



IUPUI

**National Survey of Student Engagement
Report for
Kelley School of Business**

2018



Welcome to the 2018 Kelley School of Business 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 Kelley School of Business 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 42 First-year and 92 Senior students in the Kelley School of Business had completed the survey.



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Key Highlights Overall

- Forty-three percent of Senior respondents plan to work more than 20 hours working for pay off campus and 24% of First Year respondents plan to spend more than 20 hours a week preparing for class.
- Kelley Seniors completed all high impact practices more than their peers, with 43% more completing service learning and 25% more completed culminating senior experiences.
- There is a large significant difference between Kelley and Peer group First Years, with Kelley students scoring higher on average, in **Effective Teaching Practices**.
- Thirty-nine percent more Kelley School of Business First Year respondents had 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 Kelley School of Business. 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	Higher-Order Learning Quantitative Reasoning Collaborative Learning Discussions with Diverse Others Quality of Interactions	Reflective and Integrative Learning Learning Strategies Student-Faculty Interaction
First Year	Higher Order Learning Reflective and Integrative Learning Learning Strategies Collaborative Learning Discussions with Diverse Others Student-Faculty Interaction Effective teaching Practices Quality of Interactions	Quantitative Reasoning Supportive Environment

Table 1
Academic Challenge
Senior

	N	Mean	Standard Deviation	Peer Mean	Effect Size
Higher-Order Learning ^{a1}	77	39.6	14.3	37.8	0.48
Applying facts, theories, or methods to practical problems or new situations	79	3.04	0.72	3.0	
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	3.01	0.83	2.9	
Evaluating a point of view, decision, or information source	78	3.00	0.85	2.8	
Forming a new idea or understanding from various pieces of information	77	2.90	0.87	2.8	
Reflective & Integrative Learning ^{b4}	84	35.4	11.2	36.1	-0.21
Combined ideas from different courses when completing assignments	88	2.92	0.70	2.9	
Connected your learning to societal problems or issues	88	2.52	0.84	2.6	
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	87	2.31	0.91	2.4	
Examined the strengths and weaknesses of your own views on a topic or issue	85	2.72	0.80	2.8	
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	84	2.95	0.78	2.9	
Learned something that changed the way you understand an issue or concept	84	2.86	0.81	2.9	
Connected ideas from your courses to your prior experiences and knowledge	82	3.02	0.68	3.1	
Learning Strategies ^{b4}	74	35.6	15.0	37.7	-0.55
Identified key information from reading assignments	74	2.99	0.85	3.0	
Reviewed your notes after class	74	2.74	0.86	2.8	
Summarized what you learned in class or from course materials	75	2.61	0.87	2.8	
Quantitative Reasoning ^{b1}	72	34.1	12.7	31.9	0.59
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	74	2.86	0.73	2.8	
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	76	2.64	0.88	2.5	
Evaluated what others have concluded from numerical information	75	2.65	0.81	2.5	

^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}	88	35.9	11.2	34.4	0.43
Asked another student to help you understand course material	89	2.48	0.84	2.5	
Explained course material to one or more students	90	2.91	0.77	2.8	
Prepared for exams by discussing or working through course material with other students	90	2.49	0.88	2.5	
Worked with other students on course projects or assignments	90	3.32	0.68	3.1	
Discussions with Diverse Others^{a1}	72	43.8	15.3	42.5	0.33
People from a race or ethnicity other than your own	74	3.34	0.76	3.2	
People from an economic background other than your own	74	3.23	0.82	3.1	
People with religious beliefs other than your own	73	3.05	0.88	3.1	
People with political views other than your own	74	3.16	0.88	3.1	

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Table 3
Experiences with Faculty
Senior

	N	Mean	Standard Deviation	Peer Mean	Effect Size
Student-Faculty Interaction^{b4}	80	18.7	14.0	21.6	-0.76
Talked about career plans with a faculty member	81	2.22	0.88	2.3	
Worked w/faculty on activities other than coursework (committees, student groups, etc.)	81	1.74	0.95	1.9	
Discussed course topics, ideas, or concepts with a faculty member outside of class	80	1.86	0.91	2.0	
Discussed your academic performance with a faculty member	81	1.93	0.82	2.1	
Effective Teaching Practices^a	78	37.8	12.8	37.7	0.03
Clearly explained course goals and requirements	78	3.08	0.77	3.1	
Taught course sessions in an organized way	78	3.09	0.78	3.0	
Used examples or illustrations to explain difficult points	78	3.06	0.74	3.0	
Provided feedback on a draft or work in progress	78	2.51	1.04	2.6	
Provided prompt and detailed feedback on tests or completed assignments	78	2.72	0.94	2.7	

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Table 4
Campus Environment
Senior

	N	Mean	Standard Deviation	Peer Mean	Effect Size
Quality of Interactions^{b1}	74	41.8	11.6	41	0.23
Students	75	5.65	1.23	5.5	
Academic advisors	75	4.93	1.63	5.2	
Faculty	74	5.24	1.38	5.1	
Student Services Staff (career services, student activities, housing, etc.)	68	5.06	1.47	5.0	
Other administrative staff and offices (registrar, financial aid, etc.)	72	4.97	1.57	4.6	
Supportive Environment^{a3}	75	32.0	11.2	32.7	-0.20
Providing support to help students succeed academically	75	3.07	0.78	2.9	
Using learning support services (tutoring services, writing center, etc.)	74	3.00	0.81	2.8	
Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc)	75	2.73	1.04	2.7	
Providing opportunities to be involved socially	75	2.87	0.89	2.9	
Providing support for your overall well-being (recreation, health care, counseling, etc.)	74	2.64	0.90	2.8	
Helping you manage your non-academic responsibilities (work, family, etc.)	75	1.97	0.85	2.1	
Attending campus activities and events (performing arts, athletic events, etc.)	75	2.29	0.93	2.6	
Attending events that address important social, economic, or political issues	75	2.24	0.88	2.4	

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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	75	0.0	13.3	34.7	18.7	12.0	10.7	10.7	0.0
	1032	0.6	15.8	27.0	19.2	19.0	9.8	4.1	4.6
Participating in co-curricular activities	75	42.7	25.3	16.0	6.7	2.7	5.3	1.3	0.0
	1033	38.7	27.0	15.5	9.2	4.5	3.3	0.5	1.3
Working for pay on-campus ^a	75	76.0	1.3	12.0	1.3	2.7	2.7	2.7	1.3
	1029	75.3	2.5	5.7	4.8	6.9	2.2	1.1	1.5
Working for pay off-campus ^a	75	28.0	9.3	5.3	5.3	9.3	10.7	10.7	21.3
	1032	32.7	3.1	5.6	7.5	11.3	10.6	7.6	21.7
Doing community service or volunteer work ^a	75	44.0	52.0	2.7	1.3	0.0	0.0	0.0	0.0
	1032	48.1	36.7	7.1	4.0	2.5	0.9	0.0	0.8
Relaxing and socializing	75	2.7	29.3	26.7	21.3	16.0	1.3	2.7	0.0
	1035	3.3	26.8	28.3	18.9	10.8	5.1	1.8	4.9
Providing care for dependents	74	78.4	8.1	4.1	5.4	0.0	0.0	0.0	4.1
	1030	67.2	11.7	5.6	3.7	3.5	1.4	0.3	6.7
Commuting to campus ^a	75	4.0	68.0	21.3	5.3	0.0	1.3	0.0	0.0
	1037	11.3	53.7	20.9	5.9	4.0	1.4	1.4	1.4

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

Table 6
High Impact Practices
Senior

	Kelley School of Business Percent "Done"	Peer Percent "Done"	Difference
Service-Learning	96% (72)	53% (543)	43%
Learning Community	37.8% (28)	27% (277)	10.8%
Research with Faculty	17.3% (13)	11% (113)	6.3%
Internship or Field Experience	56.8% (42)	48% (497)	8.8%
Study Abroad	27% (20)	19% (197)	8%
Culminating Senior Experience	66.2% (49)	41% (426)	25.2%

N included in parentheses

Figure 1
Number of High Impact Practices Completed
Senior

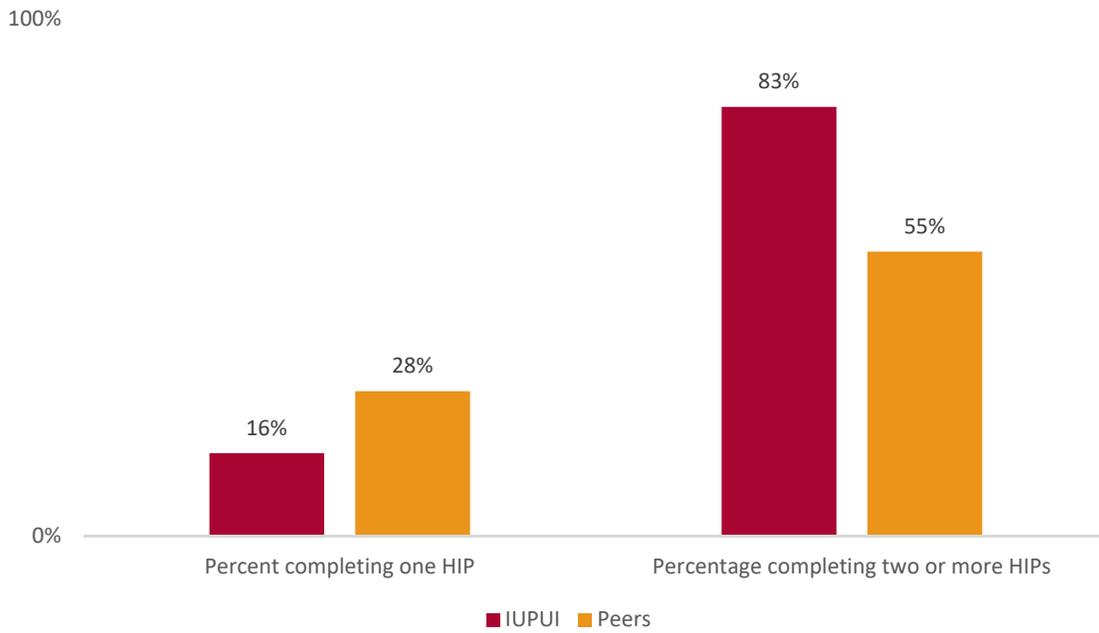


Table 7
Academic Challenge
First Year

	N	Mean	Standard Deviation	Peer Mean	Effect Size
Higher-Order Learning ^{a1}	39	39.4	10.5	36.4	0.88
Applying facts, theories, or methods to practical problems or new situations	40	2.98	0.66	3.0	
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	39	3.00	0.73	2.9	
Evaluating a point of view, decision, or information source	40	2.97	0.70	2.8	
Forming a new idea or understanding from various pieces of information	40	2.95	0.78	2.8	
Reflective & Integrative Learning ^{b1}	41	37.8	11.6	35.1	0.80
Combined ideas from different courses when completing assignments	41	2.80	0.84	2.9	
Connected your learning to societal problems or issues	41	2.68	0.91	2.6	
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	41	2.54	0.81	2.4	
Examined the strengths and weaknesses of your own views on a topic or issue	41	3.00	0.84	2.8	
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	41	3.02	0.76	2.9	
Learned something that changed the way you understand an issue or concept	39	2.85	0.75	2.9	
Connected ideas from your courses to your prior experiences and knowledge	40	3.35	0.62	3.1	
Learning Strategies ^{b1}	37	43.6	13.7	38	1.53
Identified key information from reading assignments	37	3.35	0.63	3.0	
Reviewed your notes after class	37	3.08	0.92	2.8	
Summarized what you learned in class or from course materials	37	3.11	0.94	2.8	
Quantitative Reasoning ^{b4}	37	27.2	16.5	29.6	-0.61
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	37	2.54	0.90	2.8	
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	37	2.27	0.93	2.5	
Evaluated what others have concluded from numerical information	37	2.27	0.96	2.5	

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Table 8
Learning with Peers
First Year

	N	Mean	Standard Deviation	Peer Mean	Effect Size
Collaborative Learning^{a1}	40	35.1	11.8	33.8	0.36
Asked another student to help you understand course material	42	2.55	0.83	2.5	
Explained course material to one or more students	41	3.07	0.72	2.8	
Prepared for exams by discussing or working through course material with other students	41	2.66	0.86	2.5	
Worked with other students on course projects or assignments	41	2.88	0.84	3.1	
Discussions with Diverse Others^{a1}	37	44.2	11.8	41.9	0.63
People from a race or ethnicity other than your own	37	3.19	0.74	3.2	
People from an economic background other than your own	37	3.24	0.76	3.1	
People with religious beliefs other than your own	37	3.19	0.78	3.1	
People with political views other than your own	37	3.22	0.75	3.1	

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Table 9
Experiences with Faculty
First Year

	N	Mean	Standard Deviation	Peer Mean	Effect Size
Student-Faculty Interaction^{b1}	40	22.6	14.8	21	0.42
Talked about career plans with a faculty member	40	2.55	1.04	2.3	
Worked w/faculty on activities other than coursework (committees, student groups, etc.)	40	1.83	0.87	1.9	
Discussed course topics, ideas, or concepts with a faculty member outside of class	40	2.05	0.93	2.0	
Discussed your academic performance with a faculty member	40	2.10	0.74	2.1	
Effective Teaching Practices^{a1}	39	41.0	10.2	36.7	1.27
Clearly explained course goals and requirements	39	3.23	0.67	3.1	
Taught course sessions in an organized way	39	3.15	0.75	3.0	
Used examples or illustrations to explain difficult points	39	3.28	0.69	3.0	
Provided feedback on a draft or work in progress	39	2.82	0.91	2.6	
Provided prompt and detailed feedback on tests or completed assignments	38	2.76	0.79	2.7	

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Table 10
Campus Environment
First Year

	N	Mean	Standard Deviation	Peer Mean	Effect Size
Quality of Interactions^{b1}	33	42.8	10.8	41.3	0.45
Students	37	5.14	1.27	5.5	
Academic advisors	37	5.57	1.61	5.2	
Faculty	37	5.68	1.36	5.1	
Student Services Staff (career services, student activities, housing, etc.)	32	5.06	1.59	5.0	
Other administrative staff and offices (registrar, financial aid, etc.)	31	5.13	1.36	4.6	
Supportive Environment^{a4}	37	34.4	12.8	35.9	-0.42
Providing support to help students succeed academically	37	2.95	0.82	2.9	
Using learning support services (tutoring services, writing center, etc.)	37	3.14	0.82	2.8	
Encouraging contact among students from different backgrounds	37	2.84	0.83	2.7	
Providing opportunities to be involved socially	37	2.86	0.89	2.9	
Providing support for your overall well-being (recreation, health care, counseling, etc.)	37	2.76	0.93	2.8	
Helping you manage your non-academic responsibilities (work, family, etc.)	37	2.24	0.90	2.1	
Attending campus activities and events (performing arts, athletic events, etc.)	37	2.54	0.99	2.6	
Attending events that address important social, economic, or political issues	36	2.42	0.91	2.4	

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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	37	0.0	16.2	29.7	16.2	13.5	8.1	13.5	2.7
	651	0.0	11.4	24.1	28.9	18.3	10.3	4.8	3.5
Participating in co-curricular activities	37	29.7	35.1	16.2	2.7	10.8	5.4	0.0	0.0
	648	25.8	35.0	15.3	10.5	7.1	4.0	1.4	0.9
Working for pay on-campus ^a	36	83.3	0.0	0.0	8.3	8.3	0.0	0.0	0.0
	650	78.5	2.3	5.5	4.2	5.1	2.5	0.6	1.4
Working for pay off-campus ^a	37	51.4	2.7	18.9	2.7	2.7	8.1	10.8	2.7
	649	62.9	4.0	6.5	6.6	9.9	4.3	2.8	3.1
Doing community service or volunteer work ^a	37	27.0	64.9	5.4	0.0	0.0	0.0	0.0	2.7
	650	54.0	31.4	6.3	3.2	2.2	1.4	0.9	0.7
Relaxing and socializing ^a	37	0.0	16.2	40.5	13.5	10.8	8.1	2.7	8.1
	649	1.5	13.4	23.4	25.4	18.3	7.7	3.4	6.8
Providing care for dependents ^a	37	89.2	8.1	2.7	0.0	0.0	0.0	0.0	0.0
	652	76.8	9.5	4.3	3.5	1.8	1.4	0.9	1.7
Commuting to campus ^a	37	51.4	32.4	10.8	2.7	0.0	0.0	2.7	0.0
	652	35.0	38.3	14.6	5.1	3.7	1.7	0.5	1.2

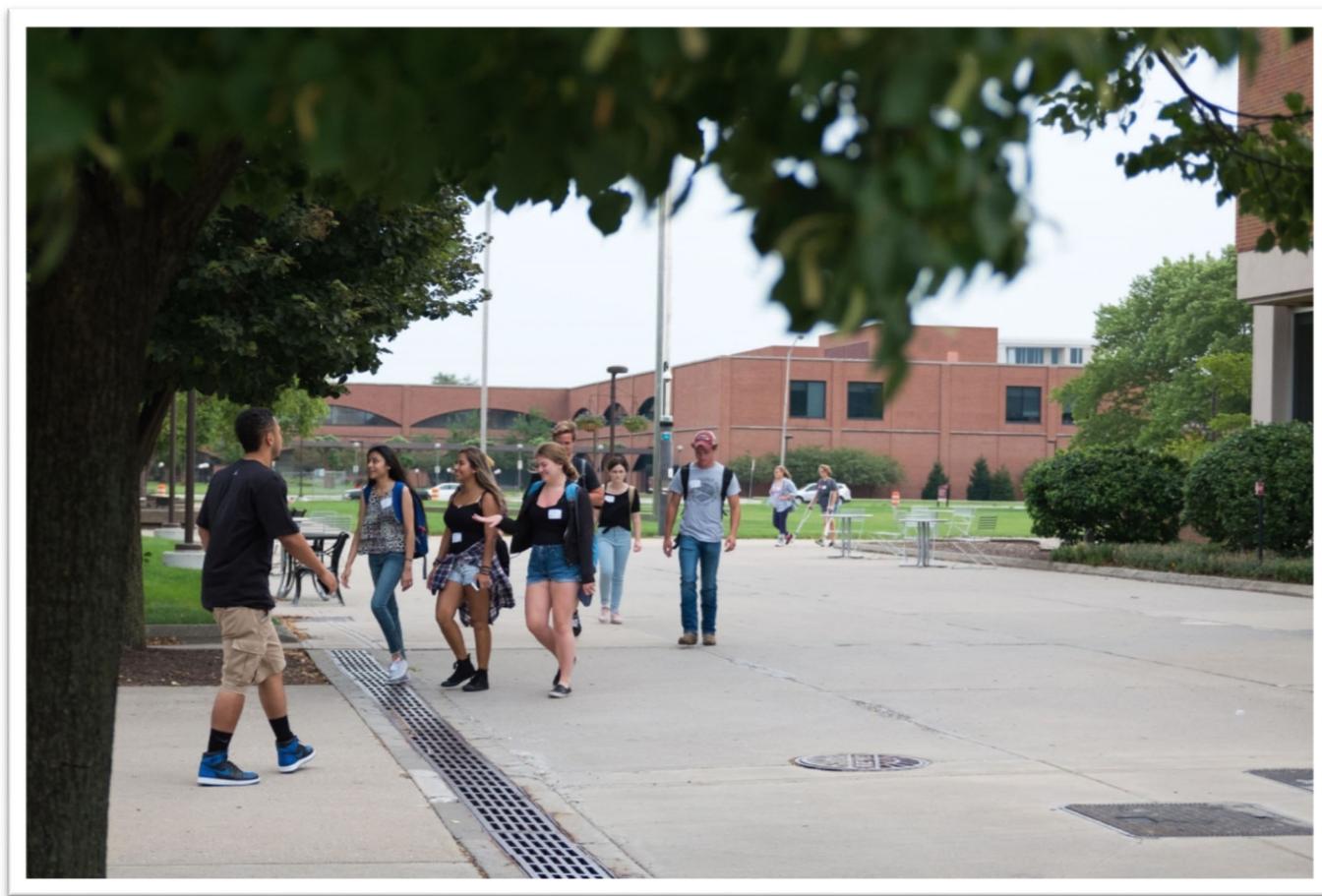
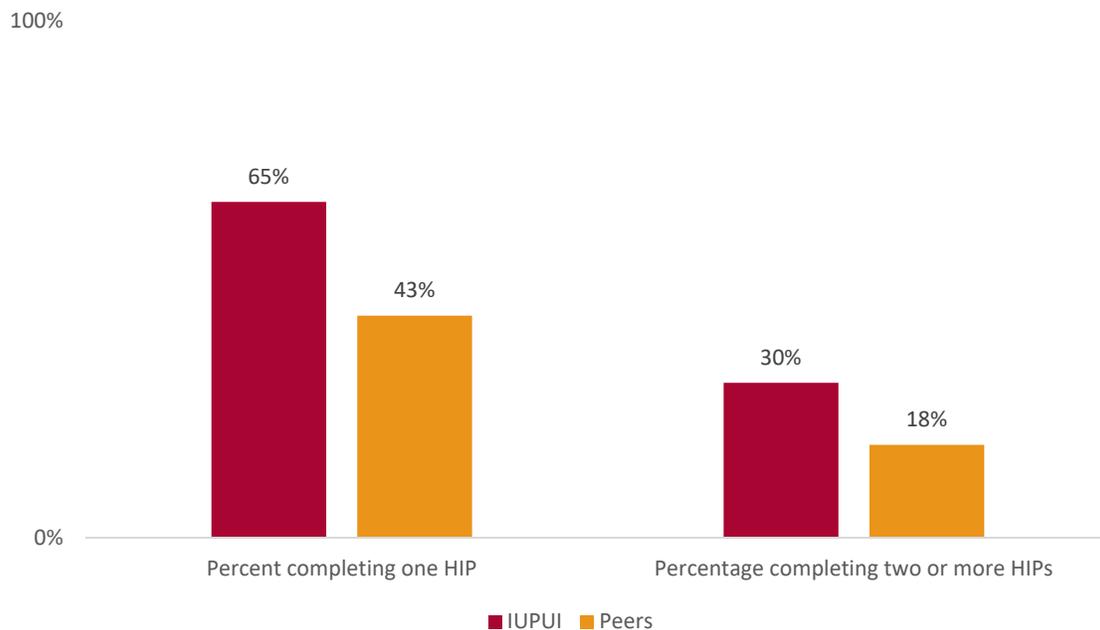
^a Chi-square test revealed statistically significant difference at $\alpha \leq 0.05$.

Table 12
High Impact Practices
First Year

	Kelley School of Business Percent "Done"	Peer Percent "Done"	Difference
Service-Learning	94.6% (35)	56% (367)	38.6%
Learning Community	29.7% (11)	23% (147)	6.7%
Research with Faculty	0% (0)	2% (16)	- 2%
Internship or Field Experience	16.2% (6)	8% (50)	8.2%
Study Abroad	0% (0)	5% (34)	- 5%
Culminating Senior Experience	0% (0)	2% (11)	- 2%

N included in parentheses

Figure 2
Number of High Impact Practices Completed
First Year



2018 NSSE Report for Kelley School of Business

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