



IUPUI

National Survey of Student Engagement

Report for

Paul H. O'Neill School of Public and Environmental Affairs

2018



Welcome to the 2018 Paul H. O'Neill School of Public and Environmental Affairs 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 Paul H. O'Neill School of Public and Environmental Affairs 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 34 Senior students in the Paul H. O'Neill School of Public and Environmental Affairs had completed the survey.



Key Highlights Overall

- Fifty percent plan to work more than 20 hours for pay off campus a week and 14% plan to spend more than 20 hours a week relaxing and socializing.
- There is a large significant difference between SPEA and Peer groups, with SPEA scoring higher on average, in **Collaborative Learning**.
- Scales with a large significant difference between SPEA and Peer groups, with Peer groups scoring higher on average, includes **Higher-Order Learning, Learning Strategies, Effective Teaching Practices, & Quality of Interactions**.
- Thirty percent more Paul H. O’Neill School of Public and Environmental Affairs Senior respondents had completed service learning and 22% more completed a culminating Senior experience compared to Peers.

The table below displays the NSSE Engagement Indicators that are considered “Areas of Strength” and “Opportunities for Improvement” for the Paul H. O’Neill School of Public and Environmental Affairs. 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	Quantitative Reasoning Collaborative Learning Quality of Interactions	Higher-Order Learning Reflective and Integrative Learning Learning Strategies Effective Teaching Practices Supportive Environment

Table 1
Academic Challenge
Senior

	N	Mean	Standard Deviation	Peer Mean	Effect Size
Higher-Order Learning ^{a4}	29	39.8	11.5	42.5	-0.78
Applying facts, theories, or methods to practical problems or new situations	30	3.00	0.64	3.2	
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	30	2.90	0.71	3.1	
Evaluating a point of view, decision, or information source	29	3.17	0.66	3.2	
Forming a new idea or understanding from various pieces of information	30	2.90	0.85	3.1	
Reflective & Integrative Learning ^{b4}	31	41.4	12.8	43.0	-0.45
Combined ideas from different courses when completing assignments	34	2.97	0.80	3.0	
Connected your learning to societal problems or issues	34	3.06	0.81	3.2	
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	34	2.76	0.99	3.1	
Examined the strengths and weaknesses of your own views on a topic or issue	34	3.06	0.81	3.1	
Tried to better understand someone else’s views by imagining how an issue looks from his or her perspective	33	3.18	0.68	3.2	
Learned something that changed the way you understand an issue or concept	31	2.97	0.80	3.1	
Connected ideas from your courses to your prior experiences and knowledge	31	3.26	0.82	3.4	
Learning Strategies ^{b4}	29	35.6	14.1	39.2	-0.94
Identified key information from reading assignments	29	3.17	0.76	3.1	
Reviewed your notes after class	29	2.62	0.94	2.9	
Summarized what you learned in class or from course materials	29	2.55	0.91	2.9	
Quantitative Reasoning ^{b1}	28	31.4	16.1	28.9	0.63
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	29	2.66	0.86	2.5	
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	29	2.52	0.91	2.5	
Evaluated what others have concluded from numerical information	29	2.52	0.87	2.4	

^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
Senior

	N	Mean	Standard Deviation	Peer Mean	Effect Size
Collaborative Learning^{a1}	34	33.4	10.9	29.5	1.07
Asked another student to help you understand course material	34	2.32	0.73	2.2	
Explained course material to one or more students	34	2.88	0.81	2.6	
Prepared for exams by discussing or working through course material with other students	34	2.47	0.90	2.3	
Worked with other students on course projects or assignments	34	3.00	0.85	2.8	
Discussions with Diverse Others^a	29	43.3	14.5	43.4	-0.03
People from a race or ethnicity other than your own	29	3.34	0.72	3.3	
People from an economic background other than your own	29	3.10	0.90	3.2	
People with religious beliefs other than your own	29	3.14	0.79	3.1	
People with political views other than your own	29	3.07	0.96	3.1	

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Table 3
Experiences with Faculty
Senior

	N	Mean	Standard Deviation	Peer Mean	Effect Size
Student-Faculty Interaction^{b2}	31	21.0	12.7	20.8	0.05
Talked about career plans with a faculty member	31	2.42	0.92	2.4	
Worked w/faculty on activities other than coursework (committees, student groups, etc.)	31	1.65	0.76	1.7	
Discussed course topics, ideas, or concepts with a faculty member outside of class	31	2.06	0.81	2.0	
Discussed your academic performance with a faculty member	31	2.06	0.85	2.2	
Effective Teaching Practices^{a4}	30	35.2	12.3	40.3	-1.43
Clearly explained course goals and requirements	30	3.07	0.74	3.2	
Taught course sessions in an organized way	30	2.93	0.69	3.1	
Used examples or illustrations to explain difficult points	30	2.73	0.79	3.1	
Provided feedback on a draft or work in progress	30	2.50	0.97	2.8	
Provided prompt and detailed feedback on tests or completed assignments	30	2.57	1.04	2.8	

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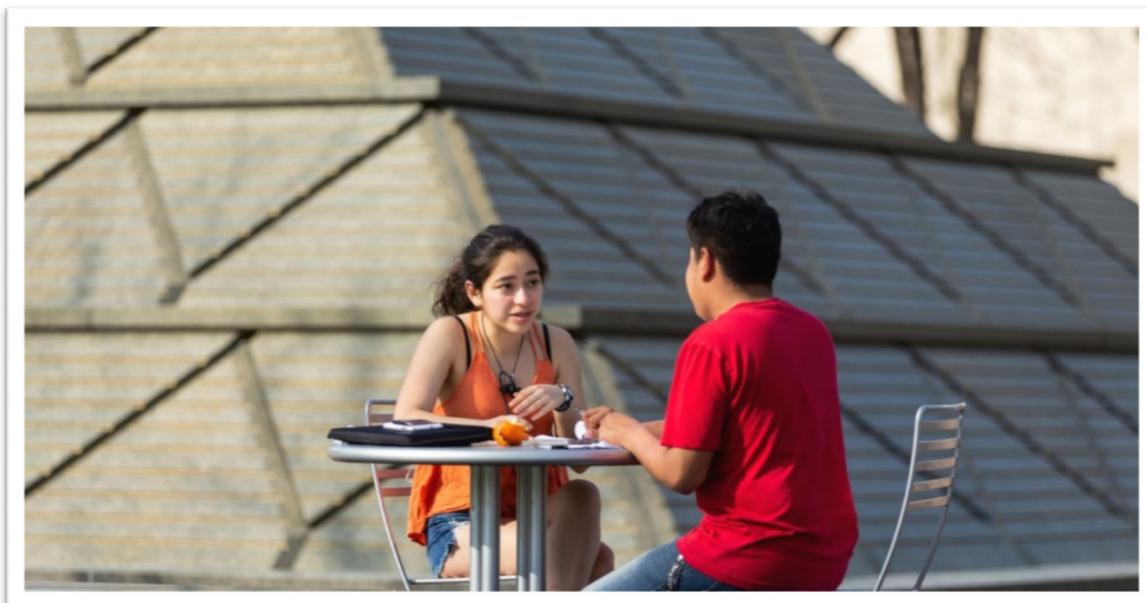
Table 4
Campus Environment
Senior

	N	Mean	Standard Deviation	Peer Mean	Effect Size
Quality of Interactions^{b1}	28	39.2	12.3	42.4	-0.92
Students	29	5.34	1.32	5.4	
Academic advisors	29	5.17	1.58	5.4	
Faculty	28	5.29	1.27	5.5	
Student Services Staff (career services, student activities, housing, etc.)	20	4.35	1.87	4.9	
Other administrative staff and offices (registrar, financial aid, etc.)	27	4.37	1.74	4.7	
Supportive Environment^{a4}	29	33.4	10.7	34.8	-0.40
Providing support to help students succeed academically	29	3.14	0.58	3.0	
Using learning support services (tutoring services, writing center, etc.)	29	3.28	0.65	2.9	
Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc)	29	2.79	0.98	2.9	
Providing opportunities to be involved socially	29	2.79	0.82	2.9	
Providing support for your overall well-being (recreation, health care, counseling, etc.)	29	2.66	0.94	2.9	
Helping you manage your non-academic responsibilities (work, family, etc.)	29	1.93	0.80	2.0	
Attending campus activities and events (performing arts, athletic events, etc.)	29	2.28	0.84	2.7	
Attending events that address important social, economic, or political issues	28	2.50	0.79	2.6	

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^b Stem= “Indicate the quality of your interactions with the following people at your institution”; 1= “Poor”, 7 = “Excellent”

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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 ^a	28	0.0	21.4	25.0	32.1	10.7	7.1	3.6	0.0
	348	0.6	20.7	27.0	17.2	17.2	8.9	3.4	4.9
Participating in co-curricular activities ^a	28	67.9	14.3	10.7	7.1	0.0	0.0	0.0	0.0
	344	52.9	27.9	7.6	4.9	4.4	0.9	0.3	1.2
Working for pay on-campus ^a	28	78.6	3.6	3.6	14.3	0.0	0.0	0.0	0.0
	342	83.0	1.5	3.5	3.8	2.9	1.2	0.9	3.2
Working for pay off-campus ^a	28	14.3	10.7	3.6	10.7	10.7	10.7	7.1	32.1
	348	31.6	3.4	5.7	4.6	11.2	7.8	8.0	27.6
Doing community service or volunteer work	28	46.4	28.6	10.7	10.7	3.6	0.0	0.0	0.0
	344	39.5	34.9	9.9	6.4	5.5	1.2	1.2	1.5
Relaxing and socializing ^a	28	3.6	25.0	21.4	28.6	7.1	3.6	3.6	7.1
	345	2.9	31.9	25.8	15.4	13.6	4.6	0.6	5.2
Providing care for dependents ^a	27	70.4	11.1	11.1	7.4	0.0	0.0	0.0	0.0
	346	57.5	12.7	7.8	3.2	4.0	0.6	1.4	12.7
Commuting to campus ^a	28	7.1	46.4	25.0	14.3	3.6	0.0	0.0	3.6
	346	14.2	52.9	20.2	6.6	2.9	0.3	1.2	1.7

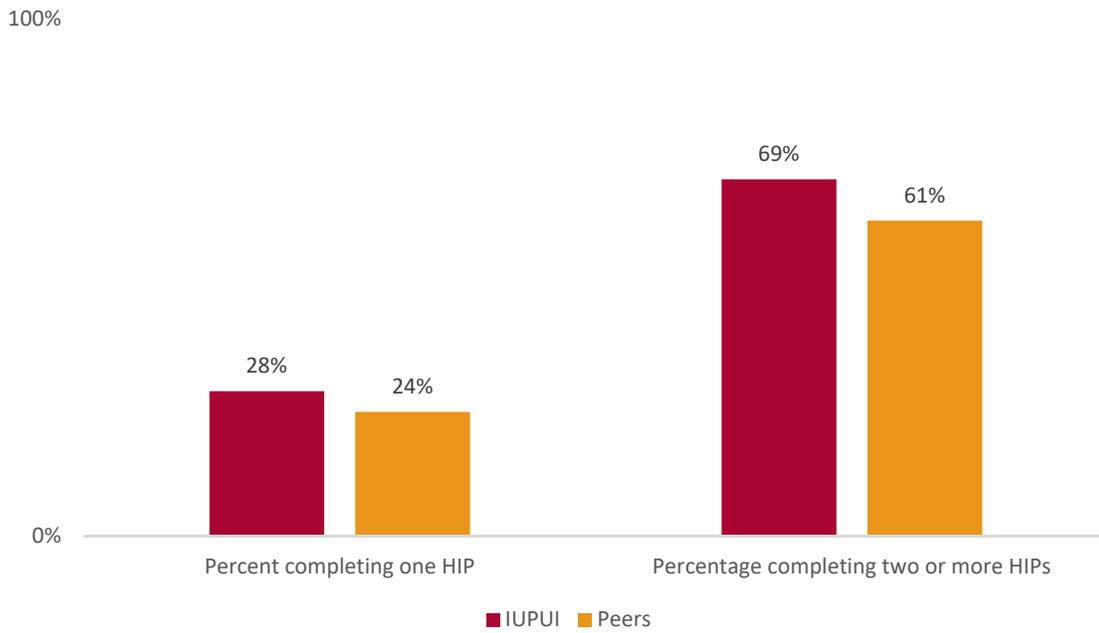
^a Chi-square test revealed statistically significant difference at $\alpha \leq 0.05$.

Table 6
High Impact Practices
Senior

	Paul H. O'Neill School of Public and Environmental Affairs Percent "Done"	Peer Percent "Done"	Difference
Service-Learning	86.2% (25)	56% (232)	30.2%
Learning Community	27.6% (8)	22% (78)	5.6%
Research with Faculty	20.7% (6)	14% (50)	6.7%
Internship or Field Experience	48.3% (14)	52% (179)	- 3.7%
Study Abroad	10.3% (3)	11% (39)	- 0.7%
Culminating Senior Experience	69% (20)	47% (163)	22%

N included in parentheses

Figure 1
Number of High Impact Practices Completed
Senior



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