

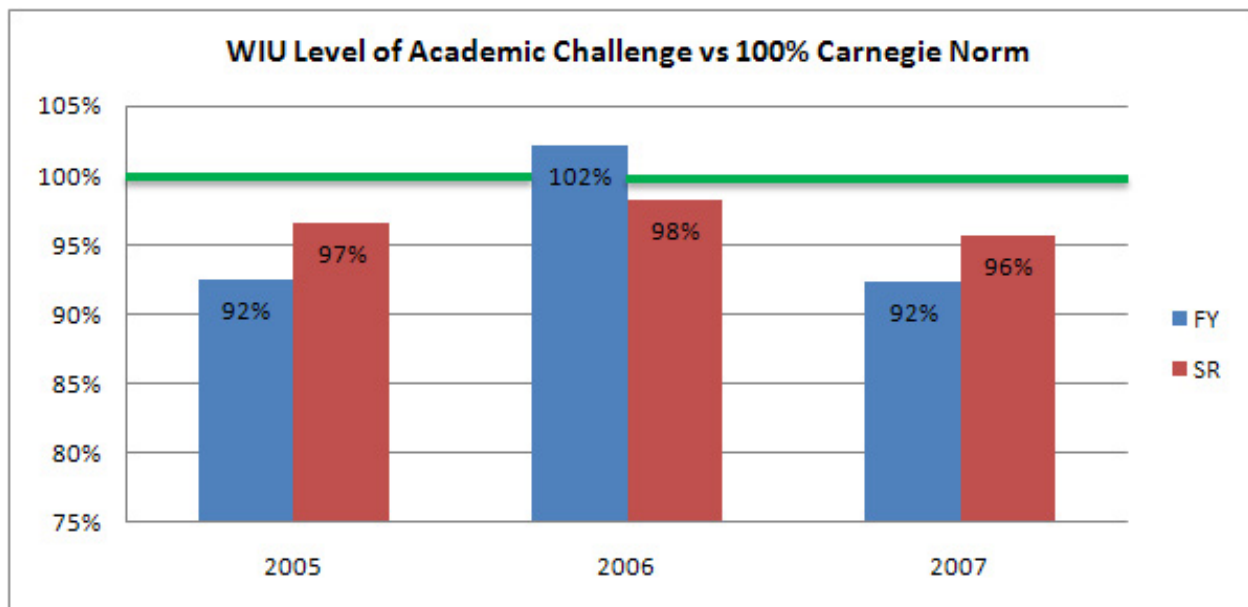
Student Engagement at Western Illinois University Benchmark Ratings vs Carnegie Masters Institutions

The National Survey of Student Engagement (NSSE) evaluates the effectiveness of productive student engagement among more than 580 colleges and universities each year, with nearly 300,000 students (first year and senior year) participating. The NSSE results are commonly attributed to five effective educational practice benchmarks: Level of Academic Challenge, Active & Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, and Supportive Campus Environment. Western Illinois University's comparative levels of achievement for each of these NSSE benchmarks are presented graphically below, with the comparative Carnegie Master's normative score assigned a value of 100, and Western's score reported relative to that 100 normative mark.

In addition, the Carnegie Master's normative scores, as well as those of Western Illinois University, are reported tabularly for each of the considered elements of the five effective educational practice benchmarks following the individual benchmark graphic representations.

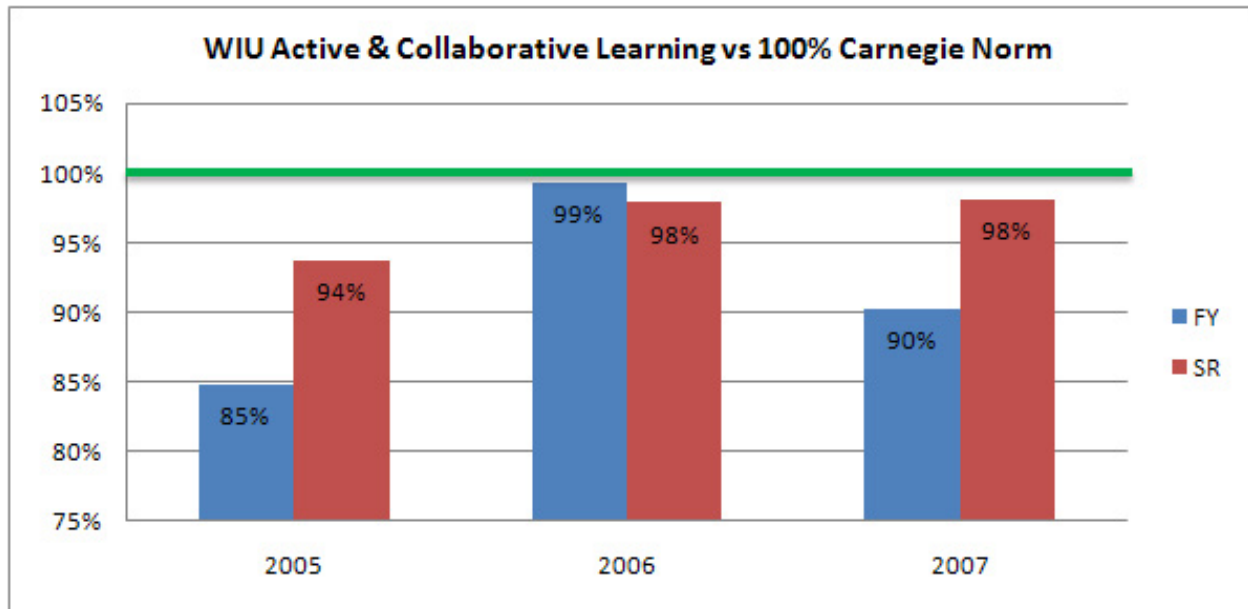
Level of Academic Challenge

Spring 2006 saw an increase above the Master's Carnegie norm for Level of Academic Challenge among WIU freshmen, followed by a return to levels below the national average in Spring 2007. Western seniors have maintained a consistent Level of Academic Challenge rating at slightly below the Master's Carnegie norm.



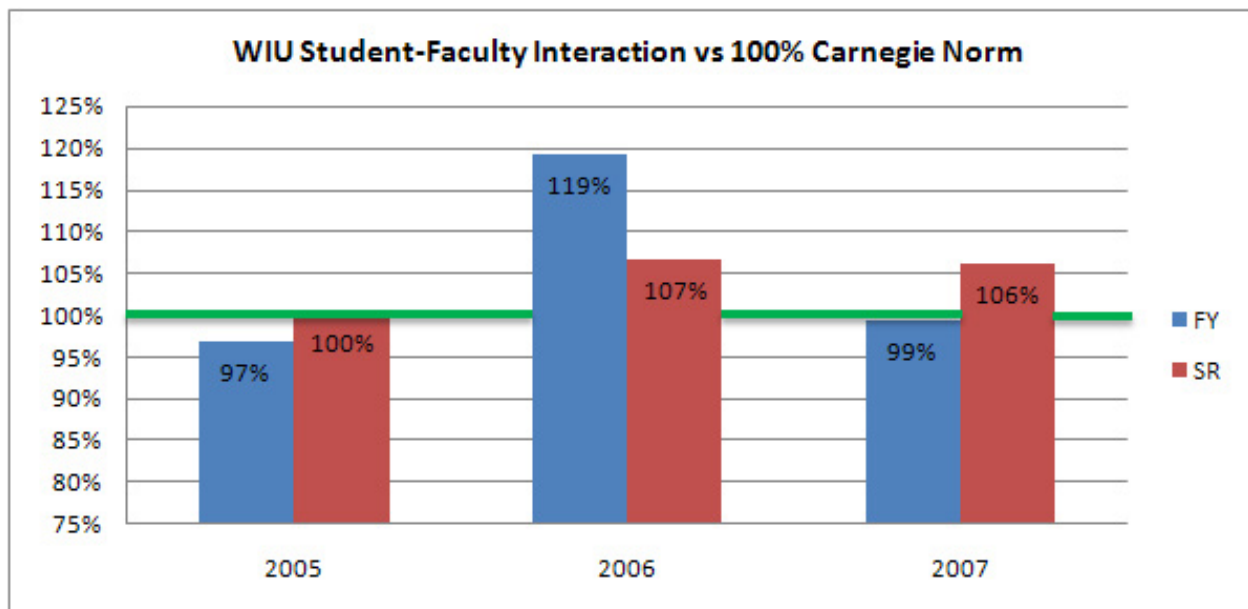
Active & Collaborative Learning

Spring 2006 saw an increase to near the Master's Carnegie norm for Active & Collaborative Learning among WIU freshmen, followed by a decrease in Spring 2007 to well below the national average, but still notably above Spring 2005 levels. Western seniors increased to near the Master's Carnegie norm in Spring 2006 and maintained that level in Spring 2007.



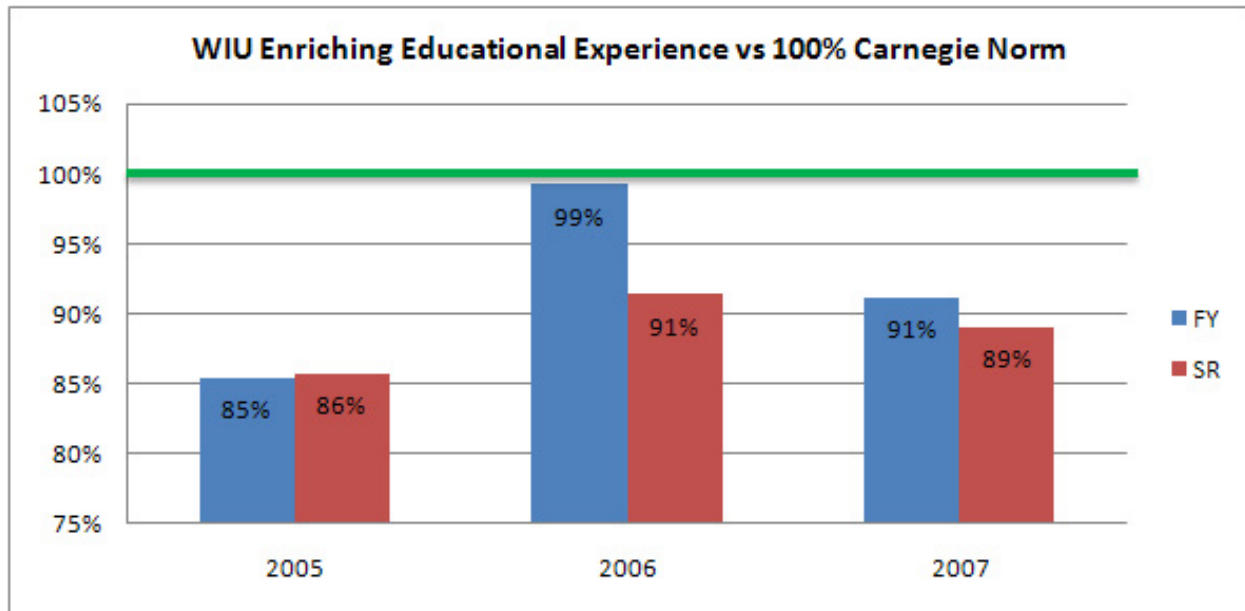
Student-Faculty Interaction

Spring 2006 saw an increase well above the Master's Carnegie norm for Student-Faculty Interaction among WIU freshmen, followed by a return to levels near the national average in Spring 2007. Western seniors started at the Master's Carnegie norm for Student-Faculty Interaction in Spring 2006, and saw an increase to above the national average for Spring 2006 which was maintained in Spring 2007.



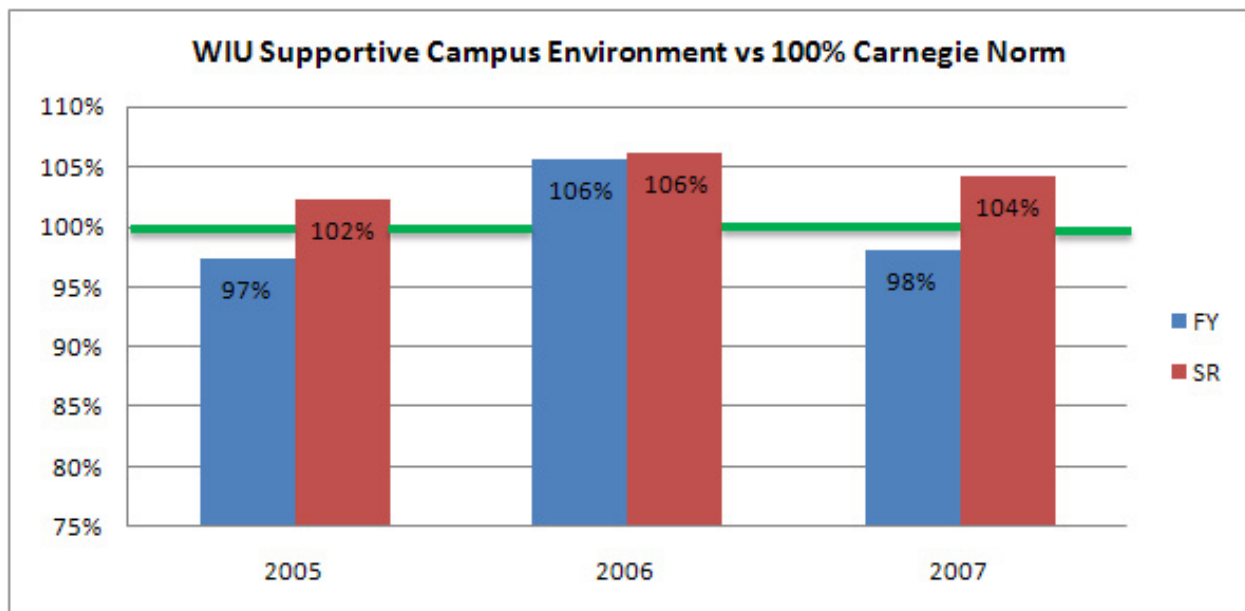
Enriching Educational Experience

Spring 2006 saw an increase to near the Master's Carnegie norm for Enriching Educational Experience among WIU freshmen, followed by a decrease in Spring 2007 to well below the national average, but still notably above Spring 2005 levels. Western seniors increased closer to the Master's Carnegie norm in Spring 2006, and then declined in Spring 2007, maintaining a level well below the national average.



Supportive Campus Environment

Spring 2006 saw an increase to above the Master's Carnegie norm for Supportive Campus Environment among WIU freshmen, followed by a decrease in Spring 2007 to the Spring 2005 levels that were slightly below the national average. Western seniors began above the Master's Carnegie norm for Supportive Campus Environment in Spring 2005, and increased further in Spring 2006 before falling decreasingly slightly in Spring 2007, but still maintaining a level above the national average.



Each of the five NSSE effective educational practice benchmarks include multiple questions. The table on the following pages presents each of the questions to provide a more in-depth view of Western Illinois University's contributions to effective student engagement.

		WIU% of Carnegie Masters		
		2005	2006	2007
Level of Academic Challenge	FY	92%	102%	92%
	SR	97%	98%	96%
Academic and Intellectual Experiences				
Worked harder than you thought you could to meet an instructor's standards or expectations	FY	96%	106%	95%
	SR	100%	99%	94%
Mental Activities				
Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	FY	96%	101%	93%
	SR	97%	98%	94%
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FY	92%	103%	93%
	SR	95%	96%	92%
Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	FY	96%	103%	94%
	SR	97%	100%	96%
Applying theories or concepts to practical problems or in new situations	FY	97%	105%	98%
	SR	99%	99%	97%
Reading and Writing				
Number of assigned textbooks, books, or book-length packs of course readings	FY	97%	99%	96%
	SR	98%	99%	100%
Number of written papers or reports of 20 pages or more	FY	92%	94%	97%
	SR	96%	92%	96%
Number of written papers or reports between 5 and 19 pages	FY	90%	96%	89%
	SR	101%	105%	106%
Number of written papers or reports of fewer than 5 pages	FY	104%	111%	106%
	SR	109%	113%	111%
Time Usage				
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	FY	95%	95%	97%
	SR	98%	95%	97%
Institutional Environment				
Spending significant amounts of time studying and on academic work	FY	92%	98%	94%
	SR	96%	95%	95%
Active and Collaborative Learning	FY	85%	99%	90%
	SR	94%	98%	98%
Academic and Intellectual Experiences				
Asked questions in class or contributed to class discussions	FY	92%	102%	97%
	SR	98%	99%	99%
Made a class presentation	FY	80%	87%	86%
	SR	92%	96%	97%
Worked with other students on projects during class	FY	97%	99%	98%
	SR	101%	100%	99%
Worked with classmates outside of class to prepare class assignments	FY	88%	98%	91%
	SR	95%	100%	99%
Tutored or taught other students (paid or voluntary)	FY	102%	103%	96%
	SR	99%	102%	98%
Participated in a community-based project (e.g. service learning) as part of a regular course	FY	91%	112%	111%
	SR	98%	98%	100%

		WIU% of Carnegie Masters		
		2005	2006	2007
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	FY	93%	102%	90%
	SR	98%	98%	96%
Student-Faculty Interaction		FY	97%	119%
		SR	100%	107%
Academic and Intellectual Experiences				
Discussed grades or assignments with an instructor	FY	96%	108%	96%
	SR	102%	104%	103%
Talked about career plans with a faculty member or advisor	FY	106%	113%	104%
	SR	102%	102%	105%
Discussed ideas from your readings or classes with faculty members outside of class	FY	95%	110%	97%
	SR	97%	104%	102%
Received prompt feedback from faculty on your academic performance (written or oral)	FY	96%	106%	97%
	SR	102%	103%	102%
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FY	97%	115%	103%
	SR	105%	110%	111%
Enriching Educational Experiences				
Work on a research project with a faculty member outside of course or program requirements	FY	66%	140%	120%
	SR	87%	100%	100%
Enriching Educational Experience		FY	85%	99%
		SR	86%	91%
Academic and Intellectual Experiences				
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FY	95%	105%	93%
	SR	99%	101%	95%
Had serious conversations with students of a different race or ethnicity than your own	FY	95%	113%	89%
	SR	98%	101%	94%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	FY	97%	103%	95%
	SR	99%	100%	99%
Enriching Educational Experiences				
Practicum, internship, field experience, co-op experience, or clinical assignment	FY	37%	86%	86%
	SR	80%	69%	77%
Community service or volunteer work	FY	74%	77%	94%
	SR	100%	102%	104%
Foreign language coursework	FY	47%	68%	89%
	SR	48%	58%	52%
Study abroad	FY	84%	100%	133%
	SR	46%	64%	80%
Independent study or self-designed major	FY	139%	133%	100%
	SR	111%	118%	125%
Participate in a learning community or some other formal program where groups of students take two or more classes together	FY	63%	53%	31%
	SR	78%	92%	75%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	FY	70%	50%	50%
	SR	41%	38%	48%
Time Usage				
Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	FY	110%	123%	118%
	SR	110%	125%	125%
Institutional Environment				
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FY	95%	107%	102%
	SR	99%	103%	100%

		WIU% of Carnegie Masters		
		2005	2006	2007
Supportive Campus Environment	FY	97%	106%	98%
	SR	102%	106%	104%
Quality of Relationships				
Relationships with other students	FY	99%	102%	97%
	SR	99%	101%	102%
Relationships with faculty members	FY	95%	102%	97%
	SR	99%	101%	102%
Relationships with administrative personnel and offices	FY	102%	103%	100%
	SR	104%	108%	107%
Institutional Environment				
Providing the support you need to help you succeed academically	FY	96%	102%	96%
	SR	100%	102%	101%
Helping you cope with your non-academic responsibilities (work, family, etc.)	FY	97%	109%	101%
	SR	102%	107%	103%
Providing the support you need to thrive socially	FY	102%	108%	102%
	SR	104%	108%	105%
added to (removed from) benchmark calculation				

In the above table, specific areas can be identified where Western Illinois University exceeds the Spring 2007 Carnegie Master's norm.

Western Illinois University exceeded the Spring 2007 Carnegie Master's norm for both *freshmen and seniors* in:

Level of Academic Challenge

Reading and Writing

- Number of written papers or reports of **fewer than 5 pages**

Student-Faculty Interaction

Academic and Intellectual Experiences

- Talked about career plans with a faculty member or advisor
- Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)

Enriching Educational Experience

Time Usage

- Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)

Supportive Campus Environment

Institutional Environment

- Helping you cope with your non-academic responsibilities (work, family, etc.)
- Providing the support you need to thrive socially

Western Illinois University exceeded the Spring 2007 Carnegie Master's norm for *freshmen* in:

Active & Collaborative Learning

Academic and Intellectual Experiences

- Participated in a community-based project (e.g. service learning) as part of a regular course

Student-Faculty Interaction

Academic and Intellectual Experiences

- Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)
- Work on a research project with a faculty member outside of course or program requirements

Enriching Educational ExperienceEnriching Educational Experiences

- Study abroad

Institutional Environment

- Encouraging contact among students from different economic, social, and racial or ethnic backgrounds

Western Illinois University exceeded the Spring 2007 Carnegie Master's norm for *seniors* in:

Level of Academic ChallengeReading and Writing

- Number of written papers or reports **between 5 and 19 pages**

Student-Faculty InteractionAcademic and Intellectual Experiences

- Discussed grades or assignments with an instructor
- Discussed ideas from your readings or classes with faculty members outside of class
- Received prompt feedback from faculty on your academic performance (written or oral)

Enriching Educational ExperienceEnriching Educational Experiences

- Community service or volunteer work
- Independent study or self-designed major

Supportive Campus EnvironmentQuality of Relationships

- Relationships with other students
- Relationships with faculty members
- Relationships with administrative personnel and offices

Institutional Environment

- Providing the support you need to help you succeed academically