Academic Profile Report

National Survey of Student Engagement (NSSE): About student engagement

Engagement

Engagement is the degree to which a student invests time and motivation in their college experience. **Engagement is associated with student success.** The NSSE measures student engagement in a variety of areas. The NSSE takes an asset-based approach to measuring engagement in that it focuses on student perspectives about **what ISU can do** to help them be successful.

Dimensions of engagement

Behavioral engagement refers to what students do. This includes their investment of time, energy and resources to college-related activities and experiences.

Emotional engagement refers to positive or negative affective responses to college experiences.

Cognitive engagement is about the time, energy and resources directed towards complex concepts and acquisition of skills.

Using NSSE Data

- Strategic planning
- Accreditation
- Faculty development
- Staff development
- Communicating with alumni

- Student success planning
- Marketing
- Program review
- Retreats

More information
- University Assessment Services - Institutional Surveys
- Indiana University - National Survey of Student Engagement

Engagement Dimensions

*Categories from E. Bentrim & G. Henning, The Impact of Sense of Belonging, 2022

Dimension	Engagement
Academic challenge	Emotional
Academic preparation	Behavioral
Applied learning	Cognitive
Civic engagement	Behavioral
Civic learning	Cognitive
Co-curricular involvement	Behavioral
Critical & reflective learning	Cognitive
Diverse discussions	Behavioral
Diversity & learning	Cognitive
Experiences with faculty	Emotional
Higher order learning	Cognitive
Integrative learning	Cognitive
Interactions with ISU staff	Emotional
Learning communities	Behavioral
Learning strategies	Behavioral
Learning with peers	Behavioral
Quantitative reasoning	Cognitive
Reading	Behavioral
Satisfaction	Emotional
Sense of belonging	Emotional
Support: Academic	Emotional
Support: Non-academic	Emotional
Teaching practices	Behavioral
Working on & off campus	Behavioral
Writing & speaking learning	Cognitive

Academic Profile Report

National Survey of Student Engagement (NSSE): How to use this interactive report

How to Use this Report

1. Customize by *college*, *department* and/or *class* (first-year and senior).
2. Data will adjust based on your selection.
3. Click on the grey "Click to clear filters" box to reset the filters.
4. Click on 🔽 ⤢ ⋯ to view as a table or export to a spreadsheet.
5. Export your entire report or pages to PDF or Power Point by selecting Export from the menu above.
6. Navigate the report topics by using the tabs on the left or bottom of your browser, depending on what device you are using.
7. Some data may be blank or incomplete due to small sample sizes. In those situations, defer to college-level data. Or, combine your program with a similar program.
8. Carnegie class is used for peer comparisons. View comparisons <u>here</u>.
9. More information: University Assessment Services Student Success <u>site</u>.
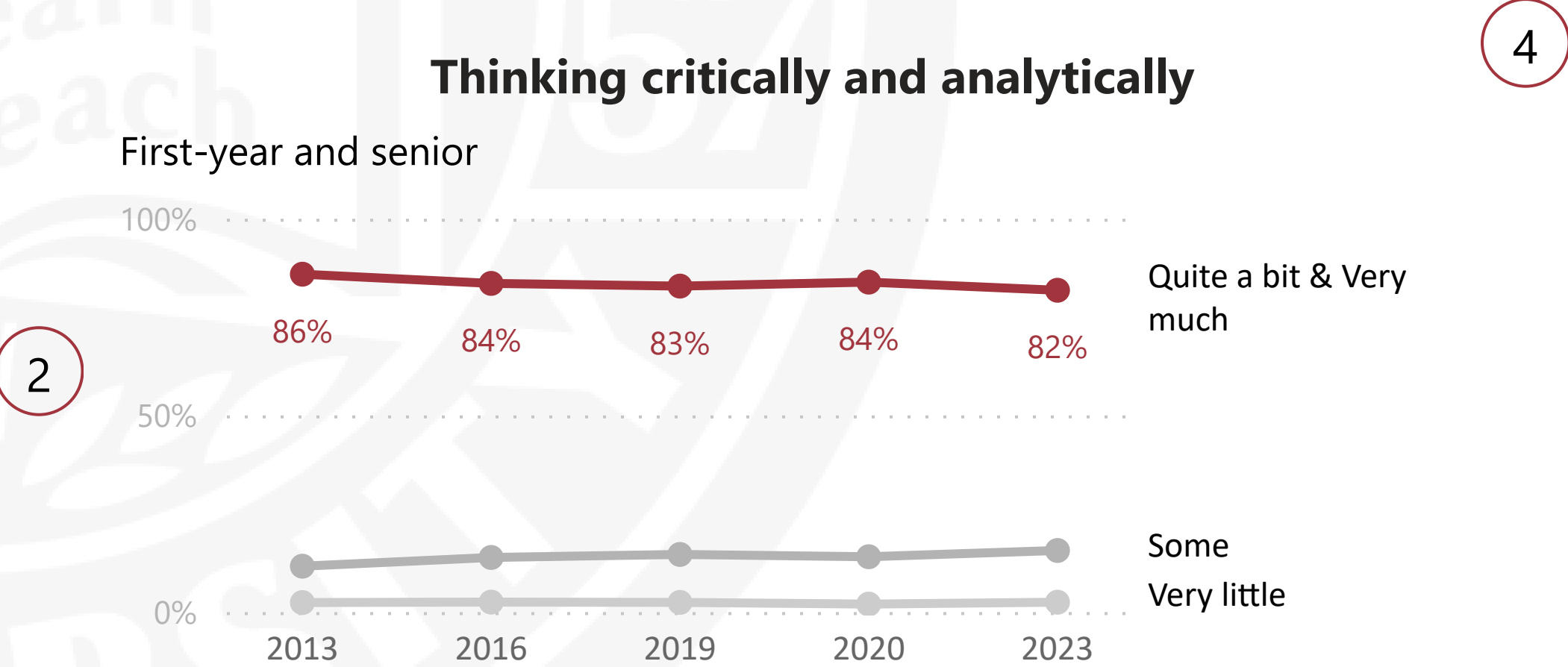10. Contact: Ryan Smith, University Assessment Services, rlsmith@ilstu.edu

NSSE Visualization Example

① Customize your results

③ Click to clear filters

College	Department	Class
CTRL + click to select multiple	CTRL + click to select multiple	CTRL + click to select multiple
All ⌄	All ⌄	All ⌄

④

Thinking critically and analytically

First-year and senior

②

100%

86%   84%   83%   84%   82%   — Quite a bit & Very much

50%

— Some
0% — Very little

2013   2016   2019   2020   2023

Higher Order Learning

Seniors spend more time on higher learning activities than first-year students, suggesting that students may increase their engagement in meaningful learning activities at ISU. **First year engagement with applying facts and ideas has trended slightly down.**

Customize your results

College	Department	Class
CTRL + click to select multiple	CTRL + click to select multiple	CTRL + click to select multiple
All ⌄	All ⌄	All ⌄

Click to clear filters

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

Data labels: Quite a bit + very often

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

First-year and senior

83% 81% 77% 76%
76%
Quite a bit & Very much
Some
Very little
2013 2016 2019 2020 2023
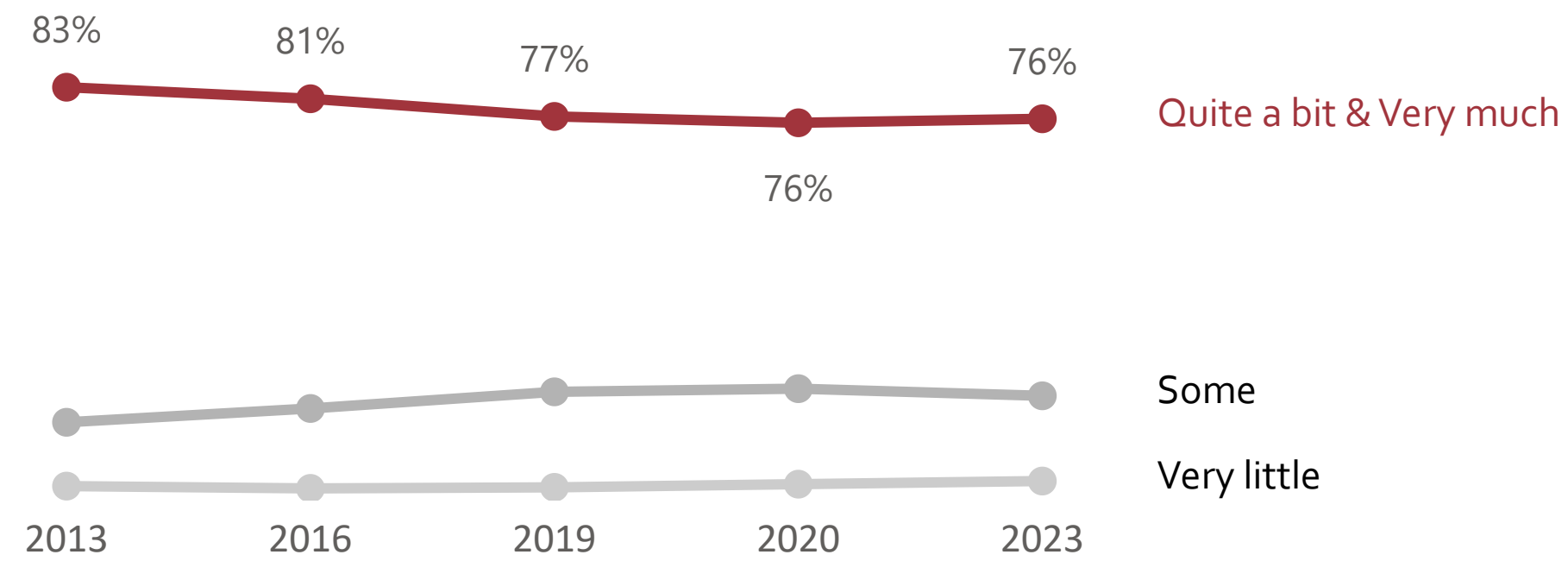
Analyzing an idea, experience, or line of reasoning in depth by examining its parts

First-year and senior

78% 76% 74% 73%
72%
Quite a bit & Very much
Some
Very little
2013 2016 2019 2020 2023

Forming a new idea or understanding from various pieces of information

First-year and senior

74% 73% 74%
73%
70%
Quite a bit & Very much
Some
Very little
2013 2016 2019 2020 2023
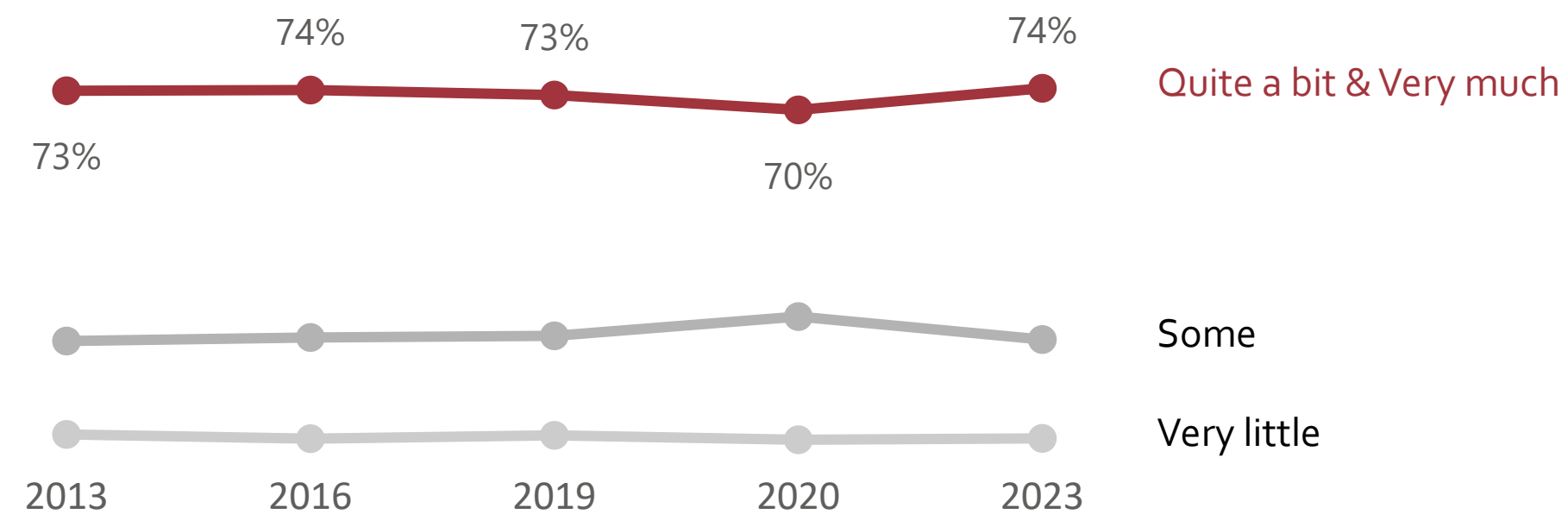
Evaluating a point of view, decision, or information source

First-year and senior

73% 72% 72%
73% 71%
Quite a bit & Very much
Some
Very little
2013 2016 2019 2020 2023
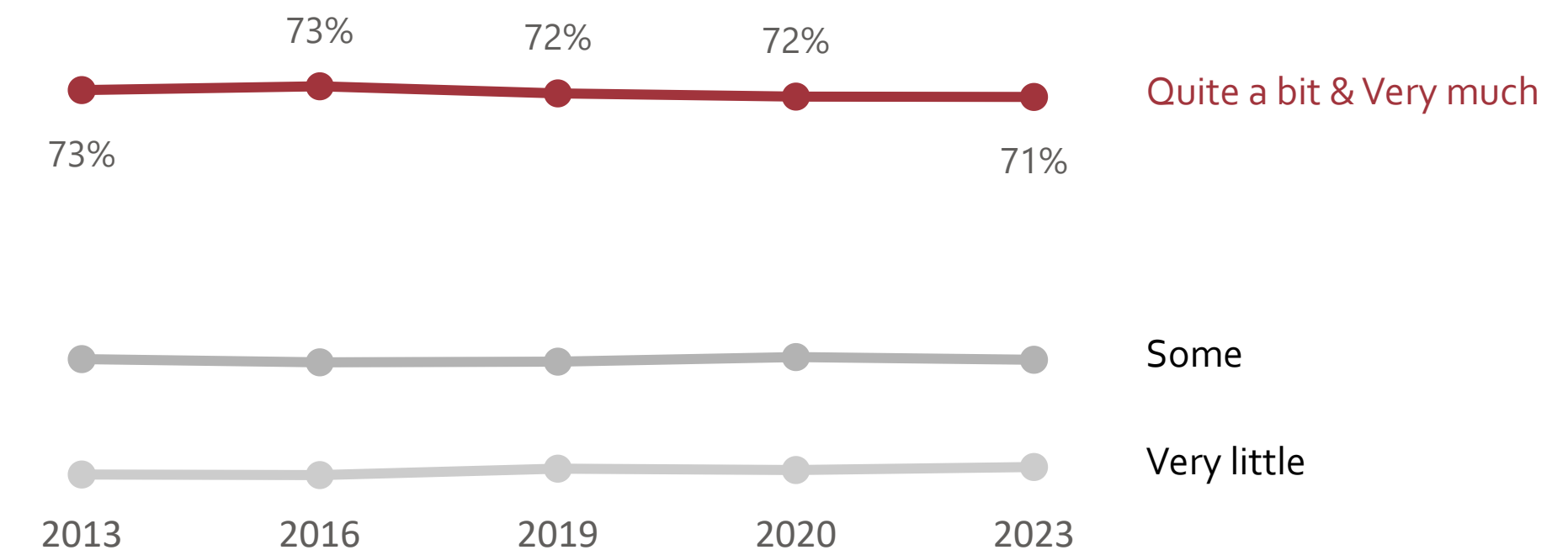
Critical Thinking & Reflective Learning

ISU students report **critical thinking** and **changing their understanding based on learning something new** as the two highest forms of critical and reflective learning.

Customize your results

College
CTRL + click to select multiple

All ▼

Department
CTRL + click to select multiple

All ▼

Class
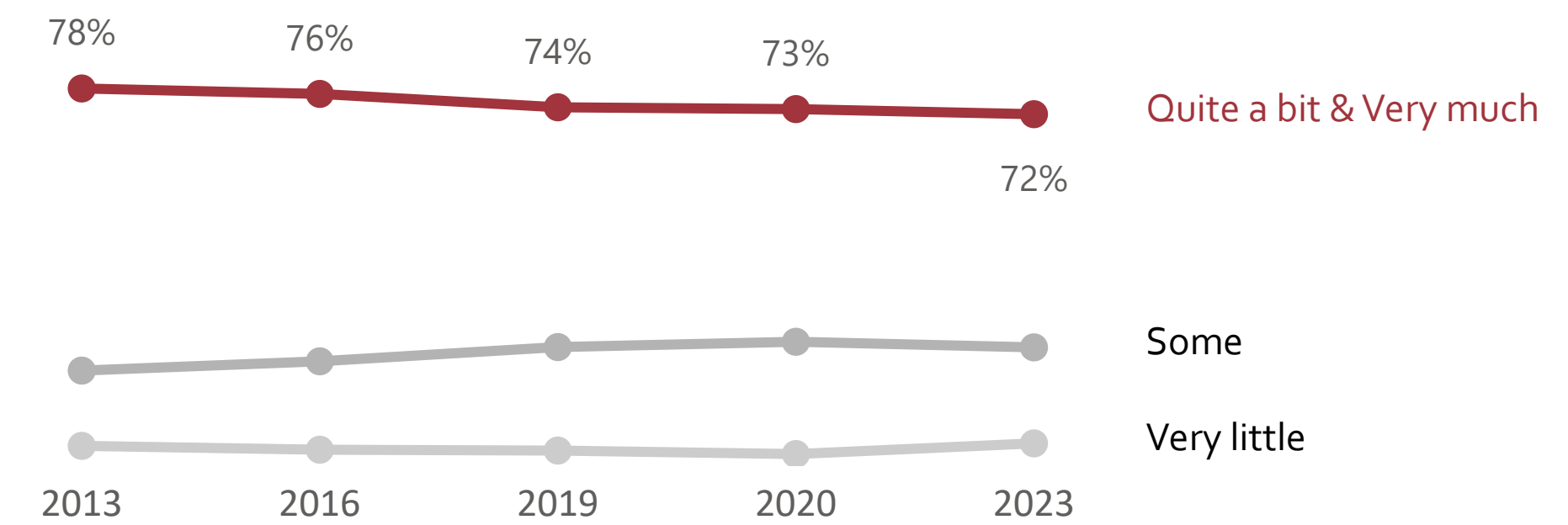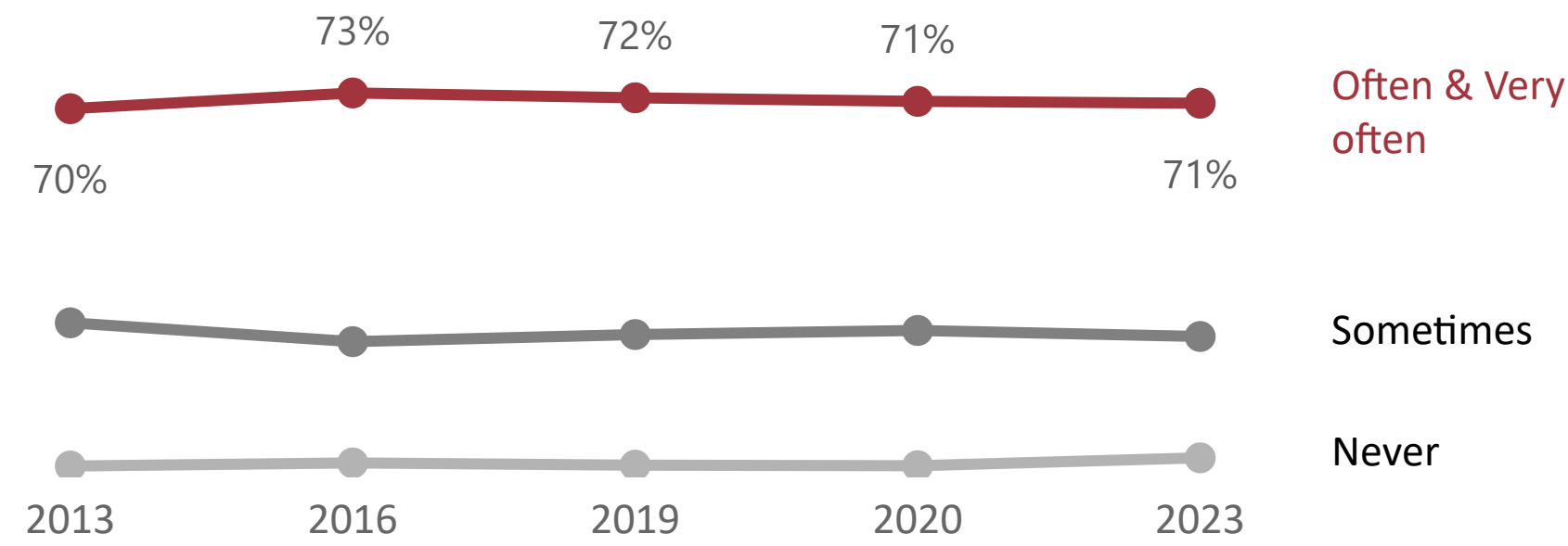CTRL + click to select multiple

All ▼

During the current school year, about how often have you…?
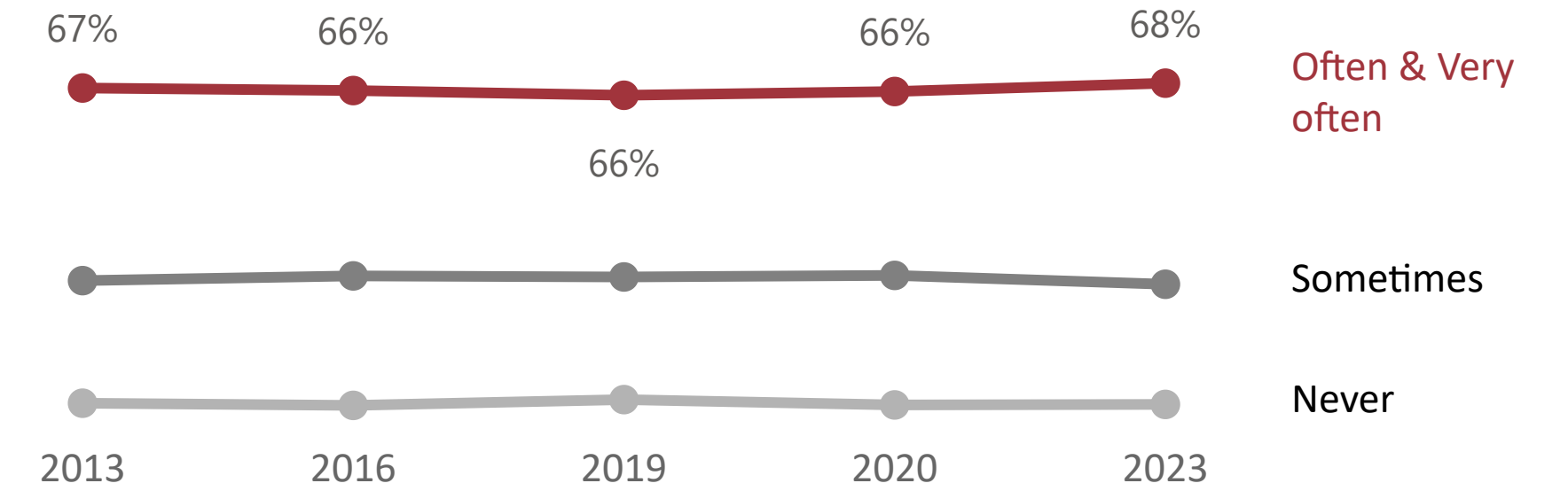
Data labels: Often + very often

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

First-year and senior

73%   72%   71%

70%   71%

Often & Very often

Sometimes

Never

2013   2016   2019   2020   2023

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

First-year and senior

67%   66%   66%   68%

66%

Often & Very often

Sometimes
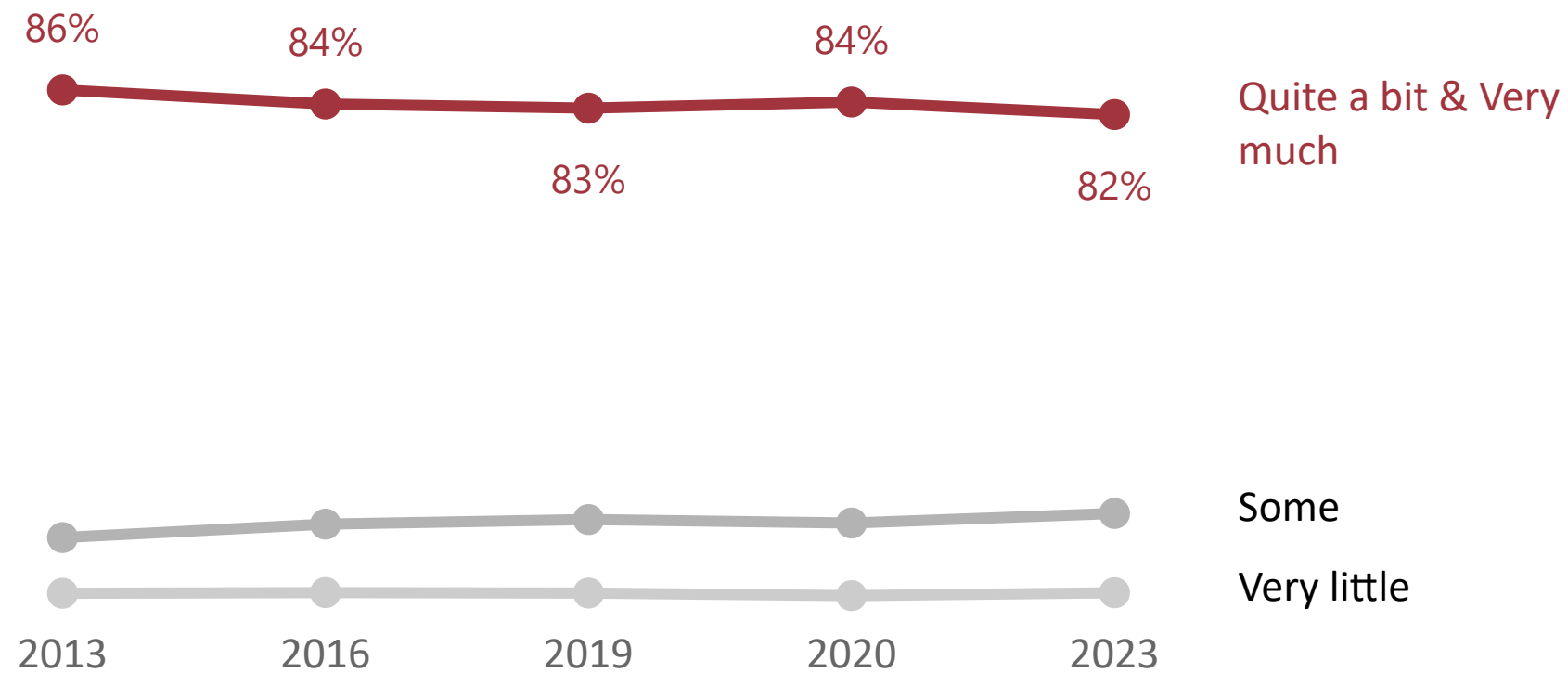
Never

2013   2016   2019   2020   2023

How much as your experience at ISU contributed to your knowledge in…?

Data labels: Quite a bit + very much

Thinking critically and analytically

First-year and senior

86%   84%   84%

83%   82%

Quite a bit & Very much

Some

Very little

2013   2016   2019   2020   2023

Solving complex real world problems

First-year and senior

65%   64%   63%

63%   63%

Quite a bit & Very much

Some

Very little

2013   2016   2019   2020   2023
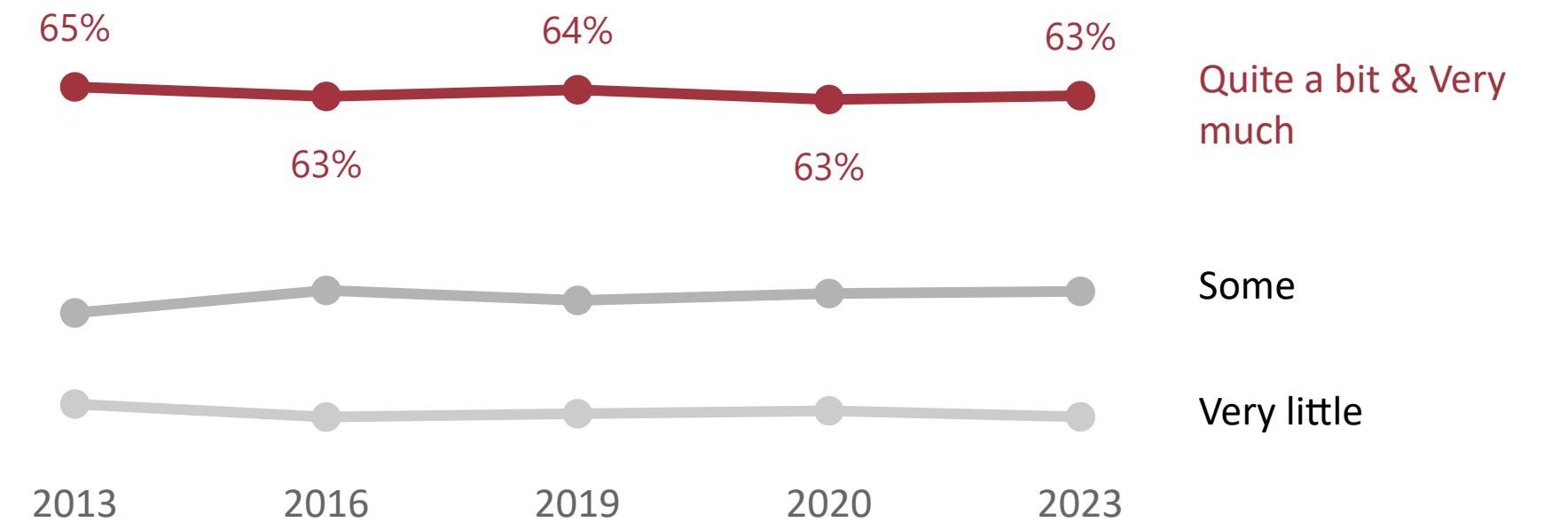
Integrative learning

ISU seniors report higher frequencies of engagement with **integrative learning than first-year students.**

Customize your results

College
CTRL + click to select multiple

All ⌄

Department
CTRL + click to select multiple
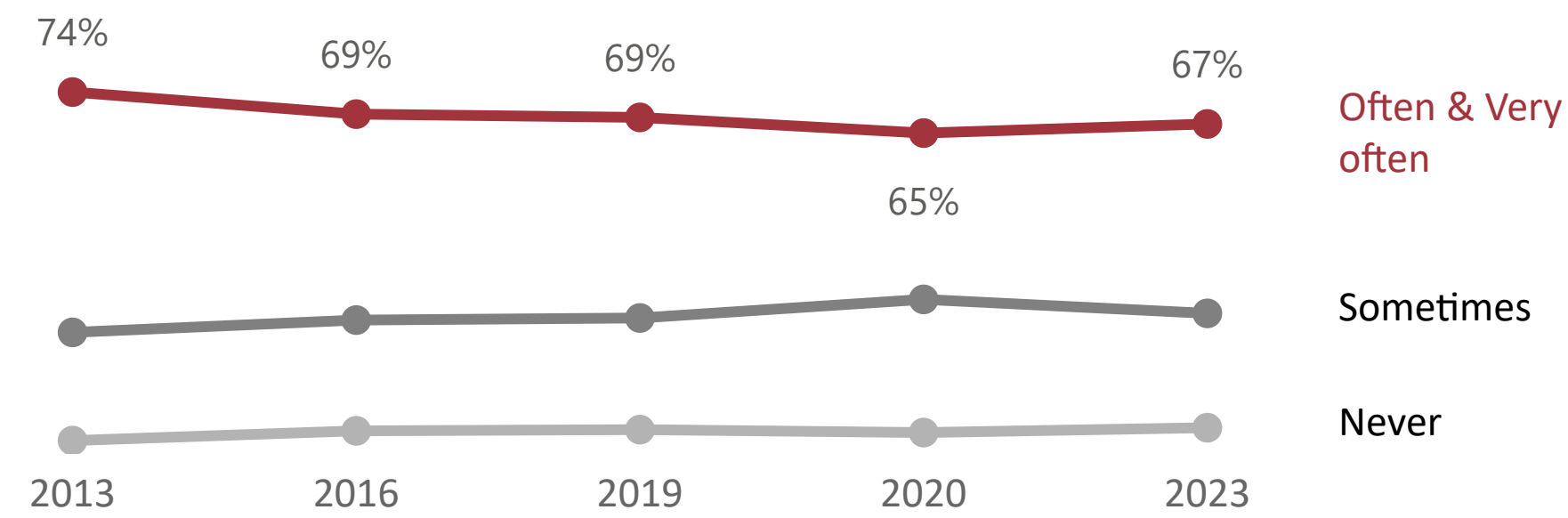
All ⌄

Class
CTRL + click to select multiple

All ⌄

During the current school year, about how often have you...?
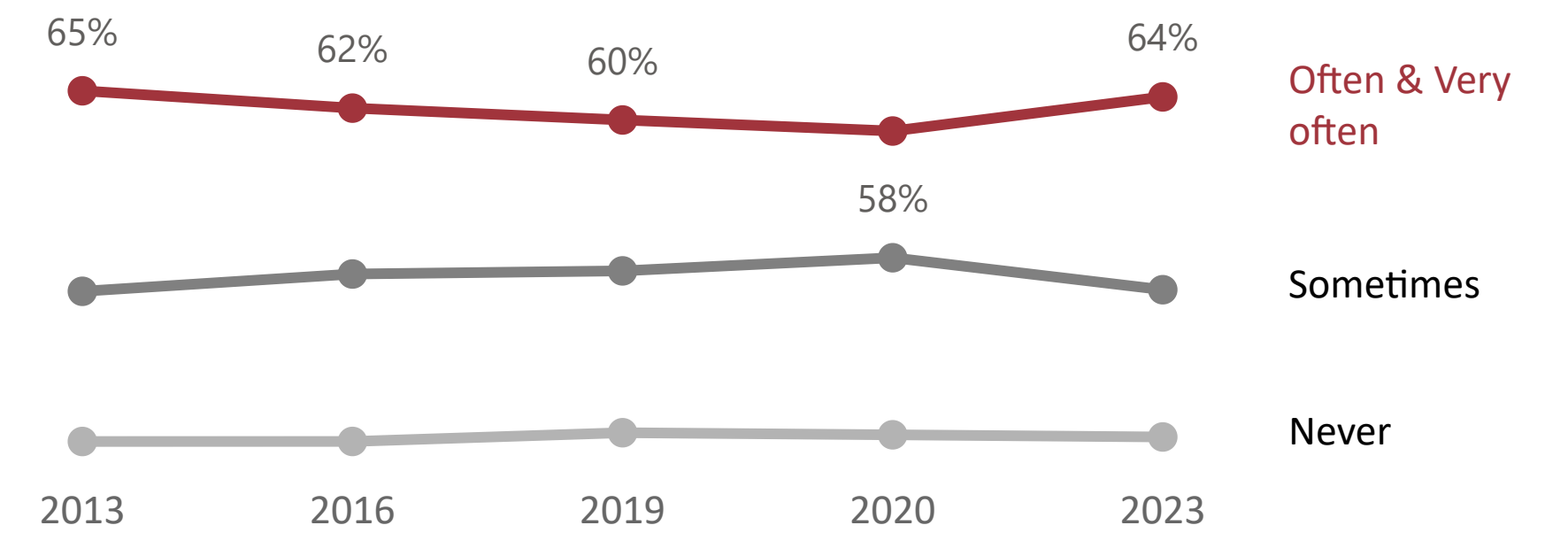
Data labels: Often + very often

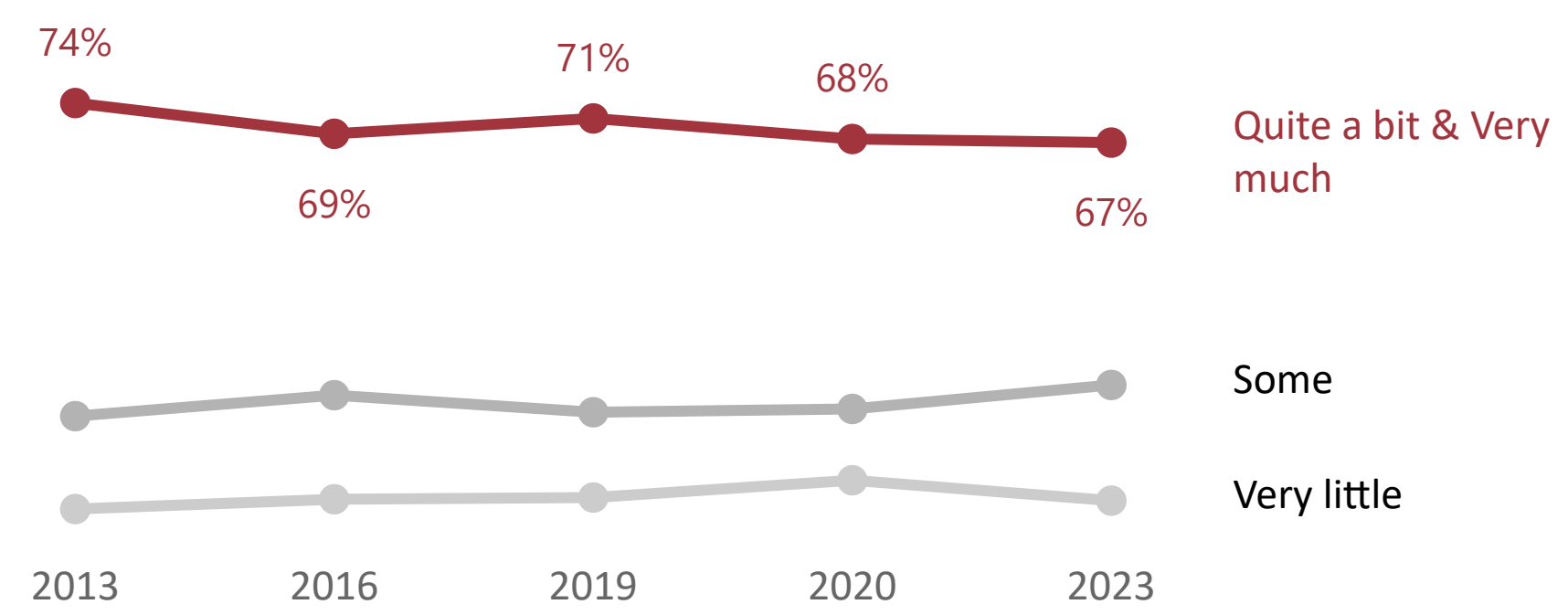## Combined ideas from different courses when completing assignments

First-year and senior

74%   69%   69%   67% — Often & Very often
                65%
Sometimes
Never

2013   2016   2019   2020   2023

Connected your learning to societal problems or issues

First-year and senior

65%   62%   60%   64% — Often & Very often
              58%
Sometimes
Never

2013   2016   2019   2020   2023

Connected ideas from your courses to your prior experiences and knowledge

First-year and senior

     83%   83%   83% — Often & Very often
85%   83%

Sometimes
Never

2013   2016   2019   2020   2023
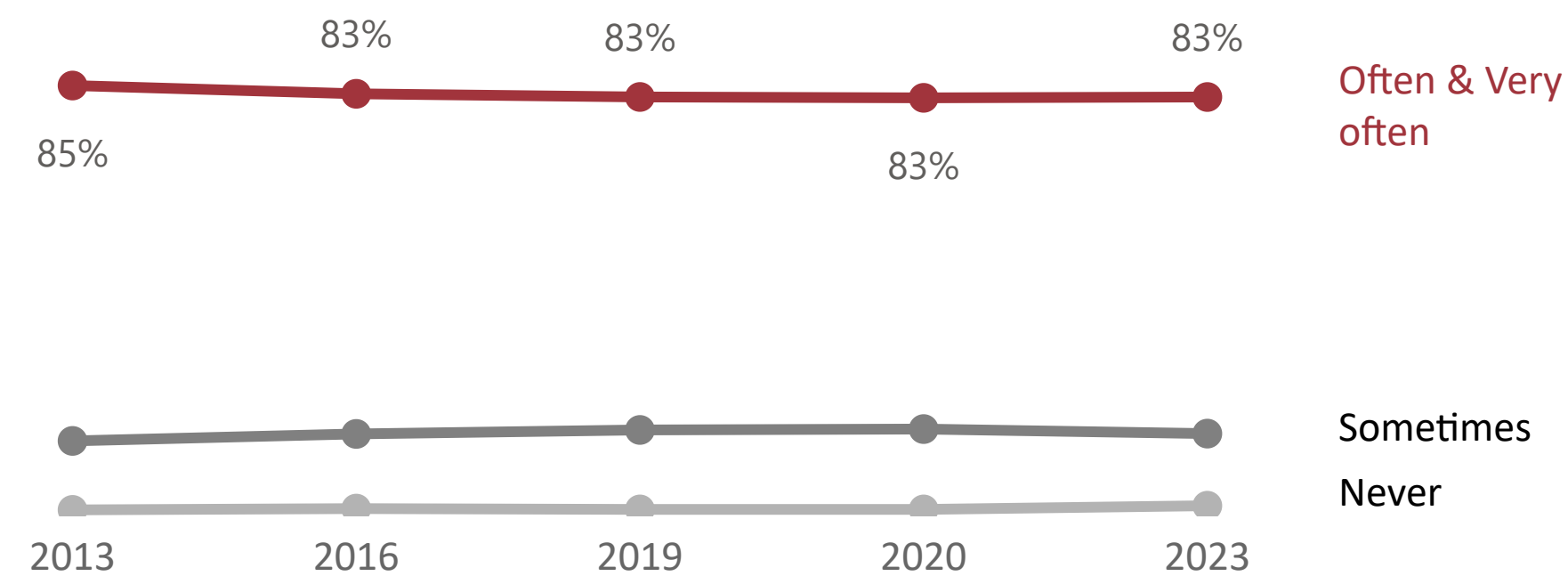
Applied Learning

ISU students, and in particular seniors, report ISU places strong emphasis on **working with others, acquiring career skills** and **developing a personal code of values.**

Customize your results

College	Department	Class
CTRL + click to select multiple	CTRL + click to select multiple	CTRL + click to select multiple
All ⌄	All ⌄	All ⌄

Click to clear filters

How much does ISU emphasize...?

Data labels: Quite a bit + very much

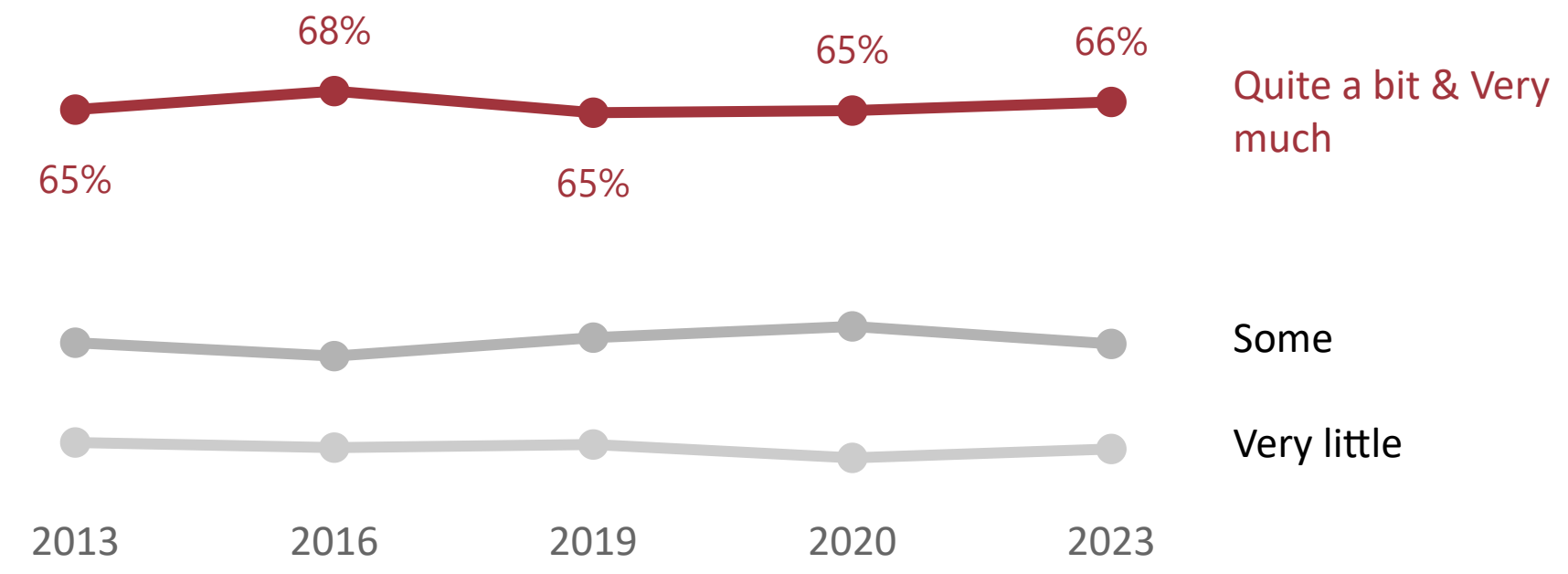### Acquiring job- or work-related knowledge and skills
First-year and senior

74% — 69% — 71% — 68% — 67%
Quite a bit & Very much

Some

Very little

2013   2016   2019   2020   2023

Working effectively with others
First-year and senior

80% — 76% — 76% — 74% — 77%
Quite a bit & Very much

Some

Very little

2013   2016   2019   2020   2023
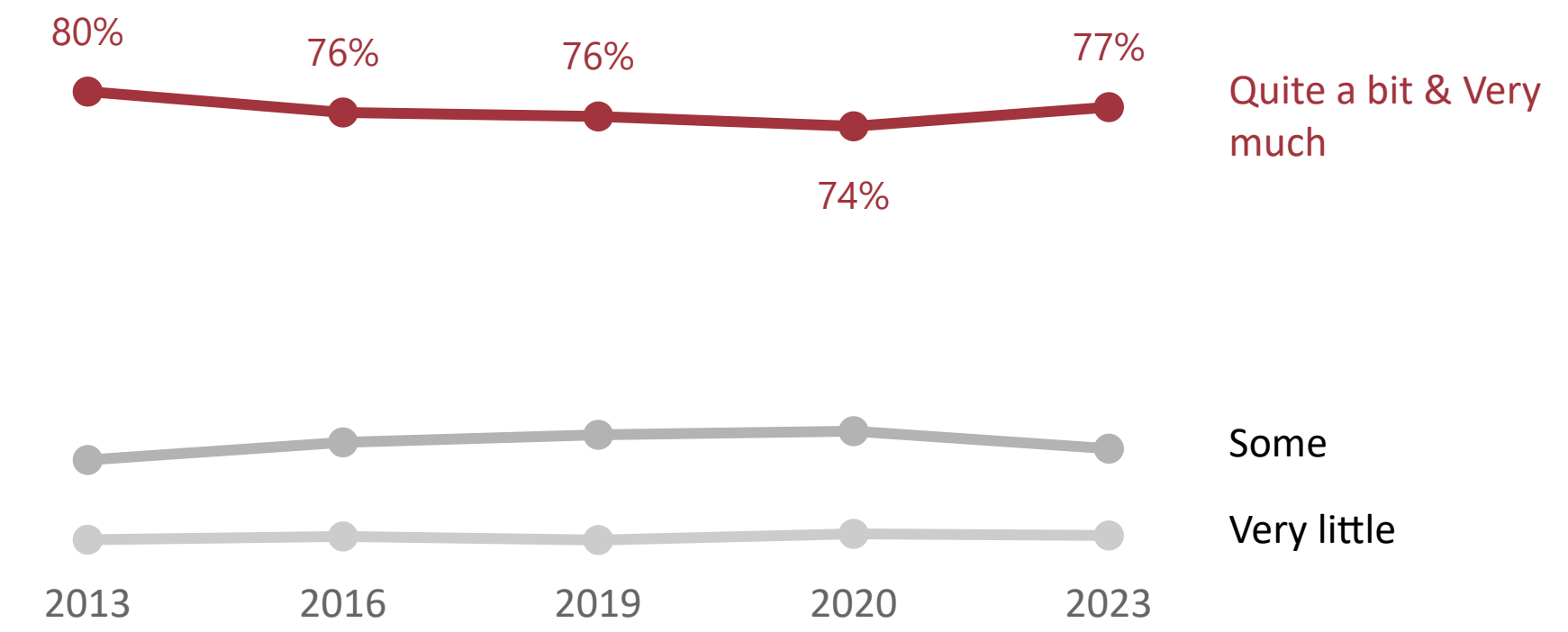
Developing or clarifying a personal code of values and ethics
First-year and senior

65% — 68% — 65% — 65% — 66%
Quite a bit & Very much

Some

Very little

2013   2016   2019   2020   2023

Solving complex real-world problems
First-year and senior

65% — 63% — 64% — 63% — 63%
Quite a bit & Very much

Some

Very little

2013   2016   2019   2020   2023
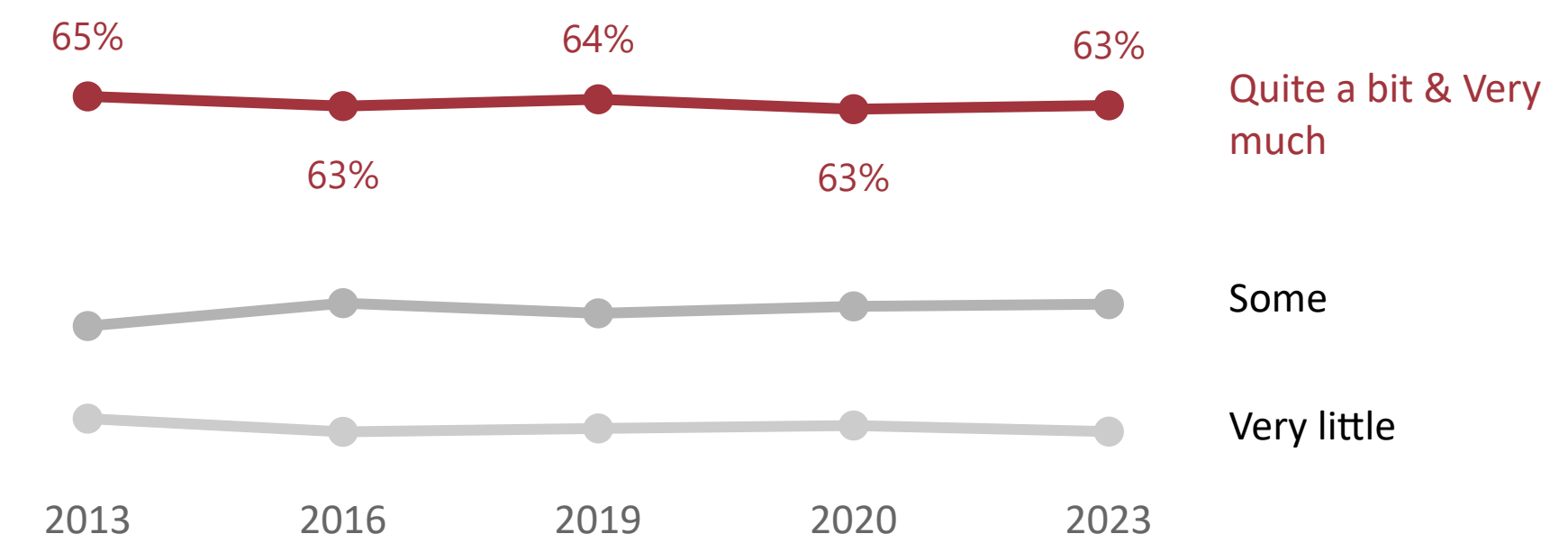
Applied Learning

The percent of students who very often/often engage with peers has largely been replaced by students who sometimes engage with peers. Still, ISU student engagement in learning with peers has historically been high when [compared](#) with other institutions.

College	Department	Class
CTRL + click to select multiple	CTRL + click to select multiple	CTRL + click to select multiple
All ⌄	All ⌄	All ⌄

Click to clear filters

Have you done or do you plan to engage in the following before you graduate?

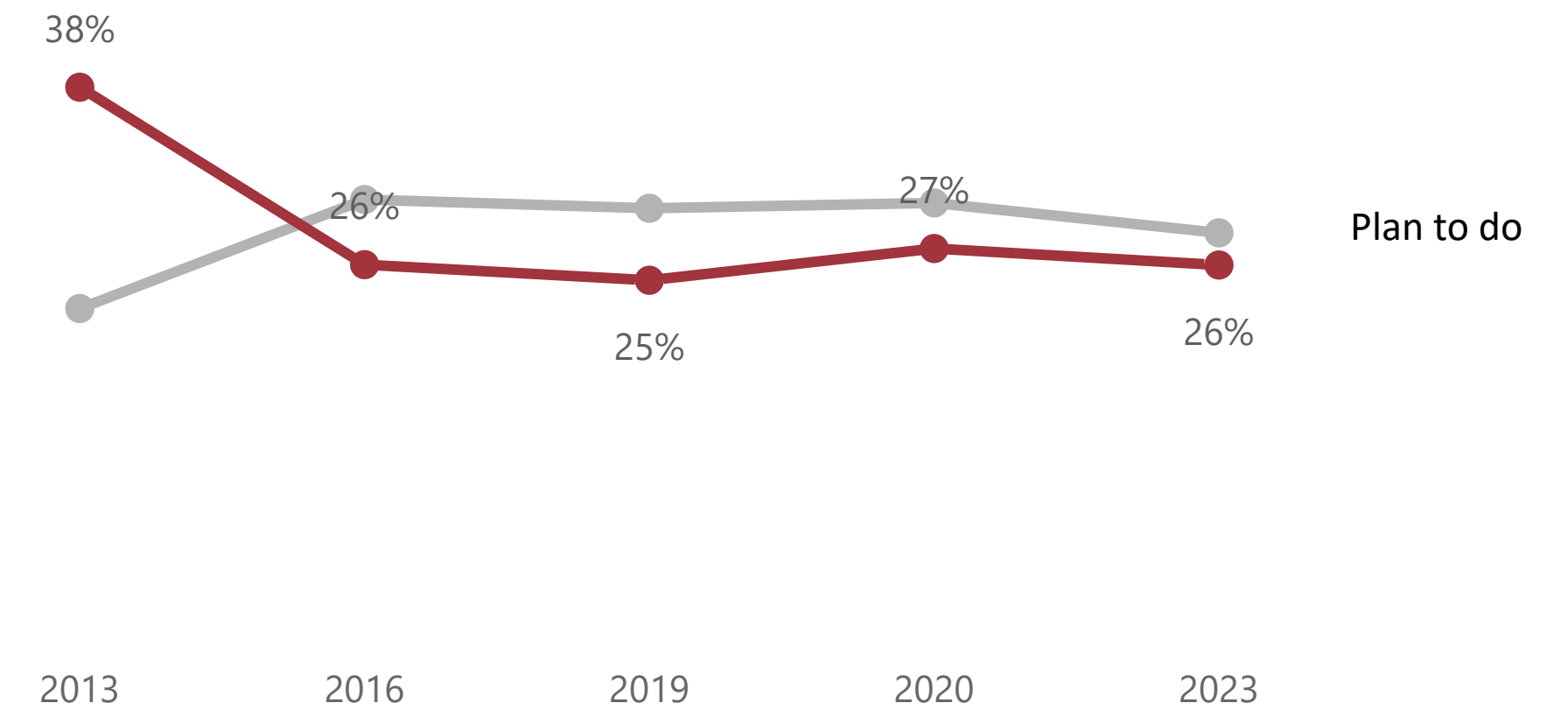Data labels: Done or in progress (red) or plan to do (grey)

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

First-year and senior
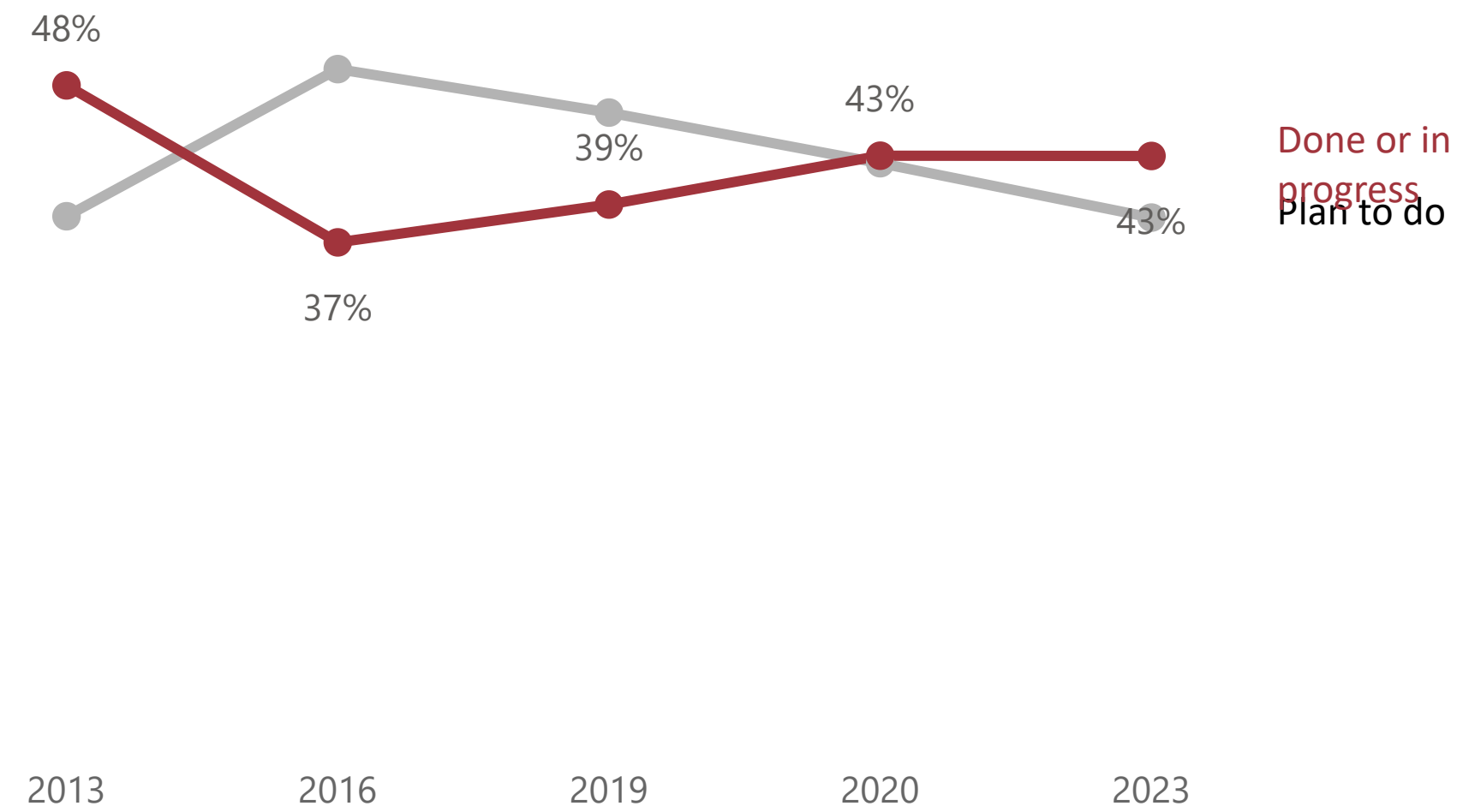
### Culminating senior experience

First-year and senior

Internship chart — Done or in progress (red): 48%, 37%, 39%, 43%, 43%. Plan to do (grey): 27%, (peak), 43%.

Culminating senior experience chart — Done or in progress (red): 38%, 26%, 25%, 27%, 26%. Plan to do (grey): increasing to 26%.

2013 2016 2019 2020 2023

2013 2016 2019 2020 2023

Civic learning

About 2/3 of seniors report at least one class including a service learning component.

Customize your results

College	Department	Class
CTRL + click to select multiple	CTRL + click to select multiple	CTRL + click to select multiple
All ⌄	All ⌄	All ⌄

Click to clear filters

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

First-year and senior
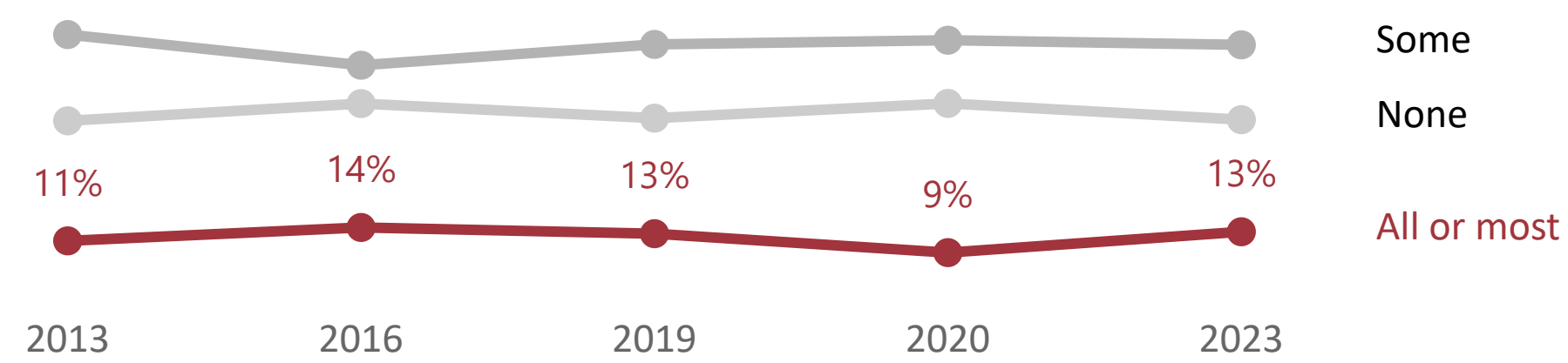
Some
None
11%   14%   13%   9%   13%
All or most

2013   2016   2019   2020   2023

How much does ISU emphasize...?

Data labels: Often + very often.

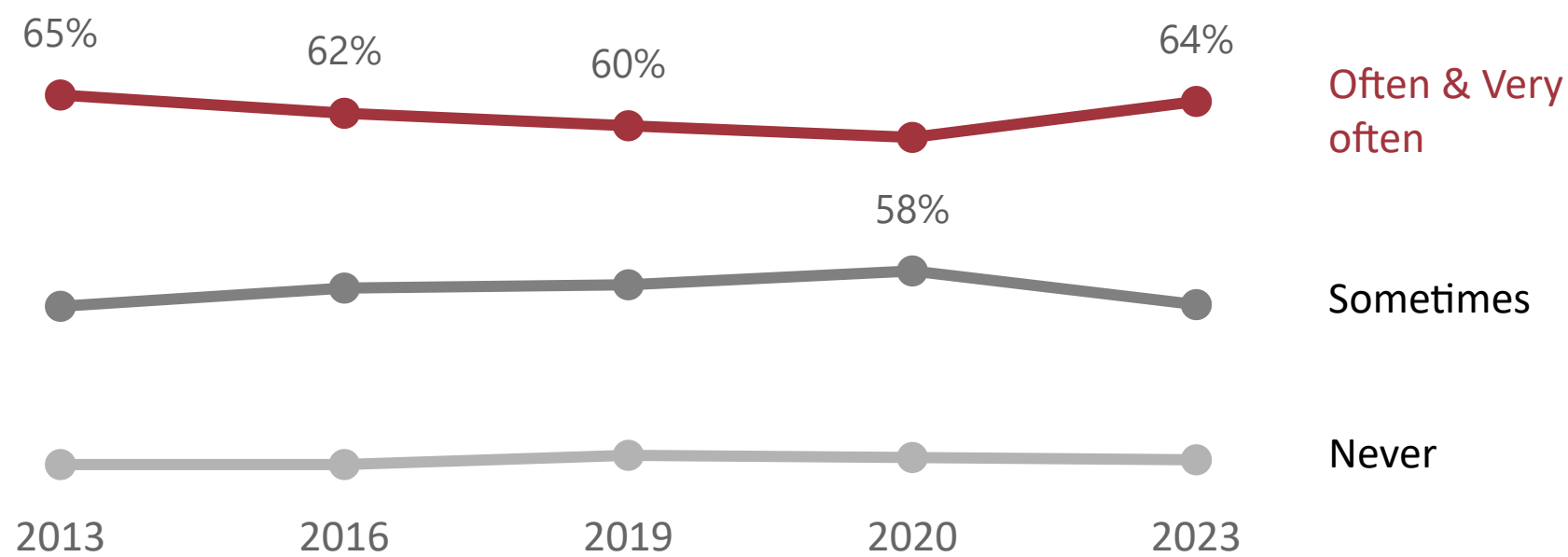## Attending events that address important social, economic, or political issues

First-year and senior
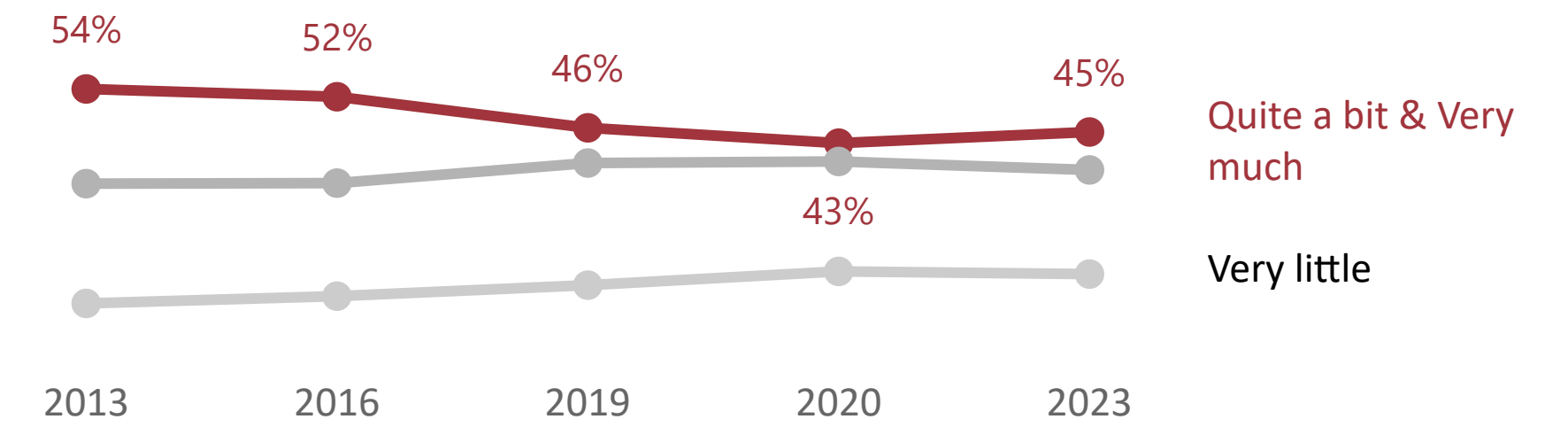
54%   52%   46%   45%
                      Quite a bit & Very much
                43%
                      Very little

2013   2016   2019   2020   2023

Connected your learning to societal problems or issues

First-year and senior

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

Data labels: Often + very often.

65%   62%   60%   64%
                      Often & Very often
              58%
                      Sometimes
                      Never

2013   2016   2019   2020   2023
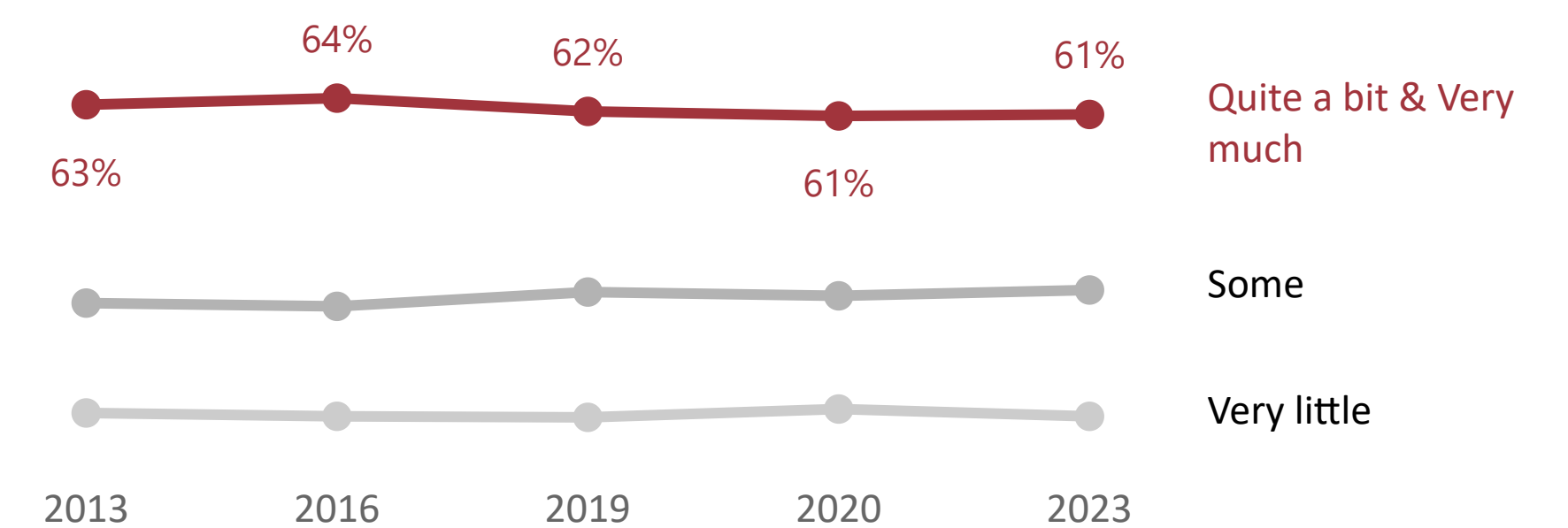
How much has your experience at this institution contributed to:...?

Data labels: Often + very often.

Being an informed and active citizen

First-year and senior

      64%   62%   61%
                      Quite a bit & Very much
63%   61%
                      Some
                      Very little

2013   2016   2019   2020   2023

Civic Engagement

About half of ISU students report engagement in volunteering or community service.

Customize your results

College
CTRL + click to select multiple

All ▼

Department
CTRL + click to select multiple

All ▼

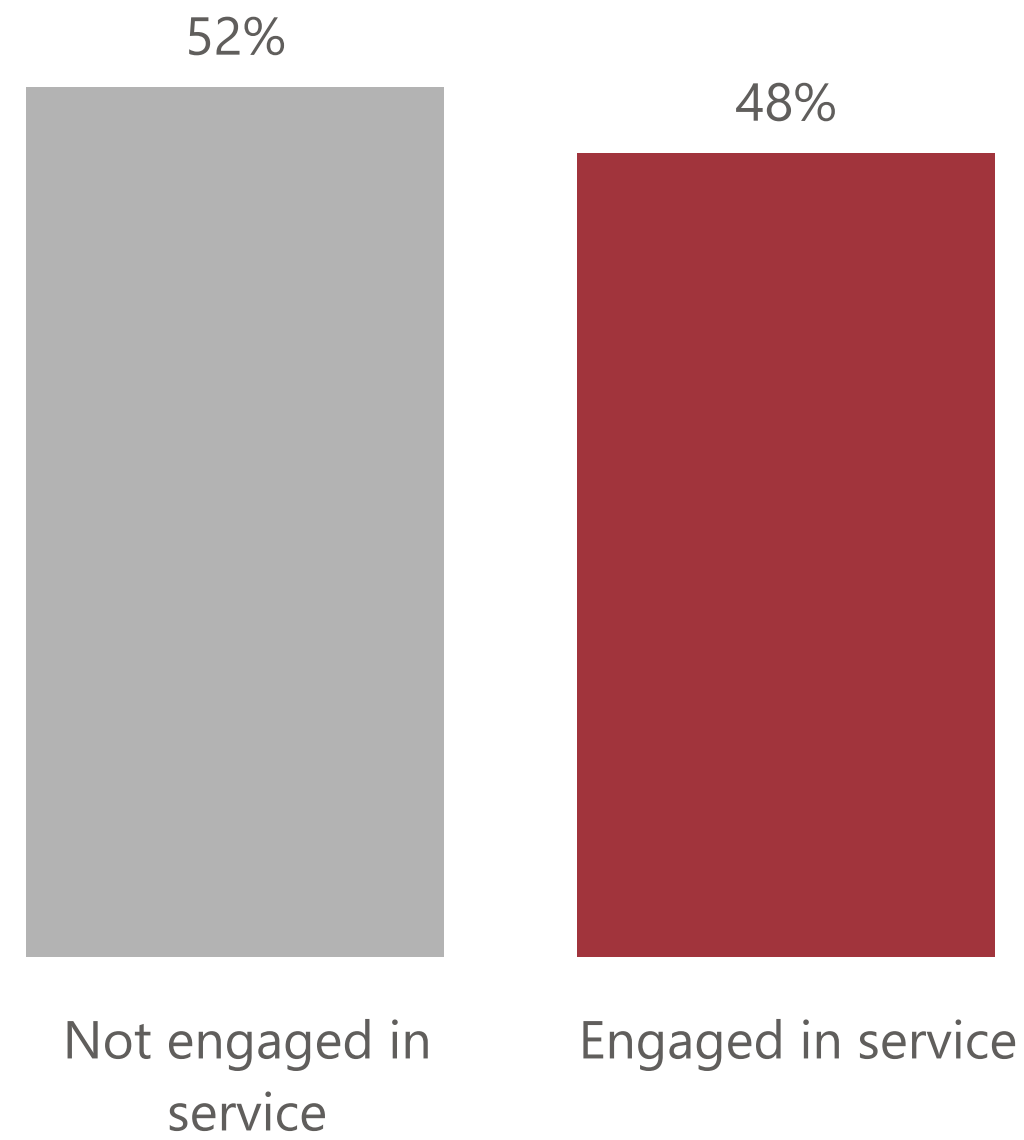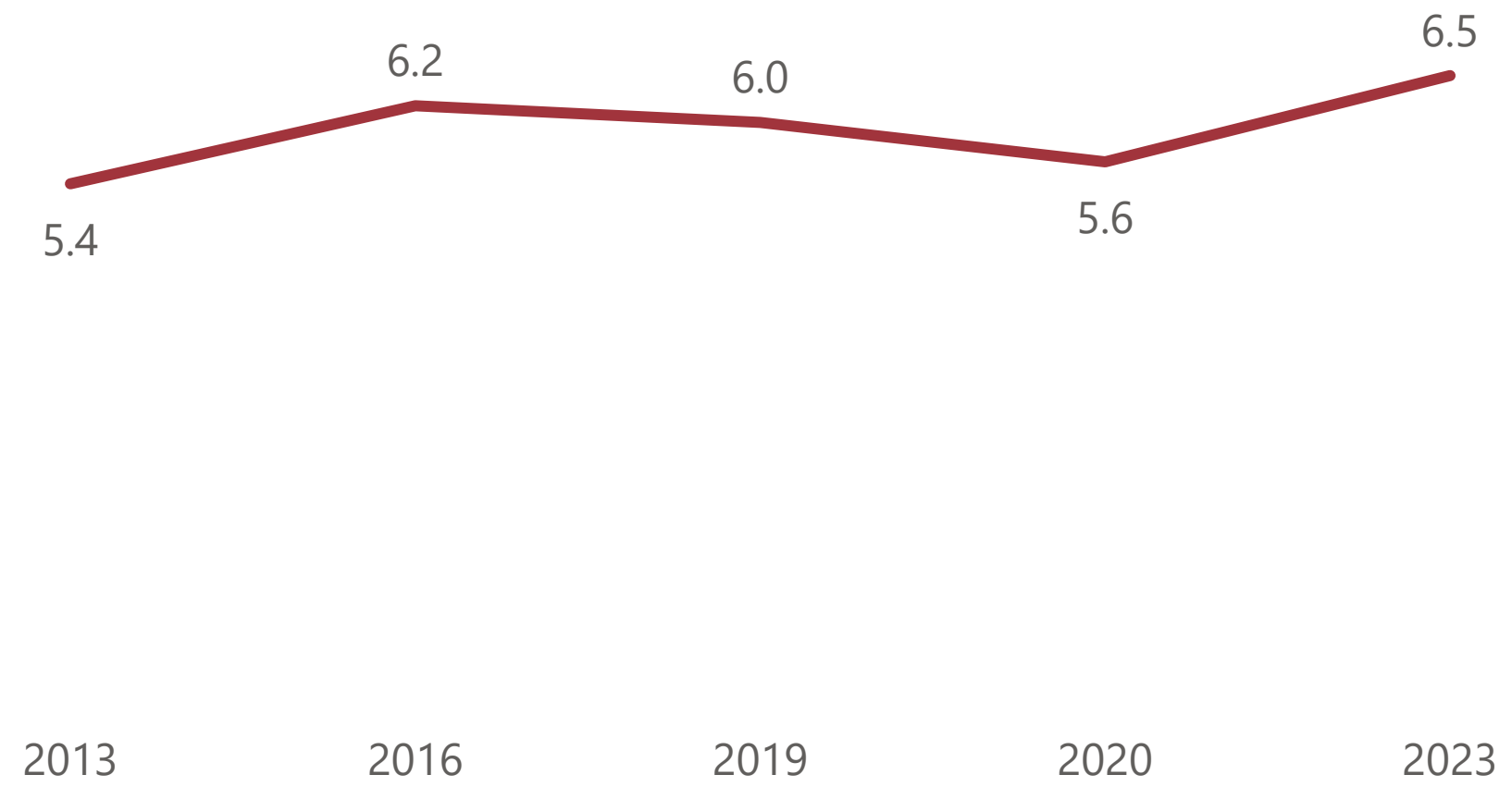**Class**
CTRL + click to select multiple

All ▼

Percent engaged in community service or volunteer work

52%

48%

Not engaged in service

Engaged in service

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

First year

5.4
6.2
6.0
5.6
6.5

2013   2016   2019   2020   2023

Average number of hours only includes students who reported being engaged in a community service activity.

Quantitative Reasoning

ISU first-year students report high engagement **using numerical information to examine a real-world issues**. Seniors report **reaching conclusions based on analysis of numerical information** at lower rates than peer institutions.

Customize your results

College	Department	Class
CTRL + click to select multiple	CTRL + click to select multiple	CTRL + click to select multiple
All ⌄	All ⌄	All ⌄

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

Data labels: Often + very often

Evaluated what others have concluded from numerical information
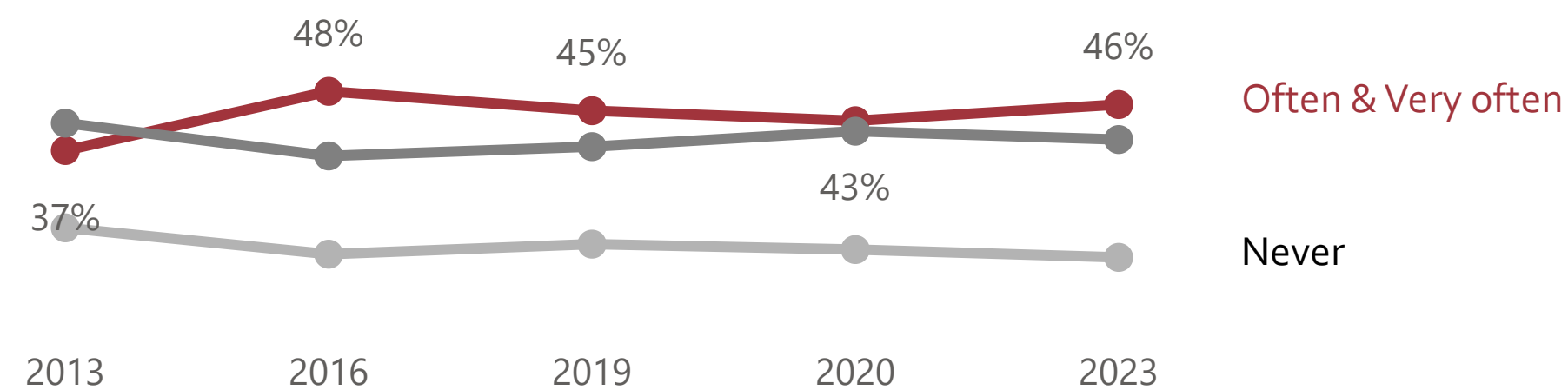
First-year and senior

39% 46% 43% 41% 44%

- Often & Very often
- Never

2013   2016   2019   2020   2023
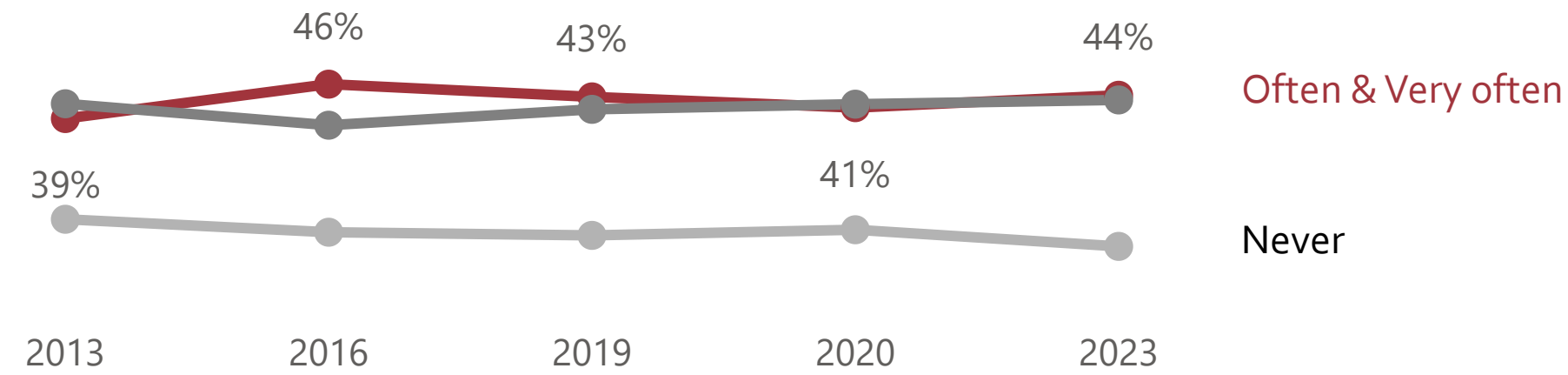
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)

First-year and senior

47%   58%   54%   51%   52%

- Often & Very often
- Sometimes
- Never

2013   2016   2019   2020   2023
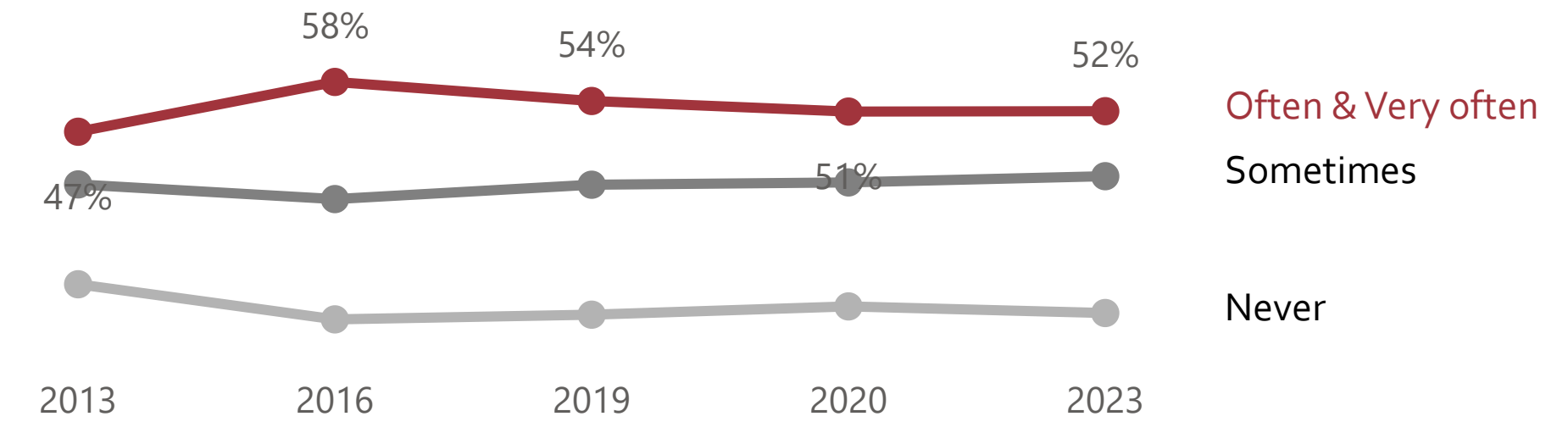
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)

First-year and senior

37%   48%   45%   43%   46%

- Often & Very often
- Never

2013   2016   2019   2020   2023

How much has your experience at this institution contributed to your knowledge in analyzing numerical and statistical information?

First-year and senior

53%   62%   56%   55%   59%

- Quite a bit & Very much
- Some
- Very little

2013   2016   2019   2020   2023
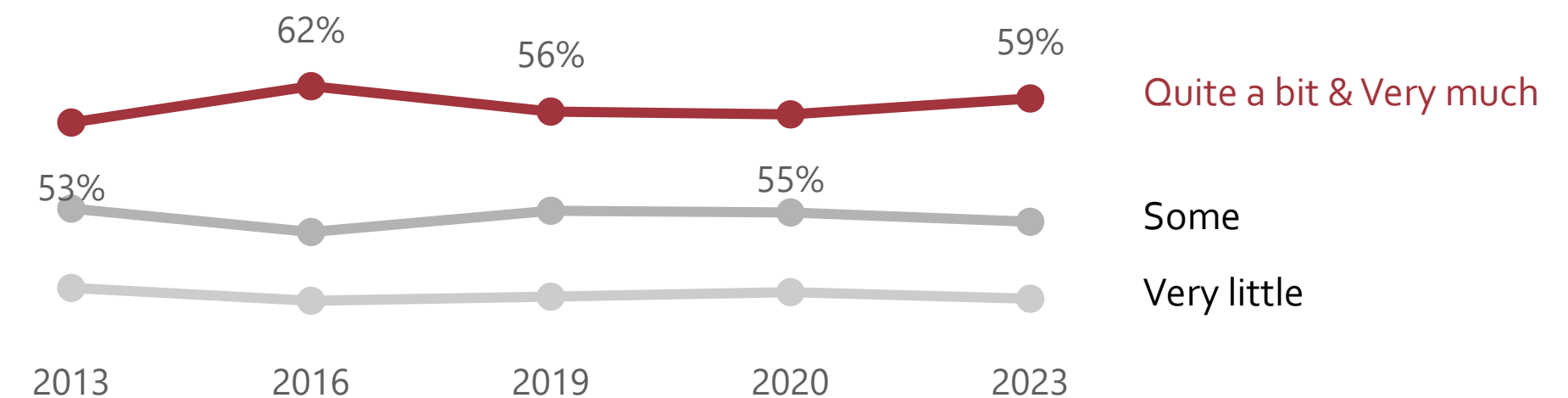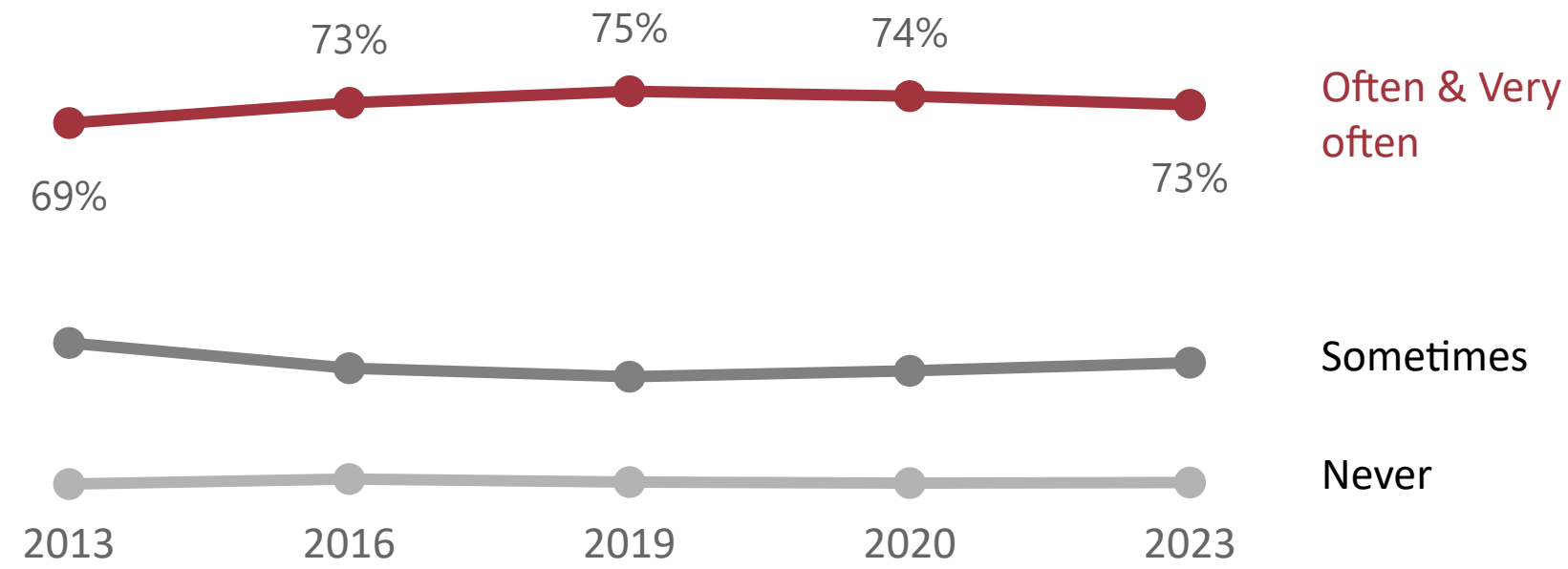
Diversity & learning

ISU students - **and in particular first-year students** - report increasing diverse perspectives in course discussions and assignments.

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

Data labels: Often + very often.

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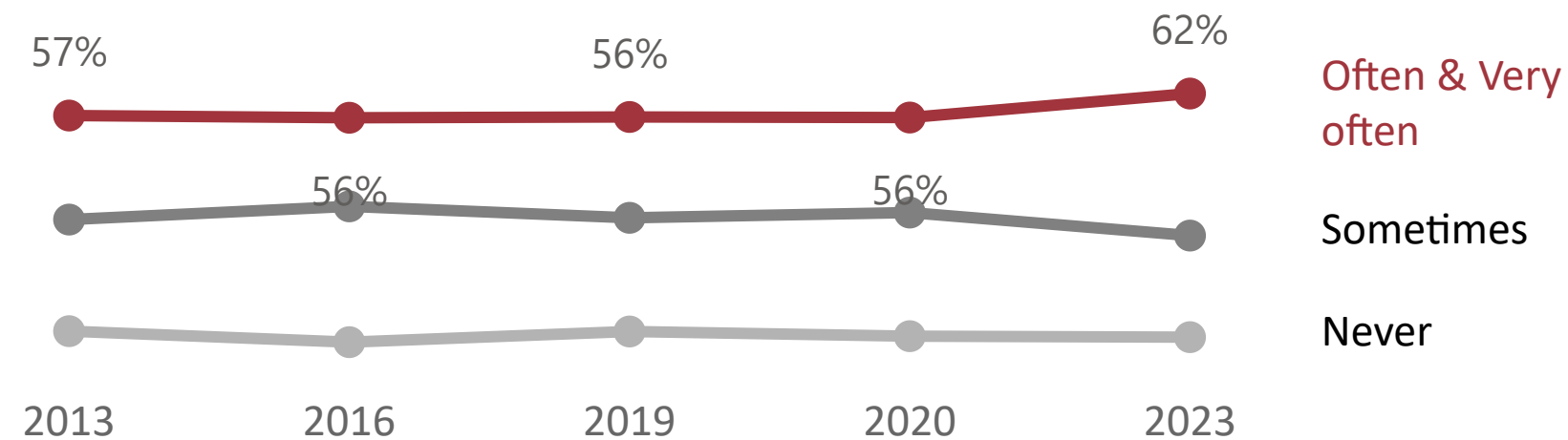
First-year and senior

69%	73%	75%	74%	73%

Often & Very often

Sometimes

Never

2013 · 2016 · 2019 · 2020 · 2023

How much does ISU emphasize...?

Data labels: Often + very often.

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

First-year and senior

	60%	60%		56%
56%			55%	

Quite a bit & Very much

Some

Very little

2013 · 2016 · 2019 · 2020 · 2023

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

Data labels: Often + very often.

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

First-year and senior

57%		56%		62%
	56%		56%	

Often & Very often

Sometimes

Never

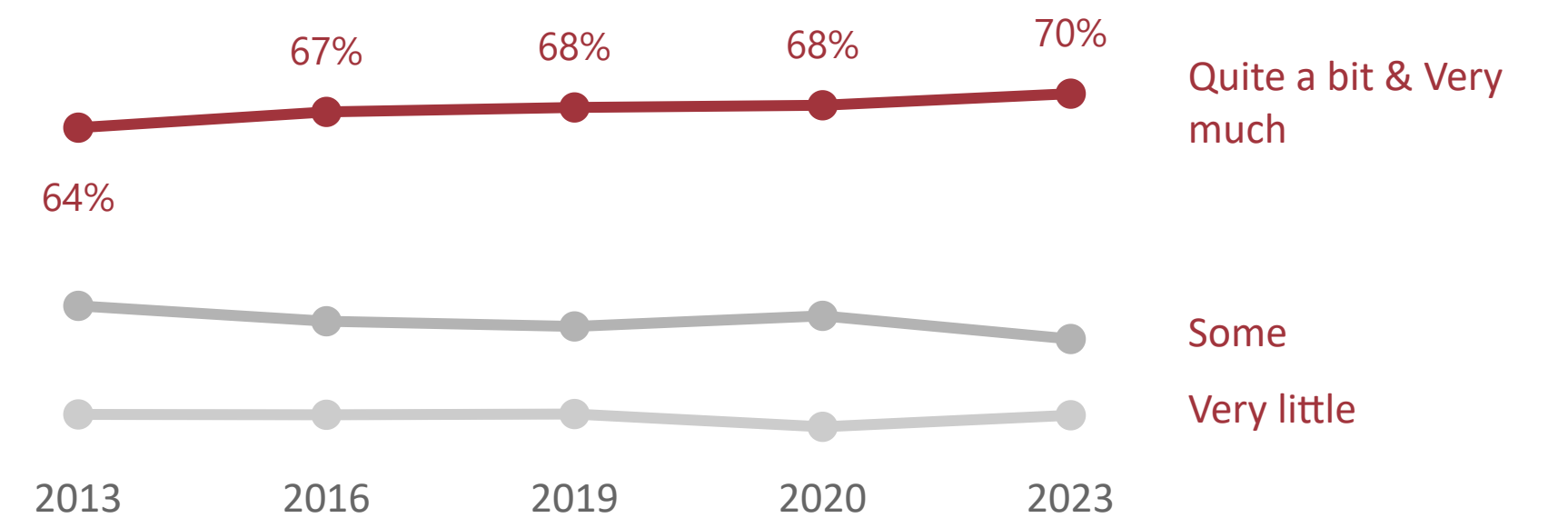2013 · 2016 · 2019 · 2020 · 2023
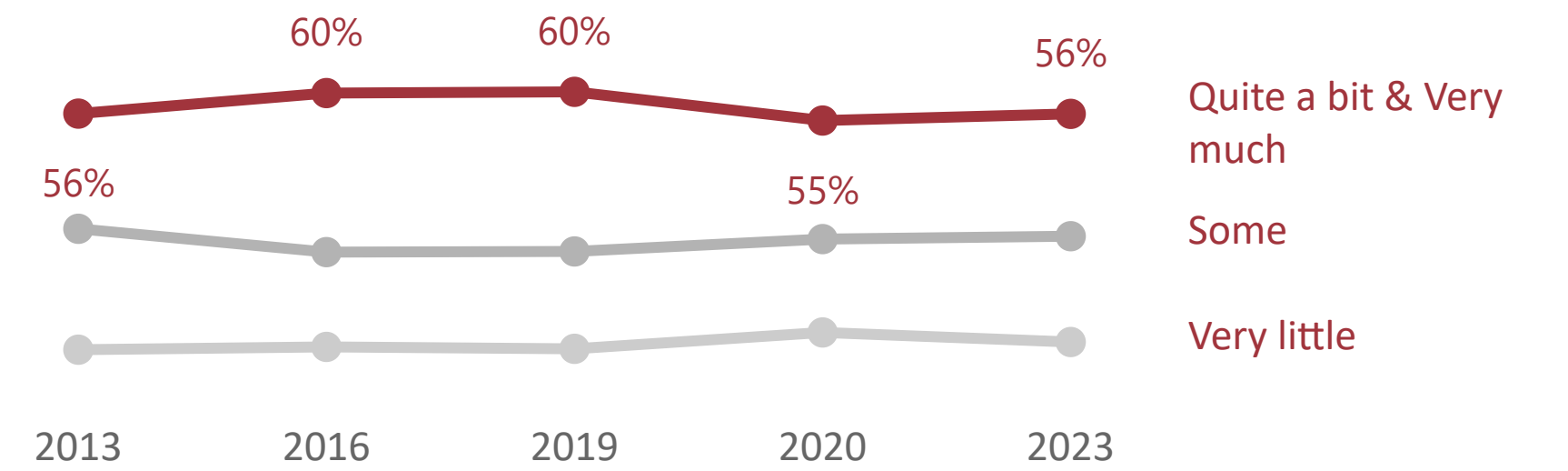
How much has your experience at ISU contributed to...?

Data labels: Often + very often

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

First-year and senior

	67%	68%	68%	70%
64%				

Quite a bit & Very much

Some

Very little

2013 · 2016 · 2019 · 2020 · 2023

Learning Writing & Speaking

ISU first-year and senior students report significantly higher contributions to **speaking skills** than peer institutions. First-year students report writing the same amount. Seniors have trended towards writing less.

College	Department	Class
CTRL + click to select multiple	CTRL + click to select multiple	CTRL + click to select multiple
All ⌄	All ⌄	All ⌄

Click to clear filters

Writing clearly and effectively

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

Data labels: Quite a bit + very much

First-year and senior

Quite a bit & Very much: 70% → 70% → 65% → 63% → 71%

Some

Very little

2013 2016 2019 2020 2023

Speaking clearly and effectively

First-year and senior

Quite a bit & Very much: 74% → 74% → 72% → 69% → 72%

Some

Very little

2013 2016 2019 2020 2023

Estimated average number of pages written during the current school year
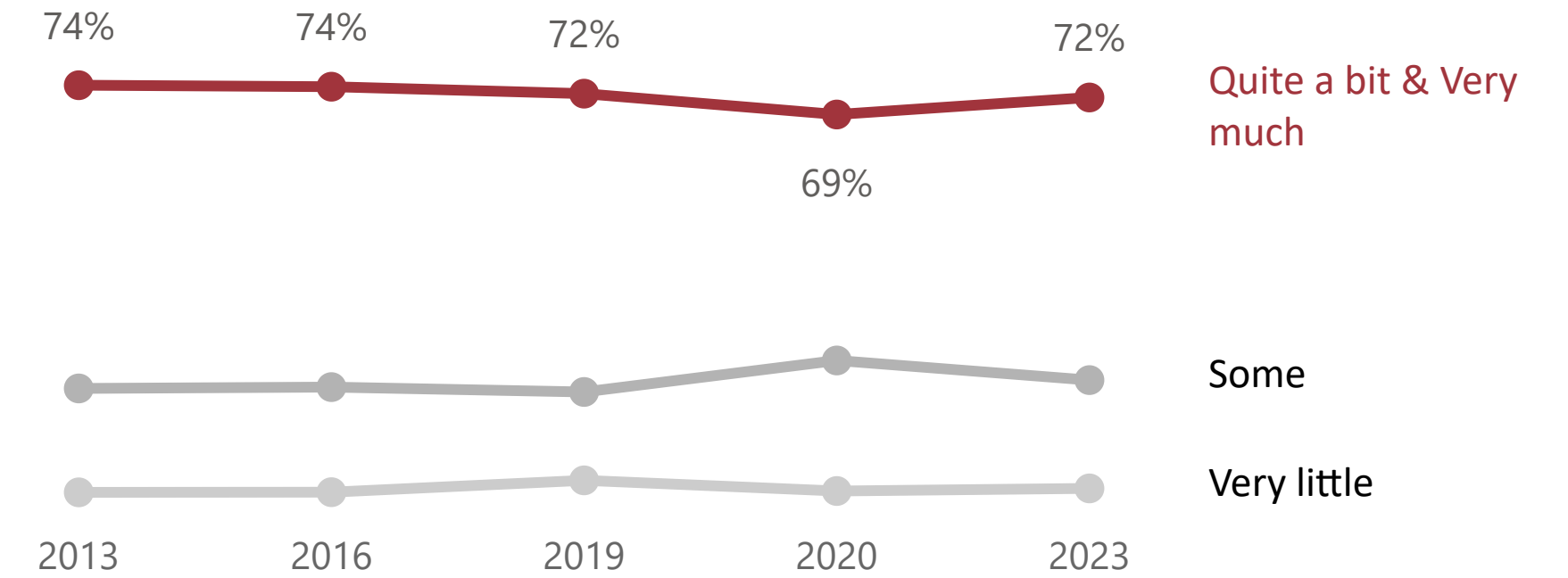
During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (Include those not yet completed.)

Data labels: Quite a bit + very much

First-year and senior

72.7 → 63.8 → 66.4 → 57.3 → 59.6

2013 2016 2019 2020 2023
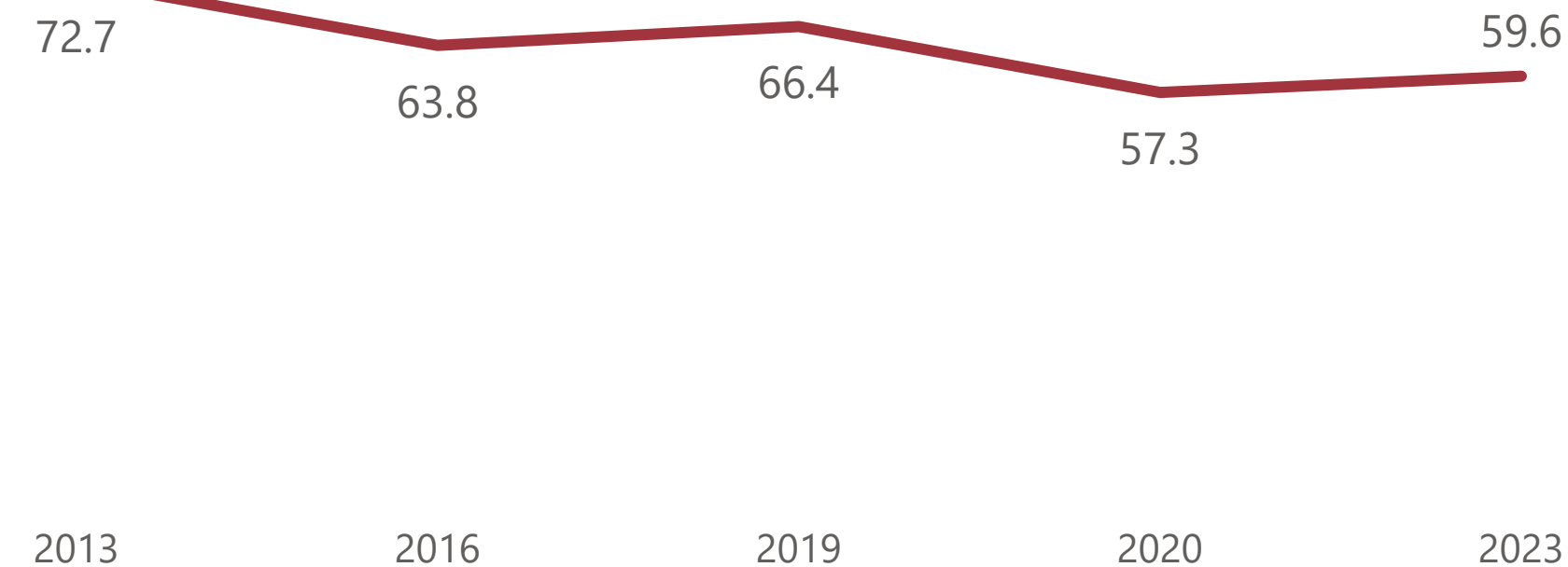
Average number of assigned writing assignments by page length

First-year and senior

Year	<5 pages	6-10 pages	11 + pages
2013	3.9	3.2	1.5
2016	3.5	2.9	1.4
2019	3.4	3.0	1.5
2020	3.4	2.6	1.1
2023	3.3	2.6	1.4

Learning strategies

Students use a variety of learning strategies, with **identifying key information from readings** and **reviewing notes after class** being the top two strategies.

Customize your results

College
CTRL + click to select multiple

All ⌄

Department
CTRL + click to select multiple

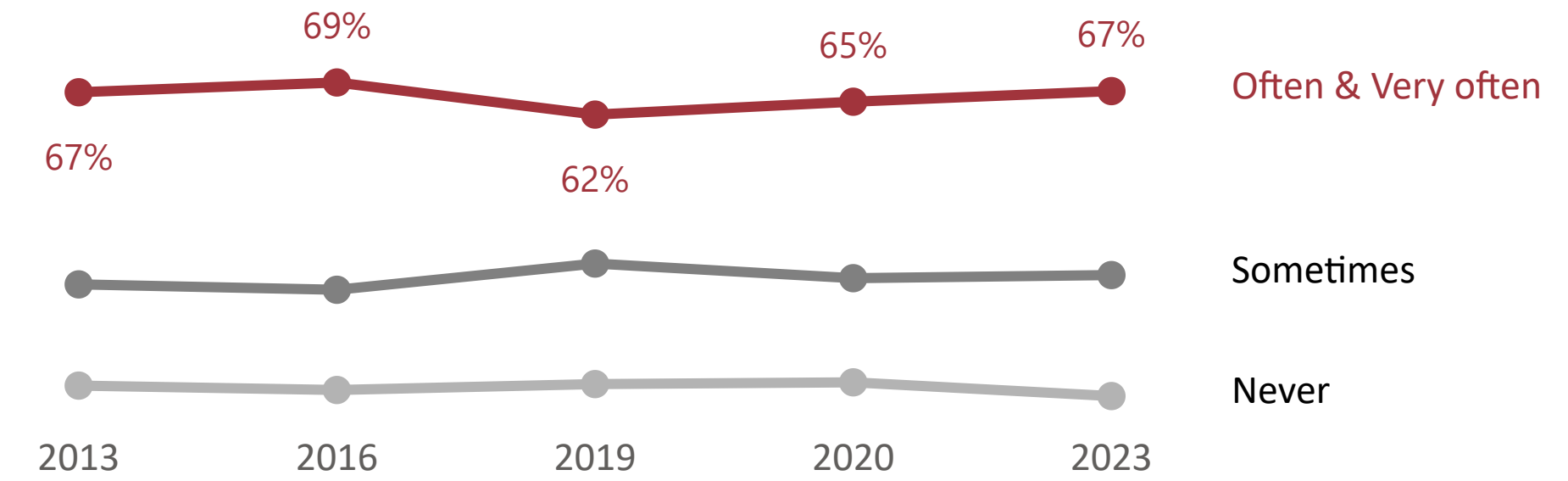All ⌄

Class
CTRL + click to select multiple

All ⌄

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

Data labels: Often + very often

Identified key information from reading assignments

First-year and senior

81%	82%	78%	79%	76%

Often & Very often

Sometimes

Never

2013 2016 2019 2020 2023
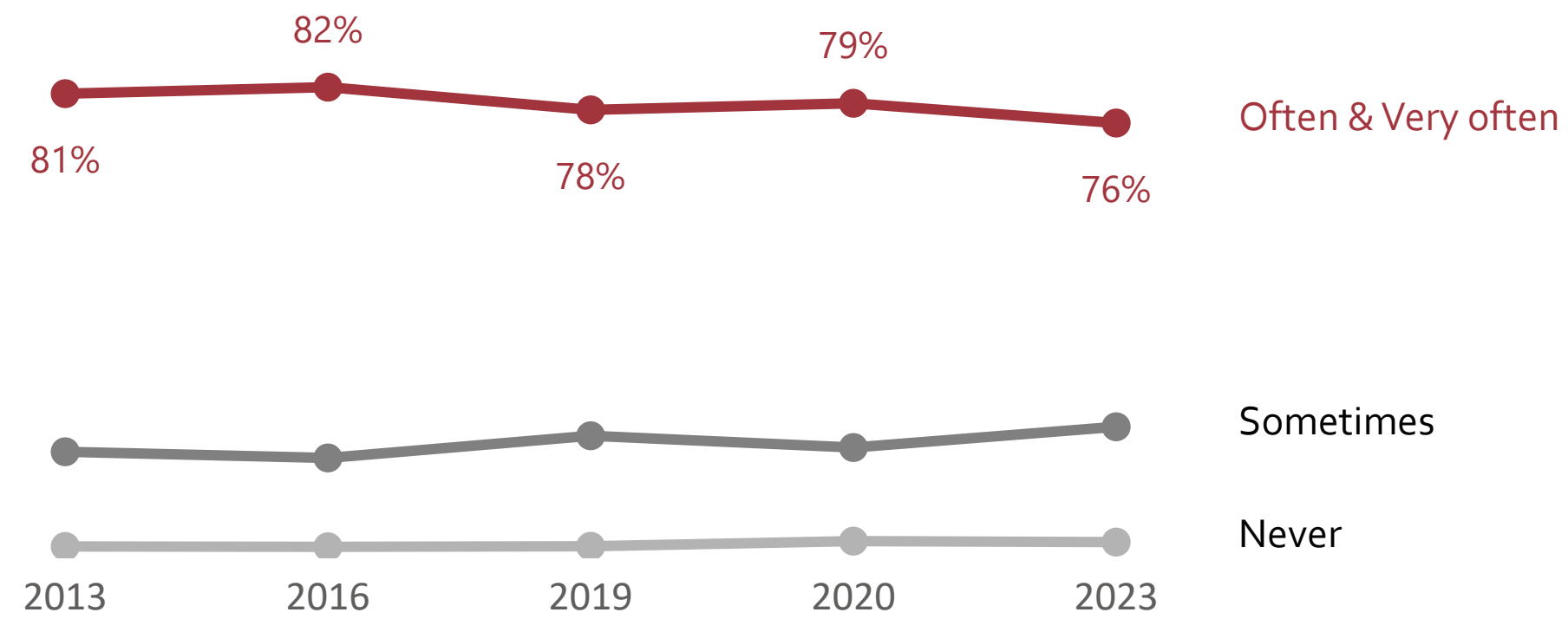
Summarized what you learned in class or from course materials

First-year and senior

67%	69%	62%	65%	67%

Often & Very often

Sometimes

Never

2013 2016 2019 2020 2023

Reviewed your notes after class

First-year and senior

61%	68%	61%	63%	65%

Often & Very often

Sometimes

Never

2013 2016 2019 2020 2023
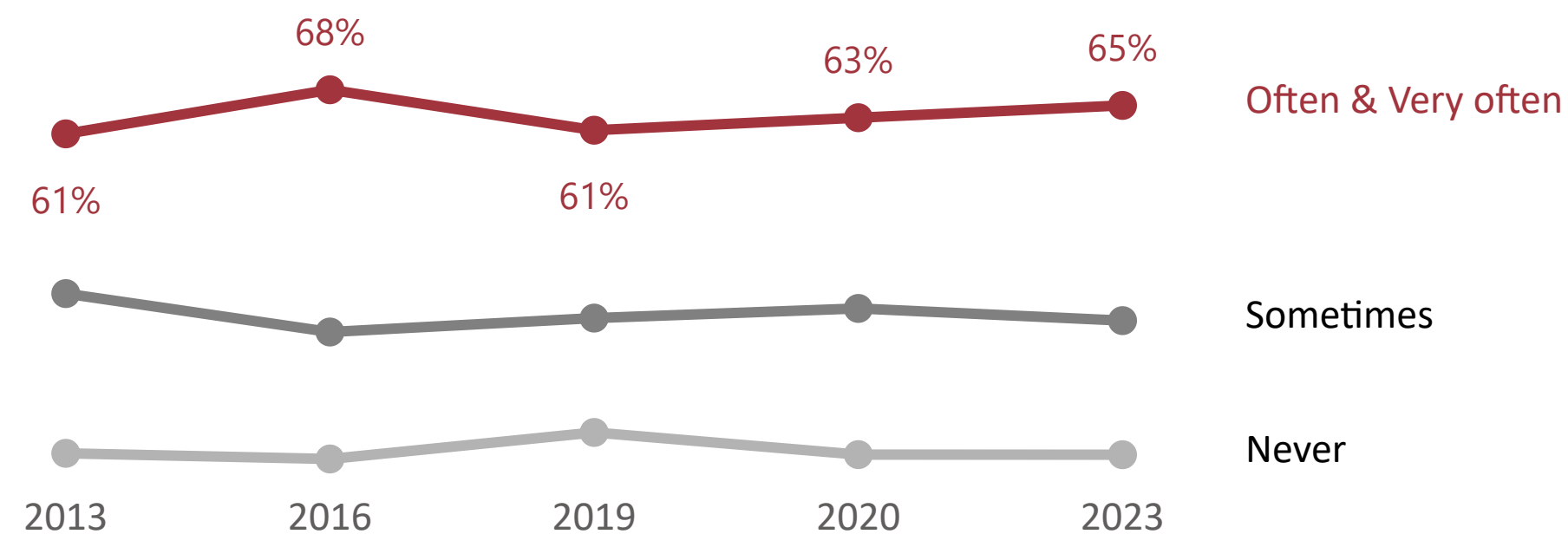
Asked questions or contributed to course discussions in other ways

First-year and senior

73%	70%	69%	64%	66%

Often & Very often

Sometimes

Never

2013 2016 2019 2020 2023
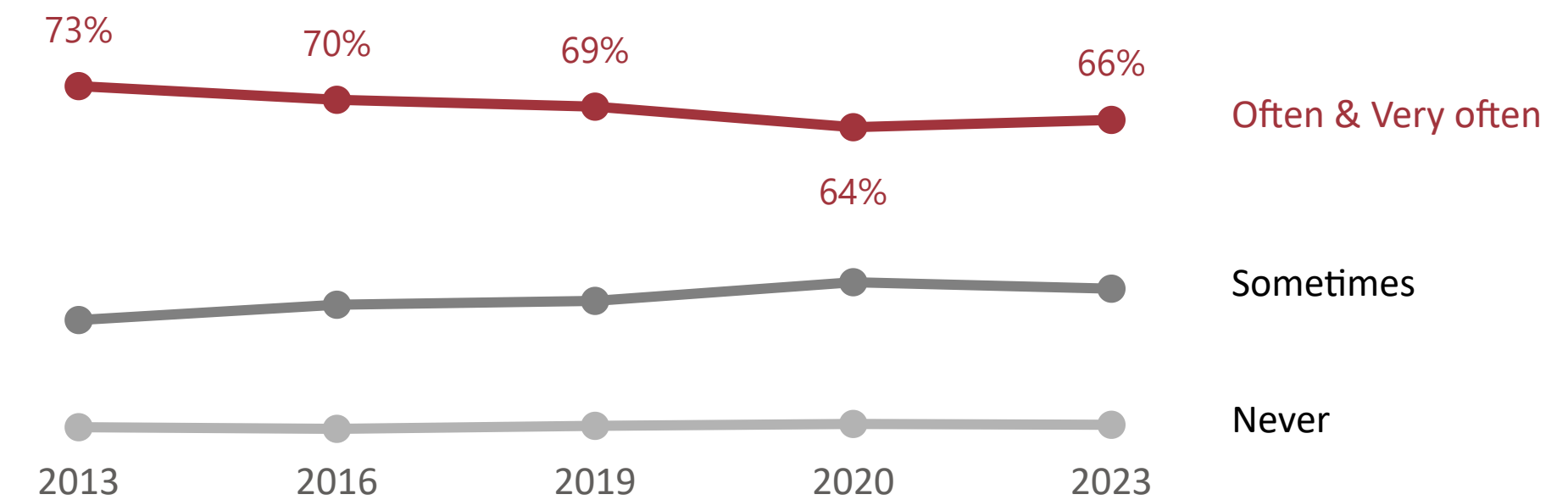
Academic Preparation

First-year and senior students spend **significantly less time on academic preparation** than [peer institutions](#).

Click to clear filters

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

Data labels: Often + very often

Prepared for exams by discussing or working through course material with other students

First-year and senior

Often & Very often
- 50% (2013)
- 60% (2016)
- 57% (2019)
- 53% (2020)
- 46% (2023)

Sometimes

Never
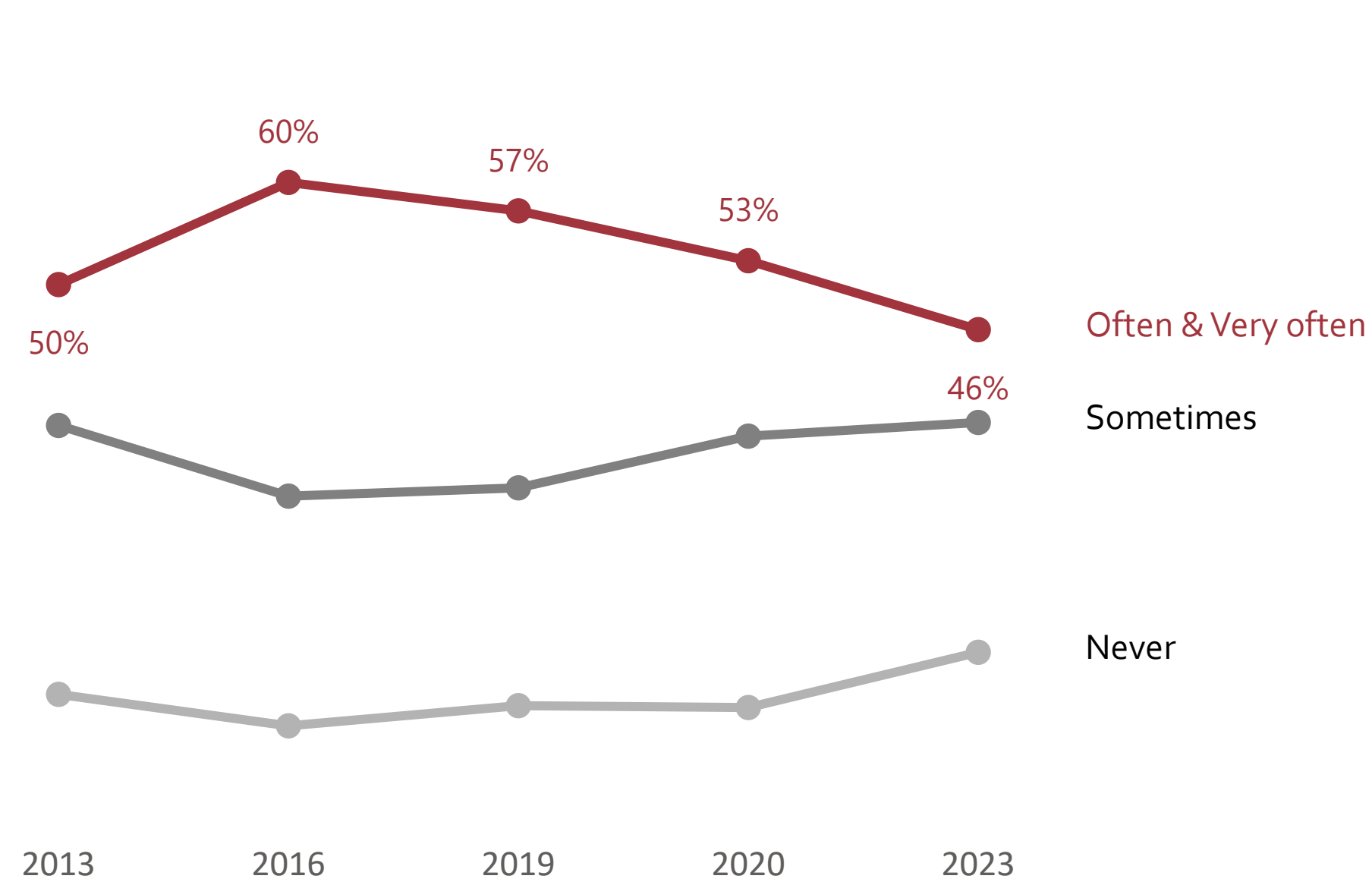
Estimated hours per week preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)

First-year and senior

- 15.0 (2013)
- 15.1 (2016)
- 13.7 (2019)
- 13.8 (2020)
- 13.7 (2023)
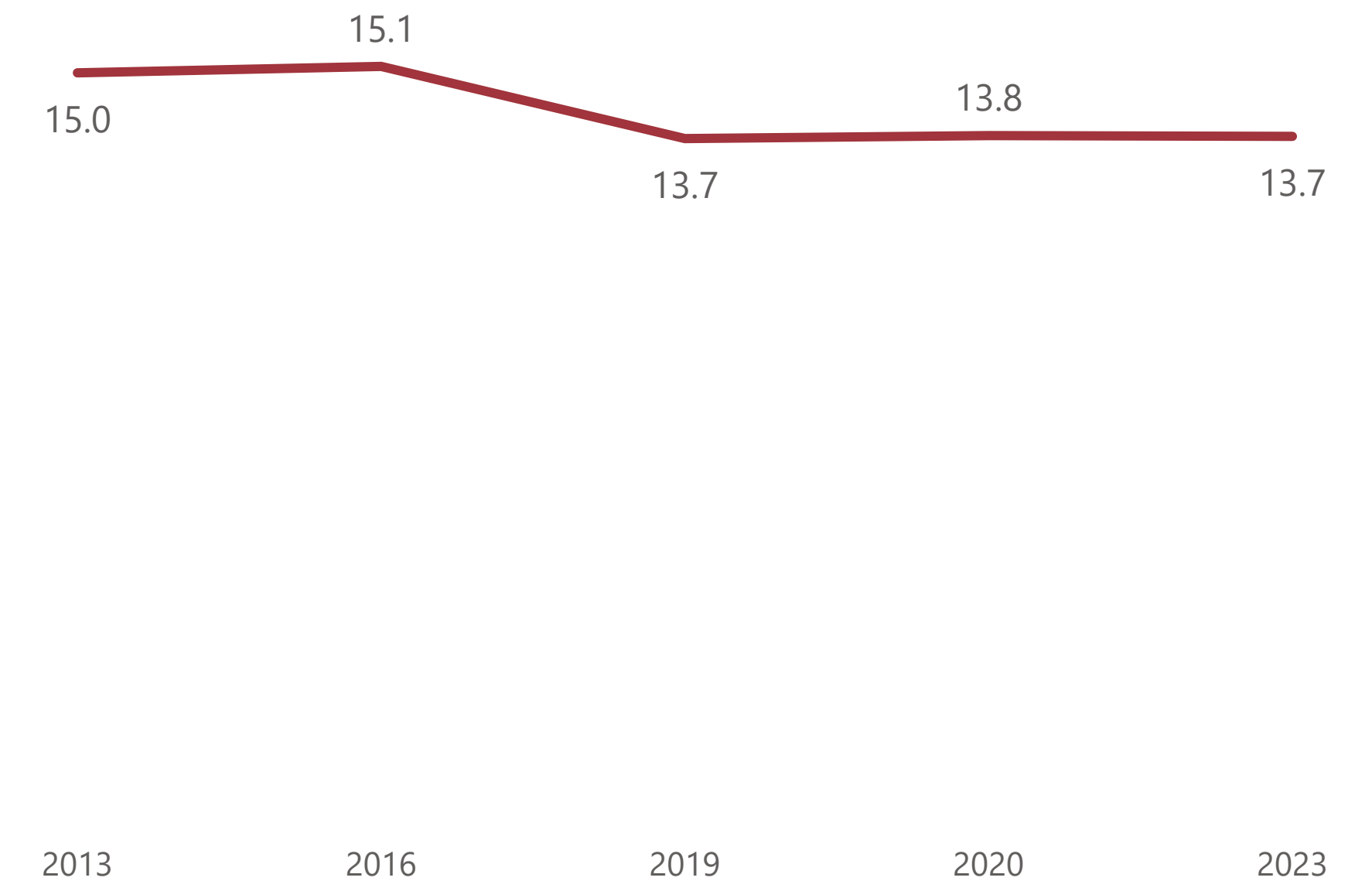
Learning with peers

The percent of students who very often/often engage with peers has largely been replaced by students who sometimes engage with peers. Still, ISU student engagement in learning with peers has historically been high when compared with other institutions.

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

Data labels: Often + very often.

Customize your results

College	Department	Class
CTRL + click to select multiple	CTRL + click to select multiple	CTRL + click to select multiple
All ⌄	All ⌄	All ⌄

Click to clear filters

Asked another student to help you understand course material

First-year and senior

Often & Very often
- 2013: 51%
- 2016: 61%
- 2019: 58%
- 2020: 53%
- 2023: 49%

Sometimes
Never
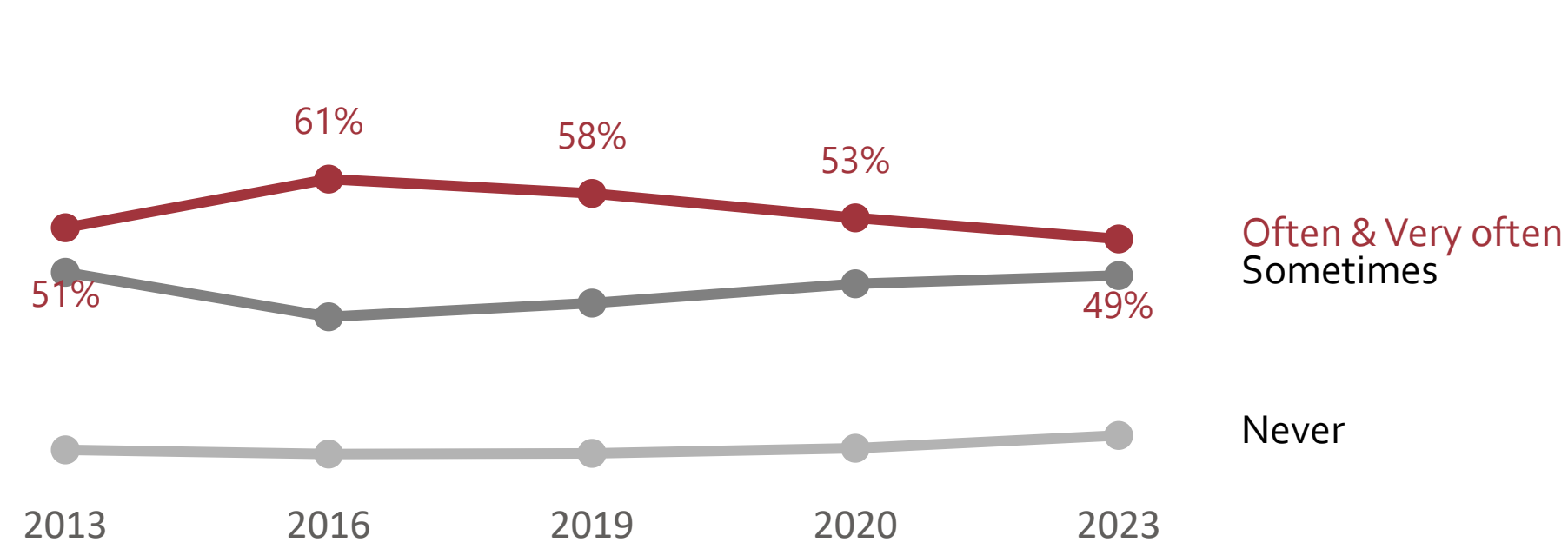
Explained course material to one or more students

First-year and senior

Often & Very often
- 2013: 62%
- 2016: 69%
- 2019: 70%
- 2020: 67%
- 2023: 59%

Sometimes
Never
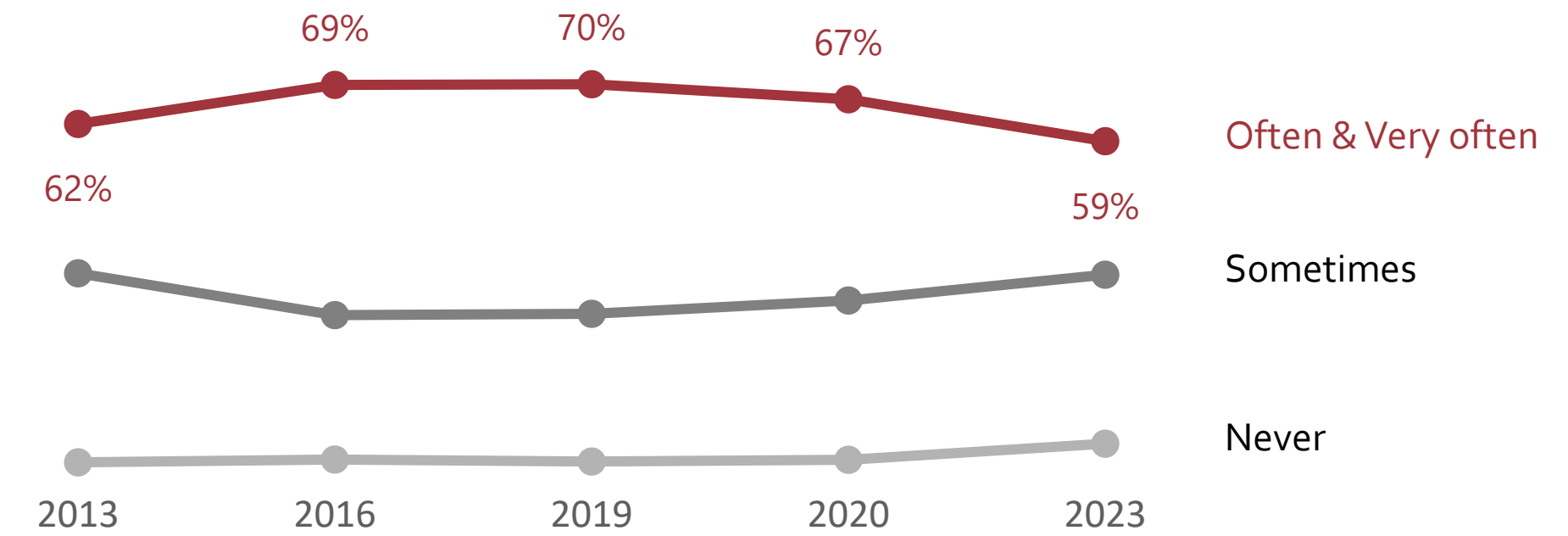
Worked with other students on course projects or assignments

First-year and senior
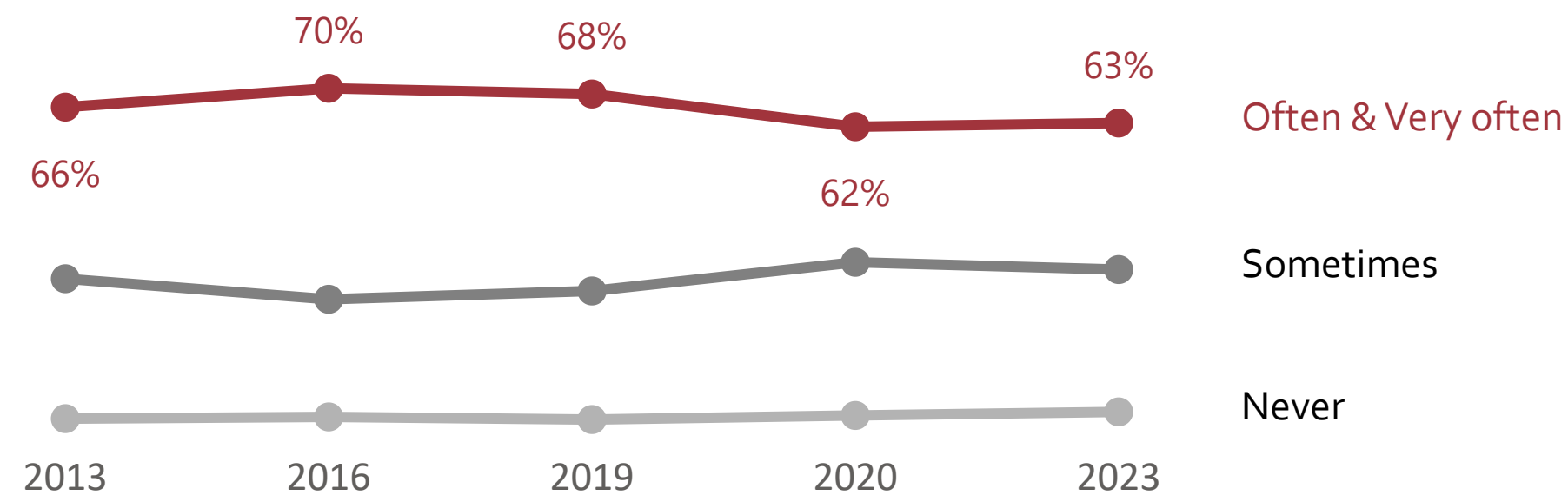
Often & Very often
- 2013: 66%
- 2016: 70%
- 2019: 68%
- 2020: 62%
- 2023: 63%

Sometimes
Never

Prepared for exams by discussing or working through course material with other students

First-year and senior

Often & Very often
- 2013: 50%
- 2016: 60%
- 2019: 57%
- 2020: 53%
- 2023: 46%
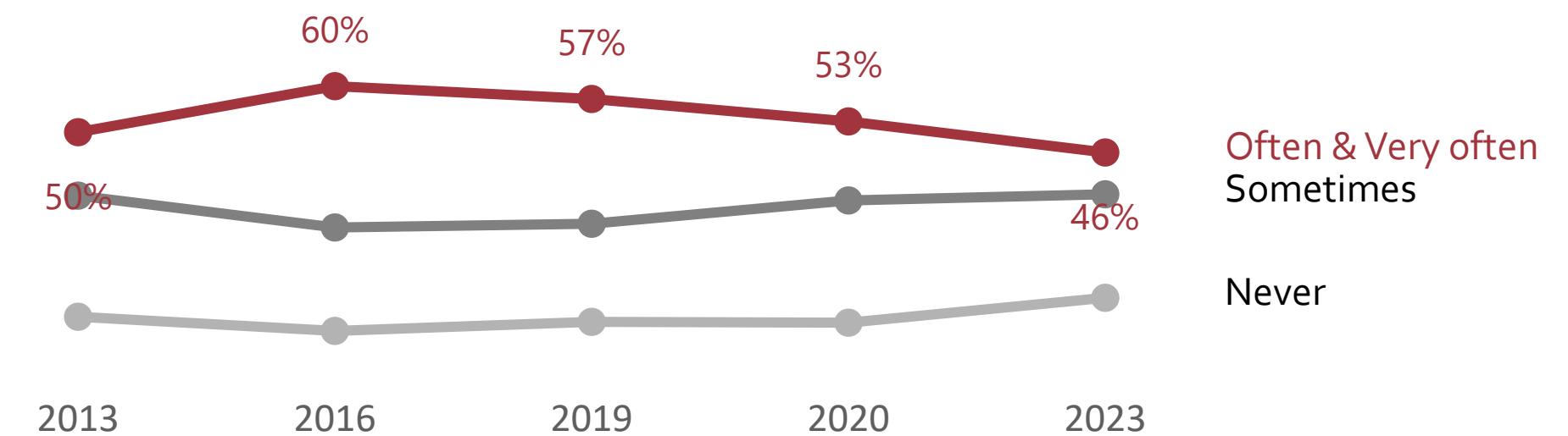
Sometimes
Never

Learning communities

The percent of students who very often/often engage with peers has largely been replaced by students who sometimes engage with peers. Still, ISU student engagement in learning with peers has historically been high when compared with other institutions.

Have you done or do you plan to engage in a learning community before you graduate?

First-year and senior

Data labels: Done or in progress (red) or plan to do (grey)
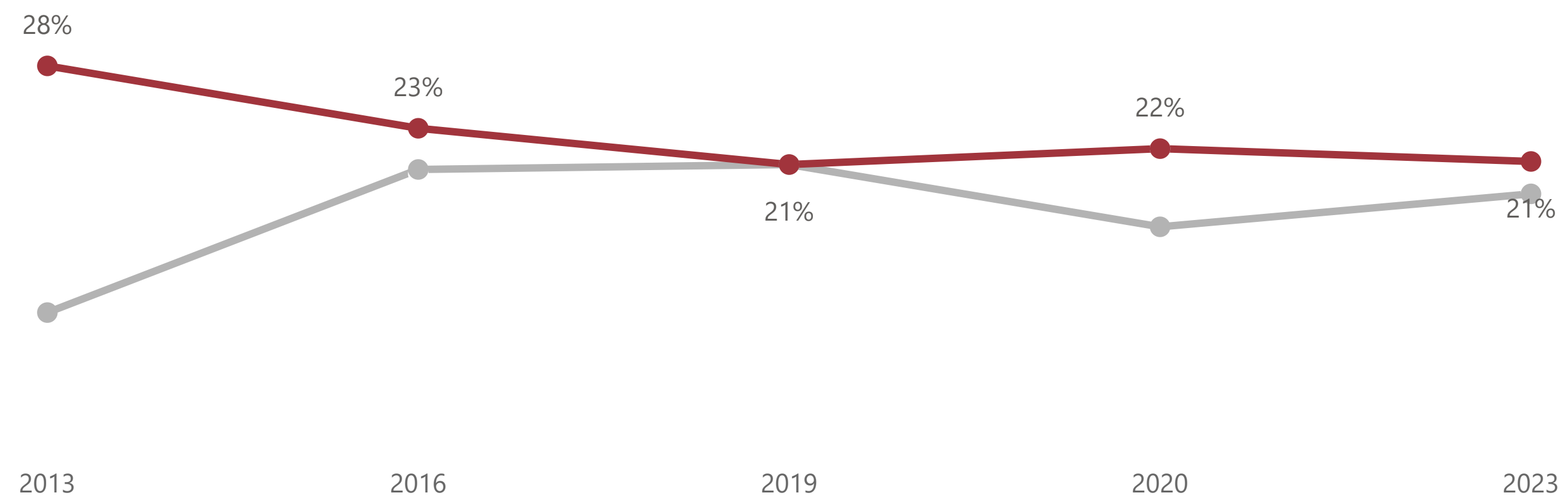
Customize your results

College
CTRL + click to select multiple
All

Department
CTRL + click to select multiple
All

Class
CTRL + click to select multiple
All

**Learning Community Participation**

28% 23% 21% 22% 21%

Plan to do

2013   2016   2019   2020   2023

Discussions with diverse others

Student engagement in discussions with others from a **different race or ethnicity has increased** over the last 10 years. Discussions with people who have **different political views has decreased**.

Customize your results

College	Department	Class
CTRL + click to select multiple	CTRL + click to select multiple	CTRL + click to select multiple
All ▼	All ▼	All ▼

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

Data labels: Often + very often.

Had discussions with people of a race or ethnicity other than your own

First-year and senior

67%   72%   73%   74%   75%   Often & Very often

Sometimes

Never

2013   2016   2019   2020   2023
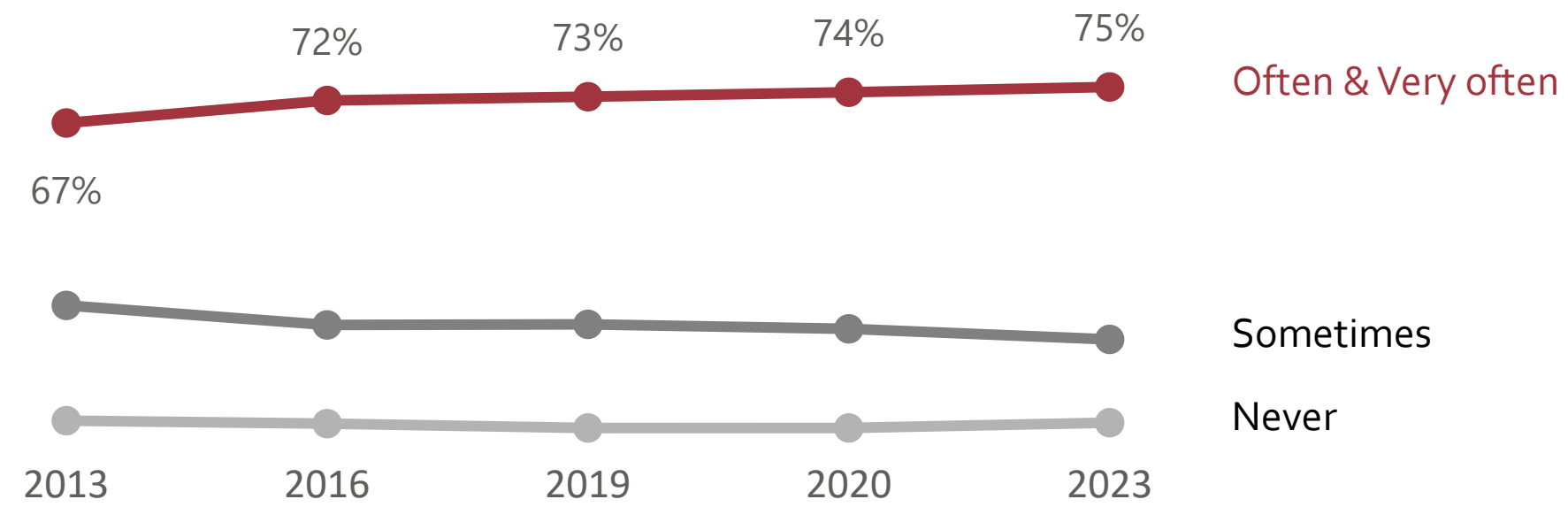
Had discussions with people with political views other than your own

First-year and senior

72%   73%   66%   65%   62%   Often & Very often

Sometimes

Never

2013   2016   2019   2020   2023
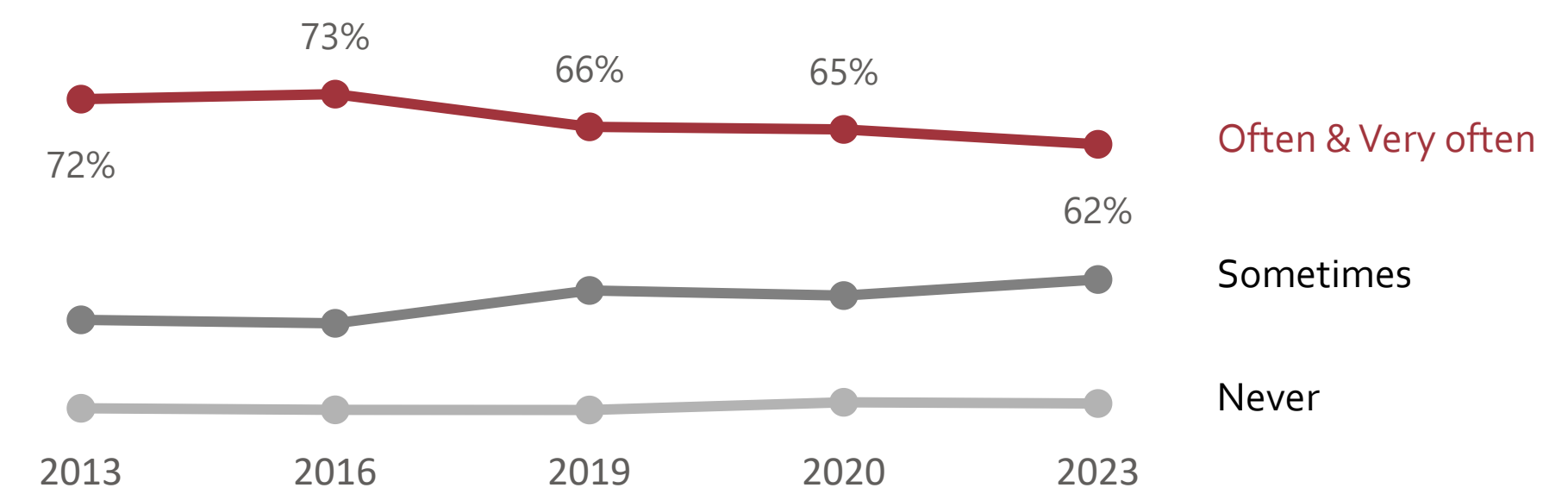
Had discussions with people from an economic background other than your own

First-year and senior

75%   76%   75%   76%   75%   Often & Very often

Sometimes

Never

2013   2016   2019   2020   2023
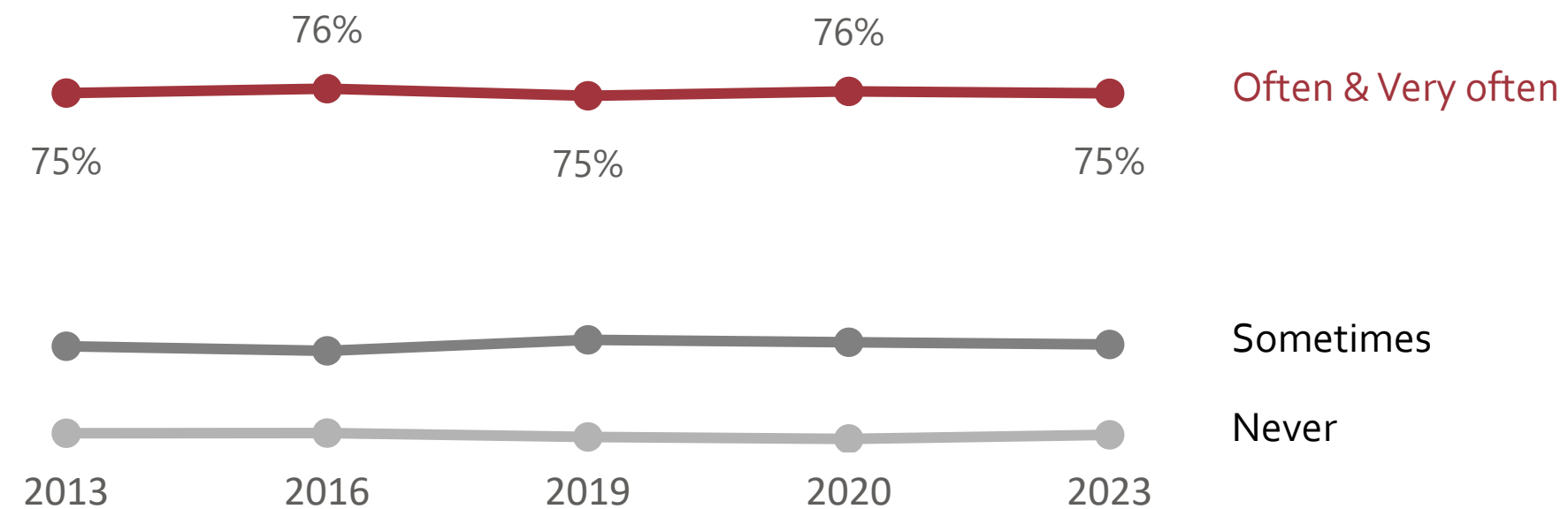
Had discussions with people with religious beliefs other than your own
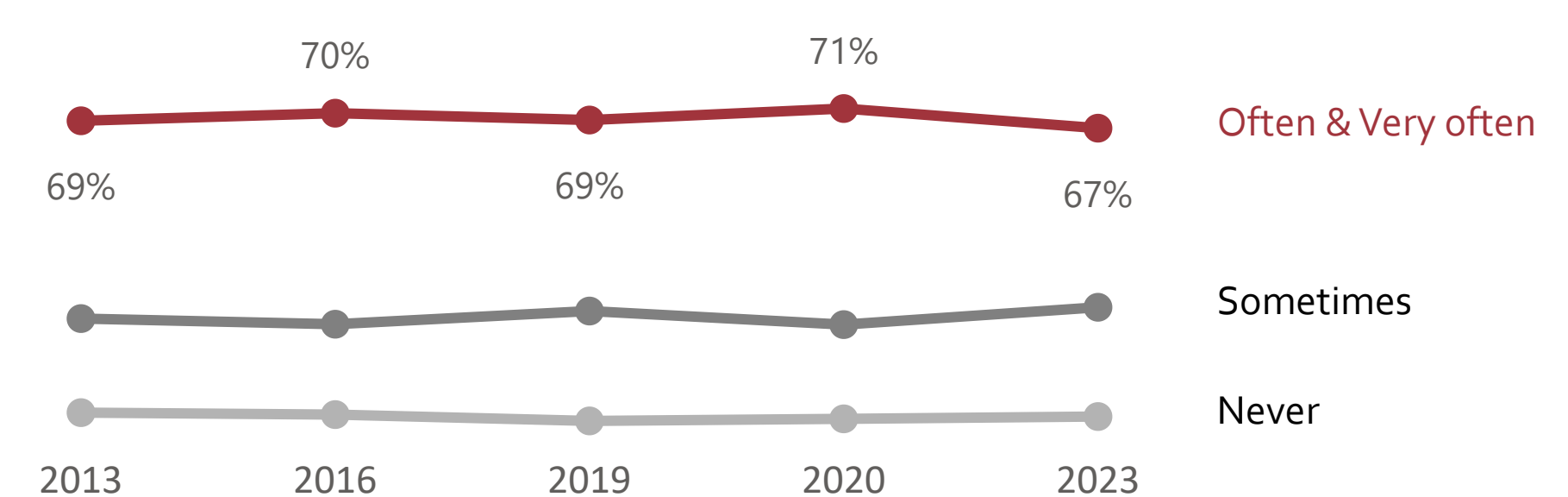
First-year and senior

69%   70%   69%   71%   67%   Often & Very often

Sometimes

Never

2013   2016   2019   2020   2023

Discussions with diverse others

Questions about discussions with people from different sexual orientations and countries were added in 2023.

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

Data labels: Often + very often.

Click to clear filters

College
CTRL + click to select multiple
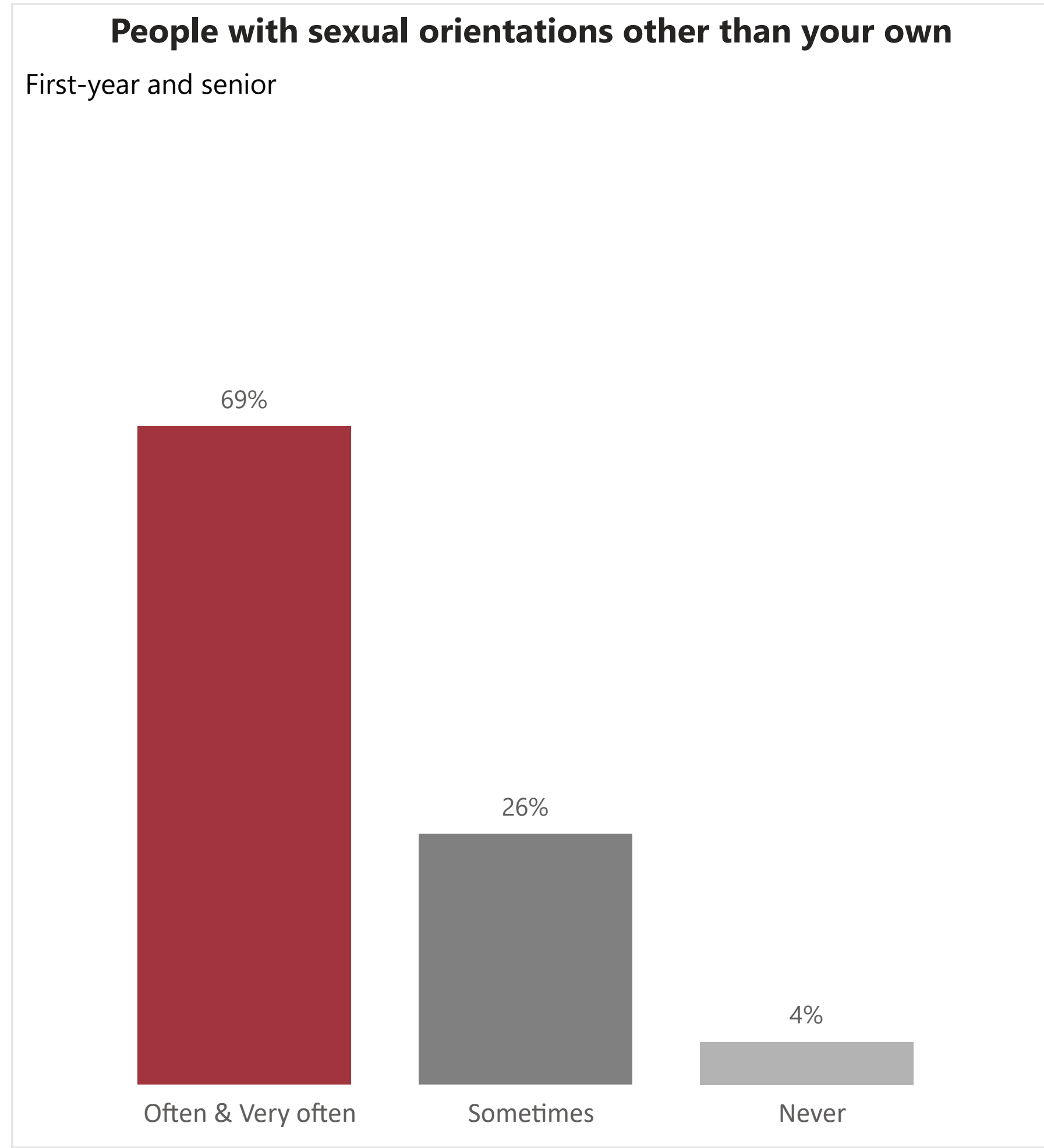
All

Department
CTRL + click to select multiple

All

Class
CTRL + click to select multiple

All

People with sexual orientations other than your own
First-year and senior

69%

26%

4%

Often & Very often | Sometimes | Never

People from countries other than your own
First-year and senior

45%

42%

13%

Often & Very often | Sometimes | Never
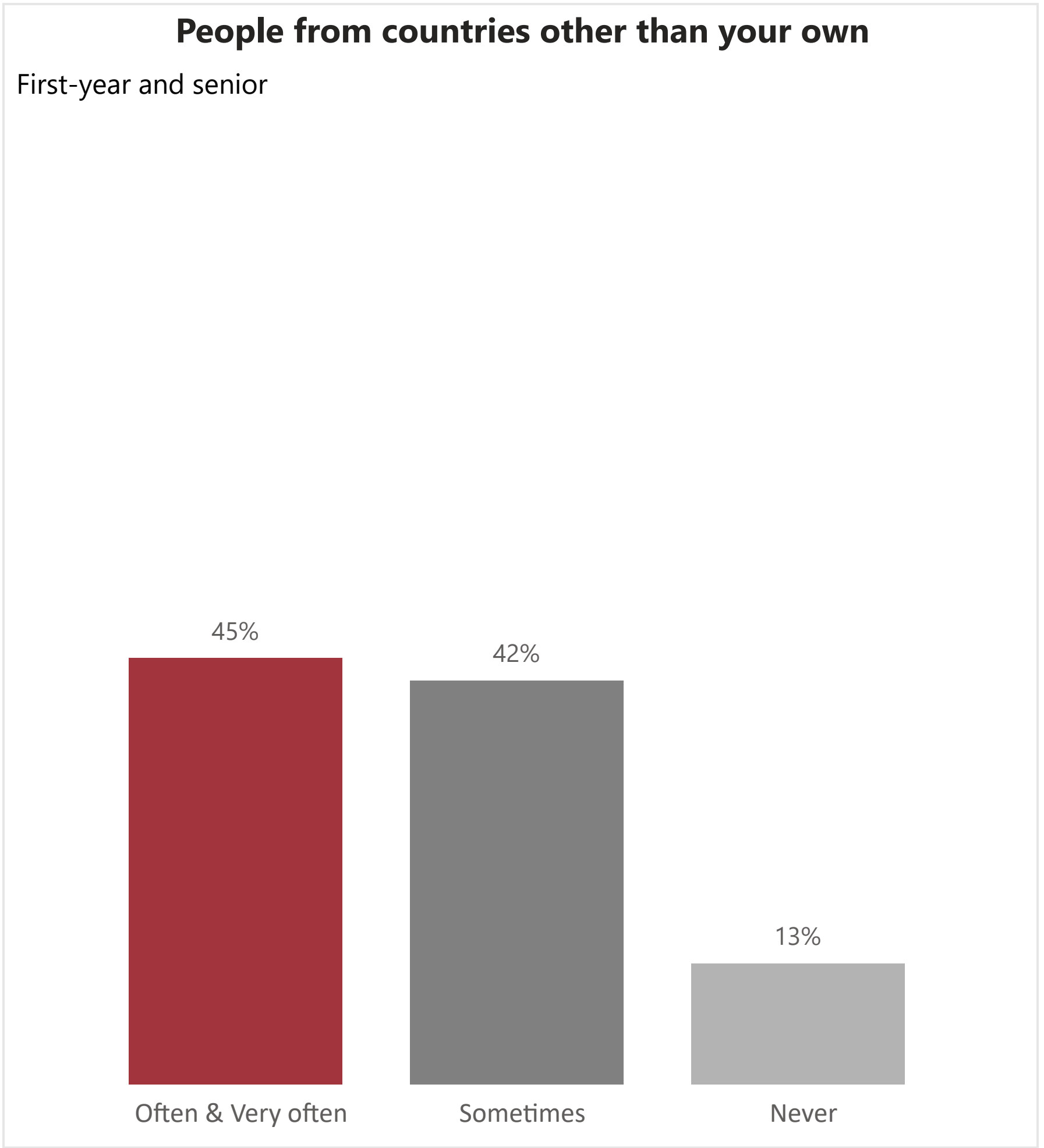
Student sense of belonging & well-being

The highest sense of belonging measure for ISU students is **comfort with being oneself.**

Customize your results

College	Department	Class
CTRL + click to select multiple	CTRL + click to select multiple	CTRL + click to select multiple
All ⌄	All ⌄	All ⌄

To what extent do you agree or disagree with the following statements?
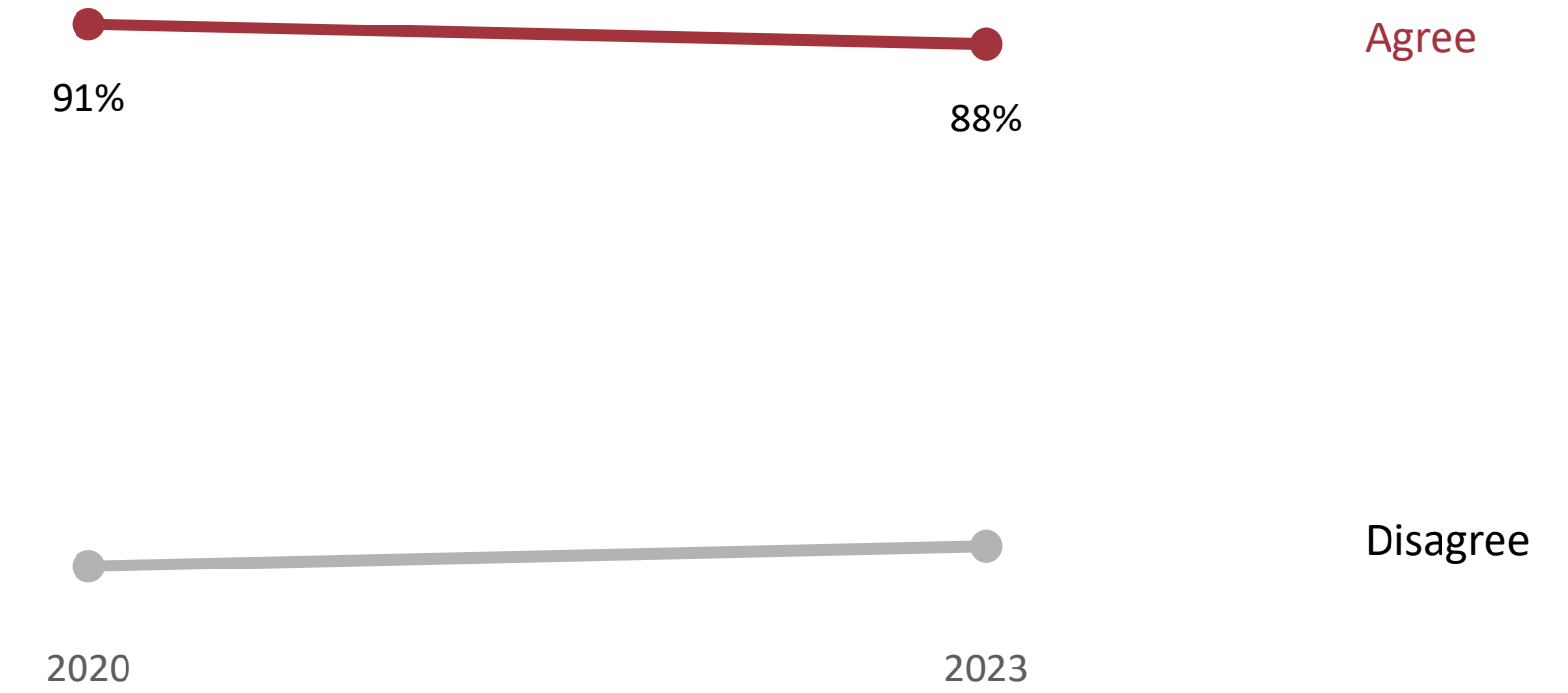
Data labels: Agree = agree + strongly agree.

Disagree = disagree + strongly disagree.

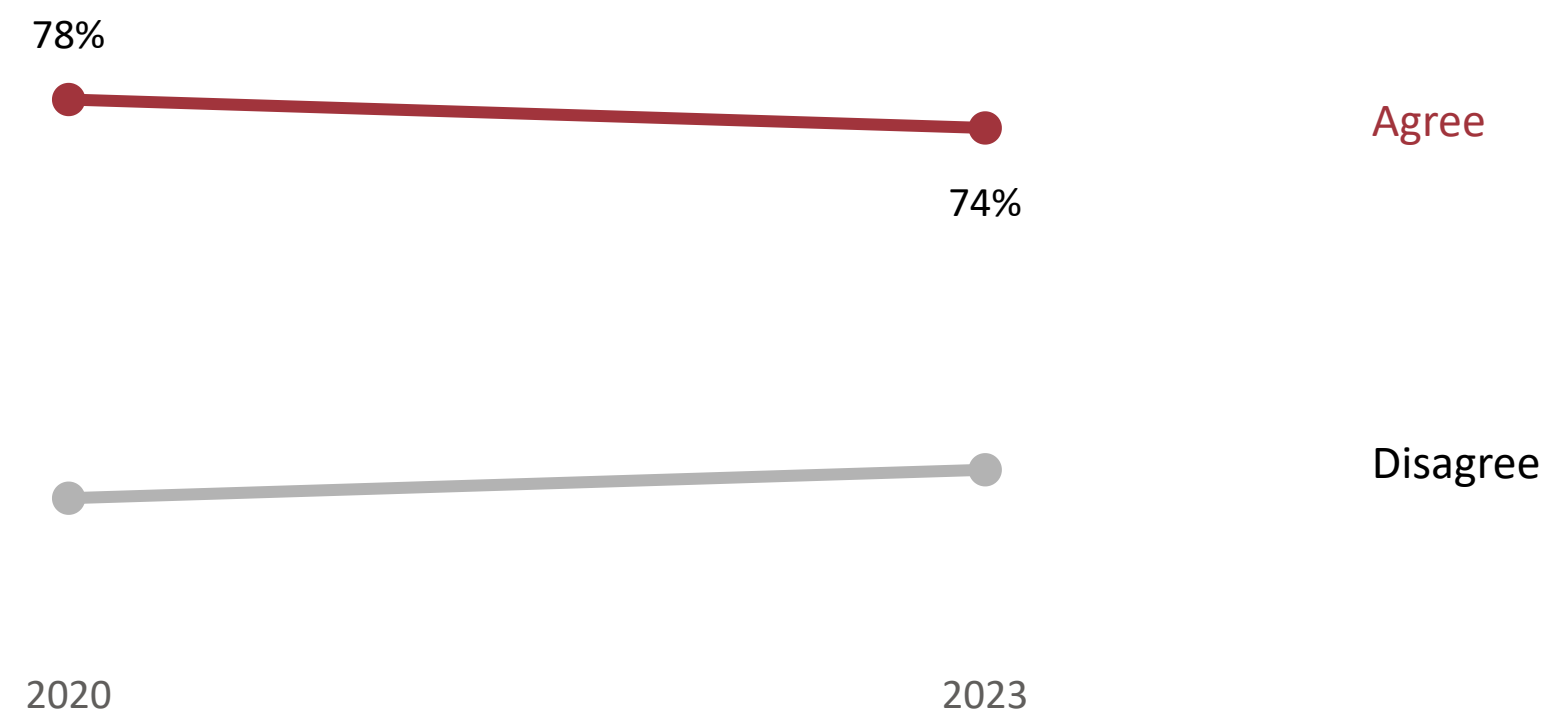## I feel valued by this institution.

First-year and senior

78% ————————— 75%   Agree

————————— Disagree

2020   2023
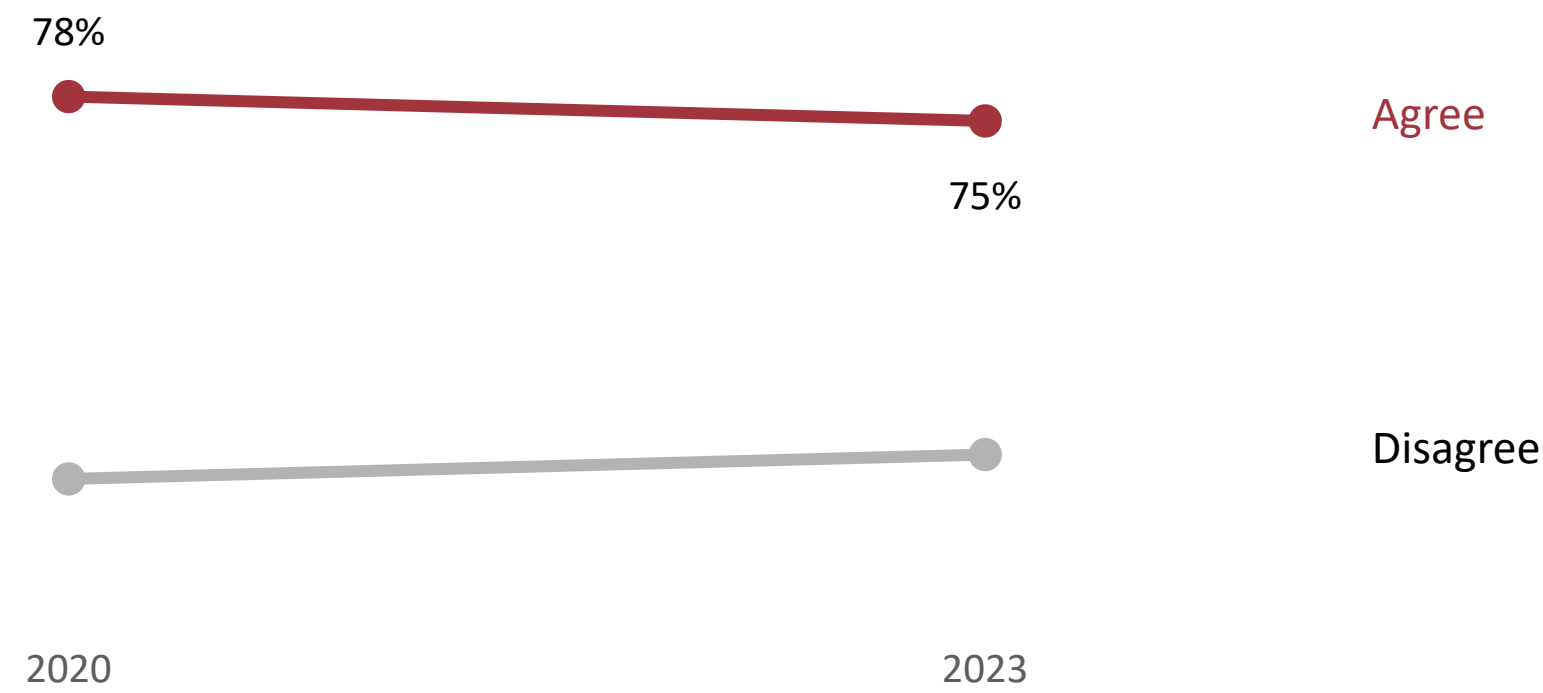
I feel comfortable being myself at this institution

First-year and senior

91% ————————— 88%   Agree

————————— Disagree

2020   2023

I feel like part of the community at this institution.

First-year and senior

78% ————————— 74%   Agree

————————— Disagree

2020   2023

Reading

ISU first-year and senior students report spending **significantly less time on assigned readings** than students at [peer institutions](#).
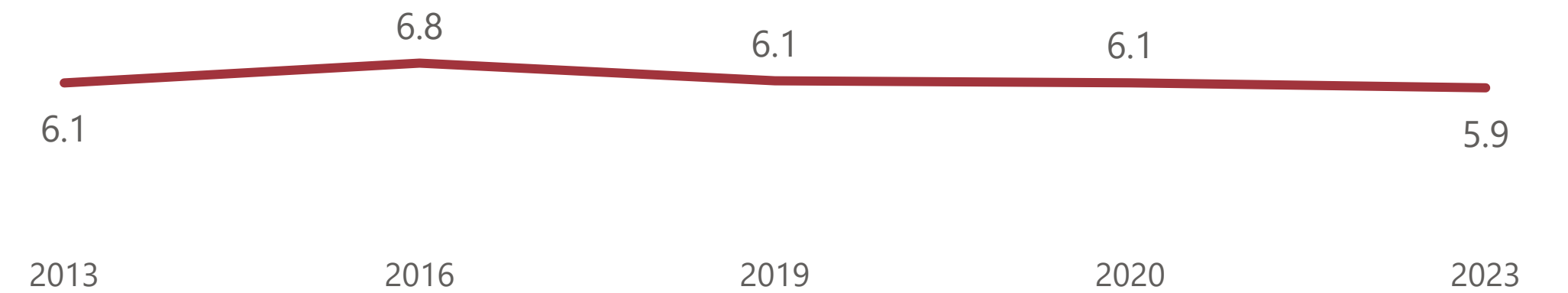
Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?

First-year and senior

Some / very little

About half

7% — 22% — 22% — 21% — 19%

2013   2016   2019   2020   2023
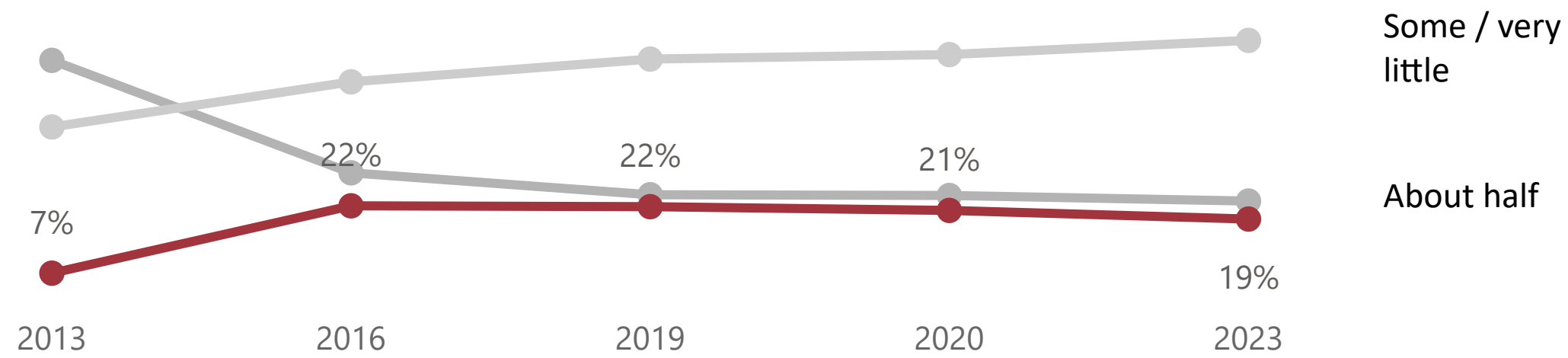
Estimated hours of assigned reading for class per week

First-year and senior

6.1   6.8   6.1   6.1   5.9

2013   2016   2019   2020   2023

During the current school year, about how often have you identified key information from reading assignments?

First-year and senior

Often & Very often

82% — 79%
81% — 78% — 76%

Sometimes

Never

2013   2016   2019   2020   2023
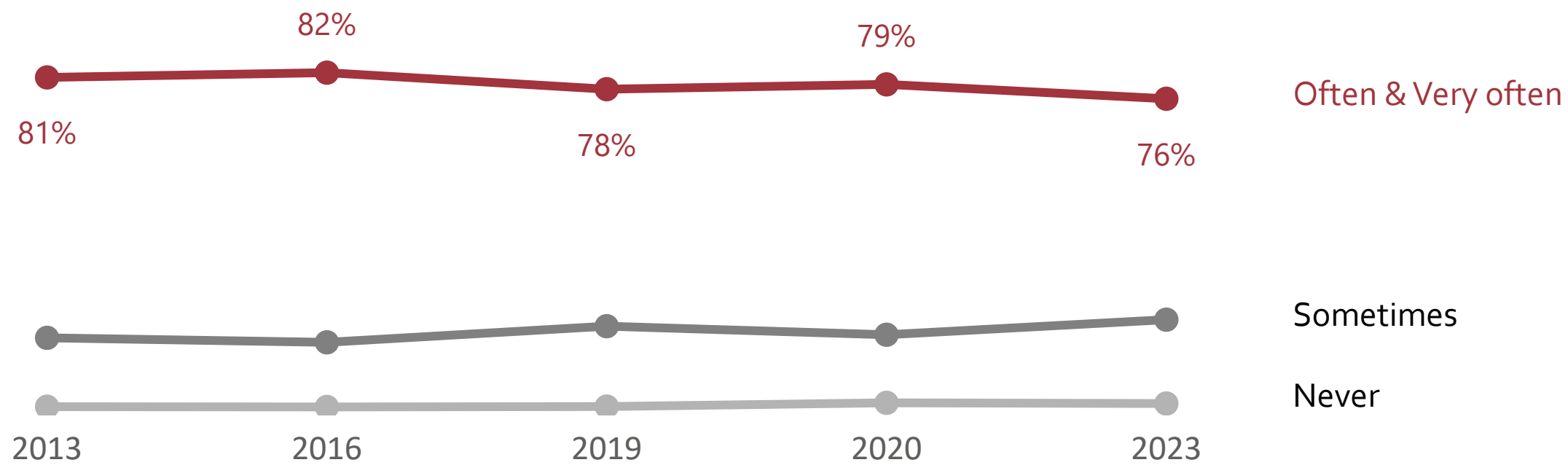
Non-academic Support

Students report that emphasis on non-academic support by ISU has somewhat decreased. Emphasis on **attending events** and being **involved socially** is significantly higher at ISU than peer group institutions.

Customize your results

College	Department	Class
CTRL + click to select multiple	CTRL + click to select multiple	CTRL + click to select multiple
All ▼	All ▼	All ▼

Click to clear filters

How much does ISU emphasize…?

Data labels: Quite a bit + very much

Helping you manage your non-academic responsibilities (work, family, etc.)

First-year and senior

Quite a bit & Very much: 43%, 50%, 43%, 35%, 34%
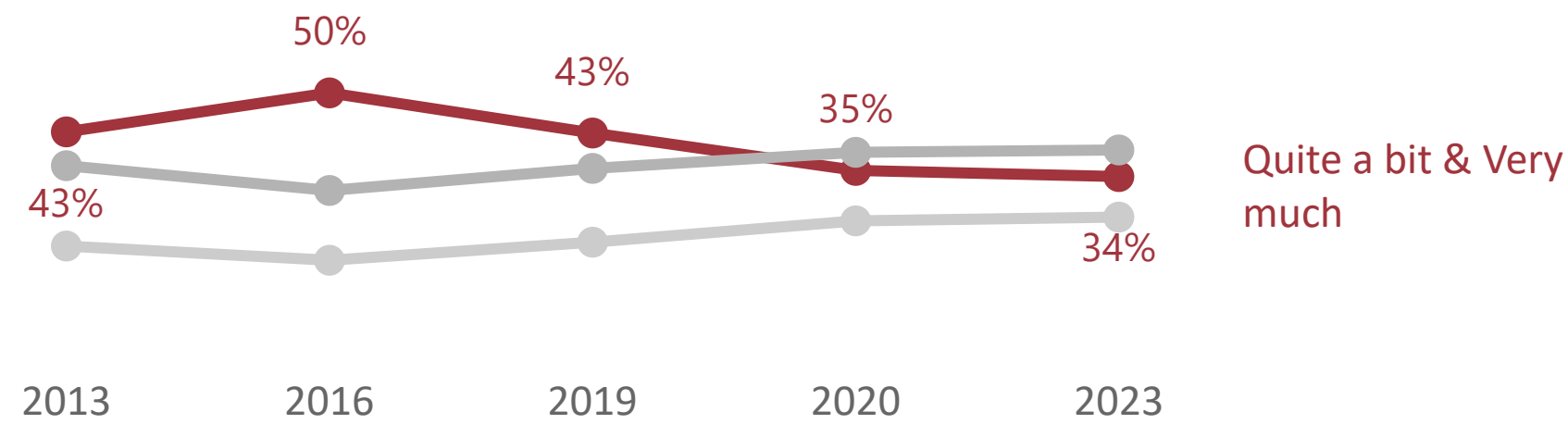
Attending campus activities and events (performing arts, athletic events, etc.)

First-year and senior

Quite a bit & Very much: 72%, 69%, 68%, 64%, 62%
Some
Very little

Providing opportunities to be involved socially

First-year and senior

Quite a bit & Very much: 83%, 79%, 77%, 71%, 72%
Some
Very little
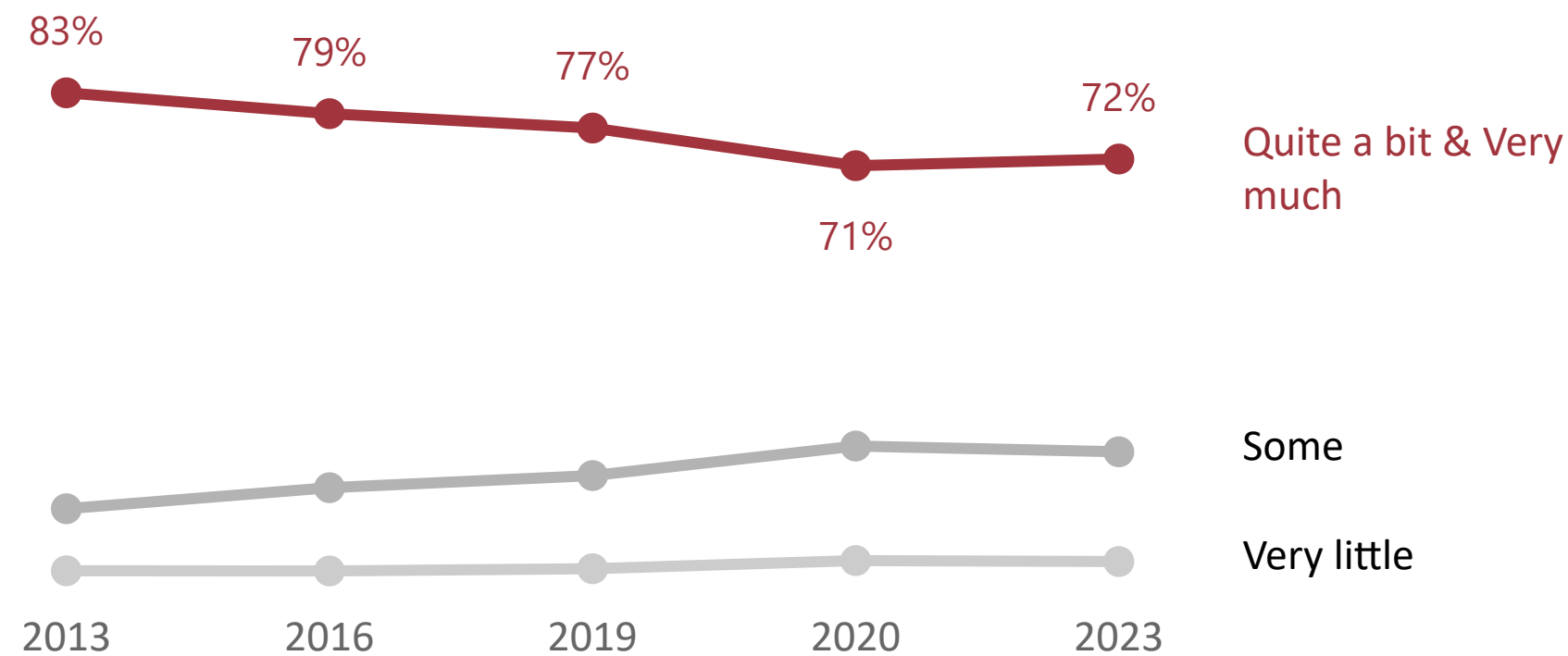
Providing support for your overall well-being (recreation, health care, counseling, etc.)

First-year and senior

Quite a bit & Very much: 85%, 81%, 77%, 72%, 64%
Some
Very little
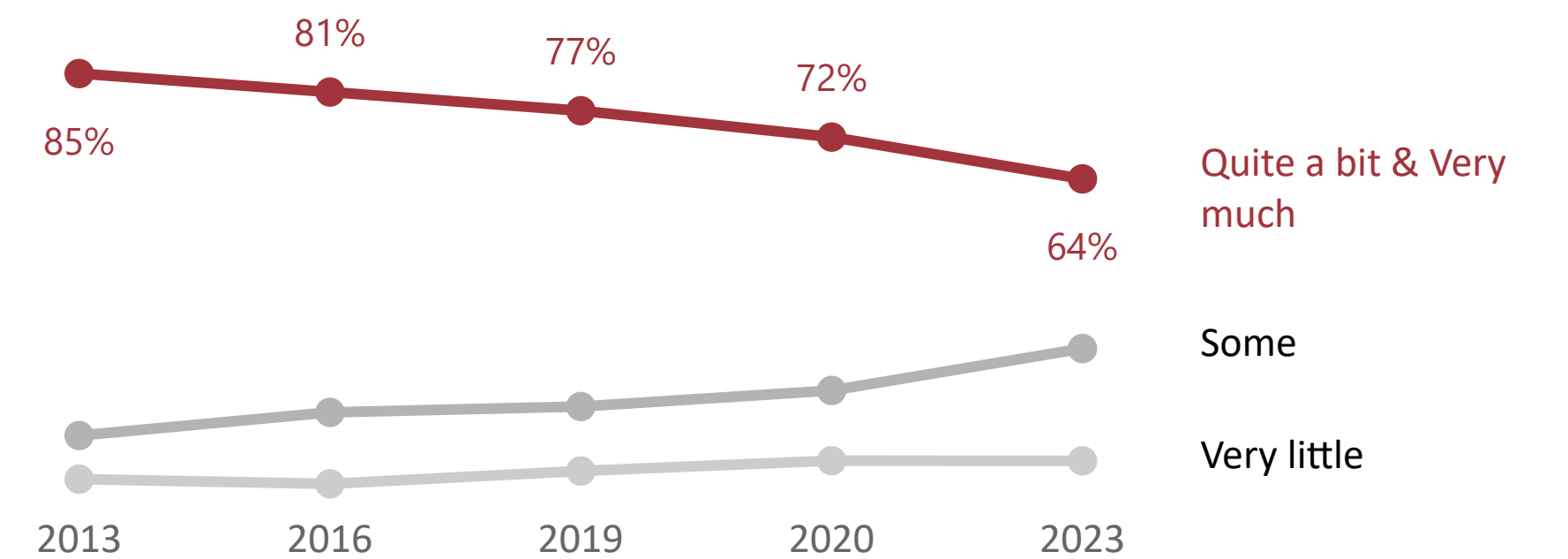
Academic Support

Emphasis on spending time on **studying & academic work** and **support to help students succeed** has slightly trended downward.

Customize your results

College
CTRL + click to select multiple

All ⌄

Department
CTRL + click to select multiple

All ⌄

Class
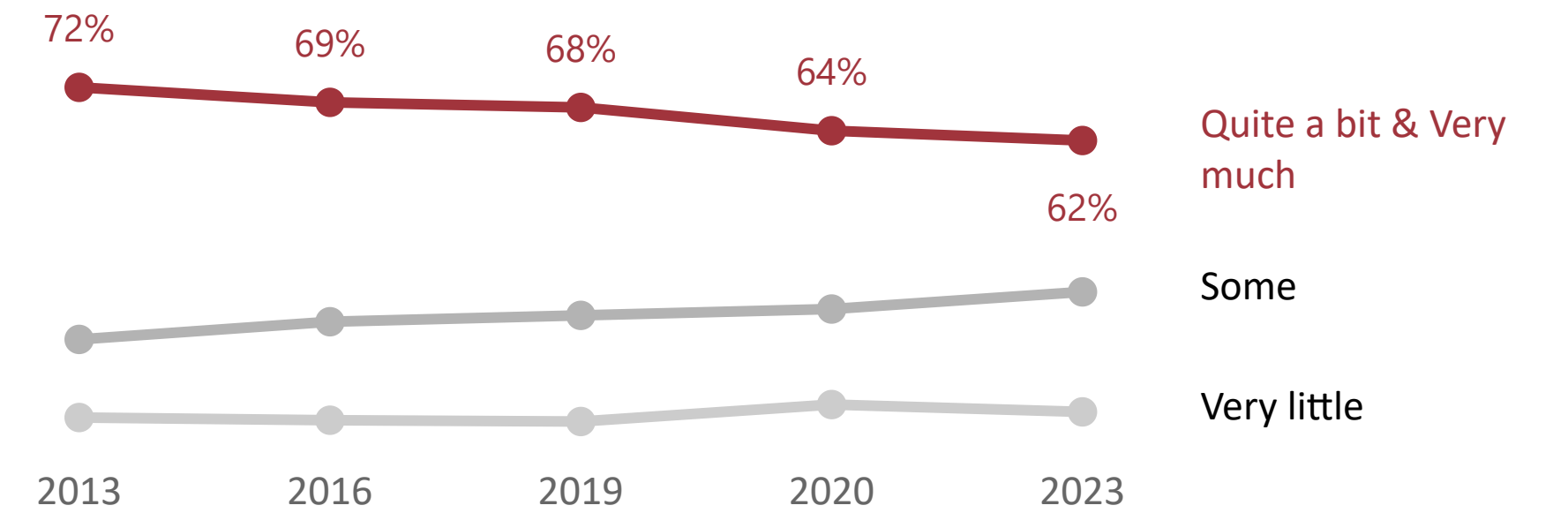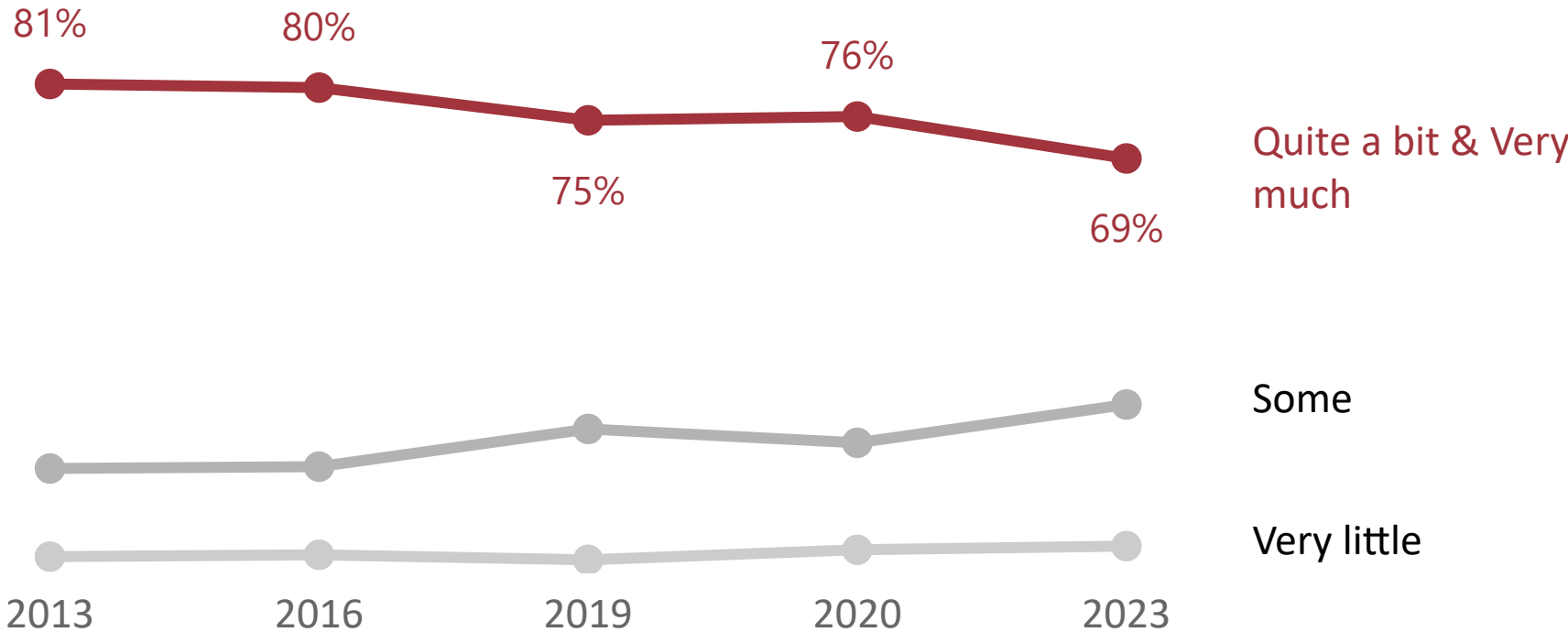CTRL + click to select multiple

All ⌄

How much does ISU emphasize...?
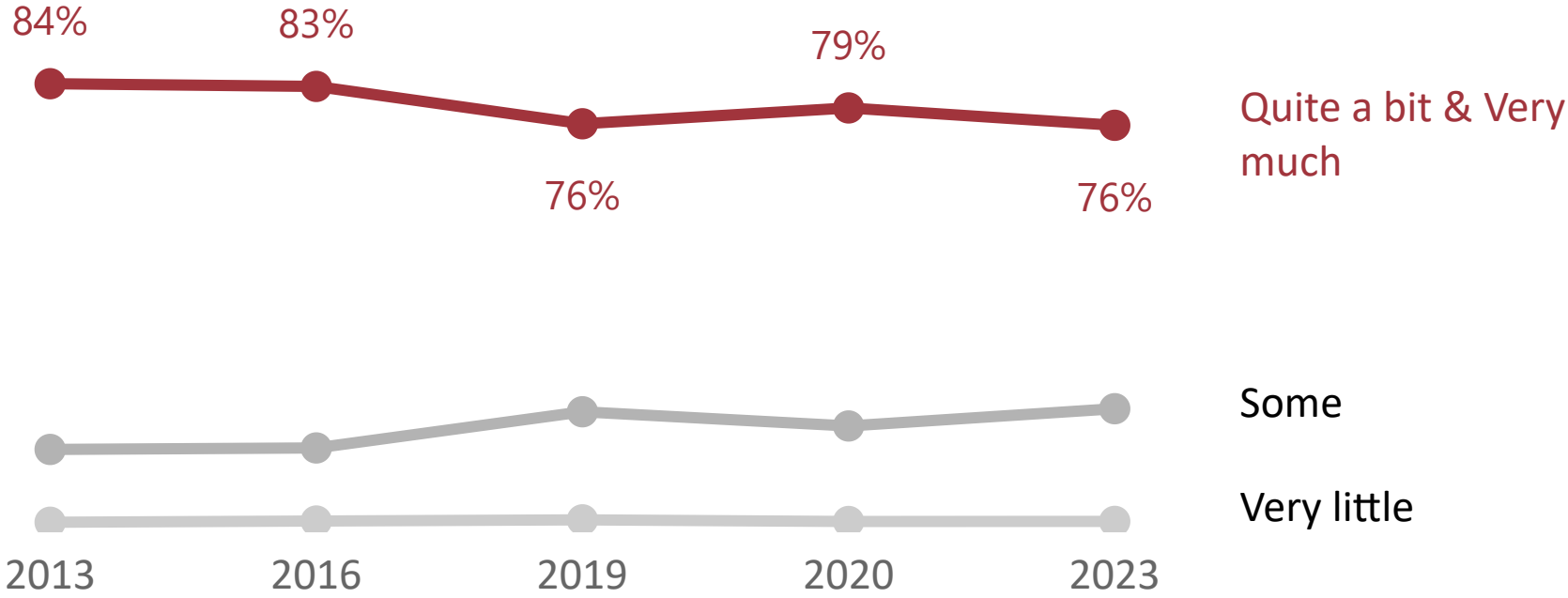
Data labels: Quite a bit + very much

Providing support to help students succeed academically
First-year and senior

81% 80% 75% 76% 69%   Quite a bit & Very much

Some

Very little

2013 2016 2019 2020 2023

Spending significant amounts of time studying and on academic work

First-year and senior

84% 83% 76% 79% 76%   Quite a bit & Very much

Some

Very little

2013 2016 2019 2020 2023

Using learning support services (tutoring services, writing center, etc.)
First-year and senior

74% 75% 68% 69% 66%   Quite a bit & Very much

Some

Very little

2013 2016 2019 2020 2023
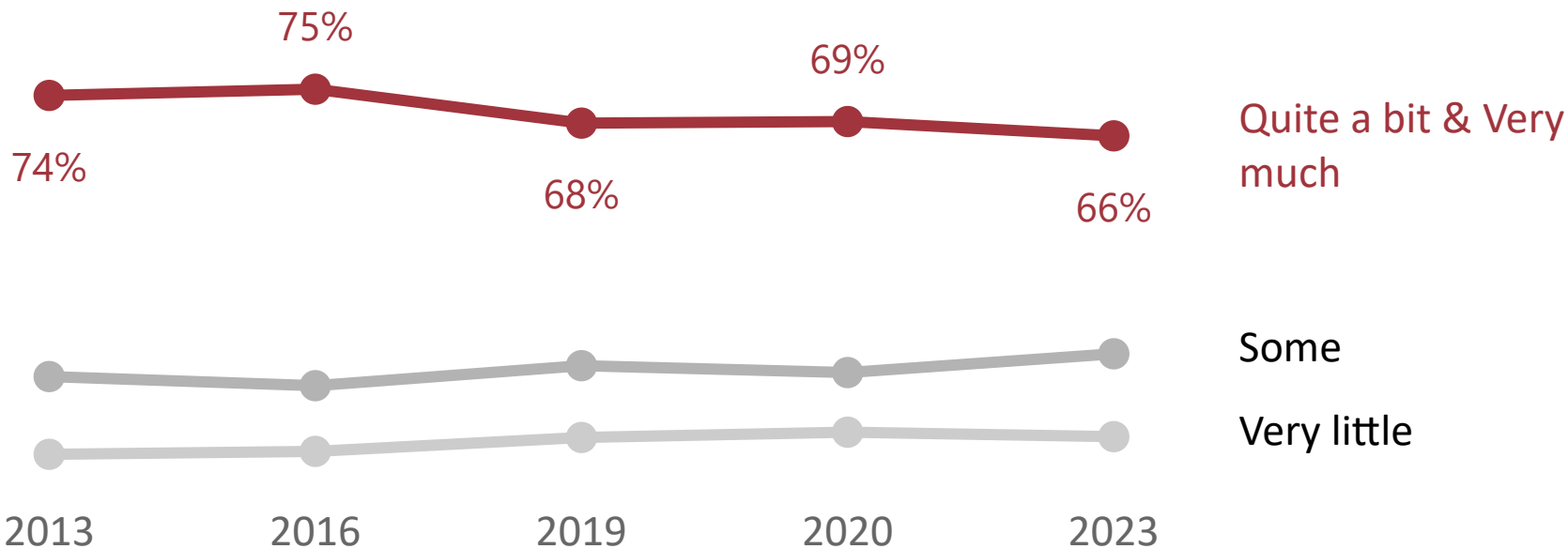
Interactions with ISU staff

First-year students rate the quality of interactions with academic advisors as significantly higher than [peer institutions](). The quality of interactions with other students as gradually trended down.

Please rate the quality of your interactions with the following people at ISU.

Data labels: Excellent

Results not to be used to evaluate individual work performance or for use in personnel evaluations.

Scales based on a composite of a 7-point rating scale from Excellent to Poor. Excellent = 7, 6; Good / fair = 5, 4, 3; Poor = 2, 1. program.

Customize your results

College
CTRL + click to select multiple
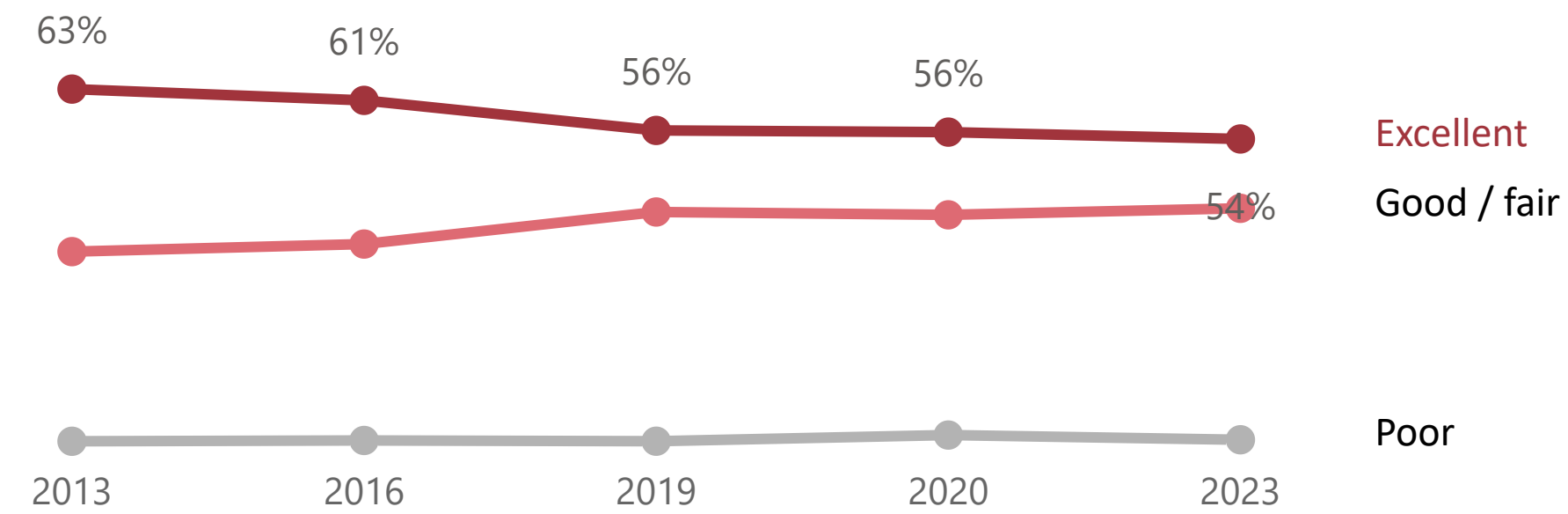
All ⌄

Department
CTRL + click to select multiple

All ⌄

Class
CTRL + click to select multiple

All ⌄

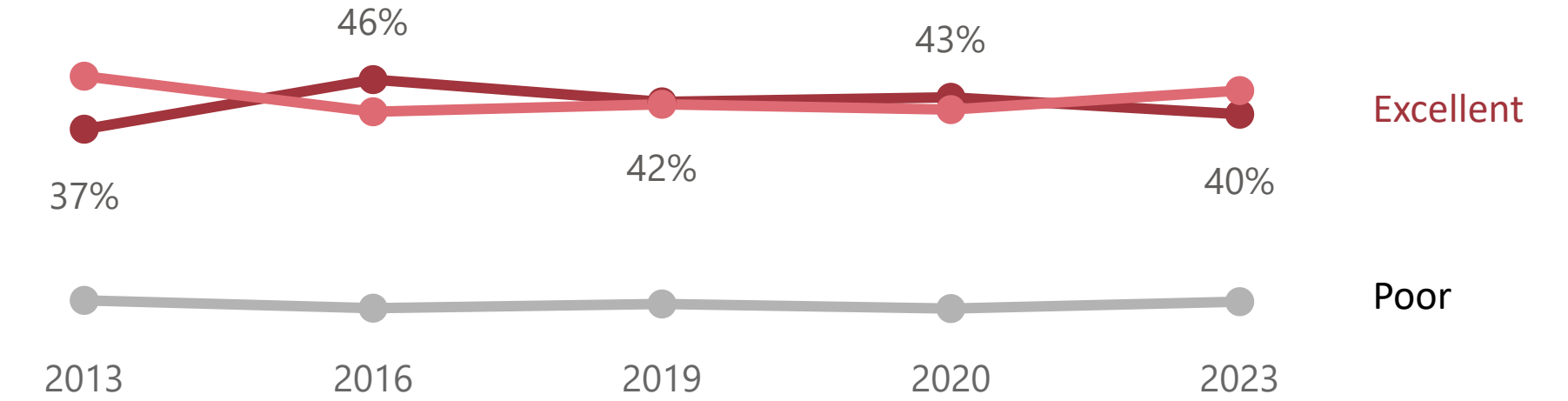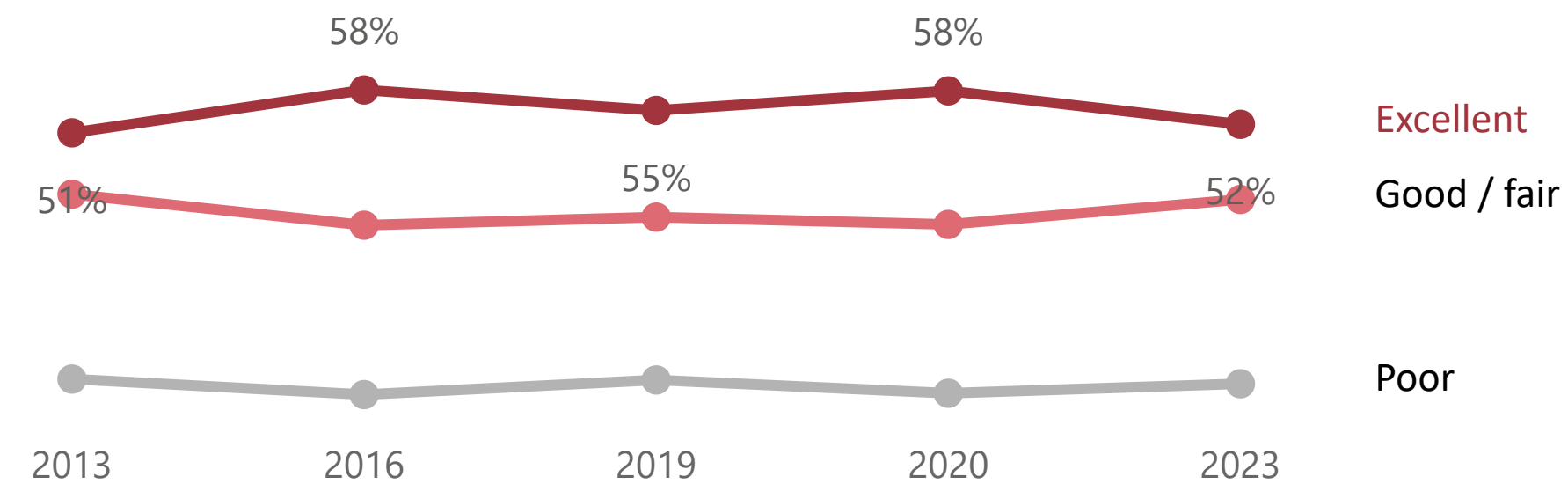## Quality of interactions with students
First-year and senior

Excellent: 63%, 61%, 56%, 56%
Good / fair: 54%
Poor

2013 2016 2019 2020 2023

Quality of interactions with student services staff
First-year and senior

46%, 43% — Excellent
37%, 42%, 40% — Poor

2013 2016 2019 2020 2023

Quality of interactions with academic advisors
First-year and senior

Excellent: 58%, 58%
Good / fair: 51%, 55%, 52%
Poor

2013 2016 2019 2020 2023

Quality of interactions with other administrative staff and offices
First-year and senior

40%, 42%, 42% — Excellent
37%, 41% — Poor

2013 2016 2019 2020 2023
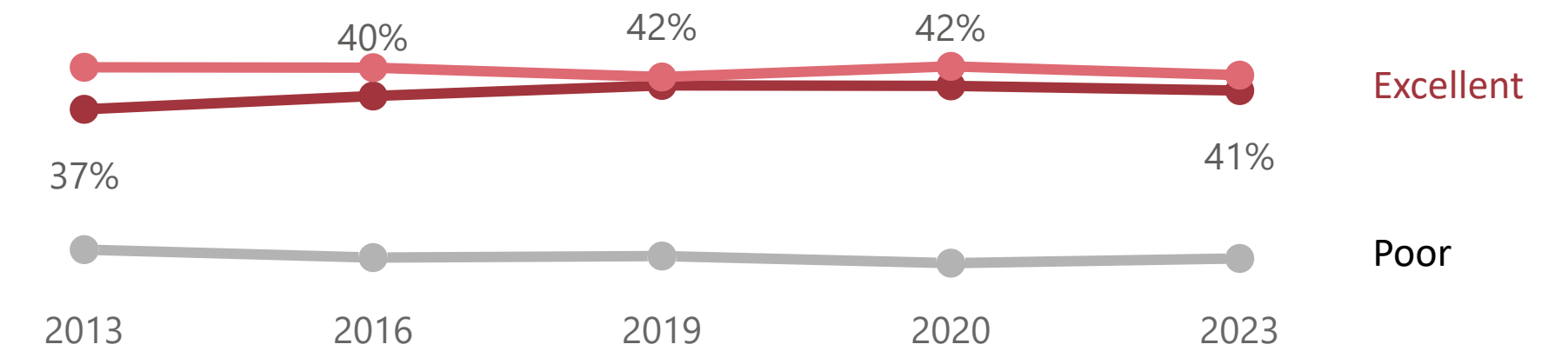
Student experiences with faculty

High number of students engage their instructors in conversations about **academic performance** and **career plans**. ISU students report significantly higher experiences with faculty than students at <u>comparable</u> universities.

Customize your results

College
CTRL + click to select multiple

All ⌄

**Department**
CTRL + click to select multiple

All ⌄

Class
CTRL + click to select multiple

All ⌄

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

Data labels: Often + very often

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

First-year and senior

38%   38%   37%   34%   33%

Sometimes
Often & Very often
Never

2013   2016   2019   2020   2023
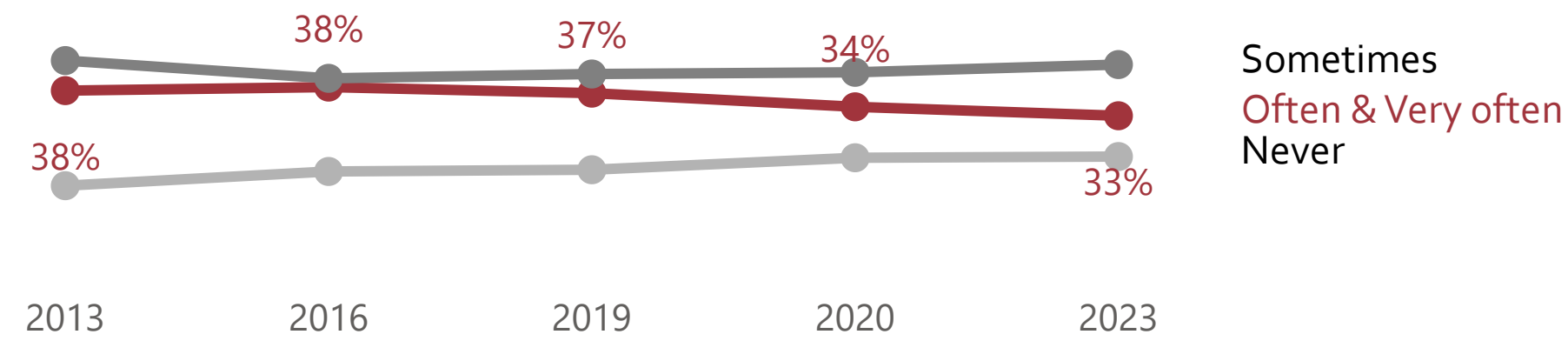
Discussed your academic performance with a faculty member

First-year and senior

41%   38%   35%

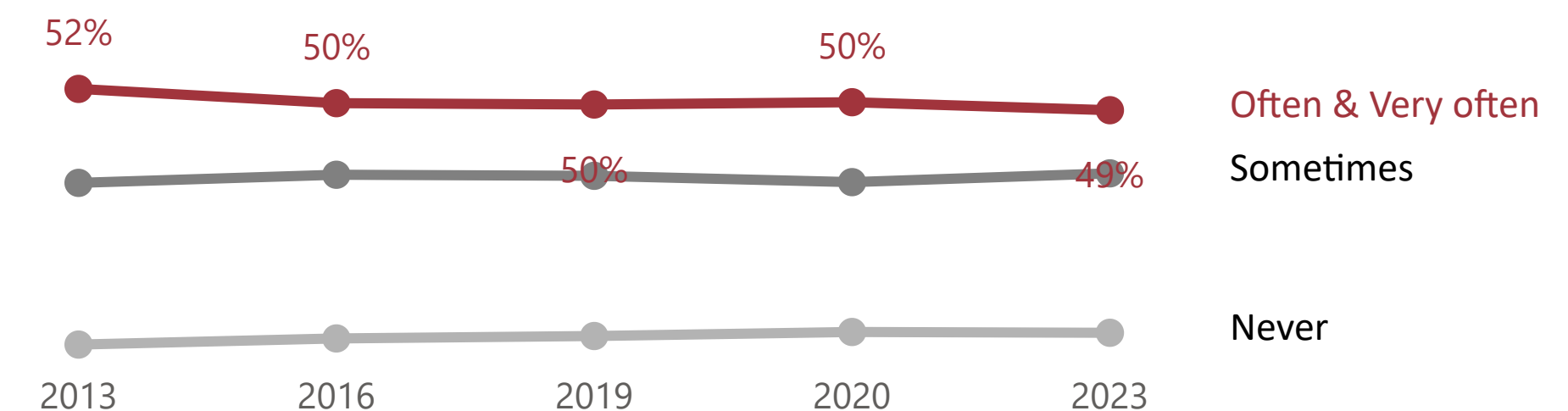40%   35%

Sometimes
Often & Very often
Never

2013   2016   2019   2020   2023
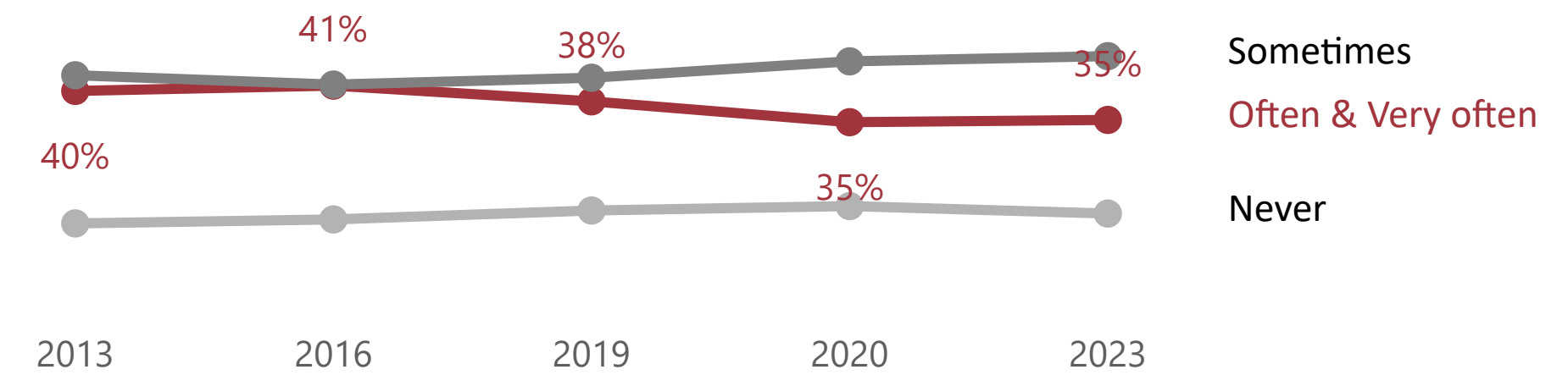
Worked with a faculty member on activities other than coursework (committees, student groups, etc.)

First-year and senior

32%   32%   31%

32%   28%

Never

2013   2016   2019   2020   2023
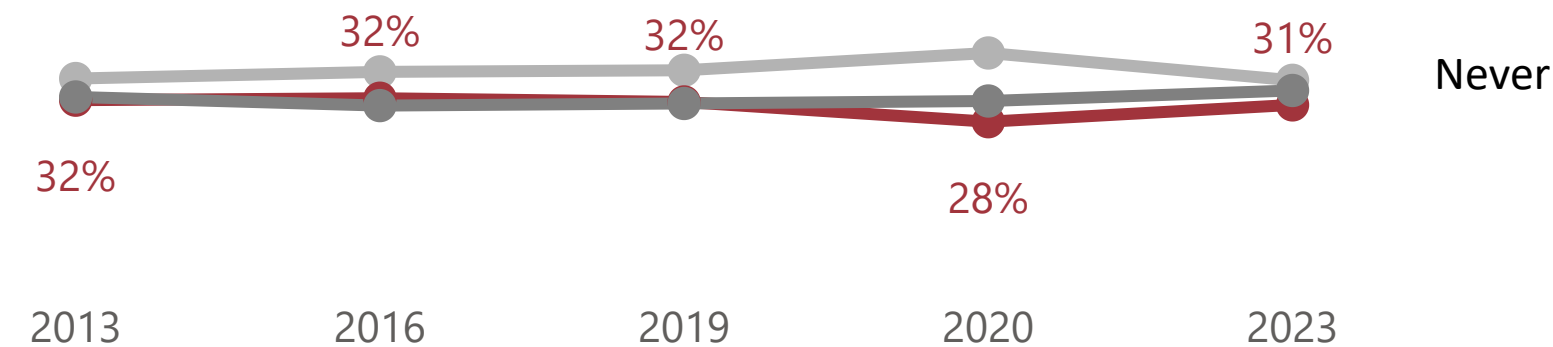
Talked about career plans with a faculty member

First-year and senior

52%   50%   50%

50%   49%

Often & Very often
Sometimes

Never

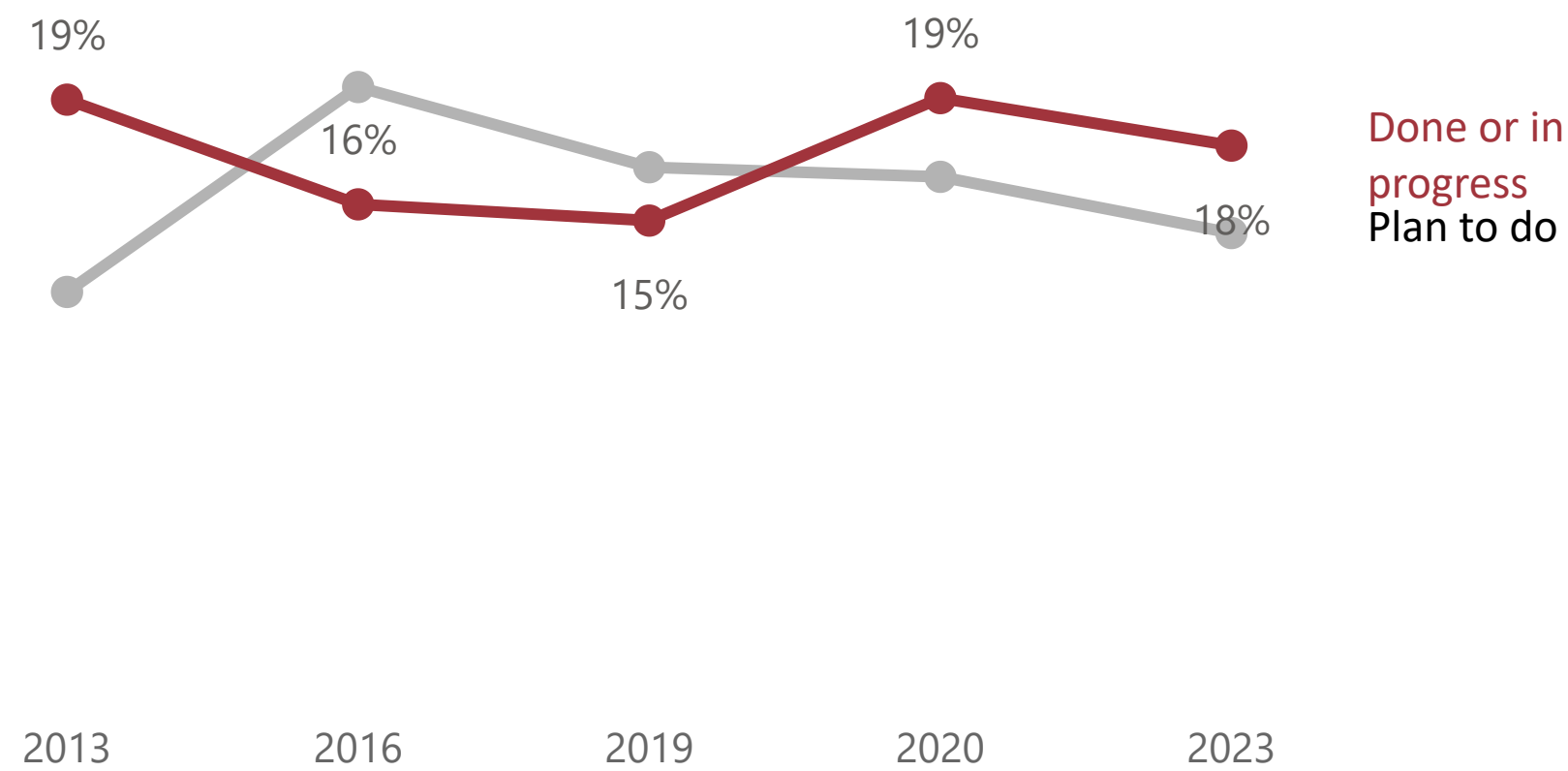2013   2016   2019   2020   2023

Student experiences with faculty

ISU students report **positive interactions** with faculty. About 1 in 4 seniors participate in **undergraduate research** with a faculty member.

Customize your results

College	Department	Class
CTRL + click to select multiple	CTRL + click to select multiple	CTRL + click to select multiple
All ⌄	All ⌄	All ⌄

Click to clear filters

Have you done or do you plan to engage in a learning community before you graduate?

Data labels: Done or in progress (red) or plan to do (grey)

Undergraduate Research

First-year and senior

19%

16%

15%

19%

18%

Done or in progress

Plan to do

2013   2016   2019   2020   2023

Quality of interactions with faculty

First-year and senior

49%   49%   49%

48%   47%

Excellent

Good / fair

Poor

2013   2016   2019   2020   2023
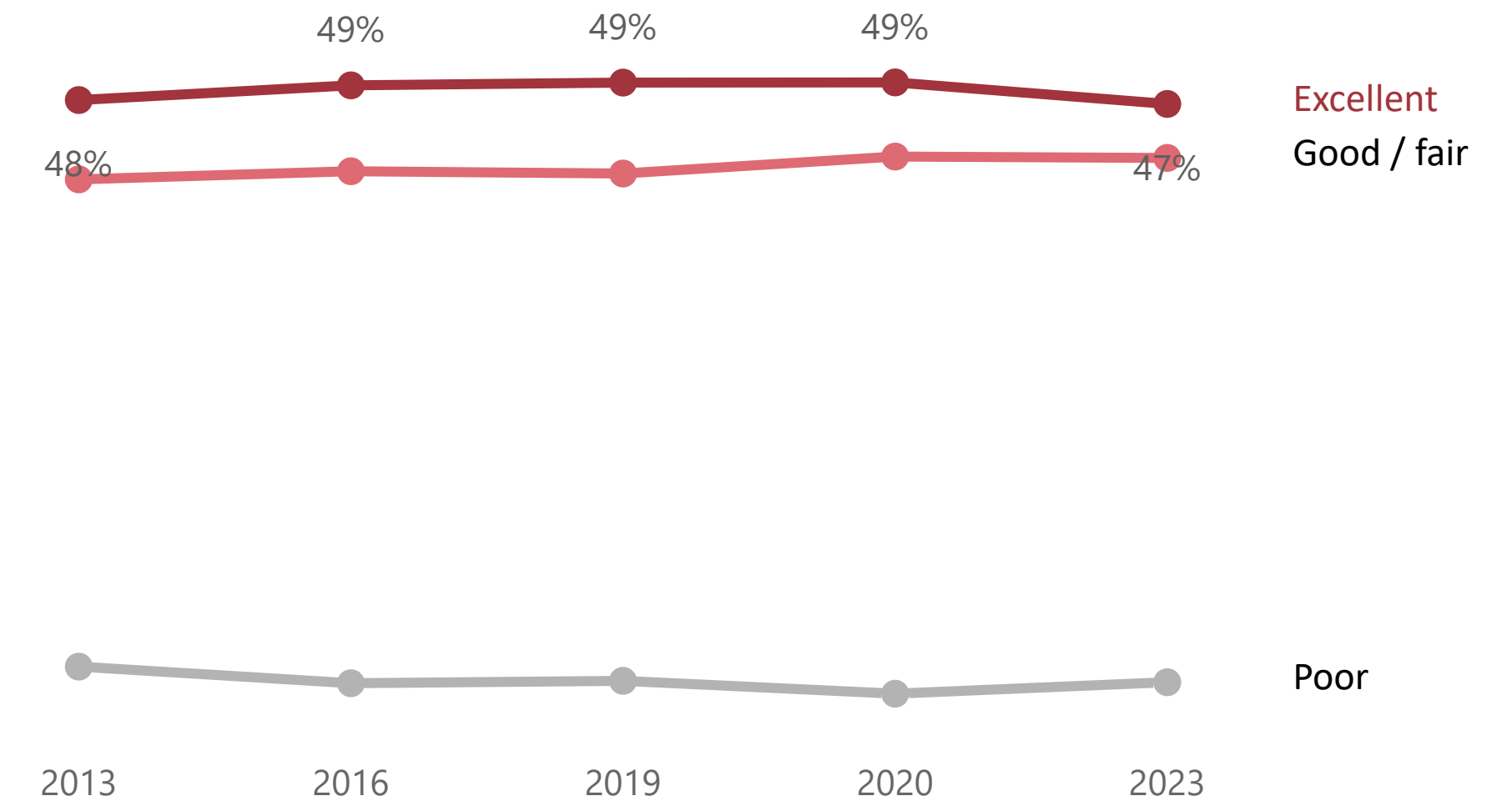
Data labels for Excellent category. **Results not to be used to evaluate individual work performance or for use in personnel evaluations.** Scales based on a composite of a 7-point rating scale from Excellent to Poor. Excellent = 7, 6; Good / fair = 5, 4, 3; Poor = 2, 1. program.

Teaching: Feedback

Feedback is **significantly higher for seniors** than first-year students, even when compared to peer institutions.

During the current school year, to what extent have your instructors done the following?

Data labels: Quite a bit + very much

Provided prompt and detailed feedback on tests or completed assignments

First-year and senior

69%   67%   61%   63%   64%   Quite a bit & Very much

Some

Very little

2013   2016   2019   2020   2023
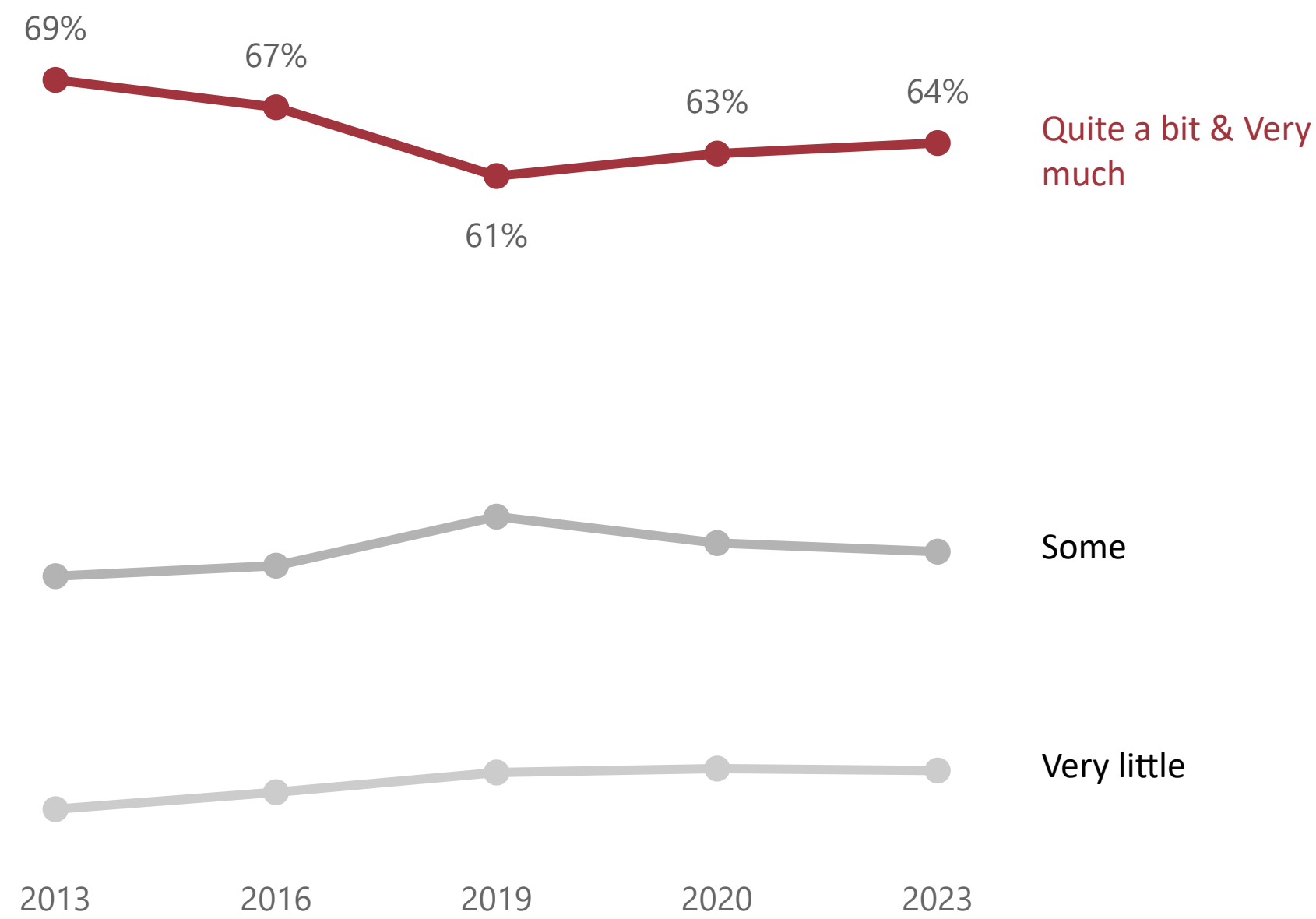
Provided feedback on a draft or work in progress

First-year and senior

65%   67%   61%   60%   66%   Quite a bit & Very much

Some

Very little

2013   2016   2019   2020   2023

Teaching: Goals & Criteria

Communicating course goals and criteria for coursework is higher for seniors than first-year students. This category is also higher for ISU than peer institutions, but for seniors only.

Customize your results

College
CTRL + click to select multiple

All ⌄

Department
CTRL + click to select multiple

All ⌄

Class
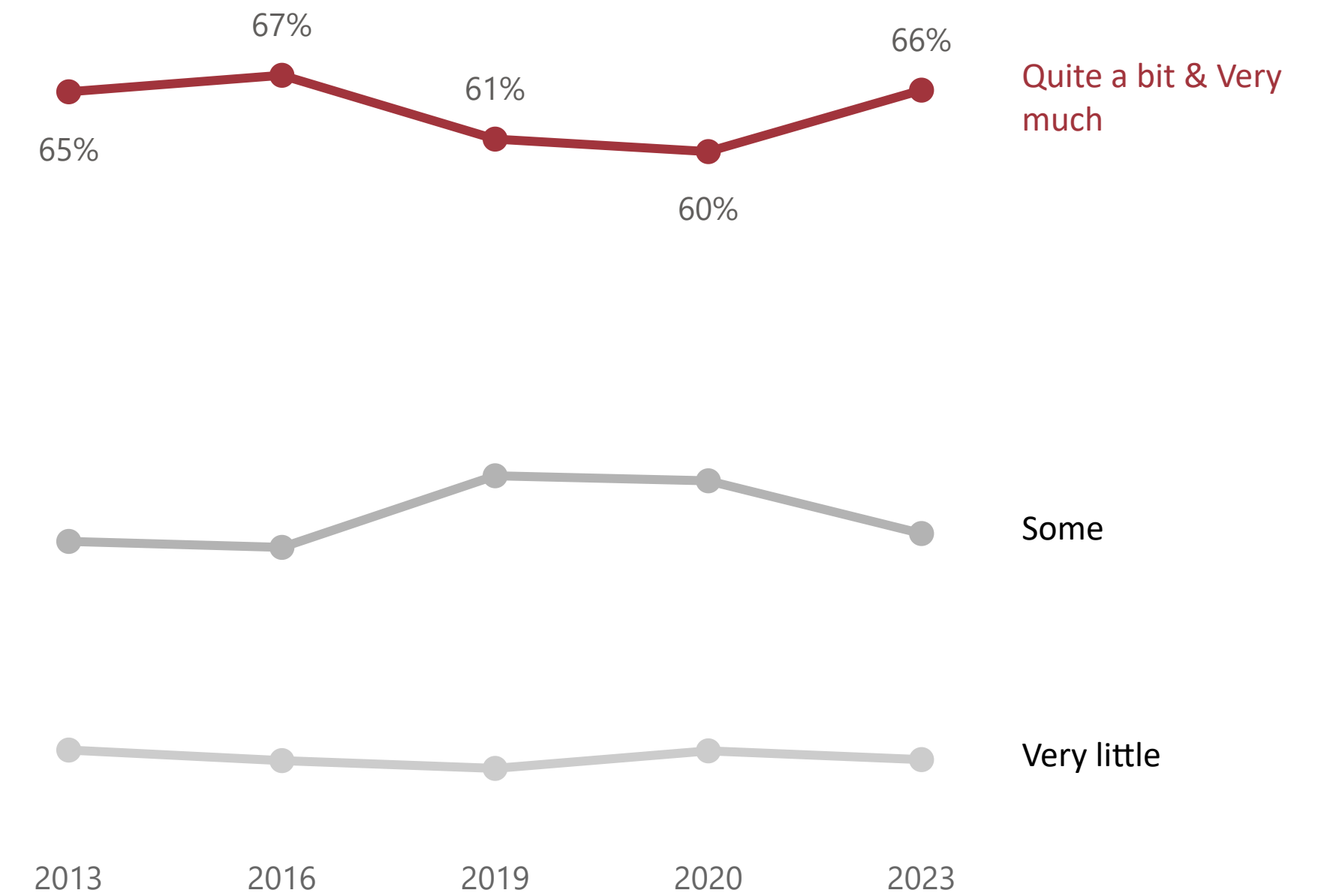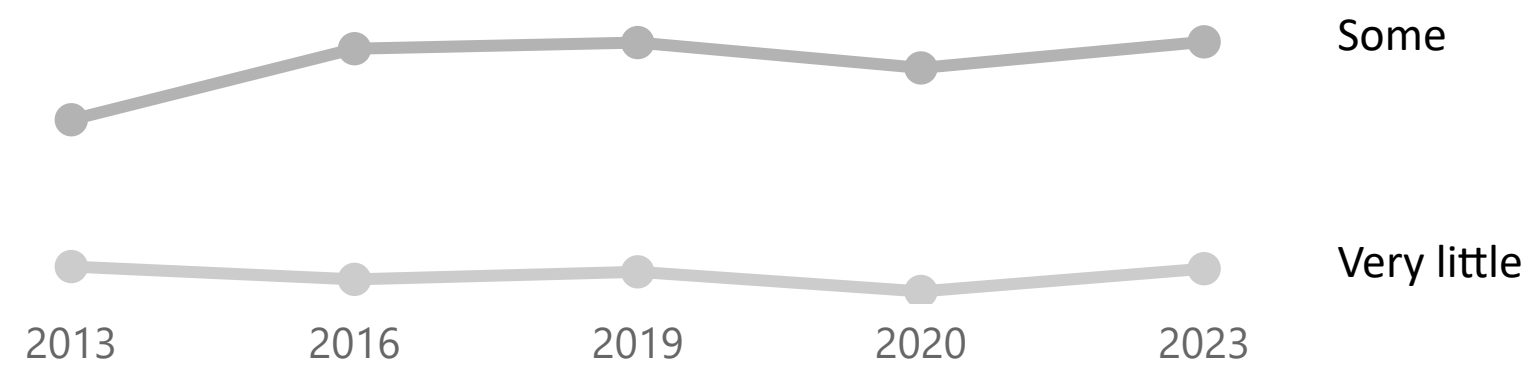CTRL + click to select multiple

All ⌄

During the current school year, to what extent have your instructors done the following?

Data labels: Quite a bit + very much

Clearly explained course goals and requirements

First-year and senior

86%
83%
82%
85%
82%
Quite a bit & Very much

Some

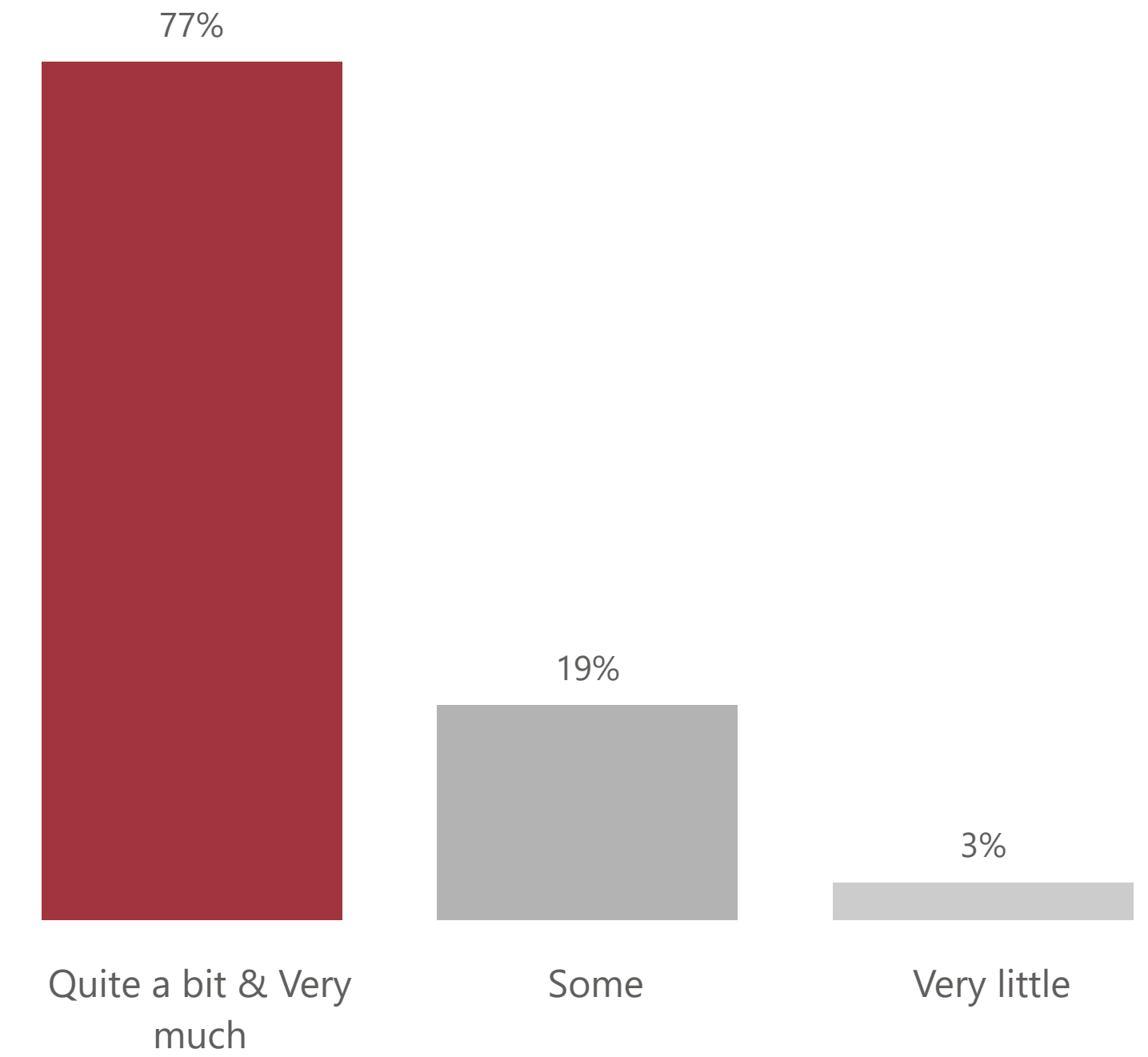Very little

2013   2016   2019   2020   2023
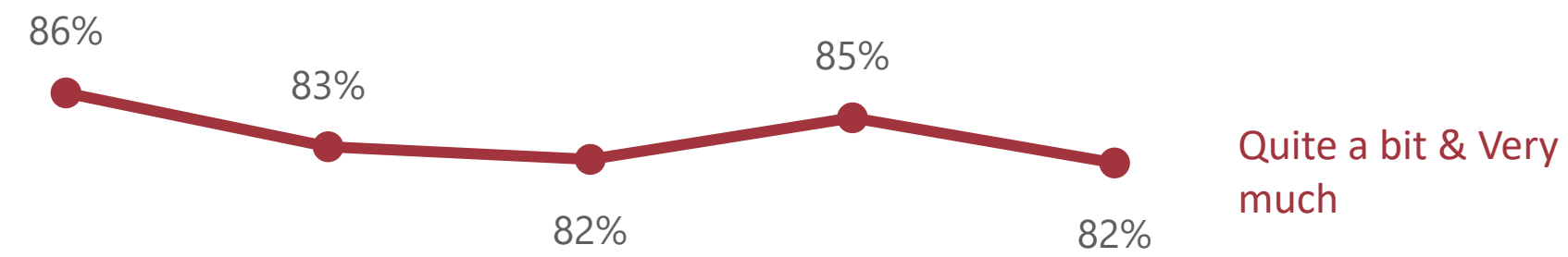
Explained in advance the criteria for successfully completing your assignments

First-year and senior

77%
19%
3%

Quite a bit & Very much   Some   Very little

New question in 2023

Teaching: Effective Practices

Effective teaching practices have remained stable and are comparable to [peer institutions](#).

Customize your results

College
CTRL + click to select multiple

All ▼

Department
CTRL + click to select multiple

All ▼

Class
CTRL + click to select multiple
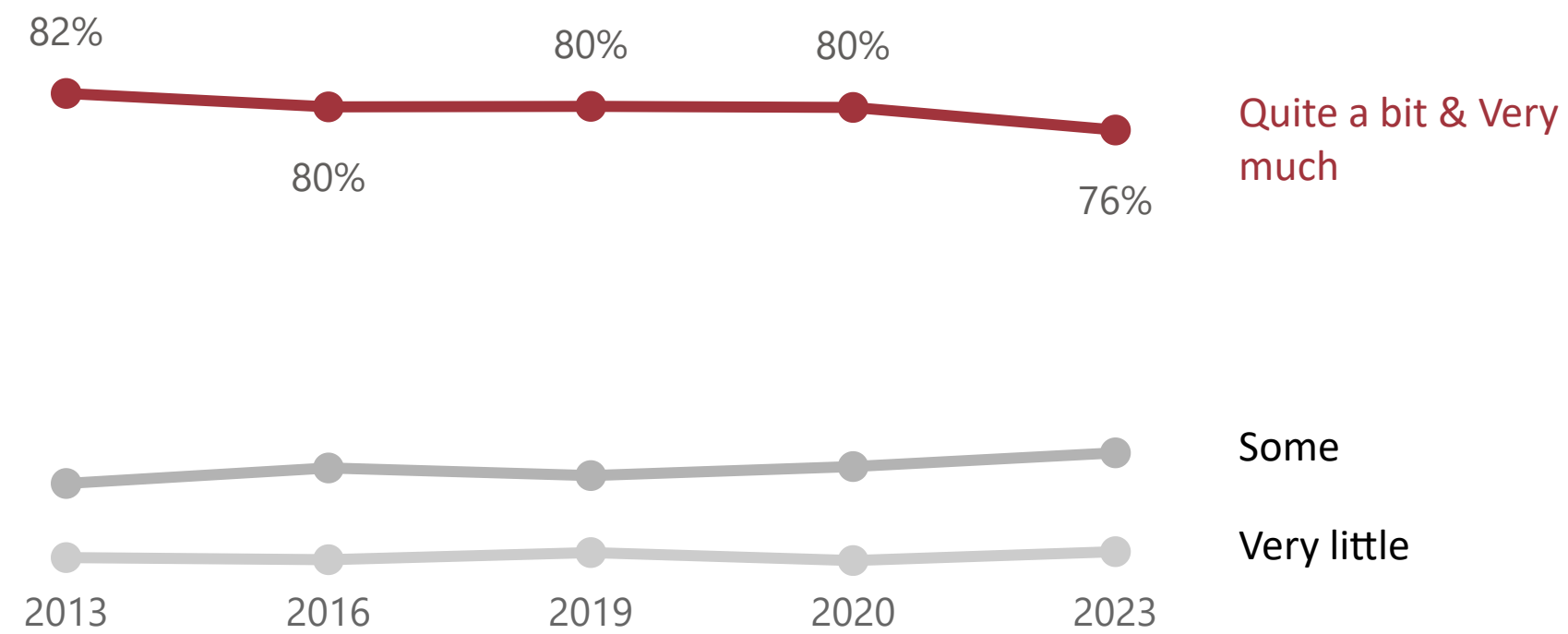
All ▼

Click to clear filters

During the current school year, to what extent have your instructors done the following?

Data labels: Quite a bit + very much

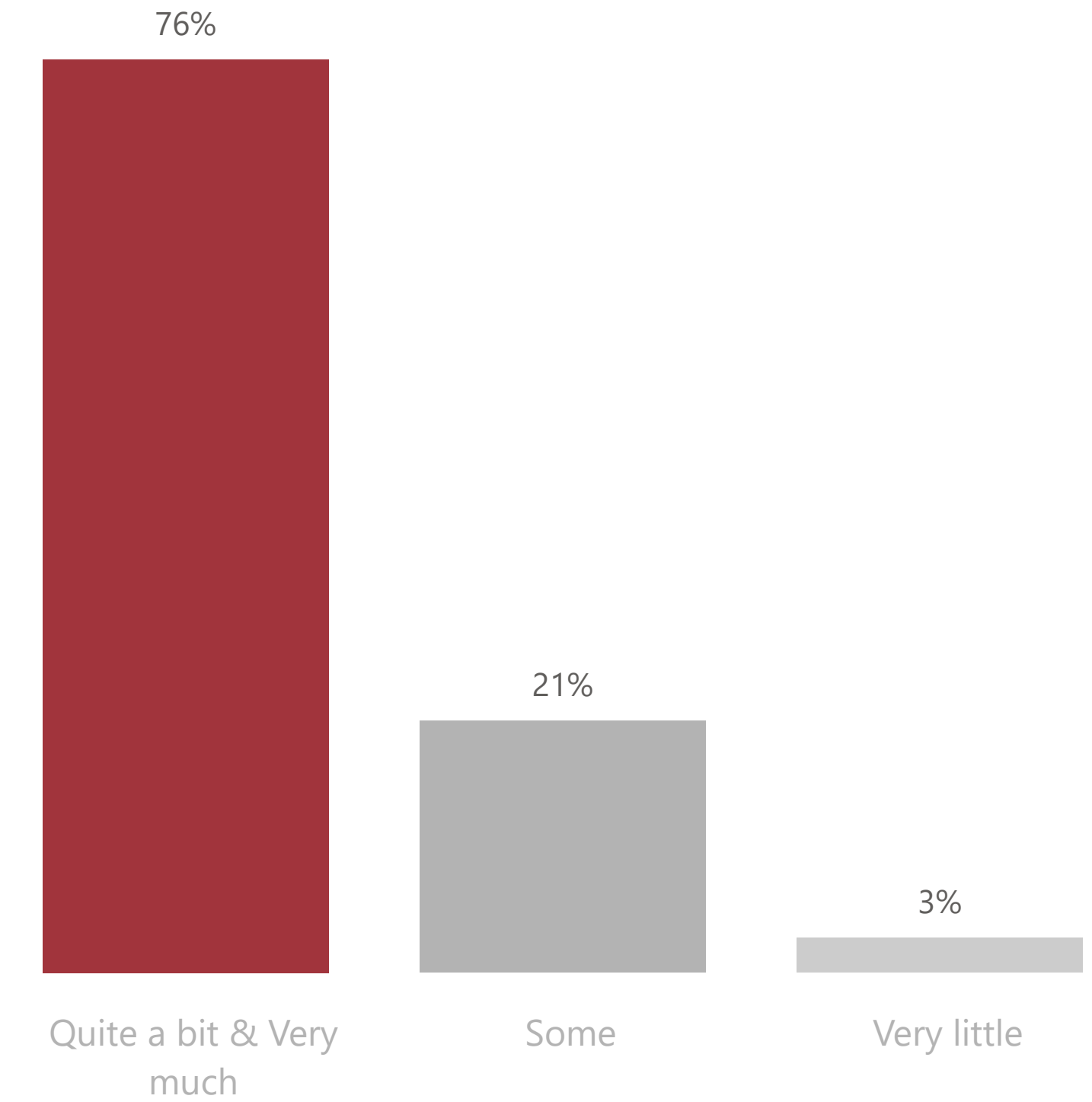### Taught course sessions in an organized way

First-year and senior

82% — 80% — 80% — 80% — 76% Quite a bit & Very much

Some

Very little

2013 2016 2019 2020 2023

Used examples or illustrations to explain difficult points

First-year and senior

81% — 79% — 78% — 80% — 77% Quite a bit & Very much

Some

Very little

2013 2016 2019 2020 2023

Reviewed and summarized key ideas or concepts

First-year and senior

76% — Quite a bit & Very much

21% — Some

3% — Very little
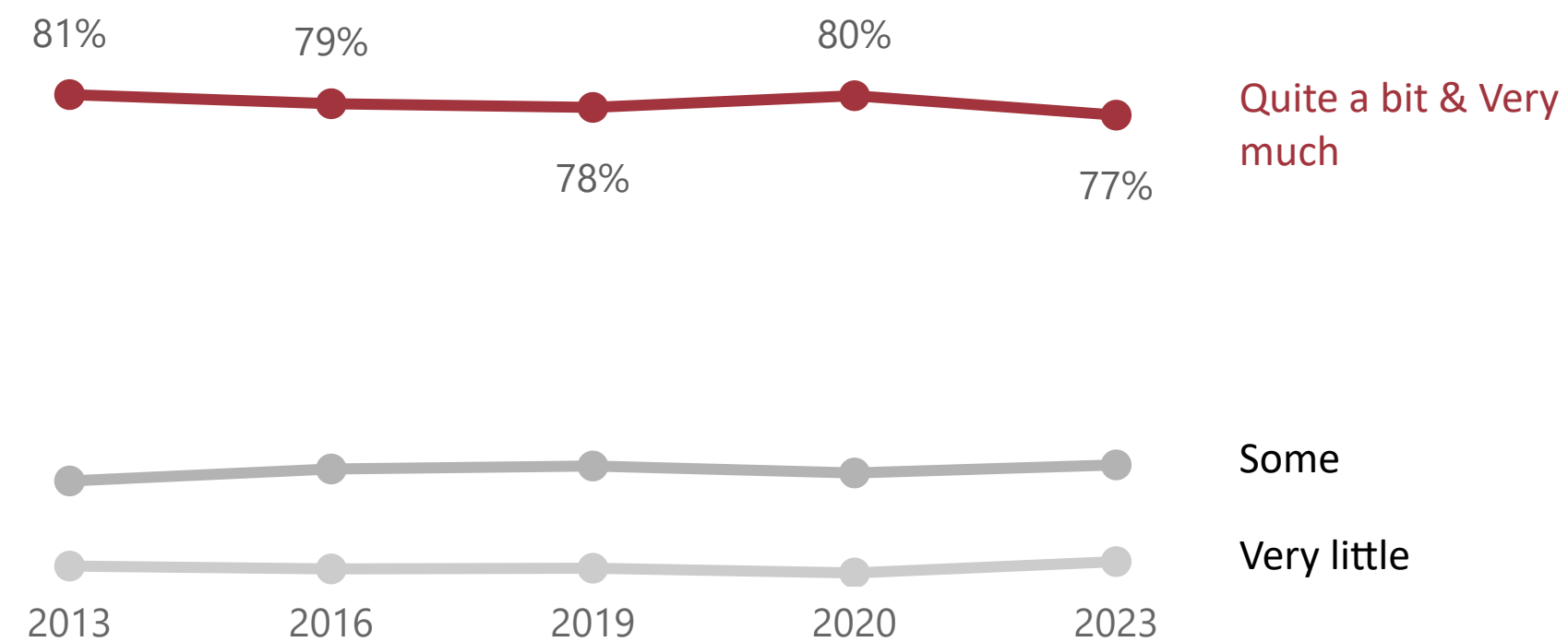
New question in 2023

Teaching: Student Alignment

Students feel they have opportunities to demonstrate their learning and that instructors teach in ways that are aligned with how they prefer to learn.

Customize your results

College	Department	Class
CTRL + click to select multiple	CTRL + click to select multiple	CTRL + click to select multiple
All ⌄	All ⌄	All ⌄

During the current school year, to what extent have your instructors done the following?

Data labels: Quite a bit + very much

Taught in a way that aligns with how you prefer to learn
First-year and senior

Quite a bit & Very much	Some	Very little
60%	34%	6%
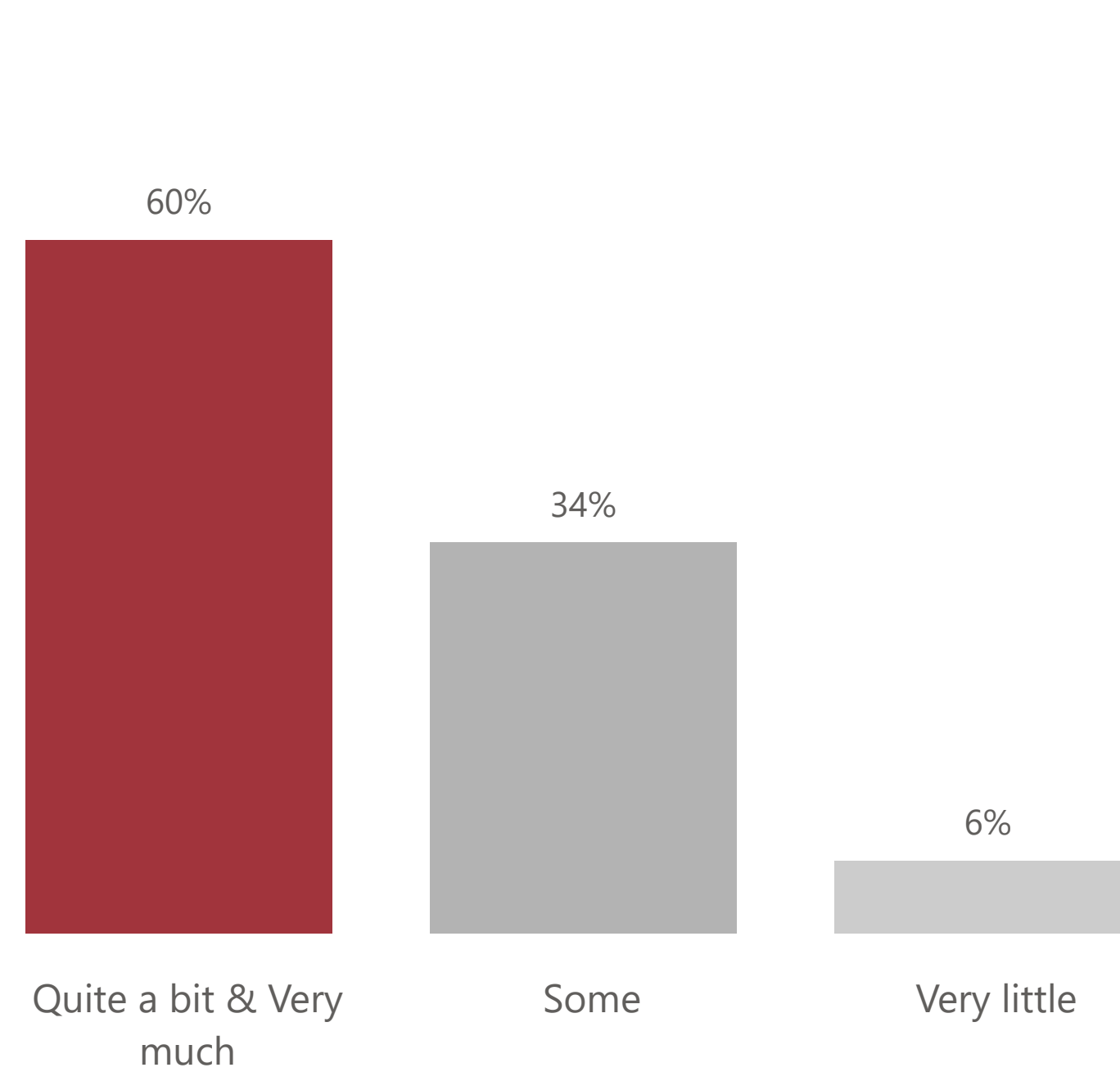
New question in 2023

Enabled you to demonstrate your learning through quizzes, assignments, and other activities
First-year and senior

Quite a bit & Very much	Some	Very little
80%	17%	3%

New question in 2023

Co-curricular Involvement

ISU first-year and senior students report **significantly more time in co-curricular activities** than students at <u>peer institutions</u>.

Customize your results

College
CTRL + click to select multiple

All	▼

Department
CTRL + click to select multiple

All	▼

Class
CTRL + click to select multiple

All	▼

Which of the following have you done or do you plan to do before you graduate?

Data labels: Done or in progress (red) or plan to do (grey)

Formal leadership role in a student organization

First-year and senior

39%

30%

31%

33%

28%

Done or in progress

Plan to do

2013   2016   2019   2020   2023

Estimated average number of hours per week participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate o...

First-year and senior

5.5   6.5   6.0   5.8   6.0

2013   2016   2019   2020   2023
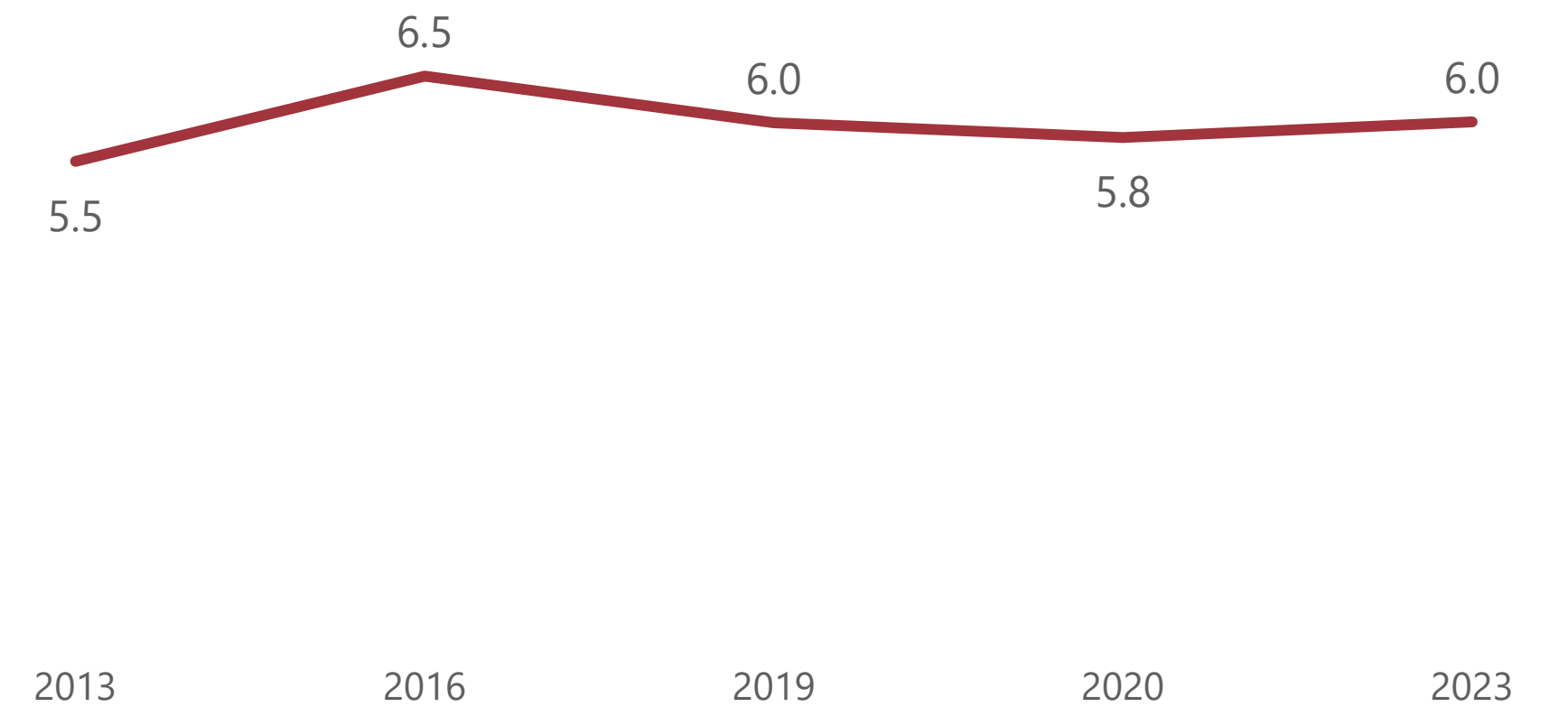
Working On & Off-campus

ISU first-year and senior students report **significantly higher number of hours working on campus** than students at <u>peer institutions</u>. On the other hand, ISU students report working **less hours off campus**.

Customize your results

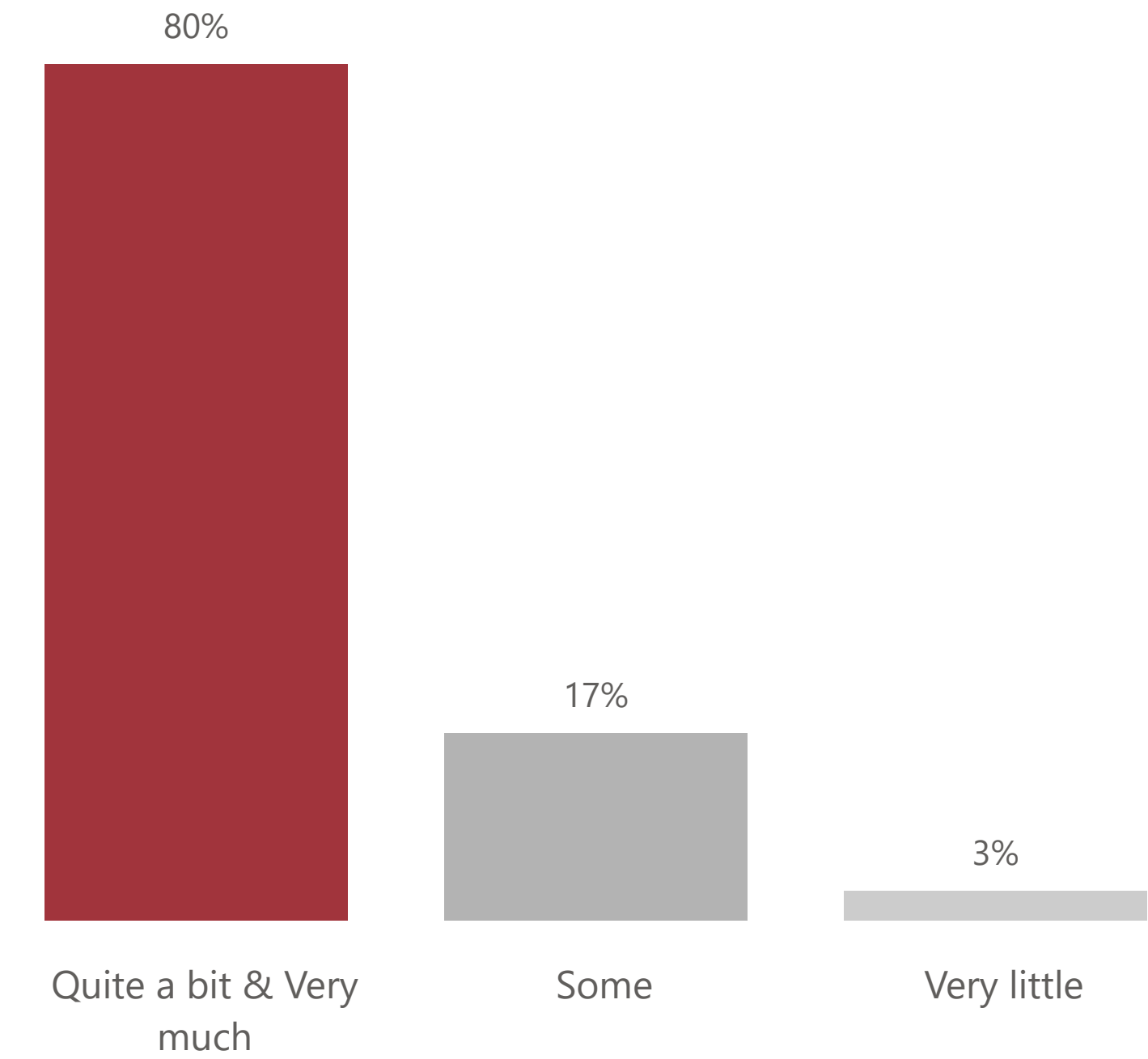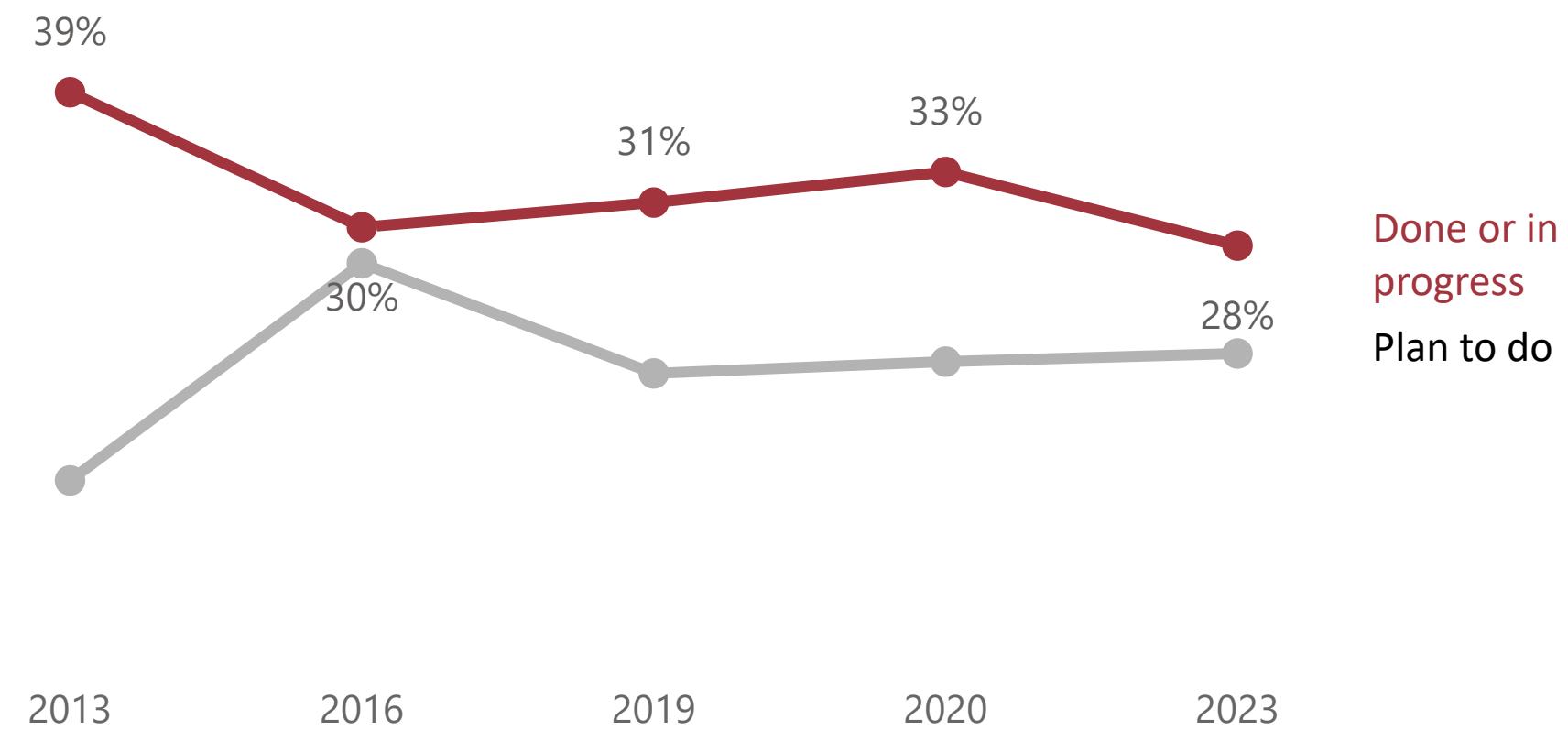| College	Department	Class
CTRL + click to select multiple	CTRL + click to select multiple	CTRL + click to select multiple
All ▾	All ▾	All ▾

Estimated average number of hours per week working for pay ON campus

First-year and senior

6.5   6.1   5.9   5.3   6.4

2013   2016   2019   2020   2023
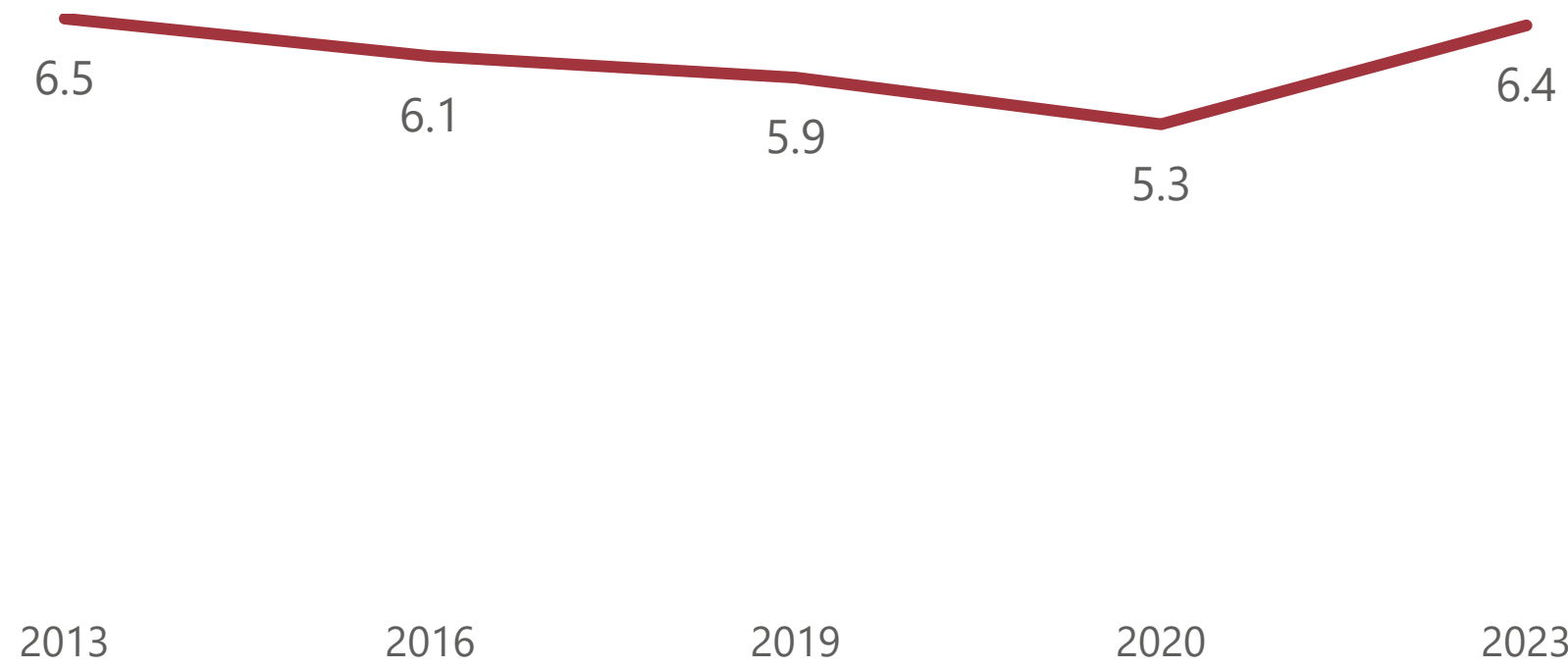
Average number of hours worked per week only include students who are working

Estimated average number of hours per week working for pay OFF campus

First-year and senior

10.4   11.8   12.1   10.3   12.0

2013   2016   2019   2020   2023
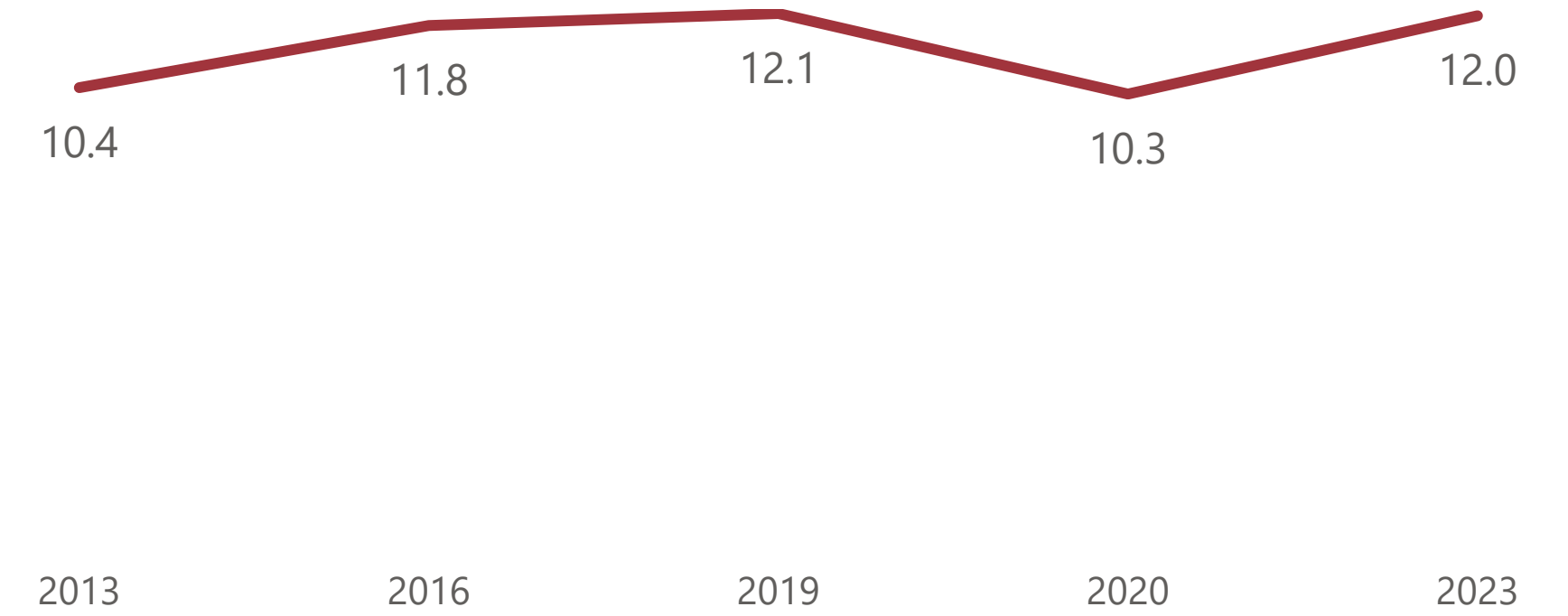
Estimated average number of hours per week working for pay: On and off campus

First-year and senior

16.9   17.9   17.9   15.6   18.5

2013   2016   2019   2020   2023
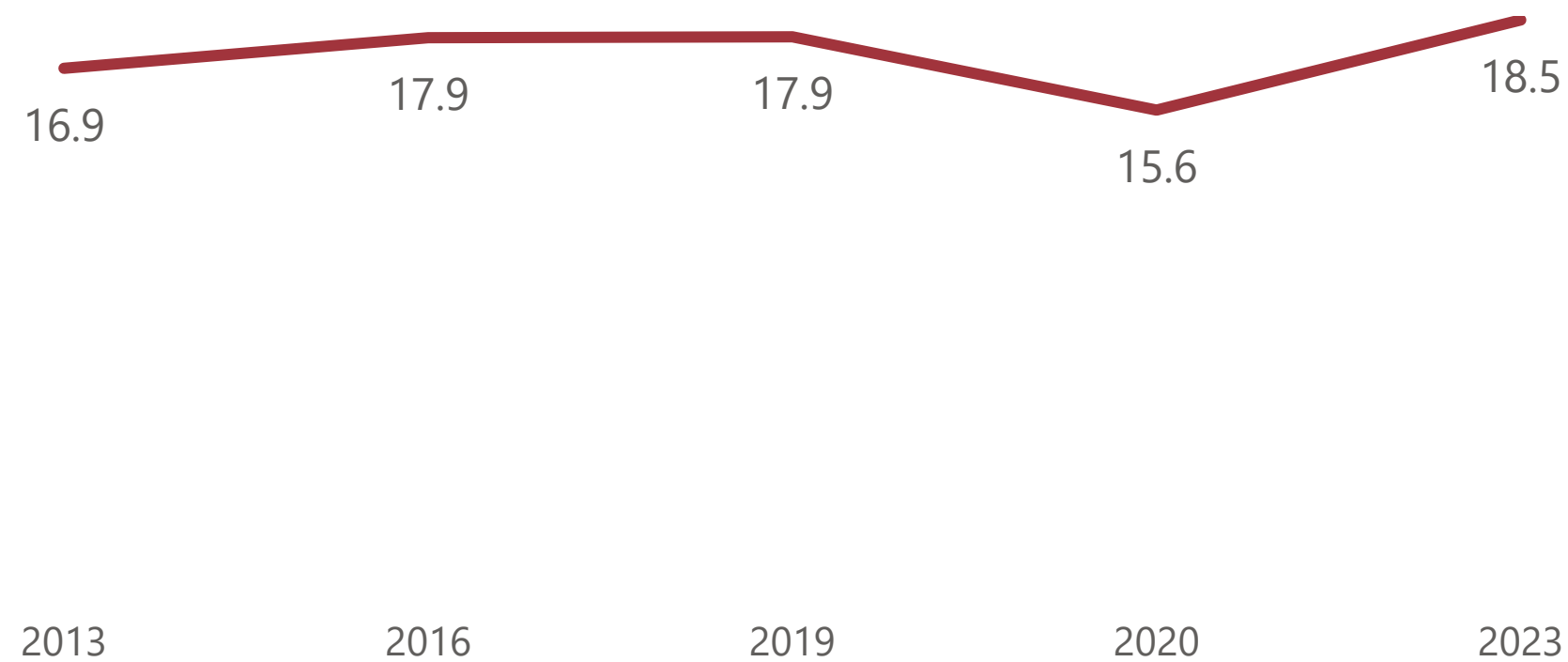
Percent working vs not working

Not working 42.3%

Working 57.7%
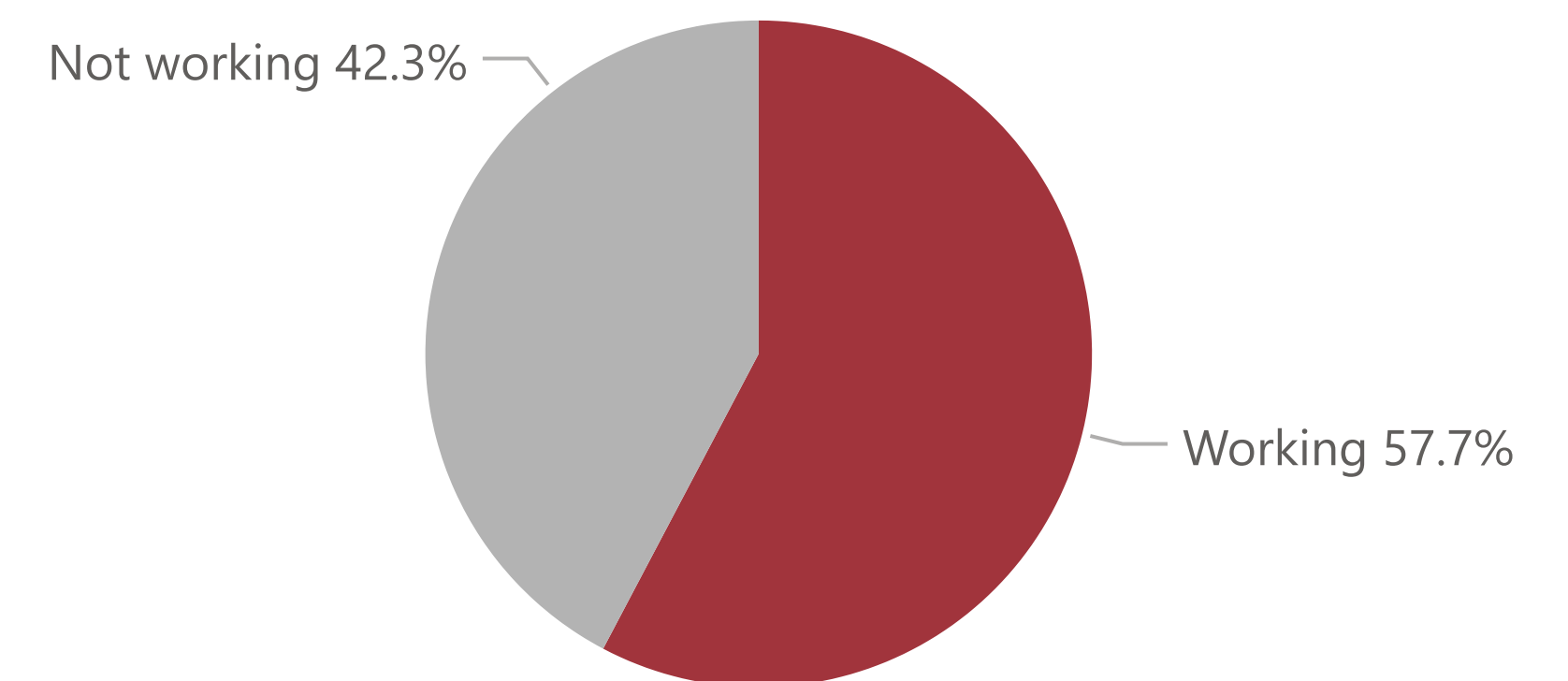
Academic Challenge

ISU first-year and senior students report being somewhat **less challenged academically**. Perceptions of challenge are lower than peer institutions.

During the current school year, to what extent have your courses challenged you to do your best work?

First-year and senior

	2013	2016	2019	2020	2023
Very much	60%	55%	47%	45%	45%
Moderately	40%	45%	51%	54%	53%
Not at all	1%	1%	2%	1%	2%

Satisfaction

The percent of students who would 'definitely' attend ISU again has dropped significantly and is replaced by 'probably.' ISU first-year students report **lower levels of overall satisfaction** than students at <u>peer institutions</u>.

Customize your results

College
CTRL + click to select multiple

All ⌄

Department
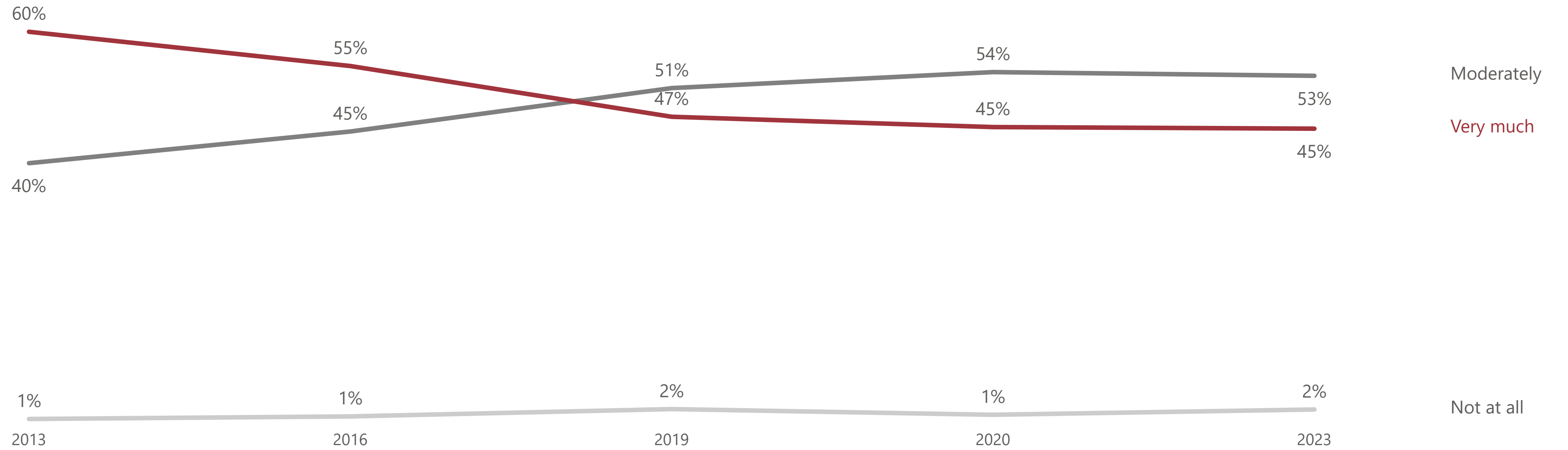CTRL + click to select multiple

All ⌄

Class
CTRL + click to select multiple

All ⌄

If you could start over again, would you go to the SAME INSTITUTION you are now attending?

First-year and senior
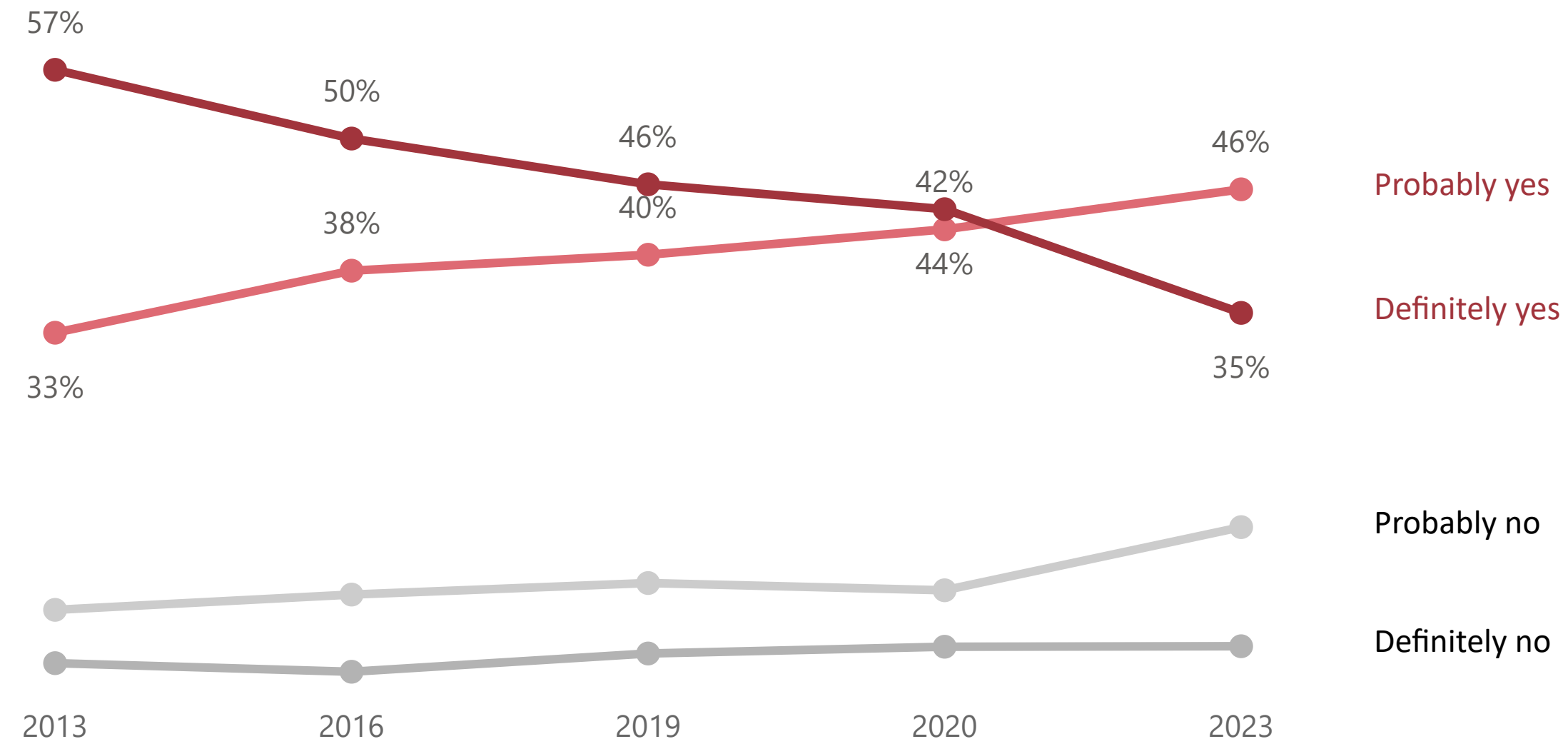
Data points (Probably yes / Definitely yes lines):
- 57%, 50%, 46%, 42%, 35%
- 33%, 38%, 40%, 44%, 46%
- Probably yes
- Definitely yes
- Probably no
- Definitely no
- Years: 2013, 2016, 2019, 2020, 2023

How would you evaluate your entire educational experience at this institution?

First-year and senior

Data points (Good / Excellent lines):
- 53%, 48%/46%, 43%, 42%, 30%
- 39%, 43%, 43%, 45%, 52%
- Good
- Excellent
- Fair
- Poor
- Years: 2013, 2016, 2019, 2020, 2023
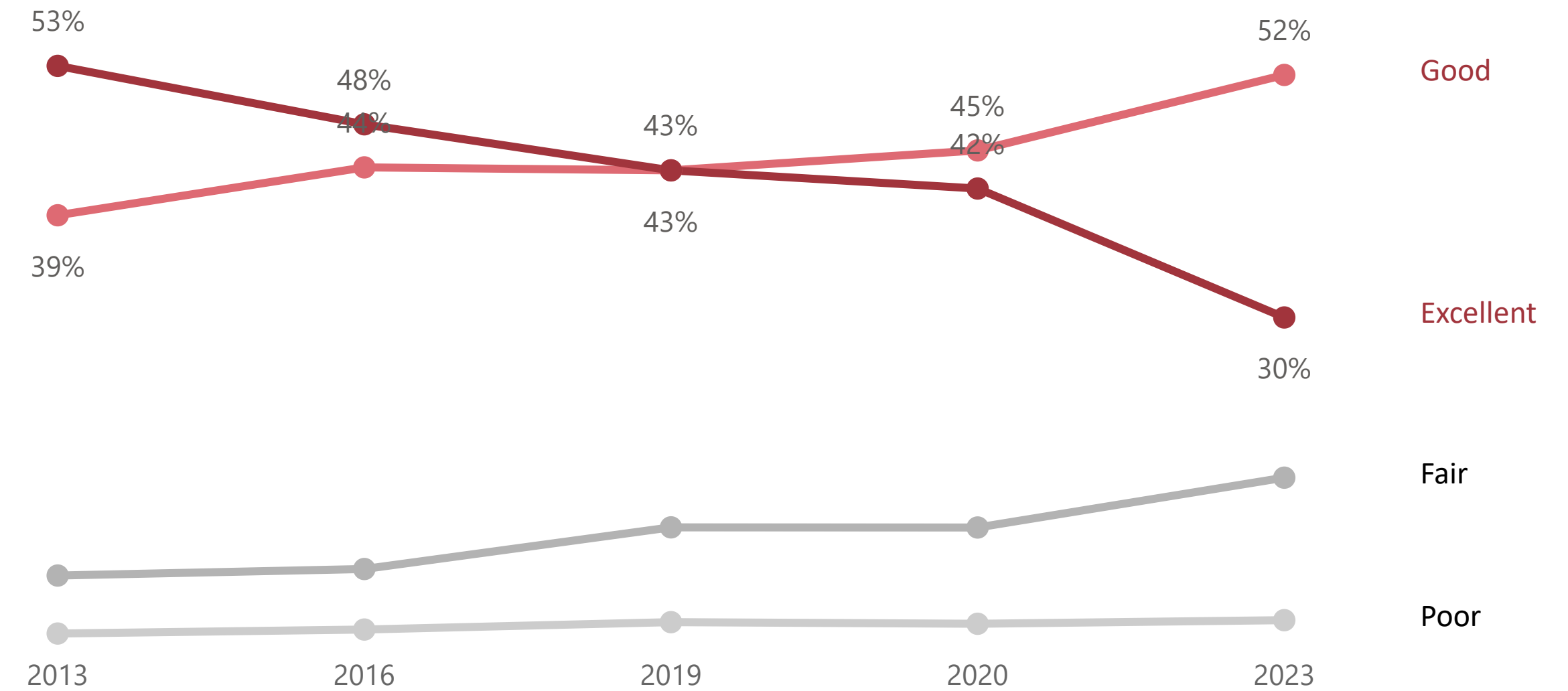
Number of Respondents by Years, Colleges, & Departments

Respondents by College

Click on college name to see departments

College	2013	2016	2019	2020	2023	Total
CAS	283	335	235	217	476	**1546**
CAST	169	281	214	156	291	**1111**
COB	131	233	139	87	233	**823**
COE	115	171	118	93	206	**703**
MCN	25	64	44	32	67	**232**
Provost	17	30	14	9	11	**81**
WKCFA	40	54	52	58	120	**324**
Total	**780**	**1168**	**816**	**652**	**1404**	**4820**

Respondents by Program

Click on college row to see departments

Department	2013	2016	2019	2020	2023	Total
Accountancy	33	53	21	20	40	**167**
Agriculture	18	40	22	17	30	**127**
Anthro & Soc	20	16	15	14	16	**81**
Art	6	15	21	12	37	**91**
Bio, Chem, Physics & Geog	36	76	54	42	85	**293**
Business, BIS, & Ins	24	45	43	18	70	**200**
Comm Sci Disorders	25	21	15	16	42	**119**
Communication Studies	14	25	11	11	25	**86**
Computer Sciences	23	25	37	24	50	**159**
Creative Tech	1	5	3	3	16	**28**
Criminal Justice	13	35	16	8	30	**102**
Early Childhood Ed	6	18	21	8	35	**88**
Econ, Poli Sci & Legal Studies	20	21	11	20	37	**109**
Elementary Ed	64	59	51	51	90	**315**
English	40	19	23	19	40	**141**
Family & Consumer Sci	38	59	36	31	39	**203**
Finance	24	29	25	12	38	**128**
Health Sciences	26	44	26	24	51	**171**
History & Philosophy	27	28	26	15	38	**134**
Interdisc Studies & Univ Studies	17	30	14	9	11	**81**
Journalism, Mass Media & PR	29	38	18	17	35	**137**
Kinesiology & Rec	35	58	54	41	66	**254**
Languages	14	17	10	3	16	**60**
Management	23	23	23	12	34	**114**
Total	**780**	**1168**	**816**	**652**	**1404**	**4820**