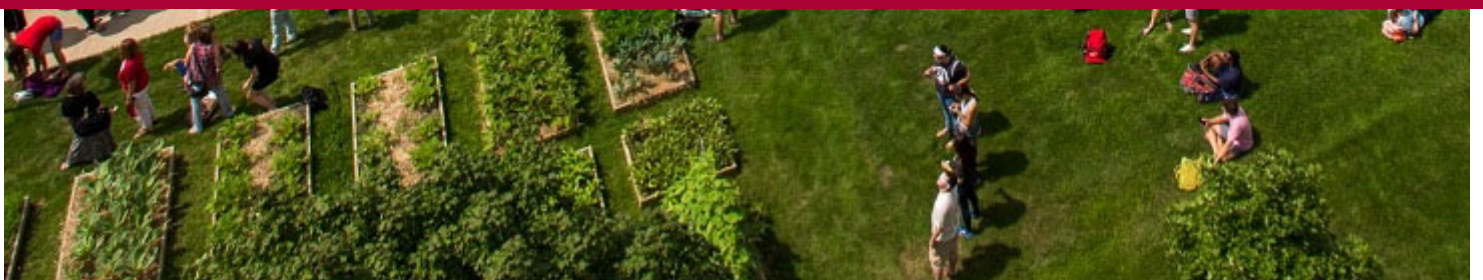




IUPUI

**National Survey of Student Engagement  
Report for  
School of Liberal Arts**

2018



## ***Welcome to the 2018 School of Liberal Arts NSSE Report***

### 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.*

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 School of Liberal Arts compared to students enrolled in similar programs at other institutions that participated in NSSE. 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 45 First-year and 152 Senior students in the School of Liberal Arts had completed the survey.



# 2018 NSSE Report for School of Liberal Arts

## Key Highlights Overall

- Fifty-two percent of Senior respondents plan to work more than 20 hours for pay off campus weekly & twenty-three percent of Seniors plan to spend more than 20 hours a week providing care for dependents.
- Only ten percent of First Year respondents expect to spend more than 20 hours preparing for class work.
- School of Liberal Arts respondents reported their best interactions with faculty.
- Liberal Arts First Years had 35% more participation in a learning community and 21% more in service-learning than their peers.
- There is a large significant difference between IUPUI Liberal Arts Seniors and Peer students, with Liberal Arts Seniors rating significantly lower in **Collaborative Learning and Supportive Environment** ratings.
- First year IUPUI Liberal Arts respondents rated **Student-Faculty Interaction** significantly higher on average compared to their Peers.

The table below displays the NSSE Engagement Indicators that are considered “Areas of Strength” and “Opportunities for Improvement” for the School of Liberal Arts. For more information about the NSSE Engagement Indicators or the NSSE in general, please see [http://nsse.indiana.edu/html/engagement\\_indicators.cfm](http://nsse.indiana.edu/html/engagement_indicators.cfm).

### Areas of Strength and Opportunities for Improvement

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

# 2018 NSSE Report for School of Liberal Arts

**Table 1**  
**Academic Challenge**  
**Senior**

	N	Mean	Standard Deviation	Peer Mean	Effect Size
<b>Higher-Order Learning <sup>a3</sup></b>	<b>142</b>	<b>41.1</b>	<b>13.0</b>	<b>41.3</b>	<b>-0.05</b>
Applying facts, theories, or methods to practical problems or new situations	144	3.01	0.80	3.0	
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	144	3.10	0.79	3.1	
Evaluating a point of view, decision, or information source	144	3.10	0.75	3.1	
Forming a new idea or understanding from various pieces of information	144	2.98	0.76	3.1	
<b>Reflective &amp; Integrative Learning <sup>b4</sup></b>	<b>145</b>	<b>39.3</b>	<b>11.3</b>	<b>41.9</b>	<b>-0.76</b>
Combined ideas from different courses when completing assignments	146	2.71	0.87	3.0	
Connected your learning to societal problems or issues	146	2.87	0.86	3.1	
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	145	2.92	0.87	3.1	
Examined the strengths and weaknesses of your own views on a topic or issue	146	2.88	0.83	3.0	
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	145	3.13	0.71	3.1	
Learned something that changed the way you understand an issue or concept	146	2.95	0.79	3.1	
Connected ideas from your courses to your prior experiences and knowledge	145	3.26	0.69	3.3	
<b>Learning Strategies <sup>b1</sup></b>	<b>135</b>	<b>40.3</b>	<b>14.5</b>	<b>39.4</b>	<b>0.24</b>
Identified key information from reading assignments	136	3.18	0.81	3.3	
Reviewed your notes after class	136	2.98	0.87	2.8	
Summarized what you learned in class or from course materials	137	2.90	0.89	2.8	
<b>Quantitative Reasoning <sup>b4</sup></b>	<b>135</b>	<b>23.2</b>	<b>16.9</b>	<b>25.7</b>	<b>-0.61</b>
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	137	2.20	0.92	2.3	
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	137	2.14	0.93	2.3	
Evaluated what others have concluded from numerical information	139	2.14	0.95	2.3	

<sup>a</sup> 1=Very Little, 2=Some, 3=Quite a bit, 4=Very much

<sup>b</sup> 1=Never, 2=Sometimes, 3=Often, 4=Very Often

<sup>1</sup> Area of Strength <sup>2</sup> Asset to Protect <sup>3</sup> Issue to be Mindful of <sup>4</sup> Opportunity for Improvement

**Table 2**  
**Learning with Peers**  
**Senior**

	N	Mean	Standard Deviation	Peer Mean	Effect Size
<b>Collaborative Learning<sup>a4</sup></b>	<b>146</b>	<b>23.9</b>	<b>14.6</b>	<b>28.6</b>	<b>-1.24</b>
Asked another student to help you understand course material	147	2.01	0.84	2.2	
Explained course material to one or more students	148	2.39	0.85	2.6	
Prepared for exams by discussing or working through course material with other students	148	1.98	0.89	2.3	
Worked with other students on course projects or assignments	147	2.39	0.95	2.6	
<b>Discussions with Diverse Others<sup>a4</sup></b>	<b>136</b>	<b>42.1</b>	<b>15.4</b>	<b>44.0</b>	<b>-0.50</b>
People from a race or ethnicity other than your own	137	3.25	0.87	3.3	
People from an economic background other than your own	137	3.15	0.86	3.2	
People with religious beliefs other than your own	138	3.07	0.95	3.2	
People with political views other than your own	136	2.90	0.97	3.0	

<sup>a</sup> 1=Never, 2=Sometimes, 3=Often, 4=Very Often

<sup>1</sup> Area of Strength <sup>2</sup> Asset to Protect <sup>3</sup> Issue to be Mindful of <sup>4</sup> Opportunity for Improvement

**Table 3**  
**Experiences with Faculty**  
**Senior**

	N	Mean	Standard Deviation	Peer Mean	Effect Size
<b>Student-Faculty Interaction<sup>b4</sup></b>	<b>142</b>	<b>21.3</b>	<b>15.0</b>	<b>22.5</b>	<b>-0.31</b>
Talked about career plans with a faculty member	146	2.34	1.01	2.4	
Worked w/faculty on activities other than coursework (committees, student groups, etc.)	145	1.79	0.94	1.8	
Discussed course topics, ideas, or concepts with a faculty member outside of class	143	1.99	0.92	2.2	
Discussed your academic performance with a faculty member	144	2.10	0.88	2.1	
<b>Effective Teaching Practices<sup>a2</sup></b>	<b>141</b>	<b>40.8</b>	<b>14.1</b>	<b>40.2</b>	<b>0.16</b>
Clearly explained course goals and requirements	141	3.20	0.80	3.2	
Taught course sessions in an organized way	142	3.21	0.77	3.1	
Used examples or illustrations to explain difficult points	141	3.10	0.82	3.1	
Provided feedback on a draft or work in progress	142	2.75	0.99	2.8	
Provided prompt and detailed feedback on tests or completed assignments	140	2.90	0.93	2.8	

<sup>a</sup> 1=Very Little, 2=Some, 3=Quite a bit, 4=Very much

<sup>b</sup> 1=Never, 2=Sometimes, 3=Often, 4=Very Often

<sup>1</sup> Area of Strength <sup>2</sup> Asset to Protect <sup>3</sup> Issue to be Mindful of <sup>4</sup> Opportunity for Improvement

**Table 4**  
**Campus Environment**  
**Senior**

	N	Mean	Standard Deviation	Peer Mean	Effect Size
<b>Quality of Interactions<sup>b1</sup></b>	<b>120</b>	<b>40.8</b>	<b>12.7</b>	<b>40.8</b>	<b>0.00</b>
Students	133	5.17	1.42	5.5	
Academic advisors	133	5.14	1.72	5.1	
Faculty	134	5.67	1.26	5.5	
Student Services Staff (career services, student activities, housing, etc.)	94	4.59	1.90	4.7	
Other administrative staff and offices (registrar, financial aid, etc.)	120	4.80	1.74	4.5	
<b>Supportive Environment<sup>a4</sup></b>	<b>135</b>	<b>30.0</b>	<b>14.4</b>	<b>33.9</b>	<b>-1.04</b>
Providing support to help students succeed academically	133	2.92	0.85	2.9	
Using learning support services (tutoring services, writing center, etc.)	134	2.84	0.95	2.8	
Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc)	135	2.69	1.02	2.8	
Providing opportunities to be involved socially	135	2.79	0.93	2.9	
Providing support for your overall well-being (recreation, health care, counseling, etc.)	135	2.50	0.99	2.9	
Helping you manage your non-academic responsibilities (work, family, etc.)	136	1.79	0.90	2.1	
Attending campus activities and events (performing arts, athletic events, etc.)	133	2.20	0.98	2.7	
Attending events that address important social, economic, or political issues	134	2.25	0.93	2.6	

<sup>a</sup> 1=Very Little, 2=Some, 3=Quite a bit, 4=Very much

<sup>b</sup> Stem= "Indicate the quality of your interactions with the following people at your institution"; 1= "Poor", 7= "Excellent"

<sup>1</sup> Area of Strength <sup>2</sup> Asset to Protect <sup>3</sup> Issue to be Mindful of <sup>4</sup> Opportunity for Improvement



# 2018 NSSE Report for School of Liberal Arts

**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
<i>Peer Percentages</i>									
Preparing for class	135	0.0	15.0	25.0	27.5	22.5	2.5	2.5	5.0
	1172	0.3	15.8	26.4	20.6	15.7	9.3	4.9	7.1
Participating in co-curricular activities <sup>a</sup>	135	63.0	23.7	4.4	4.4	3.0	1.5	0.0	0.0
	1172	45.1	28.6	11.0	6.1	5.4	2.3	0.3	1.5
Working for pay on-campus	135	79.3	0.7	3.7	5.2	1.5	1.5	3.0	5.2
	1164	75.1	2.2	5.8	4.6	5.6	2.9	1.5	2.3
Working for pay off-campus <sup>a</sup>	134	23.9	3.0	4.5	4.5	11.9	8.2	8.2	35.8
	1172	40.7	4.9	5.4	6.3	9.6	9.9	8.4	14.8
Doing community service or volunteer work	134	47.8	40.3	4.5	2.2	2.2	0.7	0.0	2.2
	1173	51.2	33.2	8.4	3.2	2.0	1.0	0.0	0.8
Relaxing and socializing	135	5.9	31.1	21.5	17.8	10.4	4.4	3.7	5.2
	1173	3.2	25.2	25.8	20.2	11.9	5.4	2.0	6.1
Providing care for dependents <sup>a</sup>	135	56.3	8.1	4.4	3.7	4.4	0.7	0.7	21.5
	1172	68.5	11.5	4.6	3.2	2.1	1.2	0.7	8.2
Commuting to campus	135	11.1	56.3	18.5	4.4	2.2	0.7	1.5	5.2
	1171	12.2	51.7	22.5	7.1	3.0	0.9	0.8	1.9

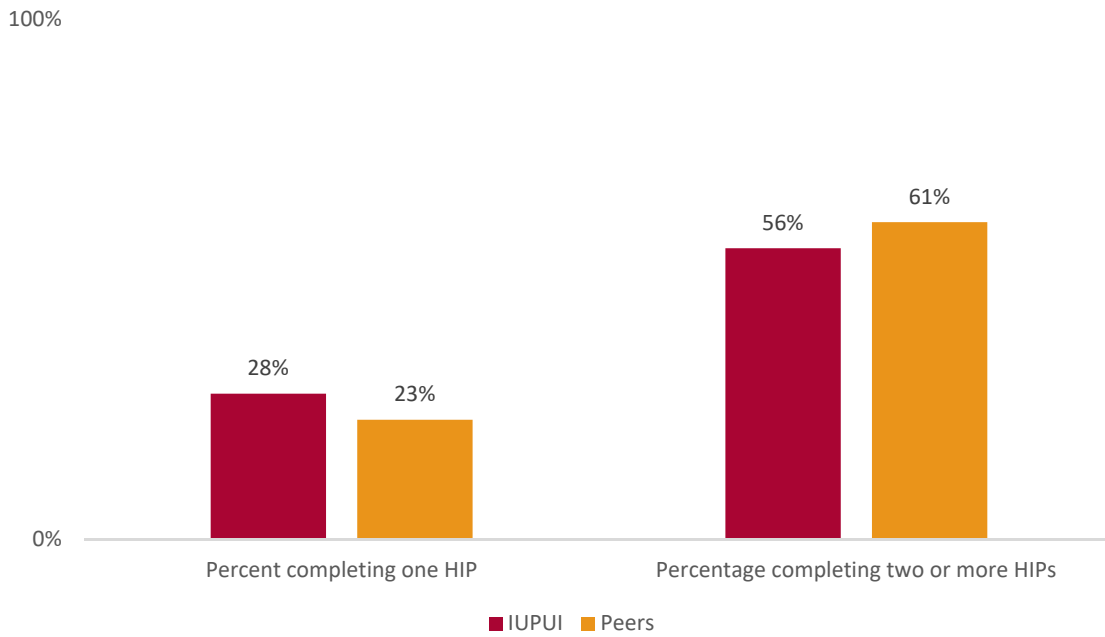
<sup>a</sup> Chi-square test revealed statistically significant difference at  $\alpha \leq 0.05$ .

**Table 6**  
**High Impact Practices**  
**Senior**

	School of Liberal Arts Percent "Done"	Peer Percent "Done"	Difference
Service-Learning	63.2% (86)	53% (616)	10.2%
Learning Community	19.9% (27)	21% (242)	- 1.1%
Research with Faculty	14% (19)	25% (291)	- 11%
Internship or Field Experience	41.5% (56)	46% (538)	- 4.5%
Study Abroad	14.7% (20)	21% (252)	- 6.3%
Culminating Senior Experience	56.9% (78)	51% (598)	5.9%

N included in parentheses

**Figure 1**  
**Number of High Impact Practices Completed**  
**Senior**





# 2018 NSSE Report for School of Liberal Arts

**Table 7**  
**Academic Challenge**  
**First Year**

	N	Mean	Standard Deviation	Peer Mean	Effect Size
<b>Higher-Order Learning <sup>a1</sup></b>	<b>41</b>	<b>40.0</b>	<b>12.2</b>	<b>39.2</b>	<b>0.23</b>
Applying facts, theories, or methods to practical problems or new situations	42	3.02	0.75	2.9	
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	41	3.05	0.81	3.0	
Evaluating a point of view, decision, or information source	41	2.88	0.87	3.0	
Forming a new idea or understanding from various pieces of information	41	3.02	0.82	3.0	
<b>Reflective &amp; Integrative Learning <sup>b1</sup></b>	<b>42</b>	<b>41.6</b>	<b>11.9</b>	<b>39.4</b>	<b>0.63</b>
Combined ideas from different courses when completing assignments	44	3.00	0.75	2.8	
Connected your learning to societal problems or issues	44	3.09	0.77	2.9	
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	42	3.07	0.89	2.9	
Examined the strengths and weaknesses of your own views on a topic or issue	43	3.05	0.69	3.0	
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	43	3.14	0.68	3.1	
Learned something that changed the way you understand an issue or concept	42	2.98	0.84	3.0	
Connected ideas from your courses to your prior experiences and knowledge	43	3.30	0.80	3.2	
<b>Learning Strategies <sup>b4</sup></b>	<b>41</b>	<b>37.7</b>	<b>12.3</b>	<b>38.8</b>	<b>-0.30</b>
Identified key information from reading assignments	41	3.15	0.73	3.1	
Reviewed your notes after class	41	2.76	0.83	2.9	
Summarized what you learned in class or from course materials	41	2.76	0.83	2.8	
<b>Quantitative Reasoning <sup>b4</sup></b>	<b>41</b>	<b>24.1</b>	<b>15.0</b>	<b>26.4</b>	<b>-0.59</b>
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	41	2.27	0.95	2.4	
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	2.12	0.87	2.3	
Evaluated what others have concluded from numerical information	41	2.22	0.91	2.3	

<sup>a</sup> 1=Very Little, 2=Some, 3=Quite a bit, 4=Very much

<sup>b</sup> 1=Never, 2=Sometimes, 3=Often, 4=Very Often

<sup>1</sup> Area of Strength <sup>2</sup> Asset to Protect <sup>3</sup> Issue to be Mindful of <sup>4</sup> Opportunity for Improvement

# 2018 NSSE Report for School of Liberal Arts

**Table 8**  
**Learning with Peers**  
**First Year**

	N	Mean	Standard Deviation	Peer Mean	Effect Size
<b>Collaborative Learning<sup>a1</sup></b>	<b>43</b>	<b>31.9</b>	<b>13.4</b>	<b>29.8</b>	<b>0.57</b>
Asked another student to help you understand course material	44	2.55	0.82	2.4	
Explained course material to one or more students	45	2.78	0.82	2.6	
Prepared for exams by discussing or working through course material with other students	44	2.39	0.87	2.4	
Worked with other students on course projects or assignments	45	2.69	0.93	2.3	
<b>Discussions with Diverse Others<sup>a1</sup></b>	<b>41</b>	<b>46.1</b>	<b>15.4</b>	<b>43.0</b>	<b>0.82</b>
People from a race or ethnicity other than your own	41	3.41	0.84	3.3	
People from an economic background other than your own	41	3.32	0.79	3.2	
People with religious beliefs other than your own	41	3.24	0.89	3.2	
People with political views other than your own	41	3.24	0.89	2.9	

<sup>a</sup> 1=Never, 2=Sometimes, 3=Often, 4=Very Often

<sup>1</sup> Area of Strength <sup>2</sup> Asset to Protect <sup>3</sup> Issue to be Mindful of <sup>4</sup> Opportunity for Improvement

**Table 9**  
**Experiences with Faculty**  
**First Year**

	N	Mean	Standard Deviation	Peer Mean	Effect Size
<b>Student-Faculty Interaction<sup>b1</sup></b>	<b>42</b>	<b>24.6</b>	<b>16.3</b>	<b>20.2</b>	<b>1.12</b>
Talked about career plans with a faculty member	42	2.60	0.94	2.3	
Worked w/faculty on activities other than coursework (committees, student groups, etc.)	42	2.02	1.07	1.7	
Discussed course topics, ideas, or concepts with a faculty member outside of class	42	2.24	1.08	2.0	
Discussed your academic performance with a faculty member	42	2.07	0.89	2.0	
<b>Effective Teaching Practices<sup>a1</sup></b>	<b>41</b>	<b>40.5</b>	<b>12.4</b>	<b>37.9</b>	<b>0.73</b>
Clearly explained course goals and requirements	40	3.18	0.75	3.1	
Taught course sessions in an organized way	41	3.10	0.83	3.0	
Used examples or illustrations to explain difficult points	41	3.05	0.77	3.0	
Provided feedback on a draft or work in progress	41	3.00	1.05	2.7	
Provided prompt and detailed feedback on tests or completed assignments	41	2.78	0.94	2.6	

<sup>a</sup> 1=Very Little, 2=Some, 3=Quite a bit, 4=Very much

<sup>b</sup> 1=Never, 2=Sometimes, 3=Often, 4=Very Often

<sup>1</sup> Area of Strength <sup>2</sup> Asset to Protect <sup>3</sup> Issue to be Mindful of <sup>4</sup> Opportunity for Improvement

# 2018 NSSE Report for School of Liberal Arts

**Table 10**  
**Campus Environment**  
**First Year**

	N	Mean	Standard Deviation	Peer Mean	Effect Size
<b>Quality of Interactions<sup>b4</sup></b>	<b>36</b>	<b>38.1</b>	<b>13.4</b>	<b>40.7</b>	<b>-0.73</b>
Students	38	5.08	1.40	5.2	
Academic advisors	40	4.98	2.09	5.2	
Faculty	40	5.20	1.40	5.3	
Student Services Staff (career services, student activities, housing, etc.)	32	4.50	1.69	4.9	
Other administrative staff and offices (registrar, financial aid, etc.)	37	4.49	1.69	4.7	
<b>Supportive Environment<sup>a3</sup></b>	<b>40</b>	<b>36.2</b>	<b>11.2</b>	<b>36.7</b>	<b>-0.14</b>
Providing support to help students succeed academically	40	3.03	0.77	2.9	
Using learning support services (tutoring services, writing center, etc.)	40	3.10	0.87	3.0	
Encouraging contact among students from diff. backgrounds	40	2.85	0.92	3.0	
Providing opportunities to be involved socially	39	2.90	0.85	3.0	
Providing support for your overall well-being (recreation, health care, counseling, etc.)	40	2.80	0.94	3.0	
Helping you manage your non-academic responsibilities (work, family, etc.)	40	2.48	0.88	2.3	
Attending campus activities and events (performing arts, athletic events, etc.)	40	2.70	0.91	2.9	
Attending events that address important social, economic, or political issues	39	2.62	0.82	2.8	

<sup>a</sup> 1=Very Little, 2=Some, 3=Quite a bit, 4=Very much

<sup>b</sup> Stem= "Indicate the quality of your interactions with the following people at your institution"; 1= "Poor", 7= "Excellent"

<sup>1</sup> Area of Strength <sup>2</sup> Asset to Protect <sup>3</sup> Issue to be Mindful of <sup>4</sup> Opportunity for Improvement



# 2018 NSSE Report for School of Liberal Arts

**Table 11**  
**Hours per week spent on activities**  
**First Year**

	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
<i>Peer Percentages</i>									
Preparing for class	40	0.0	15.0	25.0	27.5	22.5	2.5	2.5	5.0
	560	0.5	11.6	20.9	24.6	21.8	12.3	4.1	4.1
Participating in co-curricular activities	40	45.0	27.5	12.5	10.0	5.0	0.0	0.0	0.0
	560	34.6	33.4	17.3	7.0	3.8	2.5	0.4	1.1
Working for pay on-campus <sup>a</sup>	40	72.5	0.0	15.0	7.5	2.5	0.0	0.0	2.5
	564	82.4	1.6	3.7	6.0	3.0	2.1	0.4	0.7
Working for pay off-campus <sup>a</sup>	40	57.5	5.0	12.5	5.0	7.5	5.0	0.0	7.5
	560	67.0	3.0	5.4	5.9	8.2	5.2	2.5	2.9
Doing community service or volunteer work <sup>a</sup>	40	47.5	35.0	17.5	0.0	0.0	0.0	0.0	0.0
	562	55.9	30.2	6.8	2.7	2.1	1.6	0.4	0.4
Relaxing and socializing	40	0.0	17.5	25.0	25.0	20.0	5.0	0.0	7.5
	562	1.2	15.8	28.6	19.0	16.5	6.9	3.4	8.4
Providing care for dependents <sup>a</sup>	40	67.5	7.5	7.5	7.5	2.5	2.5	0.0	5.0
	564	80.5	9.8	3.7	2.1	1.2	1.4	0.2	1.1
Commuting to campus	40	25.0	40.0	22.5	5.0	2.5	0.0	0.0	5.0
	562	34.9	38.8	14.9	5.9	1.8	1.4	0.4	2.0

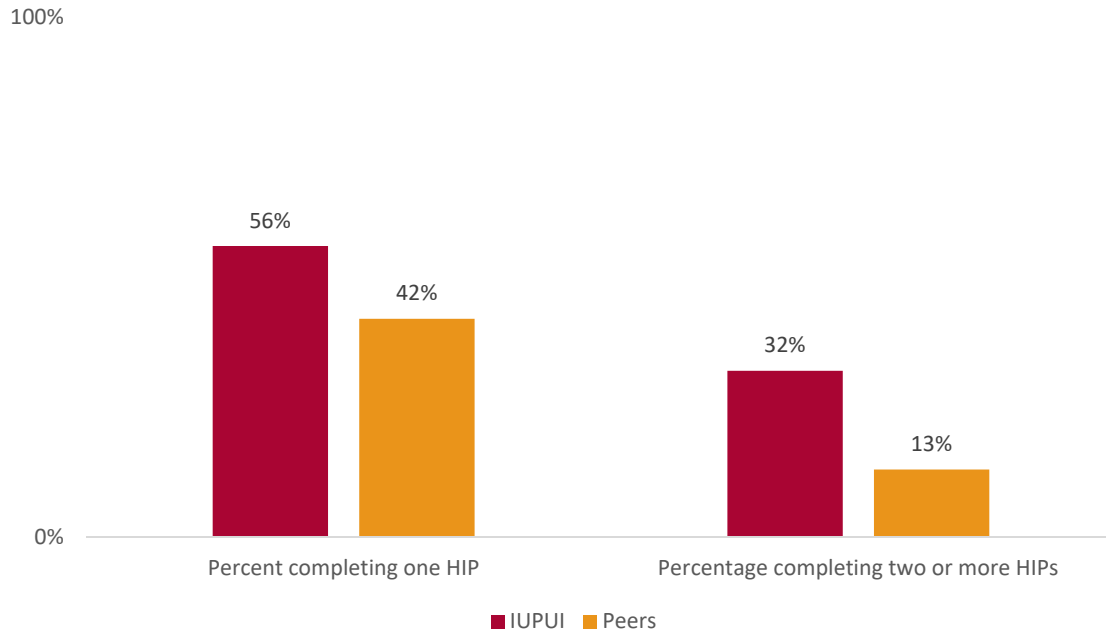
<sup>a</sup> Chi-square test revealed statistically significant difference at  $\alpha \leq 0.05$ .

**Table 12**  
**High Impact Practices**  
**First Year**

	School of Liberal Arts Percent "Done"	Peer Percent "Done"	Difference
Service-Learning	67.5% (27)	47% (263)	20.5%
Learning Community	51.2% (21)	16% (93)	35.2%
Research with Faculty	4.9% (2)	5% (30)	- 0.1%
Internship or Field Experience	7.3% (3)	9% (48)	- 1.7%
Study Abroad	2.5% (1)	6% (36)	- 3.5%
Culminating Senior Experience	5% (2)	2% (13)	3%

N included in parentheses

**Figure 2**  
**Number of High Impact Practices Completed**  
**First Year**



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