



IUPUI
National Survey of Student Engagement
Report for
School of Education
2018



Welcome to the 2018 School of Education 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 Education 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 21 First-year and 46 Senior students in the School of Education had completed the survey.



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Key Highlights Overall

- Fifty-one percent of Senior respondents and thirty-eight percent of First Years plan to work more than 20 hours working for pay off campus.
- School of Education Seniors completed high impact practices at similar levels to their peers. However, 17% more Education Seniors completing service learning and 12% less completed research with faculty.
- There is a large significant difference between Education and Peer group Seniors, with Education Peers scoring higher on average, *largely* for **Student-Faculty Interactions, Effective Teaching Practices, Quality Interactions, and Supportive Environment measures.**
- There is a large significant difference between Education and Peer group First Years, with Education Peers scoring higher on average, *largely* for **Discussions with Diverse Others and Student-Faculty Interactions.**

The table below displays the NSSE Engagement indicators that are considered “Areas of Strength” and “Opportunities for Improvement” for the School of Education. 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	Reflective and Integrative Learning Collaborative Learning	Quantitative Reasoning Student-Faculty Interaction Effective Teaching Practices Quality of Interactions Supportive Environment
First Year	Higher-Order Learning Collaborative Learning Quality of Interactions	Reflective and Integrative Learning Learning Strategies Quantitative Reasoning Discussions with Diverse Others Student-Faculty Interaction Effective Teaching Practices Supportive Environment

Table 1
Academic Challenge
Senior

	N	Mean	Standard Deviation	Peer Mean	Effect Size
Higher-Order Learning ^{a3}	43	43.3	13.8	44	-0.19
Applying facts, theories, or methods to practical problems or new situations	43	3.23	0.72	3.3	
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	43	3.05	0.90	3.2	
Evaluating a point of view, decision, or information source	43	3.28	0.70	3.2	
Forming a new idea or understanding from various pieces of information	43	3.09	0.84	3.1	
Reflective & Integrative Learning ^{b1}	43	46.5	11.9	43.5	0.89
Combined ideas from different courses when completing assignments	44	3.36	0.72	3.1	
Connected your learning to societal problems or issues	45	3.31	0.82	3.1	
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	44	3.36	0.75	3.2	
Examined the strengths and weaknesses of your own views on a topic or issue	45	3.16	0.80	3.1	
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	43	3.37	0.76	3.2	
Learned something that changed the way you understand an issue or concept	44	3.23	0.77	3.1	
Connected ideas from your courses to your prior experiences and knowledge	44	3.43	0.63	3.4	
Learning Strategies ^{b2}	40	42.2	15.4	41.5	0.18
Identified key information from reading assignments	42	3.38	0.80	3.4	
Reviewed your notes after class	40	2.88	1.04	2.8	
Summarized what you learned in class or from course materials	42	2.95	0.96	3.0	
Quantitative Reasoning ^{b4}	42	20.8	16.8	24.7	-0.95
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	42	2.12	0.97	2.3	
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	2.07	0.95	2.2	
Evaluated what others have concluded from numerical information	42	1.93	0.97	2.2	

^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

	N	Mean	Standard Deviation	Peer Mean	Effect Size
Collaborative Learning^{a1}	42	37.9	13.9	34.3	0.94
Asked another student to help you understand course material	42	2.64	0.93	2.5	
Explained course material to one or more students	45	3.00	0.83	2.9	
Prepared for exams by discussing or working through course material with other students	45	2.62	1.15	2.5	
Worked with other students on course projects or assignments	45	3.33	0.80	3.0	
Discussions with Diverse Others^{a2}	41	46.7	15.2	46.2	0.13
People from a race or ethnicity other than your own	42	3.40	0.91	3.5	
People from an economic background other than your own	42	3.31	0.87	3.3	
People with religious beliefs other than your own	41	3.22	0.99	3.3	
People with political views other than your own	42	3.38	0.85	3.1	

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Table 3
Experiences with Faculty
Senior

	N	Mean	Standard Deviation	Peer Mean	Effect Size
Student-Faculty Interaction^{b4}	42	18.1	16.1	27.3	-2.29
Talked about career plans with a faculty member	43	2.19	0.93	2.8	
Worked w/faculty on activities other than coursework (committees, student groups, etc.)	44	1.61	0.87	2.0	
Discussed course topics, ideas, or concepts with a faculty member outside of class	43	1.81	0.93	2.2	
Discussed your academic performance with a faculty member	43	2.02	1.01	2.4	
Effective Teaching Practices^{a4}	43	36.5	17.4	42	-1.39
Clearly explained course goals and requirements	43	3.05	0.93	3.2	
Taught course sessions in an organized way	43	2.81	0.85	3.2	
Used examples or illustrations to explain difficult points	43	2.81	0.98	3.1	
Provided feedback on a draft or work in progress	42	2.79	1.07	3.0	
Provided prompt and detailed feedback on tests or completed assignments	43	2.67	1.04	3.0	

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Table 4
Campus Environment
Senior

	N	Mean	Standard Deviation	Peer Mean	Effect Size
Quality of Interactions^{b4}	33	38.3	12.8	43.5	-1.49
Students	41	5.56	1.31	5.9	
Academic advisors	41	4.44	1.79	5.3	
Faculty	40	5.10	1.41	5.6	
Student Services Staff (career services, student activities, housing, etc.)	26	4.46	2.23	4.9	
Other administrative staff and offices (registrar, financial aid, etc.)	31	4.71	1.87	4.8	
Supportive Environment^{a4}	41	29.8	12.8	34.8	-1.36
Providing support to help students succeed academically	42	2.88	0.80	3.0	
Using learning support services (tutoring services, writing center, etc.)	41	2.68	0.93	2.8	
Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc)	42	3.07	0.95	3.0	
Providing opportunities to be involved socially	41	2.71	1.03	3.0	
Providing support for your overall well-being (recreation, health care, counseling, etc.)	42	2.36	1.03	2.9	
Helping you manage your non-academic responsibilities (work, family, etc.)	42	1.95	0.96	2.0	
Attending campus activities and events (performing arts, athletic events, etc.)	41	2.07	1.03	2.6	
Attending events that address important social, economic, or political issues	40	2.25	0.98	2.5	

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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	41	0.0	9.8	26.8	26.8	14.6	7.3	4.9	9.8
	208	0.0	11.5	29.8	21.6	17.3	6.7	3.4	9.6
Participating in co-curricular activities	41	61.0	19.5	4.9	7.3	2.4	2.4	0.0	2.4
	205	52.7	28.3	6.8	5.9	4.4	0.0	0.5	1.5
Working for pay on-campus	41	90.2	2.4	2.4	2.4	0.0	2.4	0.0	0.0
	204	81.9	3.4	3.9	6.4	1.5	1.5	0.0	1.5
Working for pay off-campus ^a	41	19.5	2.4	4.9	9.8	12.2	14.6	17.1	19.5
	208	33.2	4.3	5.8	13.0	9.1	8.7	7.7	18.3
Doing community service or volunteer work ^a	41	43.9	34.1	14.6	2.4	0.0	4.9	0.0	0.0
	208	44.2	37.5	8.2	2.0	2.0	2.4	2.0	2.0
Relaxing and socializing	41	0.0	24.4	34.1	22.0	7.3	2.4	2.4	7.3
	205	2.4	29.3	30.7	19.0	9.3	3.4	2.9	2.9
Providing care for dependents ^a	41	61.0	14.6	0.0	9.8	0.0	0.0	0.0	14.6
	208	62.0	14.4	4.3	2.9	1.0	1.4	0.5	13.5
Commuting to campus ^a	41	4.9	34.1	39.0	14.6	4.9	0.0	0.0	2.4
	207	11.6	47.8	23.7	11.1	2.9	0.5	0.0	2.4

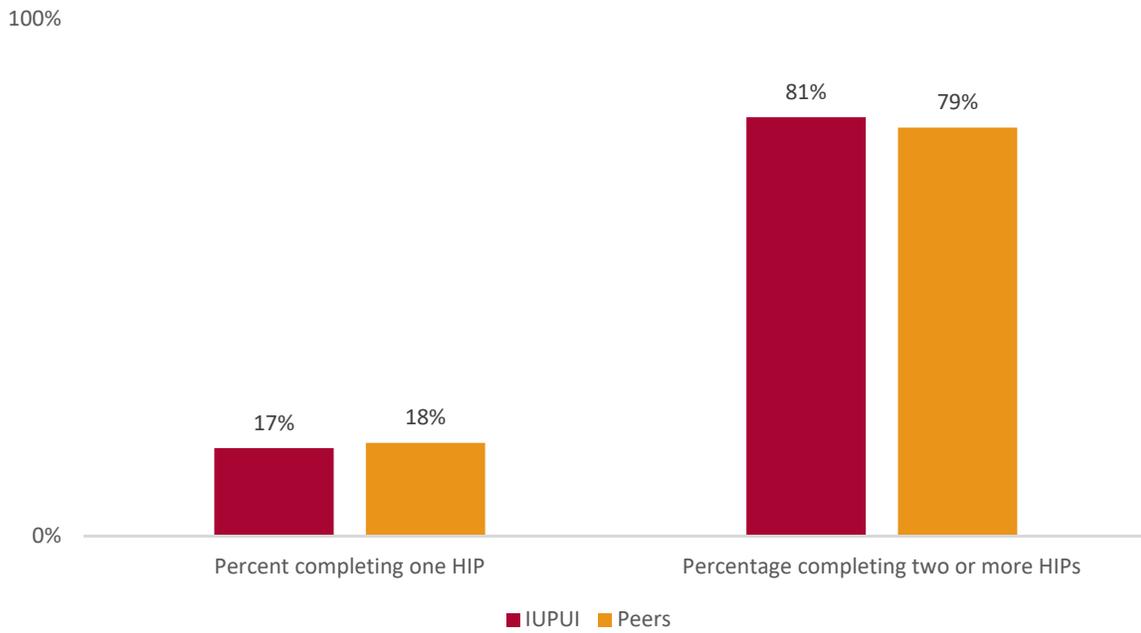
^a Chi-square test revealed statistically significant difference at $\alpha \leq 0.05$.

Table 6
High Impact Practices
Senior

	School of Education Percent "Done"	Peer Percent "Done"	Difference
Service-Learning	95.2% (40)	78% (161)	17.2%
Learning Community	47.6% (20)	48% (99)	- 0.4%
Research with Faculty	7.5% (3)	19% (39)	- 11.5%
Internship or Field Experience	76.2% (32)	76% (158)	0.2%
Study Abroad	4.8% (2)	7% (14)	- 2.2%
Culminating Senior Experience	48.8% (20)	52% (107)	-3.2%

N included in parentheses

Figure 1
Number of High Impact Practices Completed
Senior



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Table 7
Academic Challenge
First Year

	N	Mean	Standard Deviation	Peer Mean	Effect Size
Higher-Order Learning ^{a1}	16	38.8	13.0	36.8	0.56
Applying facts, theories, or methods to practical problems or new situations	16	2.75	0.78	2.7	
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	16	2.63	0.81	2.7	
Evaluating a point of view, decision, or information source	16	3.25	0.78	3.0	
Forming a new idea or understanding from various pieces of information	16	3.12	0.81	3.0	
Reflective & Integrative Learning ^{b4}	16	36.8	11.2	37.7	-0.26
Combined ideas from different courses when completing assignments	18	2.72	0.75	2.6	
Connected your learning to societal problems or issues	16	2.69	0.79	2.8	
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	17	2.53	1.13	2.9	
Examined the strengths and weaknesses of your own views on a topic or issue	17	2.88	0.78	2.9	
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	16	3.06	0.68	2.9	
Learned something that changed the way you understand an issue or concept	16	3.06	0.68	2.9	
Connected ideas from your courses to your prior experiences and knowledge	16	3.00	0.63	3.2	
Learning Strategies ^{b4}	16	37.1	16.7	38.1	-0.25
Identified key information from reading assignments	16	3.06	0.68	3.2	
Reviewed your notes after class	16	2.69	1.01	2.8	
Summarized what you learned in class or from course materials	16	2.81	0.98	2.7	
Quantitative Reasoning ^{b4}	16	22.5	15.8	25	-0.64
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	16	2.06	0.93	2.4	
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	16	2.31	0.95	2.3	
Evaluated what others have concluded from numerical information	16	2.00	0.89	2.1	

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Table 8
Learning with Peers
First Year

	N	Mean	Standard Deviation	Peer Mean	Effect Size
Collaborative Learning^{a1}	20	36.0	10.6	32.5	0.99
Asked another student to help you understand course material	20	2.75	0.85	2.6	
Explained course material to one or more students	20	2.80	0.77	2.7	
Prepared for exams by discussing or working through course material with other students	20	2.85	0.59	2.5	
Worked with other students on course projects or assignments	20	2.80	0.77	2.7	
Discussions with Diverse Others^{a4}	16	34.4	13.5	45.5	-2.99
People from a race or ethnicity other than your own	16	2.75	0.68	3.3	
People from an economic background other than your own	16	2.69	0.79	3.3	
People with religious beliefs other than your own	16	2.69	0.87	3.3	
People with political views other than your own	16	2.75	0.78	3.2	

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Table 9
Experiences with Faculty
First Year

	N	Mean	Standard Deviation	Peer Mean	Effect Size
Student-Faculty Interaction^{b4}	16	15.0	12.1	21.3	-1.72
Talked about career plans with a faculty member	16	2.19	0.83	2.5	
Worked w/faculty on activities other than coursework (committees, student groups, etc.)	16	1.50	0.89	1.8	
Discussed course topics, ideas, or concepts with a faculty member outside of class	16	1.50	0.52	1.9	
Discussed your academic performance with a faculty member	16	1.81	0.91	2.1	
Effective Teaching Practices^{a4}	16	34.0	10.8	36.0	-0.58
Clearly explained course goals and requirements	16	2.88	0.62	2.9	
Taught course sessions in an organized way	16	2.63	0.72	2.9	
Used examples or illustrations to explain difficult points	16	2.81	0.66	2.8	
Provided feedback on a draft or work in progress	16	2.62	0.96	2.9	
Provided prompt and detailed feedback on tests or completed assignments	16	2.56	0.63	2.6	

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Table 10
Campus Environment
First Year

	N	Mean	Standard Deviation	Peer Mean	Effect Size
Quality of Interactions^{b1}	14	43.3	14.2	41.8	0.41
Students	15	5.40	1.30	5.5	
Academic advisors	15	5.27	1.71	5.6	
Faculty	15	5.27	1.75	5.2	
Student Services Staff (career services, student activities, housing, etc.)	13	5.23	1.36	4.8	
Other administrative staff and offices (registrar, financial aid, etc.)	14	5.21	1.67	4.7	
Supportive Environment^{a4}	15	35.0	15.2	36.6	-0.42
Providing support to help students succeed academically	15	3.00	0.76	3.0	
Using learning support services (tutoring services, writing center, etc.)	15	3.00	1.00	3.0	
Encouraging contact among students from diff. backgrounds	15	2.93	0.88	2.9	
Providing opportunities to be involved socially	15	2.87	0.83	3.0	
Providing support for your overall well-being (recreation, health care, counseling, etc.)	15	2.93	0.88	2.9	
Helping you manage your non-academic responsibilities (work, family, etc.)	15	2.47	1.13	2.2	
Attending campus activities and events (performing arts, athletic events, etc.)	15	2.33	1.05	3.0	
Attending events that address important social, economic, or political issues	15	2.47	1.13	2.6	

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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 ^a	15	0.0	20.0	40.0	13.3	6.7	0.0	6.7	13.3
	121	0.0	14.9	28.9	18.2	19.8	6.6	5.8	5.8
Participating in co-curricular activities ^a	15	46.7	20.0	20.0	6.7	6.7	0.0	0.0	0.0
	121	37.2	34.7	17.4	4.1	5.0	0.0	0.0	1.7
Working for pay on-campus ^a	14	78.6	0.0	0.0	7.1	7.1	7.1	0.0	0.0
	119	81.5	3.4	5.0	2.5	3.4	1.7	1.7	0.8
Working for pay off-campus ^a	14	42.9	0.0	7.1	0.0	14.3	21.4	0.0	14.3
	121	54.5	6.6	8.3	6.6	10.7	6.6	3.3	3.3
Doing community service or volunteer work ^a	15	20.0	60.0	13.3	0.0	6.7	0.0	0.0	0.0
	121	44.6	45.5	4.1	1.7	1.7	0.0	1.7	0.8
Relaxing and socializing	15	0.0	20.0	26.7	20.0	6.7	13.3	0.0	13.3
	121	1.7	19.0	24.8	24.8	6.6	9.1	2.5	11.6
Providing care for dependents ^a	15	53.3	20.0	26.7	0.0	0.0	0.0	0.0	0.0
	121	75.2	11.6	1.7	3.3	1.7	4.1	0.0	2.5
Commuting to campus ^a	15	20.0	33.3	40.0	6.7	0.0	0.0	0.0	0.0
	121	41.3	34.7	16.5	3.3	0.8	1.7	0.0	1.7

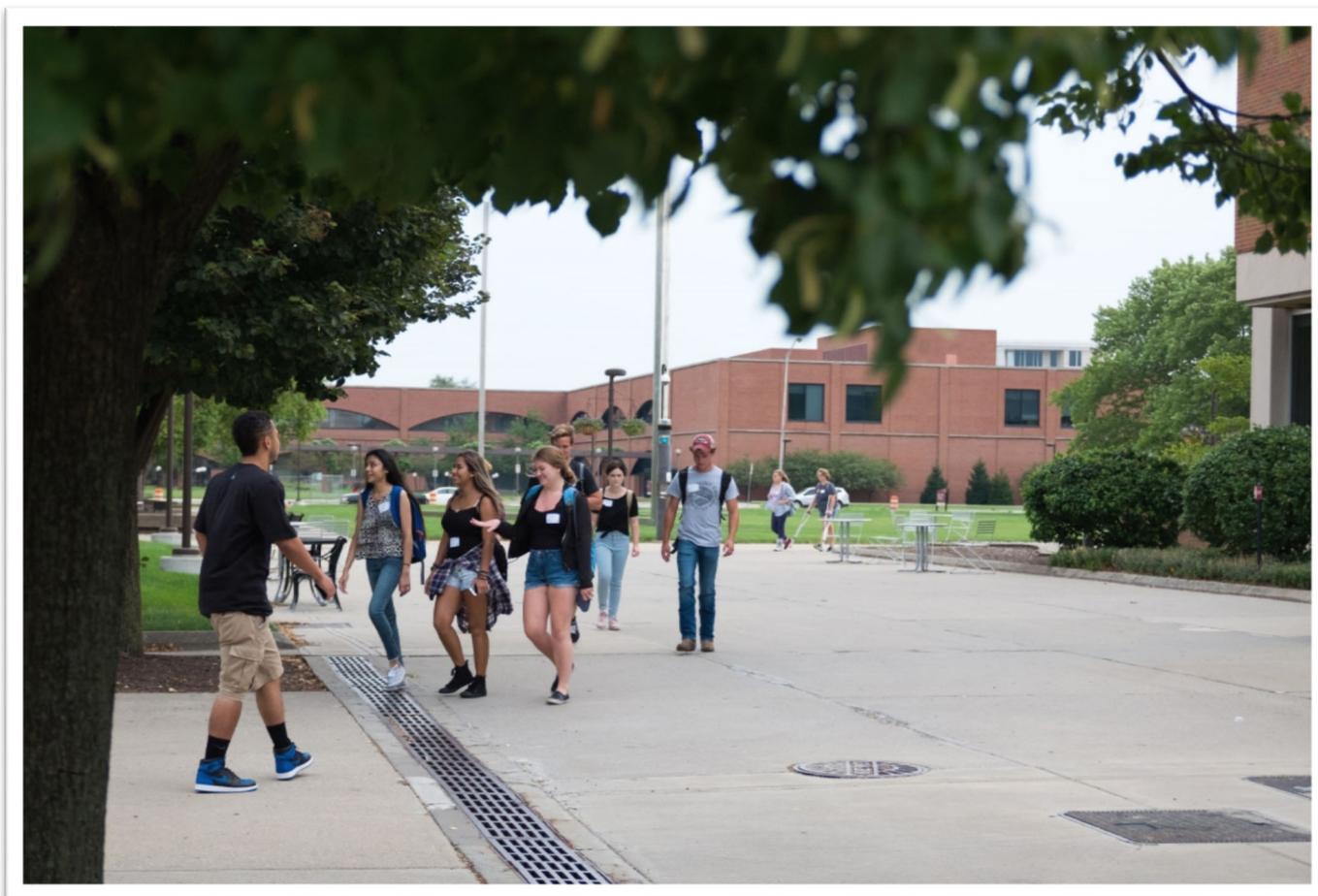
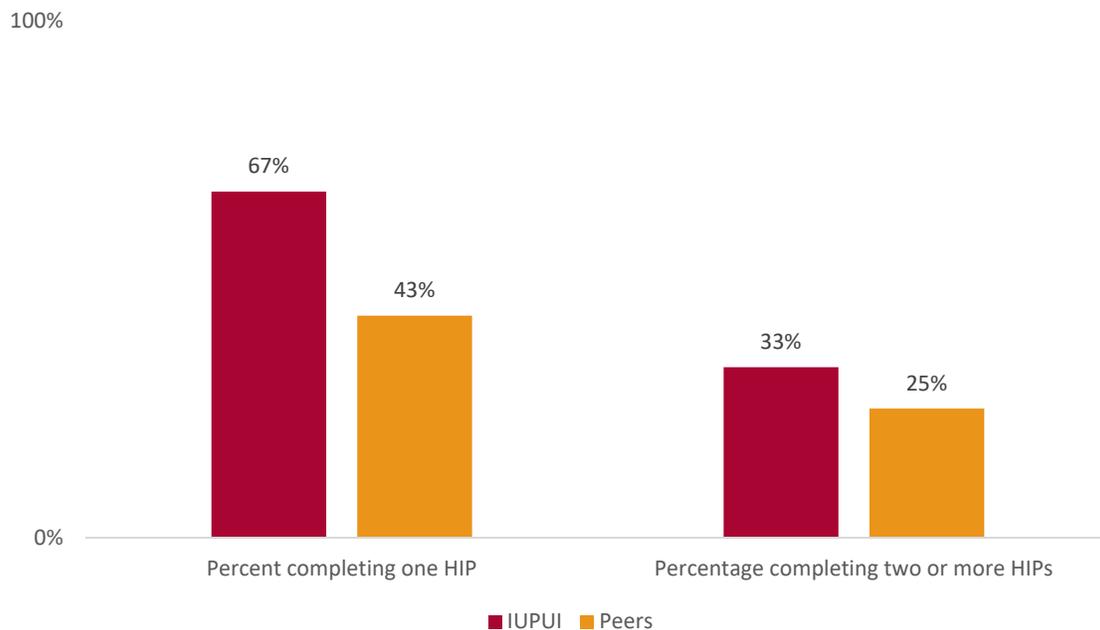
^a Chi-square test revealed statistically significant difference at $\alpha \leq 0.05$.

Table 12
High Impact Practices
First Year

	School of Education Percent "Done"	Peer Percent "Done"	Difference
Service-Learning	93.3% (14)	65% (79)	28.3%
Learning Community	40% (6)	25% (30)	15%
Research with Faculty	7.5% (3)	3% (4)	4.5%
Internship or Field Experience	76.2% (32)	21% (25)	55.2%
Study Abroad	4.8% (2)	3% (4)	1.8%
Culminating Senior Experience	48.8% (20)	0% (0)	48.8%

N included in parentheses

Figure 2
Number of High Impact Practices Completed
First Year



2018 NSSE Report for School of Education

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