IUPUI

National Survey of Student Engagement

Report for

Fairbanks School of Public Health

2018

IUPUI's Vision

To be a leading urban research institution recognized for the success of its students, its advances in health and life sciences, and its intellectual, economic, and cultural contributions to the well-being of the citizens of Indianapolis, the state of Indiana, and beyond.

Welcome to the 2018 Fairbanks School of Public Health NSSE Report

The National Survey of Student Engagement (NSSE) was developed to document dimensions of quality in undergraduate education and provides information and assistance to colleges, universities, and other organizations to improve student learning. The final NSSE report consists of 12 scales, referred to as Engagement Indicators. These Engagement Indicators are grouped into four over-arching themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. In addition, NSSE also asks students about their engagement in High Impact Practices (HIPs) and the amount of time they spend engaged in various activities.

The following report is a summary of responses from the Fairbanks School of Public Health compared to students enrolled in similar programs at other institutions that participated in NSSE. This report uses effect size to quantify differences between your school and peer means. Effect size is a measure of the magnitude of the difference between two means. Effect size differences for the NSSE Engagement Indicators can be interpreted at the number of standard deviations between the mean for your school and the mean for students majoring in similar programs at IUPUI peer institutions. Items are labeled as "Areas of Strength" (an effect size of 0.21 standard deviations greater than the benchmark programs average), "Asset to Protect" (between 0.05 and 0.2 standard deviations), "Issue to be Mindful of" (between -0.05 and -0.2 standard deviations below), and "Opportunity for Improvement" (-0.21 or more below the mean). A total of 31 Senior students in the Fairbanks School of Public Health had completed the survey.

Key Highlights Overall

- Thirty-six percent plan to work more than 20 hours for pay off campus a week and 22% plan to spend more than 20 hours a week providing care for dependents.
- Fairbanks School of Public Health respondents felt that they had their best interactions with other students.
- Scales with a large significant difference between Fairbanks and Peer groups, with Fairbanks scoring higher on average, include: **Higher-Order Learning, Student-Faculty Interactions, Effective Teaching Practices,** & **Quality of Interactions.**
- Scales with a large significant difference between Fairbanks and Peer groups, with Peer groups scoring higher on average**,** was **Learning Strategies**.
- Twenty-three percent fewer Fairbanks School of Public Health Senior respondents had completed research with faculty than Peers. However, 13% more completed service-learning compared to Peers.

The table below displays the NSSE Engagement Indicators that are considered "Areas of Strength" and "Opportunities for Improvement" for the Fairbanks School of Public Health. For more information about the NSSE Engagement Indicators or the NSSE in general, please see http://nsse.indiana.edu/html/engagement_indicators.cfm.

Areas of Strength and Opportunities for Improvement

	Areas of Strength	Opportunities for Improvement
Seniors	Higher Order Learning	Learning Strategies
	Reflective and Integrative Learning	Supportive Environment
	Quantitative Reasoning	
	Collaborative Learning	
	Discussions with Diverse Others	
	Student-Faculty Interaction	
	Effective Teaching Practices	
	Quality of Interactions	

Table 1
Academic Challenge
Senior

	N	Mean	Standard Deviation	Peer Mean	Effect Size
Higher-Order Learning [a][1]	**29**	**43.1**	**14.3**	**39.0**	**1.09**
Applying facts, theories, or methods to practical problems or new situations	29	3.17	0.71	3.1	
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	29	3.17	0.81	3.0	
Evaluating a point of view, decision, or information source	29	3.17	0.80	2.9	
Forming a new idea or understanding from various pieces of information	29	3.10	0.86	2.9	
Reflective & Integrative Learning [b][1]	**30**	**38.6**	**10.4**	**36.7**	**0.56**
Combined ideas from different courses when completing assignments	31	3.03	0.61	2.8	
Connected your learning to societal problems or issues	31	2.87	0.76	2.7	
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	30	2.80	0.71	2.6	
Examined the strengths and weaknesses of your own views on a topic or issue	30	2.80	0.76	2.8	
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	29	3.10	0.72	3.0	
Learned something that changed the way you understand an issue or concept	30	2.93	0.64	3.0	
Connected ideas from your courses to your prior experiences and knowledge	30	2.93	0.58	3.1	
Learning Strategies [b][4]	**28**	**37.9**	**14.6**	**40.7**	**-0.74**
Identified key information from reading assignments	28	3.25	0.70	3.2	
Reviewed your notes after class	28	2.75	1.08	3.0	
Summarized what you learned in class or from course materials	28	2.68	0.82	3.0	
Quantitative Reasoning [b][1]	**27**	**32.6**	**15.7**	**31.5**	**0.28**
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	28	2.46	0.96	2.7	
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	27	2.74	0.90	2.5	
Evaluated what others have concluded form numerical information	28	2.68	0.77	2.5	

[a] 1=Very Little, 2=Some, 3=Quite a bit, 4=Very much
[b] 1=Never, 2=Sometimes, 3=Often, 4=Very Often
[1] Area of Strength [2] Asset to Protect [3] Issue to be Mindful of [4] Opportunity for Improvement

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Table 2
Learning with Peers
Senior
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	N	Mean	Standard Deviation	Peer Mean	Effect Size
Collaborative Learning [a][1]	**31**	**33.7**	**15.2**	**31.4**	**0.59**
Asked another student to help you understand course material	31	2.42	0.99	2.4	
Explained course material to one or more students	31	2.77	0.76	2.7	
Prepared for exams by discussing or working through course material with other students	31	2.58	1.09	2.5	
Worked with other students on course projects or assignments	31	2.97	0.84	2.7	
Discussions with Diverse Others [a][1]	**27**	**45.4**	**15.3**	**43.6**	**0.45**
People from a race or ethnicity other than your own	28	3.36	0.78	3.3	
People from an economic background other than your own	27	3.22	0.85	3.2	
People with religious beliefs other than your own	28	3.36	0.78	3.2	
People with political views other than your own	28	3.21	0.96	3.0	

[a] 1=Never, 2=Sometimes, 3=Often, 4=Very Often
[1] Area of Strength [2] Asset to Protect [3] Issue to be Mindful of [4] Opportunity for Improvement

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Table 3
Experiences with Faculty
Senior
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	N	Mean	Standard Deviation	Peer Mean	Effect Size
Student-Faculty Interaction [b][1]	**29**	**27.2**	**17.1**	**20.8**	**1.60**
Talked about career plans with a faculty member	29	2.72	0.92	2.3	
Worked w/faculty on activities other than coursework (committees, student groups, etc.)	29	2.17	1.10	1.8	
Discussed course topics, ideas, or concepts with a faculty member outside of class	29	2.31	0.97	2.0	
Discussed your academic performance with a faculty member	29	2.24	0.95	2.1	
Effective Teaching Practices [a][1]	**28**	**43.4**	**14.0**	**38.2**	**1.39**
Clearly explained course goals and requirements	29	3.24	0.74	3.2	
Taught course sessions in an organized way	28	3.32	0.61	3.0	
Used examples or illustrations to explain difficult points	29	3.14	0.92	3.1	
Provided feedback on a draft or work in progress	28	3.11	0.92	2.6	
Provided prompt and detailed feedback on tests or completed assignments	28	3.07	0.98	2.7	

[a] 1=Very Little, 2=Some, 3=Quite a bit, 4=Very much
[b] 1=Never, 2=Sometimes, 3=Often, 4=Very Often
[1] Area of Strength [2] Asset to Protect [3] Issue to be Mindful of [4] Opportunity for Improvement

Table 4
Campus Environment
Senior

	N	Mean	Standard Deviation	Peer Mean	Effect Size
Quality of Interactions [b][1]	**26**	**45.8**	**9.92**	**40.9**	**1.46**
Students	28	6.00	0.98	5.5	
Academic advisors	28	5.89	1.26	5.0	
Faculty	27	5.78	1.28	5.2	
Student Services Staff (career services, student activities, housing, etc.)	23	5.30	1.69	4.8	
Other administrative staff and offices (registrar, financial aid, etc.)	26	5.08	1.47	4.8	
Supportive Environment [a][4]	**28**	**32.0**	**13.2**	**33.4**	**-0.38**
Providing support to help students succeed academically	28	2.86	0.80	2.9	
Using learning support services (tutoring services, writing center, etc.)	28	3.04	0.84	2.9	
Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc)	28	2.79	0.88	2.8	
Providing opportunities to be involved socially	28	2.89	0.88	2.9	
Providing support for your overall well-being (recreation, health care, counseling, etc.)	28	2.75	0.89	2.8	
Helping you manage your non-academic responsibilities (work, family, etc.)	28	1.86	0.97	2.1	
Attending campus activities and events (performing arts, athletic events, etc.)	27	2.30	0.91	2.6	
Attending events that address important social, economic, or political issues	28	2.29	1.01	2.4	

[a] 1=Very Little, 2=Some, 3=Quite a bit, 4=Very much
[b] Stem= "Indicate the quality of your interactions with the following people at your institution"; 1= "Poor", 7 = "Excellent"
[1] Area of Strength [2] Asset to Protect [3] Issue to be Mindful of [4] Opportunity for Improvement
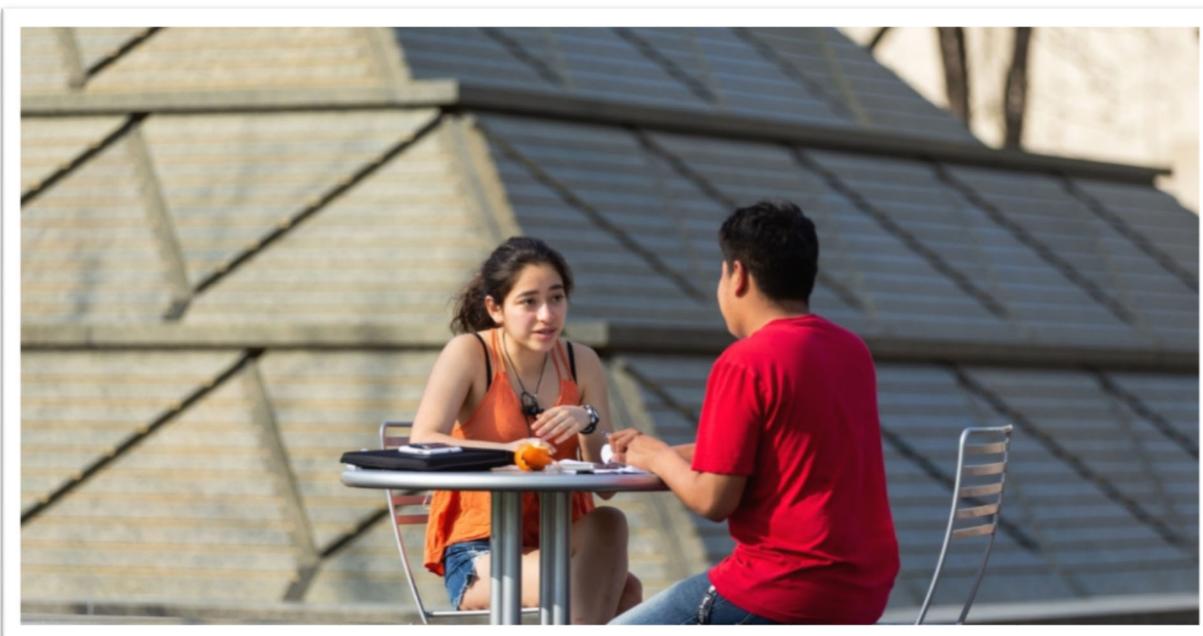
Table 5
Hours per week spent on activities
Senior

|	N	0 Hours per Week	1-5 Hours	6-10 Hours	11-15 Hours	16-20 Hours	21-25 Hours	26-30 Hours	More than 30 hours
					Peer Percentages				
Preparing for class [a]	28	0.0	21.4	32.1	14.3	21.4	7.1	0.0	3.6
	656	0.5	11.3	18.6	19.4	17.8	13.3	9.6	9.6
Participating in co-curricular activities [a]	28	57.1	21.4	14.3	3.6	0.0	3.6	0.0	0.0
	652	39.6	26.4	15.2	8.7	5.2	3.4	0.6	0.9
Working for pay on-campus [a]	28	53.6	7.1	7.1	14.3	7.1	7.1	3.6	0.0
	654	79.1	2.8	4.4	4.0	4.9	2.3	0.8	1.8
Working for pay off-campus [a]	28	42.9	7.1	3.6	3.6	7.1	7.1	14.3	14.3
	656	40.2	4.7	5.5	6.7	8.5	7.6	6.4	20.3
Doing community service or volunteer work [a]	28	35.7	42.9	3.6	7.1	10.7	0.0	0.0	0.0
	654	36.4	39.3	13.8	5.4	2.9	1.2	0.5	0.6
Relaxing and socializing [a]	28	3.6	35.7	28.6	10.7	17.9	0.0	0.0	3.6
	653	5.2	31.4	27.9	16.1	9.5	4.6	2.0	3.4
Providing care for dependents [a]	28	60.7	7.1	7.1	0.0	3.6	0.0	3.6	17.9
	655	63.1	12.5	6.0	2.7	2.6	1.5	0.6	11.0
Commuting to campus [a]	28	7.1	53.6	21.4	0.0	10.7	3.6	0.0	3.6
	655	18.5	44.9	22.7	6.6	3.5	1.5	0.3	2.0

[a] Chi-square test revealed statistically significant difference at $\alpha \leq 0.05$.

Table 6
High Impact Practices
Senior

	Fairbanks School of Public Health Percent "Done"	Peer Percent "Done"	Difference
Service-Learning	67.9% (19)	55% (360)	12.9%
Learning Community	37% (10)	23% (147)	14%
Research with Faculty	3.6% (1)	27% (177)	- 23.4%
Internship or Field Experience	39.3% (11)	40% (261)	- 0.7%
Study Abroad	10.7% (3)	13% (86)	- 2.3%
Culminating Senior Experience	42.9% (12)	46% (298)	- 3.1%

N included in parentheses

Figure 1
Number of High Impact Practices Completed
Senior
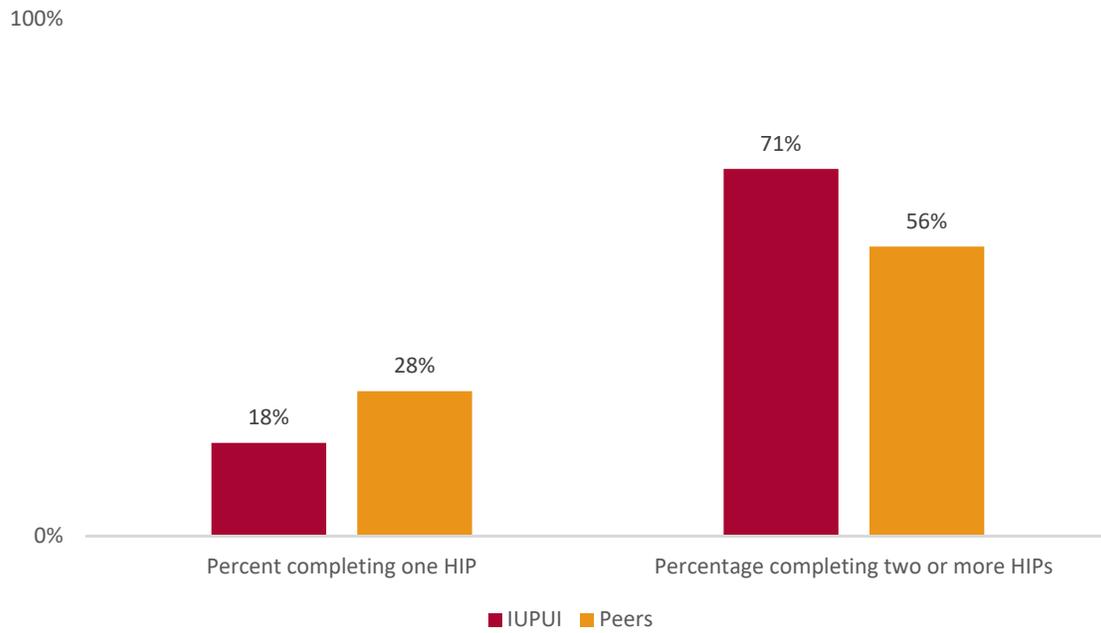
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Prepared by
Steven Graunke and Jasmine Beecham
(Institutional Research and Decision Support)