



IUPUI

**National Survey of Student Engagement
Report for
School of Nursing
2018**



Welcome to the 2018 School of Nursing 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 Nursing 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 102 Senior students in the School of Nursing had completed the survey.



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Key Highlights Overall

- Twenty-five percent of respondents expect spending more than 20 hours a week preparing for class and 29% plan to work more than 20 hours for pay off campus a week.
- Seniors attending the IU School of Nursing scored significantly higher than Nursing students at peer institutions on the **Collaborative Learning** and **Student-Faculty Interaction** scales, indicating that these were areas of strength.
- School of Nursing students scored significantly lower than Nursing students at peer institutions on the **Supportive Environment** and **Quality of Interactions** scales, suggesting that these were opportunities for improvement.
- School of Nursing Senior respondents that completed high-impact practices were very close to the percent Peers completed as well. The one exception was 19% fewer School of Nursing Senior respondents reported completing a culminating Senior experience than Peers.

The table below displays the NSSE Engagement Indicators that are considered “Areas of Strength” and “Opportunities for Improvement” for the School of Nursing. 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 Collaborative Learning Discussions with Diverse Others Student-Faculty Interaction	Quantitative Reasoning Effective Teaching Practices Quality of Interactions Supportive Environment

Table 1
Academic Challenge
Senior

	N	Mean	Standard Deviation	Peer Mean	Effect Size
Higher-Order Learning^a	91	44.2	12.8	44.3	-0.03
Applying facts, theories, or methods to practical problems or new situations	92	3.38	0.72	3.3	
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	92	3.34	0.75	3.3	
Evaluating a point of view, decision, or information source ³	92	3.09	0.82	3.2	
Forming a new idea or understanding from various pieces of information	91	3.02	0.80	3.1	
Reflective & Integrative Learning^b	98	39.9	10.1	40.8	-0.03
Combined ideas from different courses when completing assignments ²	100	3.06	0.76	2.9	
Connected your learning to societal problems or issues	101	2.89	0.75	2.9	
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments ³	100	2.71	0.80	2.9	
Examined the strengths and weaknesses of your own views on a topic or issue ³	98	2.88	0.68	3.0	
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	98	3.13	0.64	3.1	
Learned something that changed the way you understand an issue or concept ³	98	2.98	0.76	3.1	
Connected ideas from your courses to your prior experiences and knowledge	96	3.25	0.62	3.3	
Learning Strategies^{b2}	89	43.6	14.3	43.0	0.16
Identified key information from reading assignments	89	3.22	0.82	3.3	
Reviewed your notes after class	89	3.12	0.90	3.1	
Summarized what you learned in class or from course materials ²	89	3.19	0.81	3.1	
Quantitative Reasoning^{b4}	88	28.5	15.4	30.2	-0.42
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	90	2.54	0.85	2.6	
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	89	2.45	0.91	2.5	
Evaluated what others have concluded from numerical information ³	88	2.28	0.84	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}	101	39.1	13.3	31.6	1.90
Asked another student to help you understand course material ²	102	2.62	0.90	2.40	
Explained course material to one or more students ²	101	2.90	0.79	2.70	
Prepared for exams by discussing or working through course material with other students ¹	101	2.89	0.93	2.40	
Worked with other students on course projects or assignments ¹	101	3.40	0.72	2.80	
Discussions with Diverse Others^{a1}	88	45.6	14.1	43.2	0.61
People from a race or ethnicity other than your own ²	89	3.31	0.82	3.2	
People from an economic background other than your own ²	89	3.33	0.75	3.1	
People with religious beliefs other than your own	89	3.21	0.82	3.2	
People with political views other than your own ²	88	3.23	0.78	3.1	

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Table 3
Experiences with Faculty
Senior

	N	Mean	Standard Deviation	Peer Mean	Effect Size
Student-Faculty Interaction^{b1}	92	25.2	15.1	22.0	0.82
Talked about career plans with a faculty member	94	2.69	0.97	2.5	
Worked w/faculty on activities other than coursework (committees, student groups, etc.) ²	94	1.97	0.99	1.8	
Discussed course topics, ideas, or concepts with a faculty member outside of class ²	93	2.20	0.94	2.0	
Discussed your academic performance with a faculty member ²	92	2.20	0.86	2.1	
Effective Teaching Practices^{a4}	91	38.1	12.9	39.8	-0.46
Clearly explained course goals and requirements	91	3.14	0.78	3.2	
Taught course sessions in an organized way	89	2.83	0.82	2.9	
Used examples or illustrations to explain difficult points	91	3.08	0.76	3.0	
Provided feedback on a draft or work in progress	90	2.70	0.97	2.8	
Provided prompt and detailed feedback on tests or completed assignments	91	2.76	0.78	2.9	

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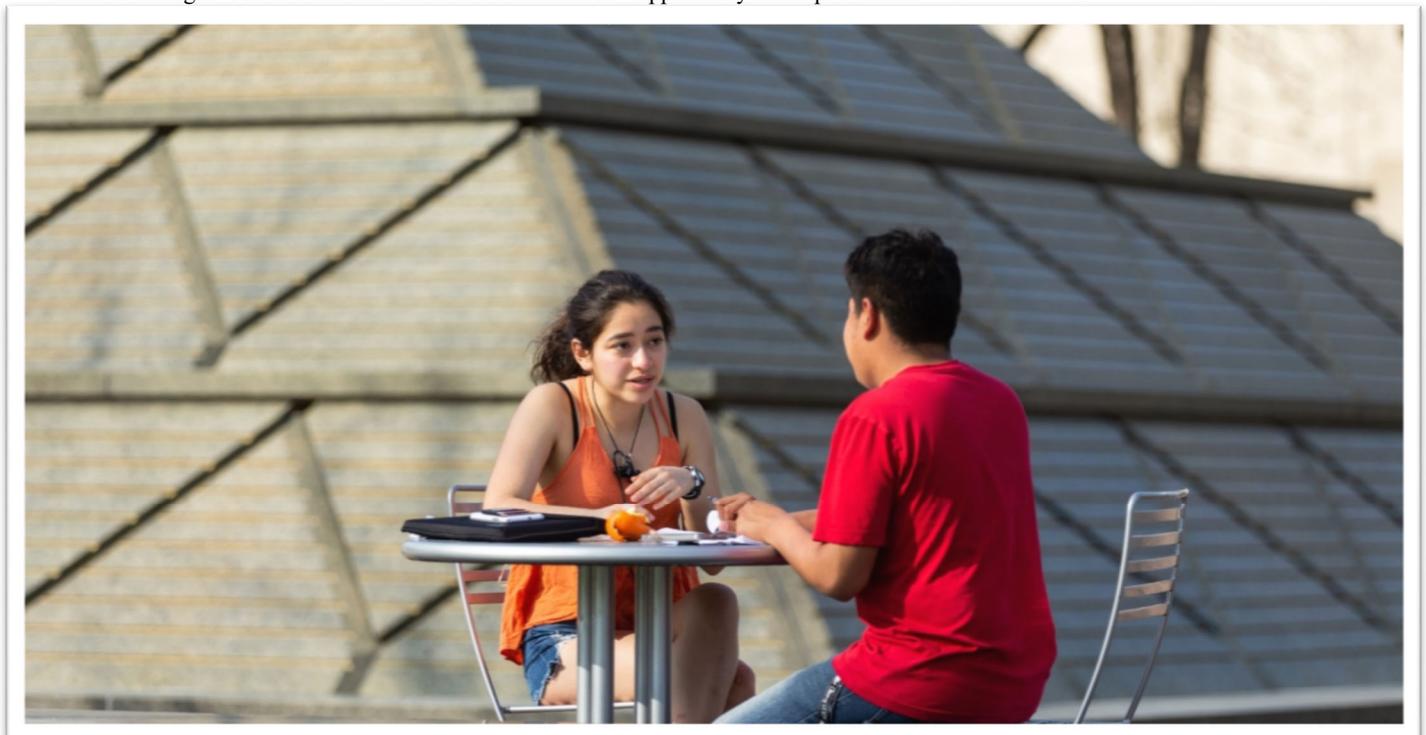
Table 4
Campus Environment
Senior

	N	Mean	Standard Deviation	Peer Mean	Effect Size
Quality of Interactions^{b4}	77	39.9	10.5	42.4	-0.74
Students	89	5.88	1.00	5.8	
Academic advisors ⁴	83	4.33	1.84	5.4	
Faculty ³	89	5.28	1.07	5.5	
Student Services Staff (career services, student activities, housing, etc.) ³	55	4.56	1.61	4.8	
Other administrative staff and offices (registrar, financial aid, etc.)	79	4.84	1.54	4.8	
Supportive Environment^{a4}	89	27.6	12.0	35.0	-2.03
Providing support to help students succeed academically ³	89	2.88	0.74	3.1	
Using learning support services (tutoring services, writing center, etc.) ⁴	89	2.53	0.83	2.8	
Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.) ²	89	2.79	0.85	2.7	
Providing opportunities to be involved socially ³	89	2.63	0.85	2.9	
Providing support for your overall well-being (recreation, health care, counseling, etc.) ⁴	88	2.34	0.88	2.9	
Helping you manage your non-academic responsibilities (work, family, etc.) ⁴	88	1.83	0.89	2.2	
Attending campus activities and events (performing arts, athletic events, etc.) ⁴	89	2.03	0.87	2.6	
Attending events that address important social, economic, or political issues ⁴	89	2.02	0.83	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
Preparing for class	88	0.0	20.5	26.1	20.5	8.0	11.4	3.4	10.2
	313	0.3	13.1	18.8	21.7	16.3	11.2	6.7	11.8
Participating in co-curricular activities	88	62.5	19.3	9.1	3.4	3.4	1.1	1.1	0.0
	310	52.6	24.2	9.4	6.1	4.5	1.3	1.3	0.6
Working for pay on-campus	88	86.4	3.4	3.4	1.1	4.5	0.0	0.0	1.1
	312	84.6	2.6	3.8	3.5	1.6	0.6	1.3	1.9
Working for pay off-campus ^a	89	15.7	3.4	10.1	20.2	21.3	15.7	2.2	11.2
	312	28.8	3.8	4.2	6.7	11.2	9.3	5.1	30.8
Doing community service or volunteer work	89	51.7	37.1	6.7	2.2	1.1	1.1	0.0	0.0
	312	46.2	35.6	9.3	5.1	1.3	0.6	1.6	0.3
Relaxing and socializing ^a	89	2.2	29.2	25.8	21.3	10.1	5.6	4.5	1.1
	313	1.3	39.3	29.4	13.4	7.3	3.2	1.6	4.6
Providing care for dependents ^a	89	68.5	16.9	3.4	0.0	2.2	1.1	0.0	7.9
	310	51.6	12.6	3.9	4.5	3.2	2.3	1.9	20.0
Commuting to campus ^a	89	7.9	47.2	30.3	4.5	2.2	3.4	0.0	4.5
	311	33.1	39.5	14.5	7.4	1.6	0.6	1.3	1.9

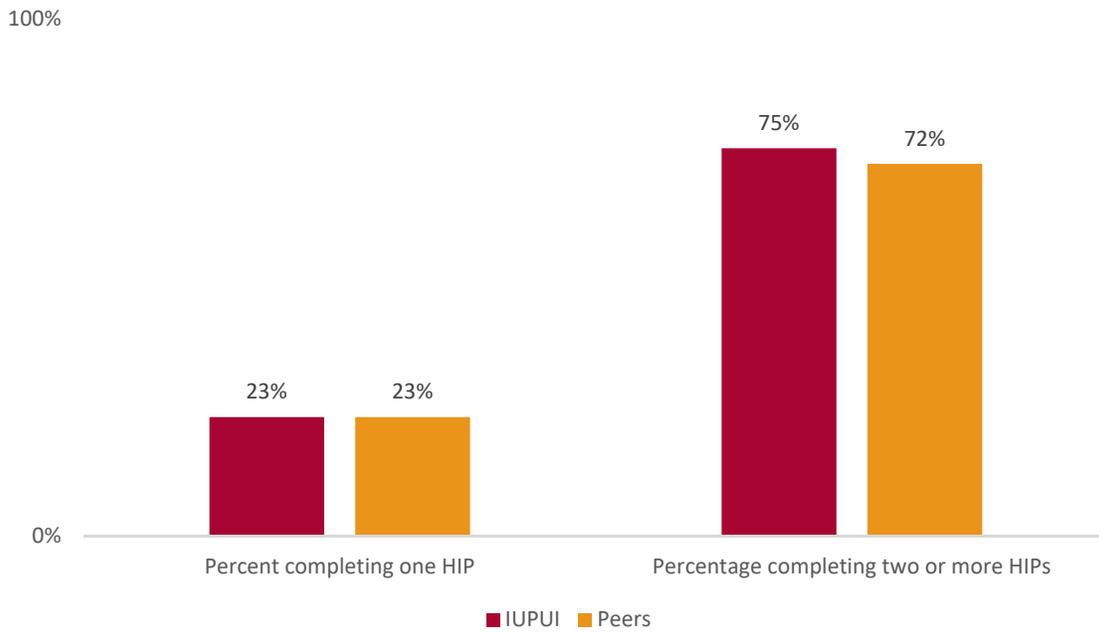
^a Chi-square test revealed statistically significant difference at $\alpha \leq 0.05$.

Table 6
High Impact Practices
Senior

	School of Nursing Percent "Done"	Peer Percent "Done"	Difference
Service-Learning	93% (107)	91% (283)	2%
Learning Community	36% (41)	34% (107)	2%
Research with Faculty	25% (29)	23% (72)	2%
Internship or Field Experience	59% (68)	60% (186)	- 1%
Study Abroad	12% (14)	10% (31)	2%
Culminating Senior Experience	31% (36)	50% (156)	- 19%

N included in parentheses

Figure 1
Number of High Impact Practices Completed
Senior



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