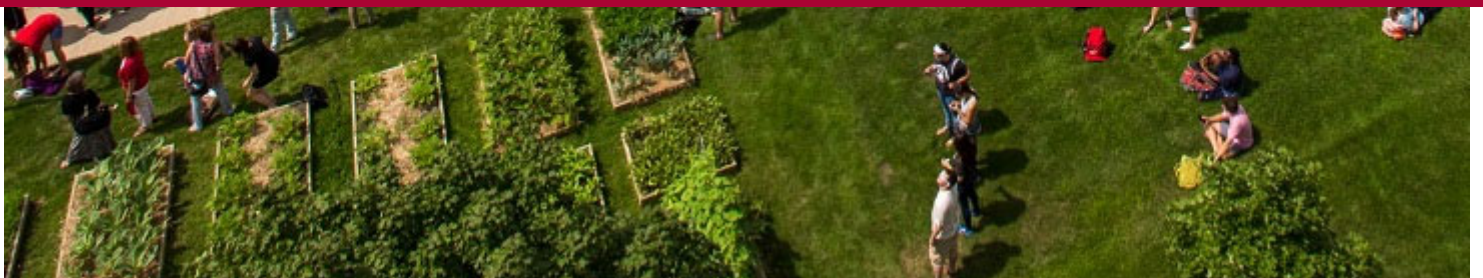IUPUI

National Survey of Student Engagement

Report for University College

2018

Welcome to the 2018 University College 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 University College compared to first-year students enrolled in IUPUI peer 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 435 First Year students in University College had completed the survey.

Key Highlights Overall

- Seventeen percent of First-year respondents plan to work more than 20 hours for pay off campus weekly.
- University College First years reported completing service learning at a higher rate than first-year students at IUPUI peer institutions.
- IUPUI First Years reported significantly higher engagement in **Reflective and Integrative Learning, Learning Strategies, and Student-Faculty Interaction** than other IUPUI first-year students.

The table below displays the NSSE Engagement Indicators that are considered "Areas of Strength" and "Opportunities for Improvement" for University College. 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
First-Year	Reflective and Integrative Learning Learning Strategies Student-Faculty Interaction	Quantitative Reasoning Discussions with Diverse Others

Table 1
Academic Challenge
First Year

	N	Mean	Standard Deviation	Peer Mean	Effect Size
Higher-Order Learning [a]	**386**	**38.0**	**13.1**	**38.1**	**-0.02**
Applying facts, theories, or methods to practical problems or new situations	398	2.92	0.77	3.0	
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	399	2.88	0.82	2.9	
Evaluating a point of view, decision, or information source	394	2.90	0.80	2.8	
Forming a new idea or understanding from various pieces of information	392	2.91	0.78	2.9	
Reflective & Integrative Learning [b1]	**412**	**36.1**	**11.5**	**35.1**	**0.29**
Combined ideas from different courses when completing assignments	423	2.63	0.81	2.6	
Connected your learning to societal problems or issues	419	2.63	0.87	2.6	
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	421	2.60	0.91	2.6	
Examined the strengths and weaknesses of your own views on a topic or issue	419	2.80	0.75	2.8	
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	416	2.99	0.76	2.9	
Learned something that changed the way you understand an issue or concept	414	2.94	0.76	2.8	
Connected ideas from your courses to your prior experiences and knowledge	408	3.05	0.72	3.0	
Learning Strategies [b1]	**379**	**40.0**	**13.4**	**37.7**	**0.63**
Identified key information from reading assignments	380	3.02	0.74	3.0	
Reviewed your notes after class	382	3.07	0.83	2.9	
Summarized what you learned in class or from course materials	381	2.91	0.86	2.8	
Quantitative Reasoning [b4]	**381**	**26.8**	**15.3**	**28.6**	**-0.47**
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	384	2.50	0.89	2.6	
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	385	2.28	0.89	2.3	
Evaluated what others have concluded form numerical information	386	2.25	0.91	2.3	

[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 2
Learning with Peers
First Year

	N	Mean	Standard Deviation	Peer Mean	Effect Size
Collaborative Learning [a3]	**425**	**33.4**	**13.6**	**34.1**	**-0.19**
Asked another student to help you understand course material	432	2.70	0.85	2.7	
Explained course material to one or more students	430	2.74	0.77	2.8	
Prepared for exams by discussing or working through course material with other students	428	2.59	0.93	2.6	
Worked with other students on course projects or assignments	429	2.64	0.84	2.7	
Discussions with Diverse Others [a4]	**378**	**40.5**	**15.6**	**41.8**	**-0.34**
People from a race or ethnicity other than your own	381	3.09	0.88	3.2	
People from an economic background other than your own	382	3.01	0.87	3.1	
People with religious beliefs other than your own	381	2.99	0.90	3.1	
People with political views other than your own	382	2.99	0.94	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

Table 3
Experiences with Faculty
First Year

	N	Mean	Standard Deviation	Peer Mean	Effect Size
Student-Faculty Interaction [b1]	**399**	**23.7**	**14.7**	**20.4**	**0.87**
Talked about career plans with a faculty member	410	2.59	0.89	2.3	
Worked w/faculty on activities other than coursework (committees, student groups, etc.)	407	1.90	0.94	1.8	
Discussed course topics, ideas, or concepts with a faculty member outside of class	404	2.06	0.90	1.9	
Discussed your academic performance with a faculty member	403	2.21	0.91	2.1	
Effective Teaching Practices [a1]	**390**	**39.1**	**12.9**	**37.4**	**0.48**
Clearly explained course goals and requirements	390	3.11	0.76	3.0	
Taught course sessions in an organized way	391	3.05	0.79	3.0	
Used examples or illustrations to explain difficult points	388	3.03	0.80	3.0	
Provided feedback on a draft or work in progress	388	2.86	0.88	2.7	
Provided prompt and detailed feedback on tests or completed assignments	388	2.72	0.89	2.6	

[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
First Year

	N	Mean	Standard Deviation	Peer Mean	Effect Size
Quality of Interactions [b2]	**358**	**41.3**	**12.5**	**41.0**	**0.09**
Students	377	5.29	1.41	5.4	
Academic advisors	371	5.15	1.60	5.2	
Faculty	376	5.24	1.40	5.2	
Student Services Staff (career services, student activities, housing, etc.)	328	4.92	1.71	4.9	
Other administrative staff and offices (registrar, financial aid, etc.)	348	4.98	1.65	4.8	
Supportive Environment [a2]	**367**	**36.6**	**13.1**	**36.3**	**0.08**
Providing support to help students succeed academically	372	3.09	0.79	3.0	
Using learning support services (tutoring services, writing center, etc.)	374	3.28	0.77	3.0	
Encouraging contact among students from diff. backgrounds	371	2.92	0.91	2.9	
Providing opportunities to be involved socially	370	2.93	0.89	3.0	
Providing support for your overall well-being (recreation, health care, counseling, etc.)	368	2.88	0.88	3.0	
Helping you manage your non-academic responsibilities (work, family, etc.)	367	2.45	0.99	2.3	
Attending campus activities and events (performing arts, athletic events, etc.)	368	2.62	0.98	2.8	
Attending events that address important social, economic, or political issues	367	2.45	0.97	2.6	

[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 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
					Percentages				
Preparing for class	368	0.3	11.7	24.2	22.8	19.6	11.1	6.0	4.3
	4,767	0.3	9.5	18.9	23.5	21.0	13.1	6.7	7.2
Participating in co-curricular activities	364	35.7	35.4	15.1	7.1	2.7	2.2	1.1	0.5
	4,752	32.0	35.1	15.9	8.2	4.3	2.8	0.8	1.0
Working for pay on-campus	367	82.6	1.4	4.4	6.3	2.5	2.5	0.0	0.5
	4,760	83.0	2.0	4.0	4.6	3.7	1.7	0.4	0.5
Working for pay off-campus [a]	367	47.4	5.7	7.9	8.7	13.1	8.2	3.5	5.4
	4,756	67.9	4.0	5.3	6.5	7.0	4.8	2.1	2.4
Doing community service or volunteer work	365	44.4	39.7	8.5	3.6	2.2	0.8	0.5	0.3
	4,755	54.1	32.7	6.5	2.9	1.8	1.2	0.4	0.4
Relaxing and socializing	366	0.8	25.4	26.2	22.1	11.2	6.0	3.8	4.4
	4,751	1.4	18.7	27.3	22.1	14.3	6.8	2.6	6.7
Providing care for dependents	366	68.6	16.9	5.5	4.4	0.8	1.4	0.5	1.9
	4,750	79.6	9.6	3.9	2.7	1.8	1.2	0.4	0.9
Commuting to campus	366	22.4	44.8	17.8	8.2	1.9	2.2	0.8	1.9
	4,749	36.6	35.9	15.2	6.5	2.8	1.5	0.4	1.2

[a] Chi-square test revealed statistically significant difference at α ≤ 0.05. None of them were found to be statistically significant.

Table 12
High Impact Practices
First Year

	University College Percent "Done"	Peer Percent "Done"	Difference
Service-Learning	69.5% (262)	60.0% (2562)	9.5%
Learning Community	24.7% (93)	22.5% (1,138)	1.8%
Research with Faculty	2.9% (11)	4.5% (225)	-1.6%

N included in parentheses

Figure 2
Number of High Impact Practices Completed
First Year
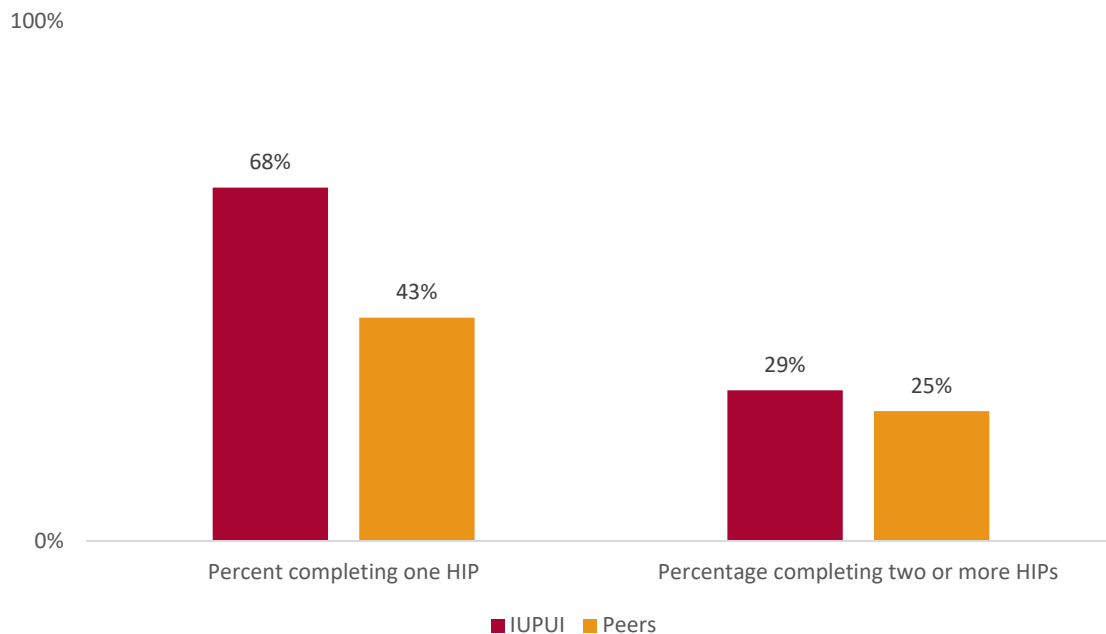
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