



IUPUI

**National Survey of Student Engagement
Report for
Herron School of Art and Design
2018**



Welcome to the 2018 Herron School of Art and Design 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 Herron School of Art and Design 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 32 First-year and 38 Senior students in the Herron School of Art and Design had completed the survey.



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Key Highlights Overall

- Forty-five percent of Senior respondents plan to work more than 20 hours preparing for class and 28% of First Year respondents plan to spend more than 20 hours a week working for pay off campus.
- Herron School of Art & Design respondents felt that they had their best interactions with faculty.
- There is a large significant difference between Herron and Peer group Seniors, with Herron scoring higher on average, in **Learning Strategies** and **Quantitative Reasoning**.
- There is a large significant difference between Herron and Peer group First Years, with Herron scoring higher on average, in **Effective Teaching Practices** and **Quality of Interactions**.
- A large significant difference between Herron and Peer groups First Years, with Peer groups scoring higher on average, was with **Higher-Order Learning**.
- Thirteen percent less Herron School of Art & Design Senior respondents had completed an internship or field experience and 14% less First Years 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 Herron School of Art and Design. 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	Learning Strategies Quantitative Reasoning Student-Faculty Interaction Effective Teaching Practices Quality of Interactions Supportive Environment	Reflective and Integrative Learning Collaborative Learning
First Year	Reflective and Integrative Learning Effective Teaching Practices Quality of Interactions Supportive Environment	Higher-Order Learning Discussions with Diverse Others

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Table 1
Academic Challenge
Senior

	N	Mean	Standard Deviation	Peer Mean	Effect Size
Higher-Order Learning ^{a3}	33	40.3	12.5	41.0	-0.19
Applying facts, theories, or methods to practical problems or new situations	35	3.00	0.80	2.9	
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	34	3.09	0.79	3.1	
Evaluating a point of view, decision, or information source	34	2.79	0.85	3.0	
Forming a new idea or understanding from various pieces of information	33	3.06	0.86	3.2	
Reflective & Integrative Learning ^{b4}	35	39.3	10.6	41.4	-0.64
Combined ideas from different courses when completing assignments	37	2.84	0.87	3.0	
Connected your learning to societal problems or issues	37	2.89	0.84	2.9	
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	37	2.70	0.81	2.9	
Examined the strengths and weaknesses of your own views on a topic or issue	37	3.00	0.85	3.0	
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	36	3.11	0.75	3.2	
Learned something that changed the way you understand an issue or concept	35	2.94	0.94	3.1	
Connected ideas from your courses to your prior experiences and knowledge	35	3.37	0.65	3.3	
Learning Strategies ^{b1}	31	40.0	12.9	34.3	1.51
Identified key information from reading assignments	32	3.19	0.78	2.9	
Reviewed your notes after class	32	2.84	0.96	2.6	
Summarized what you learned in class or from course materials	31	2.97	0.80	2.6	
Quantitative Reasoning ^{b1}	31	25.4	16.2	20.1	1.30
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	32	2.25	0.95	2.1	
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	32	2.28	0.96	1.9	
Evaluated what others have concluded from numerical information	31	2.32	0.95	2.0	

^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^{a4}	37	33.5	15.5	35	-0.39
Asked another student to help you understand course material	37	2.59	0.99	2.7	
Explained course material to one or more students	37	2.95	0.91	2.9	
Prepared for exams by discussing or working through course material with other students	37	2.46	1.04	2.5	
Worked with other students on course projects or assignments	37	2.70	0.88	2.9	
Discussions with Diverse Others^{a2}	31	44.2	14.3	43.7	0.13
People from a race or ethnicity other than your own	32	3.19	0.86	3.3	
People from an economic background other than your own	32	3.38	0.75	3.2	
People with religious beliefs other than your own	31	3.23	0.96	3.3	
People with political views other than your own	32	2.97	0.82	3.0	

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Table 3
Experiences with Faculty
Senior

	N	Mean	Standard Deviation	Peer Mean	Effect Size
Student-Faculty Interaction^{b1}	34	28.2	15.8	25.5	0.69
Talked about career plans with a faculty member	35	2.63	0.94	2.6	
Worked w/faculty on activities other than coursework (committees, student groups, etc.)	35	2.11	1.13	2.1	
Discussed course topics, ideas, or concepts with a faculty member outside of class	34	2.32	0.98	2.2	
Discussed your academic performance with a faculty member	35	2.57	0.82	2.2	
Effective Teaching Practices^{a1}	33	39.4	14.9	38.5	0.24
Clearly explained course goals and requirements	33	3.03	0.85	3.0	
Taught course sessions in an organized way	33	2.85	0.87	2.9	
Used examples or illustrations to explain difficult points	33	2.91	0.88	3.0	
Provided feedback on a draft or work in progress	33	3.24	0.83	3.1	
Provided prompt and detailed feedback on tests or completed assignments	32	2.78	1.07	2.7	

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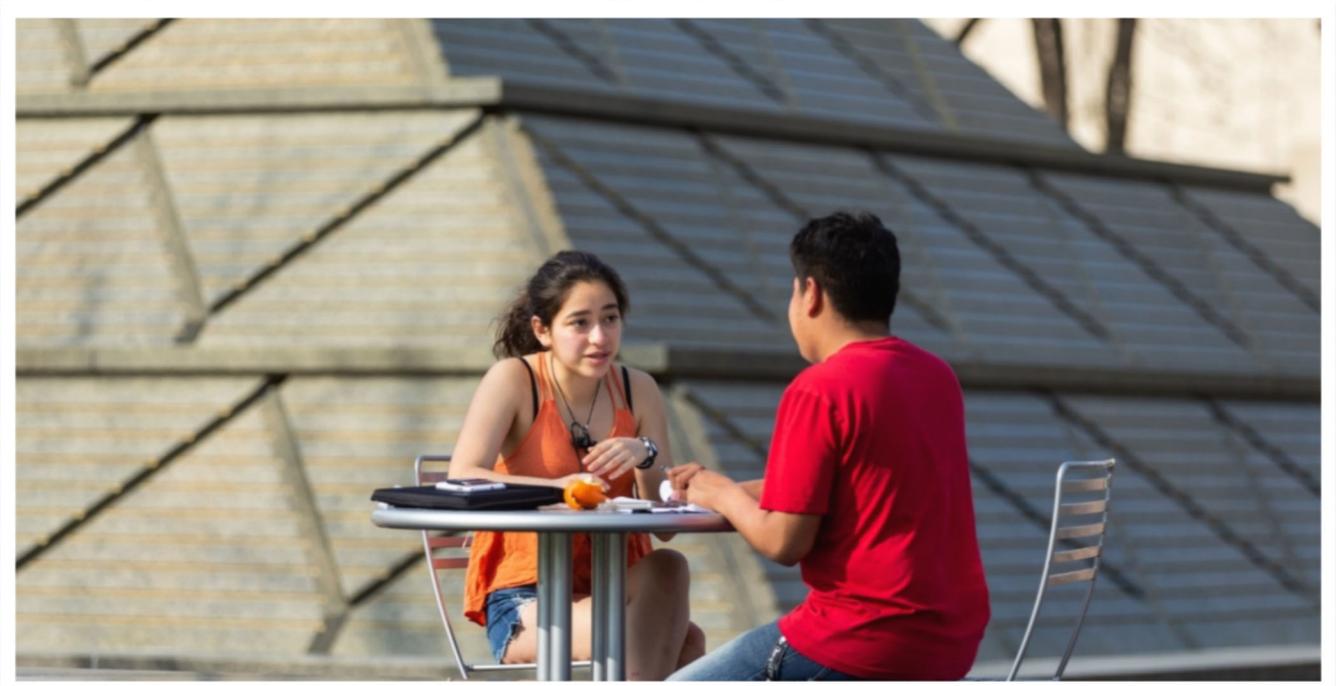
Table 4
Campus Environment
Senior

	N	Mean	Standard Deviation	Peer Mean	Effect Size
Quality of Interactions ¹	29	41.4	13.9	39.7	0.48
Students	31	5.19	1.42	5.6	
Academic advisors	32	5.31	2.07	4.9	
Faculty	32	5.81	1.45	5.4	
Student Services Staff (career services, student activities, housing, etc.)	26	4.85	2.01	4.4	
Other administrative staff and offices (registrar, financial aid, etc.)	29	4.38	2.08	4.4	
Supportive Environment ^{a1}	32	31.4	13.3	30.2	0.33
Providing support to help students succeed academically	32	2.84	0.92	2.7	
Using learning support services (tutoring services, writing center, etc.)	32	2.63	1.01	2.4	
Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc)	32	2.81	0.86	2.6	
Providing opportunities to be involved socially	32	2.81	0.82	2.6	
Providing support for your overall well-being (recreation, health care, counseling, etc.)	32	2.69	0.90	2.7	
Helping you manage your non-academic responsibilities (work, family, etc.)	32	1.88	1.07	1.8	
Attending campus activities and events (performing arts, athletic events, etc.)	32	2.47	1.02	2.7	
Attending events that address important social, economic, or political issues	32	2.44	1.01	2.3	

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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	31	0.0	3.2	19.4	16.1	16.1	19.4	12.9	12.9
	348	0.0	8.3	15.2	14.4	14.4	12.9	10.6	24.1
Participating in co-curricular activities ^a	32	40.6	43.8	3.1	0.0	6.3	3.1	3.1	0.0
	348	44.8	33.6	10.3	4.6	3.4	0.9	1.1	1.1
Working for pay on-campus ^a	30	60.0	3.3	20.0	6.7	0.0	6.7	0.0	3.3
	347	75.2	3.7	5.8	5.8	4.0	3.2	1.4	0.9
Working for pay off-campus ^a	32	40.6	9.4	3.1	15.6	9.4	6.3	9.4	6.3
	346	43.6	8.1	10.7	8.7	11.3	5.2	4.9	7.5
Doing community service or volunteer work ^a	32	53.1	34.4	6.3	6.3	0.0	0.0	0.0	0.0
	348	62.9	27.0	5.7	2.0	0.9	0.9	0.6	0.0
Relaxing and socializing	31	3.2	29.0	32.3	19.4	9.7	3.2	0.0	3.2
	346	1.7	24.0	32.1	21.7	10.4	4.3	2.9	2.9
Providing care for dependents ^a	31	71.0	6.5	9.7	0.0	3.2	0.0	3.2	6.5
	347	83.3	8.4	3.2	0.9	0.9	1.2	0.6	1.7
Commuting to campus ^a	32	9.4	40.6	31.3	6.3	6.3	3.1	0.0	3.1
	347	11.8	58.5	17.9	6.6	2.0	1.2	0.6	1.4

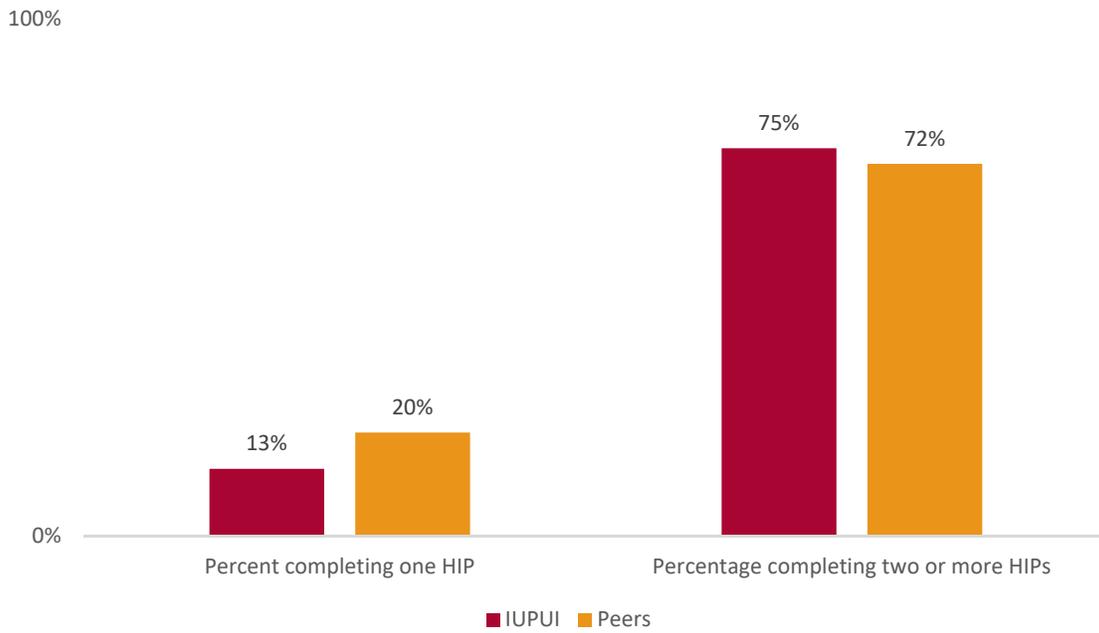
^a Chi-square test revealed statistically significant difference at $\alpha \leq 0.05$.

Table 6
High Impact Practices
Senior

	Herron School of Art and Design Percent "Done"	Peer Percent "Done"	Difference
Service-Learning	68.7% (22)	61% (212)	7.7%
Learning Community	31.3% (10)	30% (103)	1.3%
Research with Faculty	25% (8)	20% (68)	5%
Internship or Field Experience	46.9% (15)	60% (208)	- 13.1%
Study Abroad	21.9% (7)	23% (80)	- 1.1%
Culminating Senior Experience	59.4% (19)	51% (177)	8.4%

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 ^{a4}	31	34.4	12.9	39.3	-1.39
Applying facts, theories, or methods to practical problems or new situations	32	2.75	0.62	2.8	
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	32	2.69	0.74	3.0	
Evaluating a point of view, decision, or information source	32	2.59	0.84	3.0	
Forming a new idea or understanding from various pieces of information	31	2.81	0.83	3.1	
Reflective & Integrative Learning ^{b1}	31	41.2	12.0	39.1	0.61
Combined ideas from different courses when completing assignments	31	2.90	0.91	2.8	
Connected your learning to societal problems or issues	31	2.81	0.95	2.8	
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	32	2.69	0.97	2.8	
Examined the strengths and weaknesses of your own views on a topic or issue	32	3.22	0.75	3.0	
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	31	3.35	0.80	3.1	
Learned something that changed the way you understand an issue or concept	32	3.06	0.76	3.0	
Connected ideas from your courses to your prior experiences and knowledge	32	3.31	0.64	3.2	
Learning Strategies ^{b2}	31	36.1	15.3	35.5	0.16
Identified key information from reading assignments	31	2.87	0.85	2.9	
Reviewed your notes after class	31	2.74	0.86	2.7	
Summarized what you learned in class or from course materials	31	2.81	0.91	2.6	
Quantitative Reasoning ^{b3}	31	20.4	14.5	21.0	-0.16
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	31	2.35	1.02	2.2	
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	31	1.84	0.86	2.0	
Evaluated what others have concluded from numerical information	31	1.87	0.85	2.0	

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Table 8
Learning with Peers
First Year

	N	Mean	Standard Deviation	Peer Mean	Effect Size
Collaborative Learning^{a2}	32	33.8	14.0	33.4	0.11
Asked another student to help you understand course material	32	2.78	0.91	2.7	
Explained course material to one or more students	32	2.84	0.88	2.7	
Prepared for exams by discussing or working through course material with other students	32	2.50	0.88	2.4	
Worked with other students on course projects or assignments	32	2.62	0.87	2.8	
Discussions with Diverse Others^{a4}	30	41.2	14.7	42.4	-0.32
People from a race or ethnicity other than your own	31	3.16	0.78	3.3	
People from an economic background other than your own	30	3.17	0.87	3.2	
People with religious beliefs other than your own	31	3.13	1.06	3.2	
People with political views other than your own	31	2.74	0.93	2.8	

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Table 9
Experiences with Faculty
First Year

	N	Mean	Standard Deviation	Peer Mean	Effect Size
Student-Faculty Interaction^{b3}	32	21.6	13.3	22.1	-0.14
Talked about career plans with a faculty member	32	2.41	0.80	2.3	
Worked w/faculty on activities other than coursework (committees, student groups, etc.)	32	1.69	0.78	1.8	
Discussed course topics, ideas, or concepts with a faculty member outside of class	32	2.22	0.91	2.1	
Discussed your academic performance with a faculty member	32	2.00	0.92	2.2	
Effective Teaching Practices^{a1}	32	44.5	11.4	38.9	1.64
Clearly explained course goals and requirements	32	3.38	0.61	3.0	
Taught course sessions in an organized way	32	3.19	0.69	3.0	
Used examples or illustrations to explain difficult points	32	3.41	0.84	3.1	
Provided feedback on a draft or work in progress	32	3.19	0.86	3.0	
Provided prompt and detailed feedback on tests or completed assignments	32	2.97	0.97	2.7	

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Table 10
Campus Environment
First Year

	N	Mean	Standard Deviation	Peer Mean	Effect Size
Quality of Interactions^{b1}	31	43.8	11.0	41.4	0.73
Students	31	5.55	1.29	5.5	
Academic advisors	30	5.53	1.43	5.2	
Faculty	31	5.61	1.12	5.6	
Student Services Staff (career services, student activities, housing, etc.)	28	5.14	1.58	4.8	
Other administrative staff and offices (registrar, financial aid, etc.)	30	5.07	1.48	4.6	
Supportive Environment^{a1}	30	36.6	13.7	34.8	0.49
Providing support to help students succeed academically	30	3.20	0.89	2.9	
Using learning support services (tutoring services, writing center, etc.)	31	3.13	0.89	2.7	
Encouraging contact among students from diff. backgrounds	31	2.87	0.85	2.9	
Providing opportunities to be involved socially	30	3.00	0.79	2.9	
Providing support for your overall well-being (recreation, health care, counseling, etc.)	30	2.73	0.83	2.9	
Helping you manage your non-academic responsibilities (work, family, etc.)	30	2.33	0.99	2.1	
Attending campus activities and events (performing arts, athletic events, etc.)	30	2.73	0.91	2.9	
Attending events that address important social, economic, or political issues	30	2.63	0.89	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 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	30	0.0	13.3	43.3	20.0	16.7	6.7	0.0	0.0
	346	0.0	9.0	16.2	15.9	17.3	15.0	8.1	18.5
Participating in co-curricular activities ^a	29	51.7	34.5	6.9	6.9	0.0	0.0	0.0	0.0
	347	41.2	35.4	10.7	4.3	3.1	4.3	0.0	0.9
Working for pay on-campus ^a	30	80.0	6.7	10.0	3.3	0.0	0.0	0.0	0.0
	346	90.2	1.4	2.0	1.4	3.2	1.4	0.0	0.3
Working for pay off-campus ^a	29	48.3	10.3	6.9	3.4	3.4	13.8	3.4	10.3
	346	78.3	2.3	3.5	3.5	4.6	4.3	2.0	1.4
Doing community service or volunteer work ^a	29	58.6	41.4	0.0	0.0	0.0	0.0	0.0	0.0
	345	66.1	26.1	3.8	2.6	0.6	0.6	0.0	0.3
Relaxing and socializing ^a	30	0.0	13.3	40.0	16.7	23.3	3.3	0.0	3.3
	345	1.4	20.6	28.1	21.7	13.6	6.4	2.9	5.2
Providing care for dependents (error)	29	79.3	20.7	0.0	0.0	0.0	0.0	0.0	0.0
	347	85.9	8.1	3.5	0.9	0.9	0.6	0.0	0.3
Commuting to campus ^a	30	13.3	56.7	20.0	3.3	3.3	0.0	0.0	3.3
	345	42.0	35.9	11.9	4.9	2.3	1.4	0.3	1.2

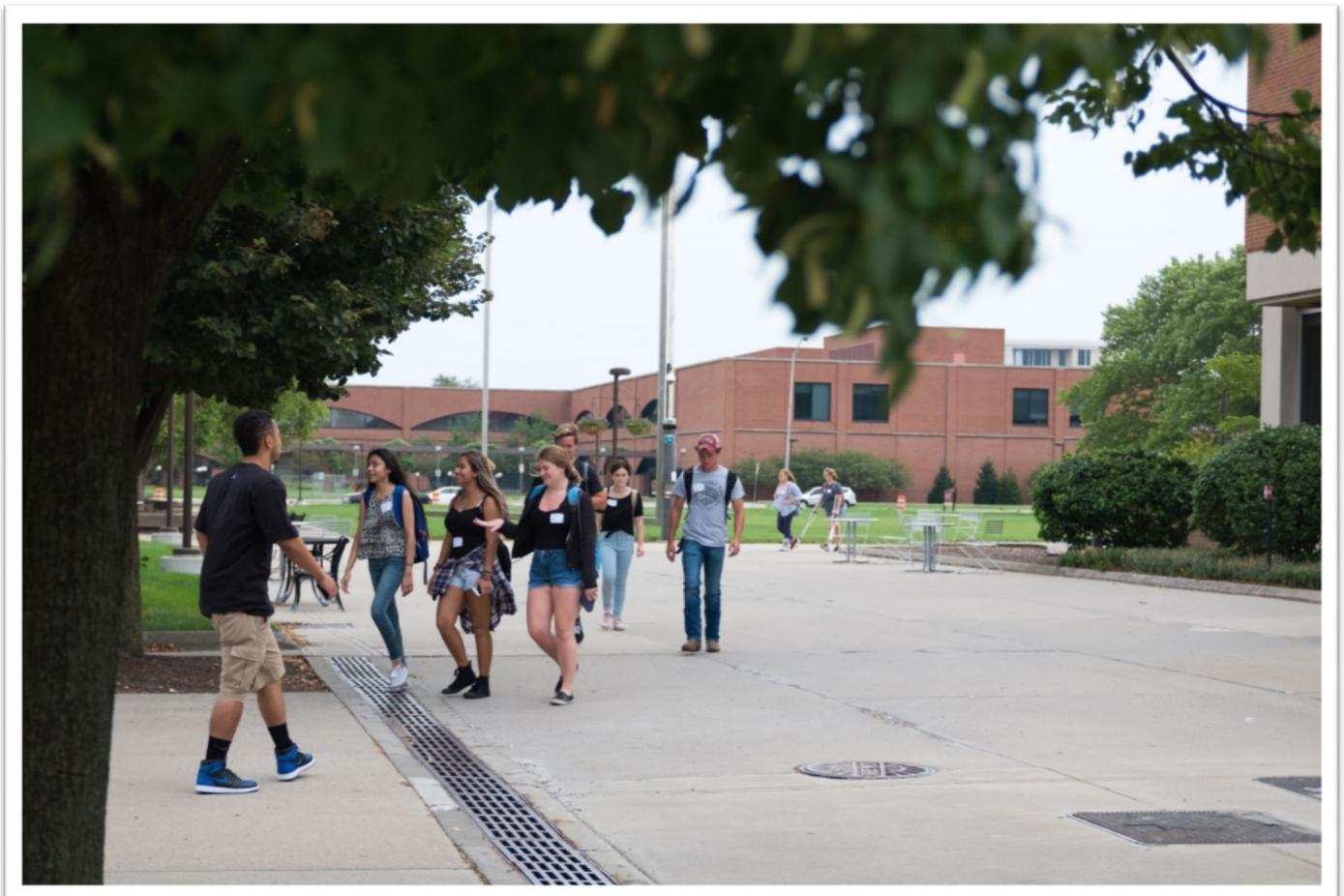
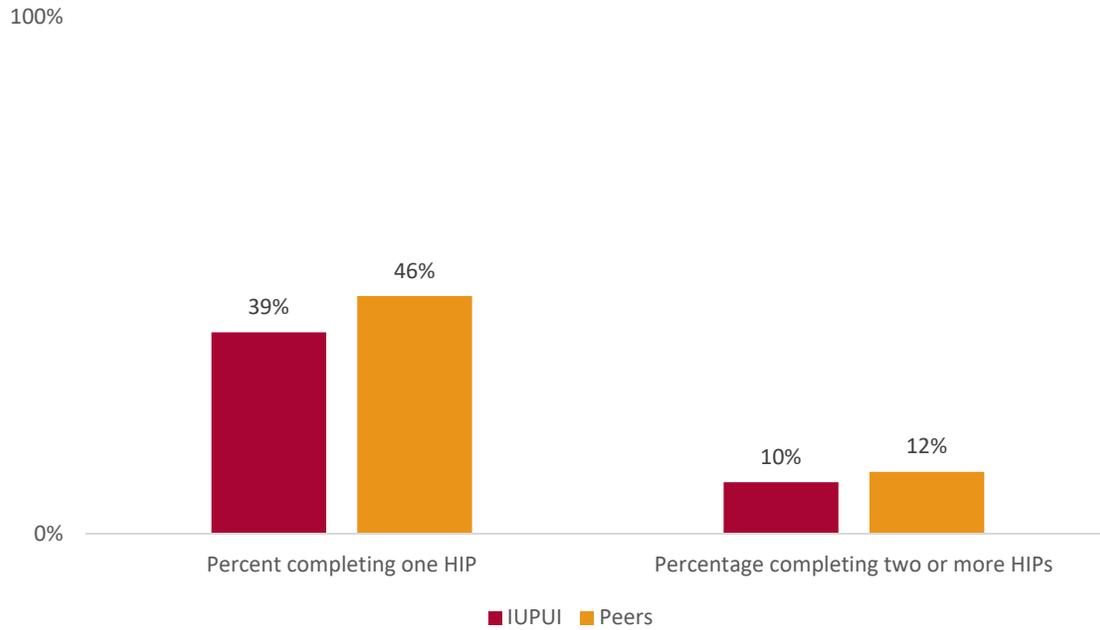
^a Chi-square test revealed statistically significant difference at $\alpha \leq 0.05$.

Table 12
High Impact Practices
First Year

	Herron School of Art and Design "Done"	Peer Percent "Done"	Difference
Service-Learning	33.3% (10)	47% (160)	- 13.7%
Learning Community	22.6% (7)	22% (75)	0.6%
Research with Faculty	6.5% (2)	3% (10)	3.5%
Internship or Field Experience	3.2% (1)	8% (29)	- 4.8%
Study Abroad	0% (0)	4% (14)	- 4%
Culminating Senior Experience	0% (0)	5% (18)	- 5%

N included in parentheses

Figure 2
Number of High Impact Practices Completed
First Year



2018 NSSE Report for Herron School of Art and Design

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