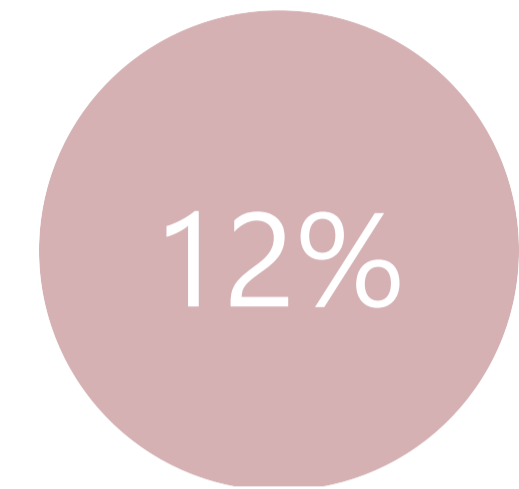
Talked about career plans with a faculty member

Worked with a faculty member on activities other than coursework (committees, student groups, etc.)

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# Almost **90%** of ISU seniors had an **excellent or good** overall educational experience.

There is a positive relationship between student satisfaction and student success.



Fair



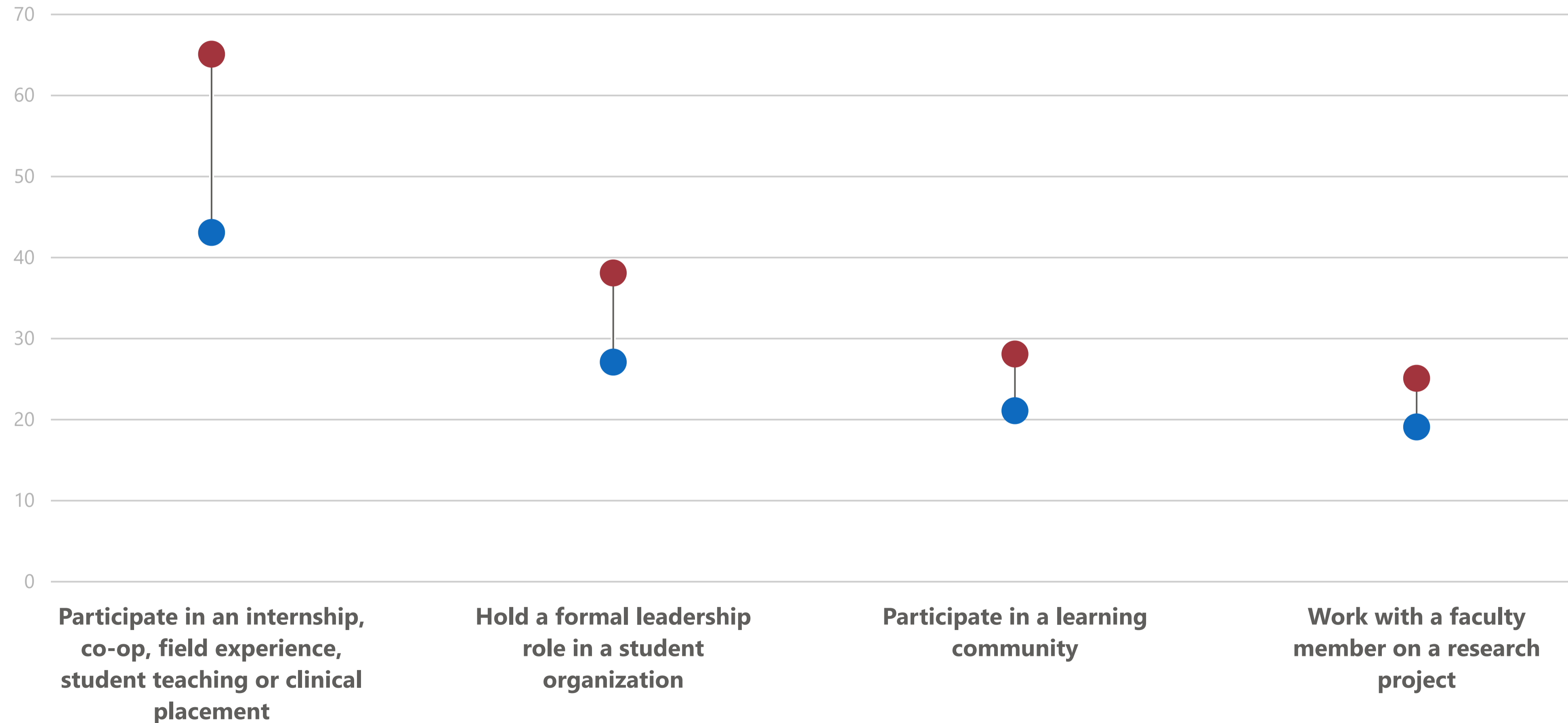
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# ISU seniors report higher engagement with high impact practices than students at peer universities.

High impact practices require effort, encourage meaningful collaborations between faculty and students and provide frequent formative feedback.

Percent of ISU & comparison group seniors who have engaged in the following

Hover over dots to see effect sizes and p values

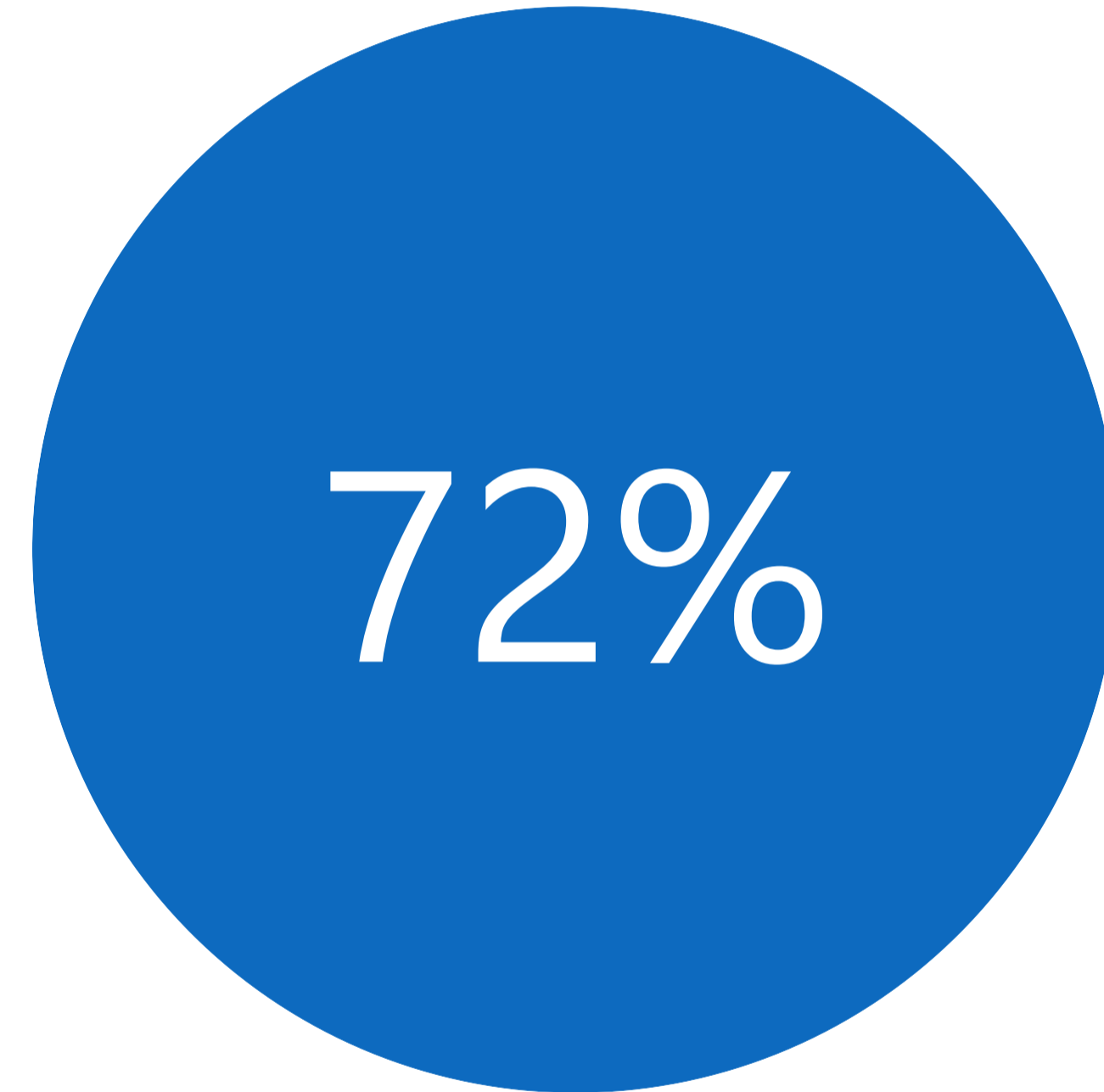
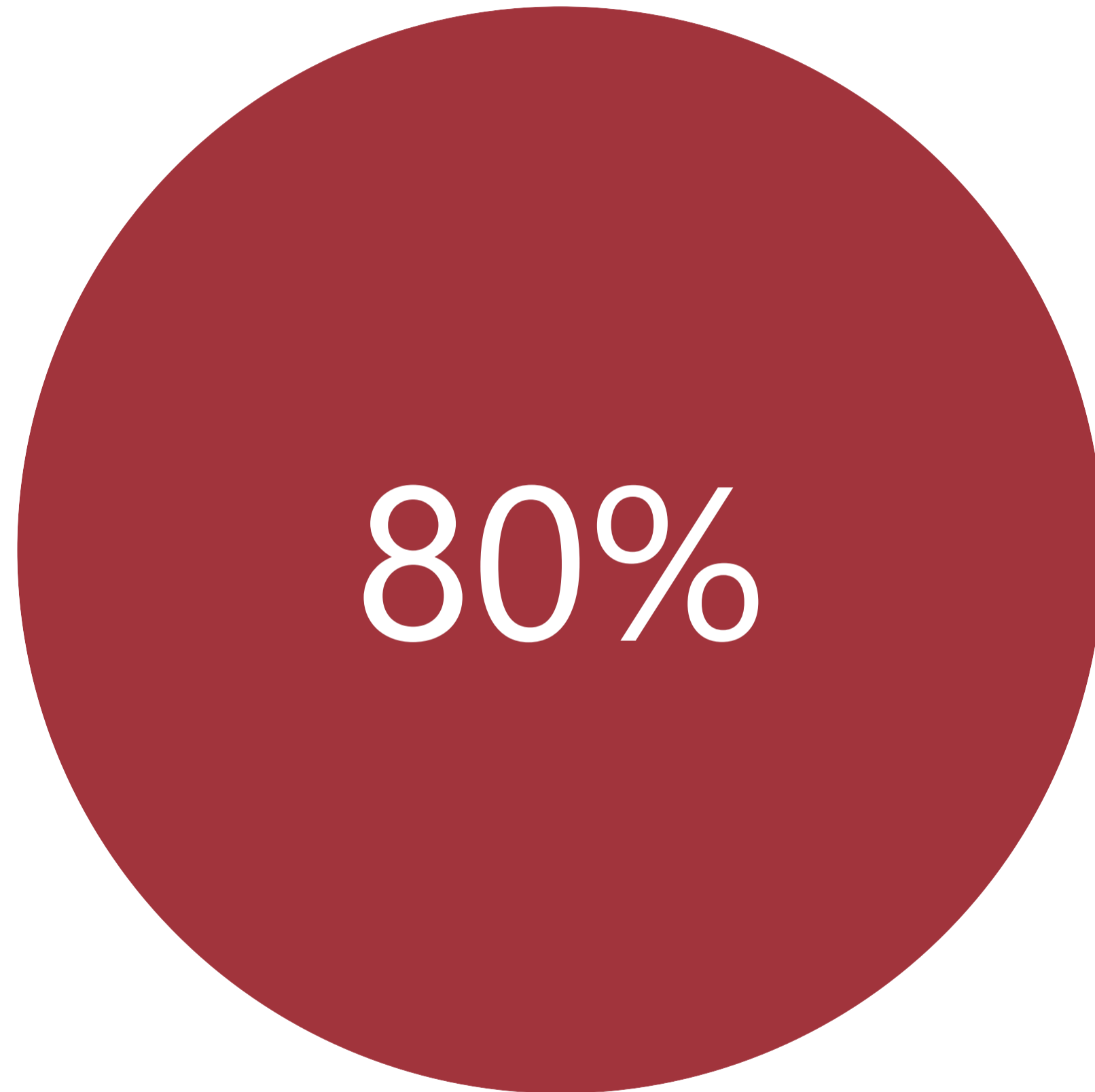


Peer universities are Carnegie class peer institutions. Description from NSSE [website](#).

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**More ISU first-year students** report good to excellent interactions with advisors. ISU student interactions are higher than students at **peer universities**.

Students look to advisors for support and guidance. Positive interactions communicate to students they belong and instill confidence in their ability to succeed.



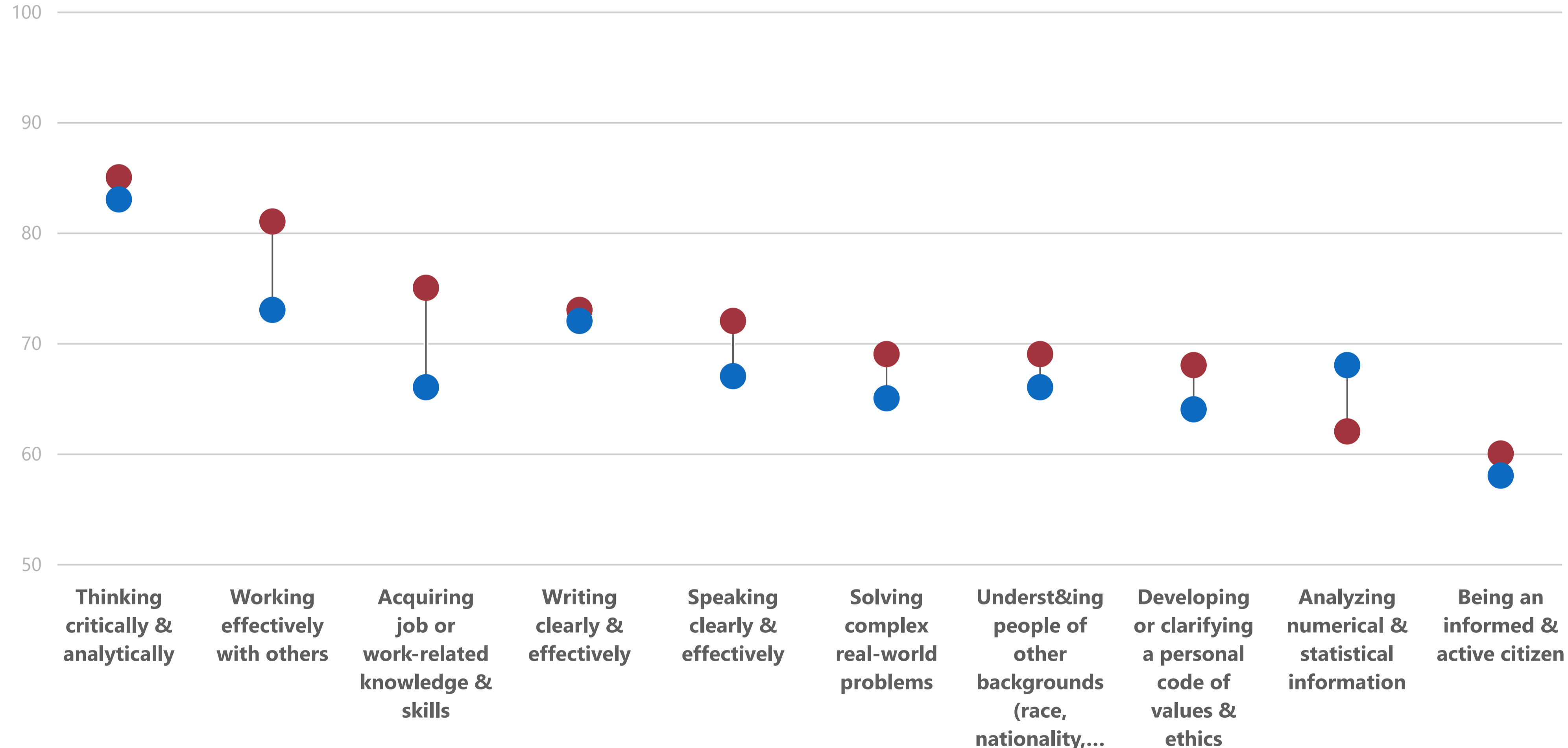
Percent of students who answered 5-7 on a 7-point scale from 1 (poor) to 7 (excellent). Peer universities are Carnegie class peer institutions.

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# ISU seniors report significant learning gains in working with others, acquiring career skills and speaking effectively. These gains are lower for students at peer universities.

Percent of ISU & comparison group seniors who report their institution has contributed very much or quite a bit to their learning

Hover over dots to see effect sizes and p values



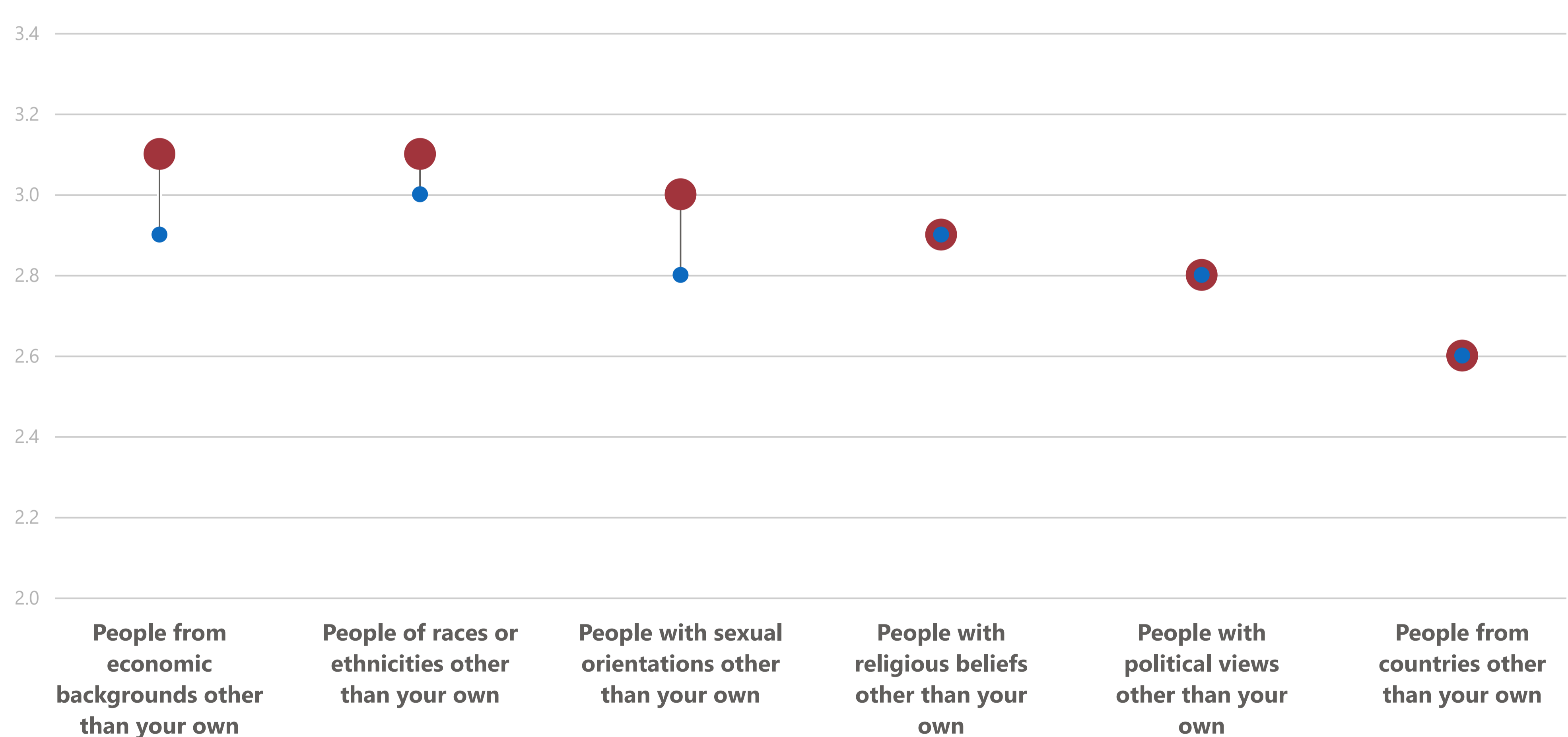
Peer universities are Carnegie class peer institutions.

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# ISU students report higher discussions with folks from other racial, sexual orientation and economic background than students at peer universities.

Student reported frequency engaging in discussions with people by demographic

Dots represent average student response on a 4-point scale: 1 = never, 2 = sometimes, 3 = often, 4 = very often. Hover over dots to see effect sizes and p values



Select first-year or senior students

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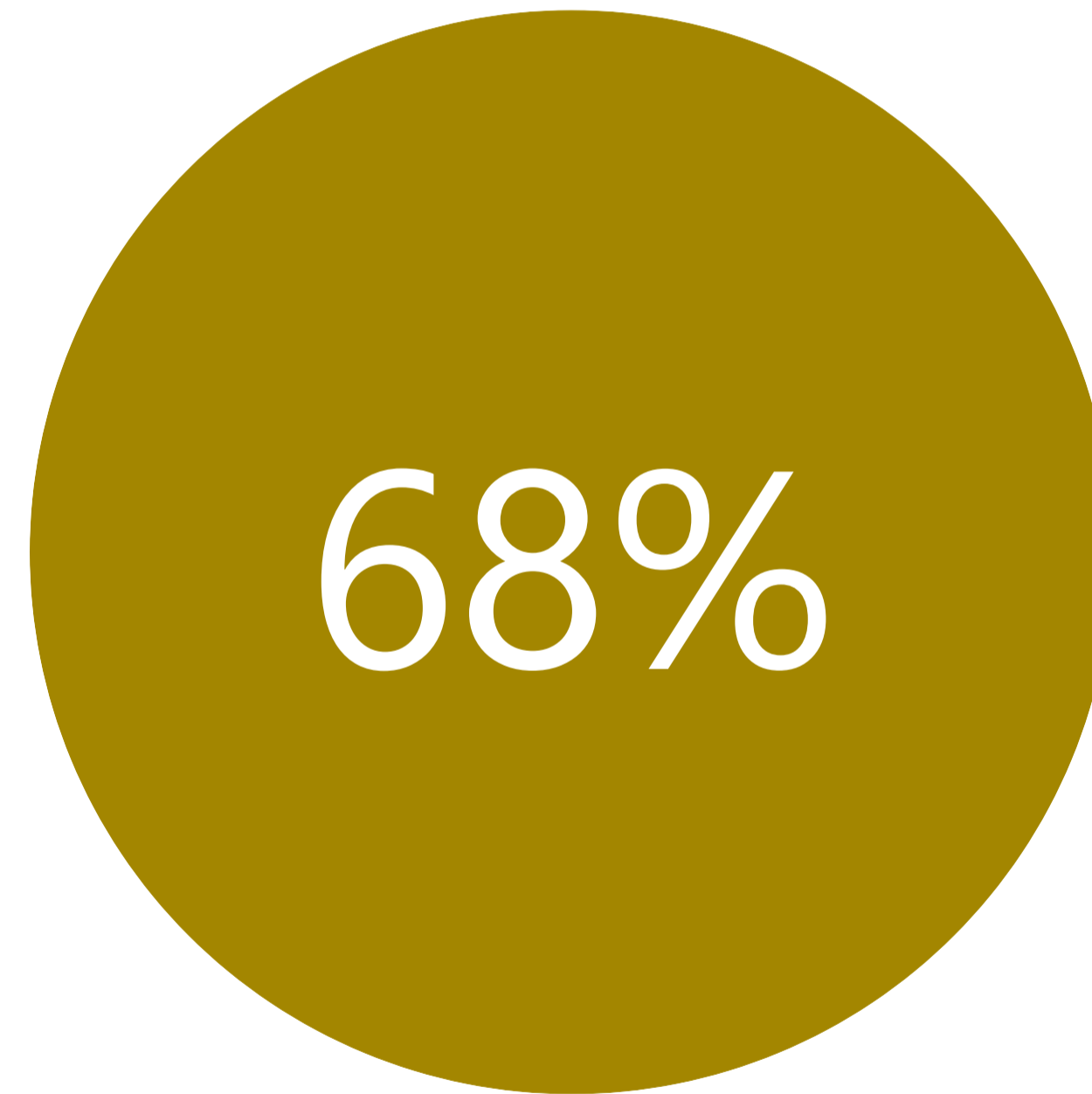
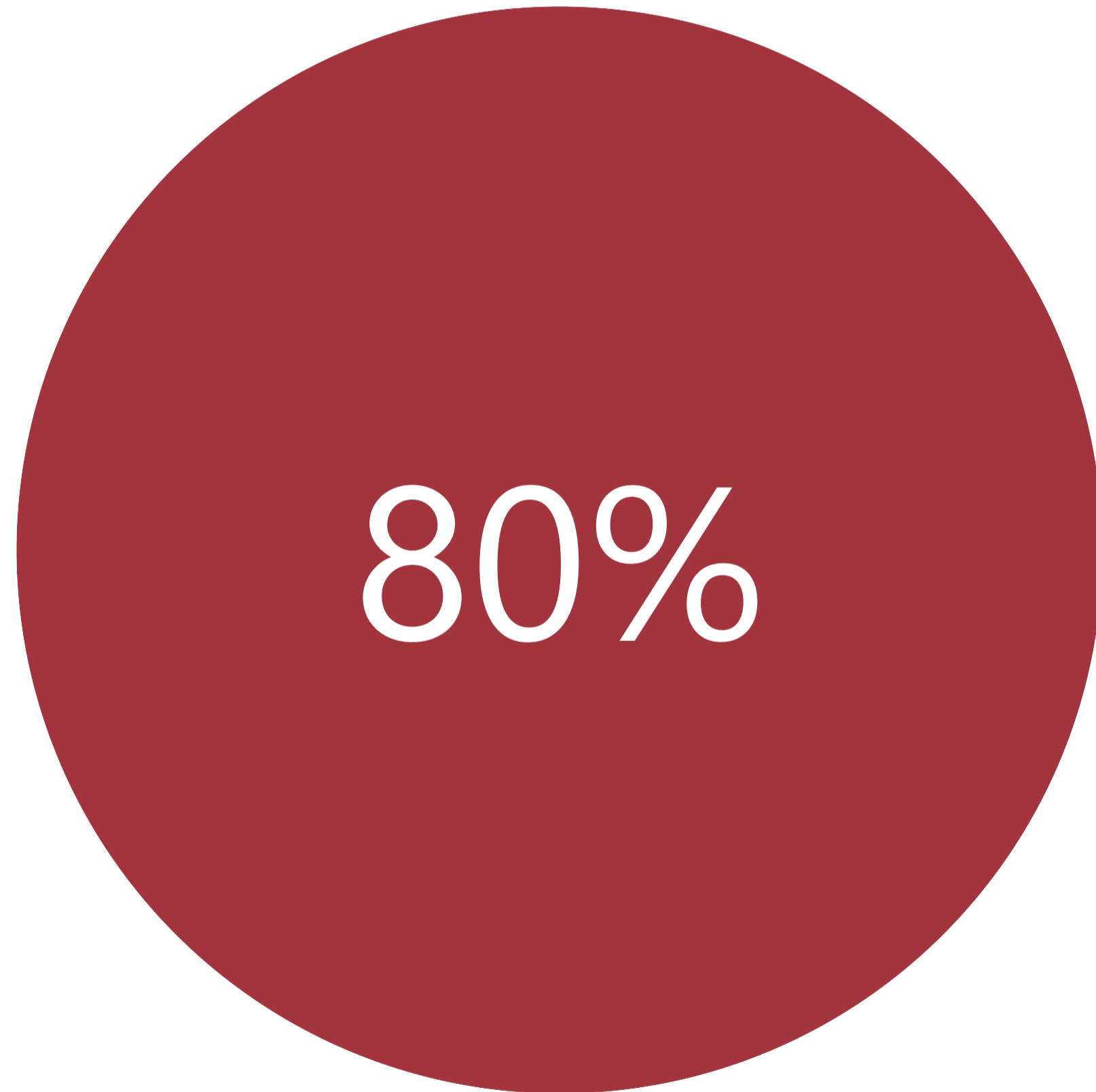
○ SR

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# **Students who work on campus** are more likely to feel like a part of the ISU community than **students who work off campus.**

Students who work on campus gain practical skills, create meaningful relationships with faculty and staff and witness more positive outcomes than students who work off campus.



Off campus students who work at least 13 hours off campus and on campus students who work at least 8 hours a week on campus.

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