



IUPUI

**National Survey of Student Engagement  
Report for  
School of Social Work**

2018



## **Welcome to the 2018 School of Social Work 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 Social Work 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 48 Senior students in the School of Social Work had completed the survey.



# 2018 NSSE Report for School of Social Work

## Key Highlights Overall

- Forty percent plan to work more than 20 hours for pay off campus a week and 43% plan to spend more than 20 hours a week providing care for dependents.
- There is a large significant difference between Social Work and Peer groups, with IUPUI scoring higher on average, in **Collaborative Learning**.
- Scales with a large significant difference between Social Work and Peer groups, with Peer groups scoring higher on average, includes **Quantitative Reasoning** and **Effective Teaching Practices**.
- Twenty-nine percent more School of Social Work Senior respondents had completed service learning and 14% more completed an internship or field experience. Ten percent less have 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 School of Social Work. For more information about the NSSE Engagement Indicators or the NSSE in general, please see [http://nsse.indiana.edu/html/engagement\\_indicators.cfm](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 Reflective and Integrative Learning Collaborative Learning	Learning Strategies Quantitative Reasoning Student-Faculty Interaction Effective Teaching Practices Quality of Interactions Supportive Environment

**Table 1**  
**Academic Challenge**  
**Senior**

	N	Mean	Standard Deviation	Peer Mean	Effect Size
<b>Higher-Order Learning <sup>a1</sup></b>	<b>44</b>	<b>44.5</b>	<b>11.3</b>	<b>42.5</b>	<b>0.58</b>
Applying facts, theories, or methods to practical problems or new situations	45	3.38	0.65	3.2	
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	45	3.22	0.77	3.1	
Evaluating a point of view, decision, or information source	45	3.40	0.62	3.2	
Forming a new idea or understanding from various pieces of information	44	2.95	0.71	3.1	
<b>Reflective &amp; Integrative Learning <sup>b1</sup></b>	<b>46</b>	<b>45.1</b>	<b>9.67</b>	<b>43.0</b>	<b>0.63</b>
Combined ideas from different courses when completing assignments	47	3.09	0.80	3.0	
Connected your learning to societal problems or issues	47	3.34	0.76	3.2	
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	47	3.36	0.76	3.1	
Examined the strengths and weaknesses of your own views on a topic or issue	47	3.28	0.62	3.1	
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	47	3.40	0.58	3.2	
Learned something that changed the way you understand an issue or concept	46	3.07	0.68	3.1	
Connected ideas from your courses to your prior experiences and knowledge	46	3.30	0.55	3.4	
<b>Learning Strategies <sup>b4</sup></b>	<b>41</b>	<b>37.7</b>	<b>14.6</b>	<b>39.2</b>	<b>-0.39</b>
Identified key information from reading assignments	41	3.15	0.76	3.1	
Reviewed your notes after class	41	2.83	0.95	2.9	
Summarized what you learned in class or from course materials	41	2.68	0.85	2.9	
<b>Quantitative Reasoning <sup>b4</sup></b>	<b>40</b>	<b>24.5</b>	<b>12.5</b>	<b>28.9</b>	<b>-1.18</b>
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	43	2.28	0.77	2.5	
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	40	2.25	0.74	2.5	
Evaluated what others have concluded from numerical information	41	2.17	0.80	2.4	

<sup>a</sup> 1=Very Little, 2=Some, 3=Quite a bit, 4=Very much

<sup>b</sup> 1=Never, 2=Sometimes, 3=Often, 4=Very Often

<sup>1</sup> Area of Strength <sup>2</sup> Asset to Protect <sup>3</sup> Issue to be Mindful of <sup>4</sup> Opportunity for Improvement

**Table 2**  
**Learning with Peers**  
**Senior**

	N	Mean	Standard Deviation	Peer Mean	Effect Size
<b>Collaborative Learning<sup>a1</sup></b>	<b>47</b>	<b>34.9</b>	<b>13.4</b>	<b>29.5</b>	<b>1.42</b>
Asked another student to help you understand course material	48	2.50	0.88	2.2	
Explained course material to one or more students	48	2.81	0.76	2.6	
Prepared for exams by discussing or working through course material with other students	48	2.40	1.03	2.3	
Worked with other students on course projects or assignments	47	3.23	0.76	2.8	
<b>Discussions with Diverse Others<sup>a3</sup></b>	<b>41</b>	<b>42.8</b>	<b>14.8</b>	<b>43.4</b>	<b>-0.15</b>
People from a race or ethnicity other than your own	41	3.24	0.83	3.3	
People from an economic background other than your own	41	3.27	0.78	3.2	
People with religious beliefs other than your own	41	3.07	0.85	3.1	
People with political views other than your own	41	2.98	0.88	3.1	

<sup>a</sup> 1=Never, 2=Sometimes, 3=Often, 4=Very Often

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**Table 3**  
**Experiences with Faculty**  
**Senior**

	N	Mean	Standard Deviation	Peer Mean	Effect Size
<b>Student-Faculty Interaction<sup>b4</sup></b>	<b>45</b>	<b>20.0</b>	<b>12.2</b>	<b>20.8</b>	<b>-0.22</b>
Talked about career plans with a faculty member	46	2.43	0.78	2.4	
Worked w/faculty on activities other than coursework (committees, student groups, etc.)	45	1.51	0.73	1.7	
Discussed course topics, ideas, or concepts with a faculty member outside of class	46	1.87	0.89	2.0	
Discussed your academic performance with a faculty member	46	2.20	0.86	2.2	
<b>Effective Teaching Practices<sup>a4</sup></b>	<b>44</b>	<b>36.9</b>	<b>13.0</b>	<b>40.3</b>	<b>-0.94</b>
Clearly explained course goals and requirements	44	2.95	0.81	3.2	
Taught course sessions in an organized way	44	3.02	0.79	3.1	
Used examples or illustrations to explain difficult points	44	2.80	0.82	3.1	
Provided feedback on a draft or work in progress	44	2.75	0.94	2.8	
Provided prompt and detailed feedback on tests or completed assignments	43	2.70	0.86	2.8	

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<sup>b</sup> 1=Never, 2=Sometimes, 3=Often, 4=Very Often

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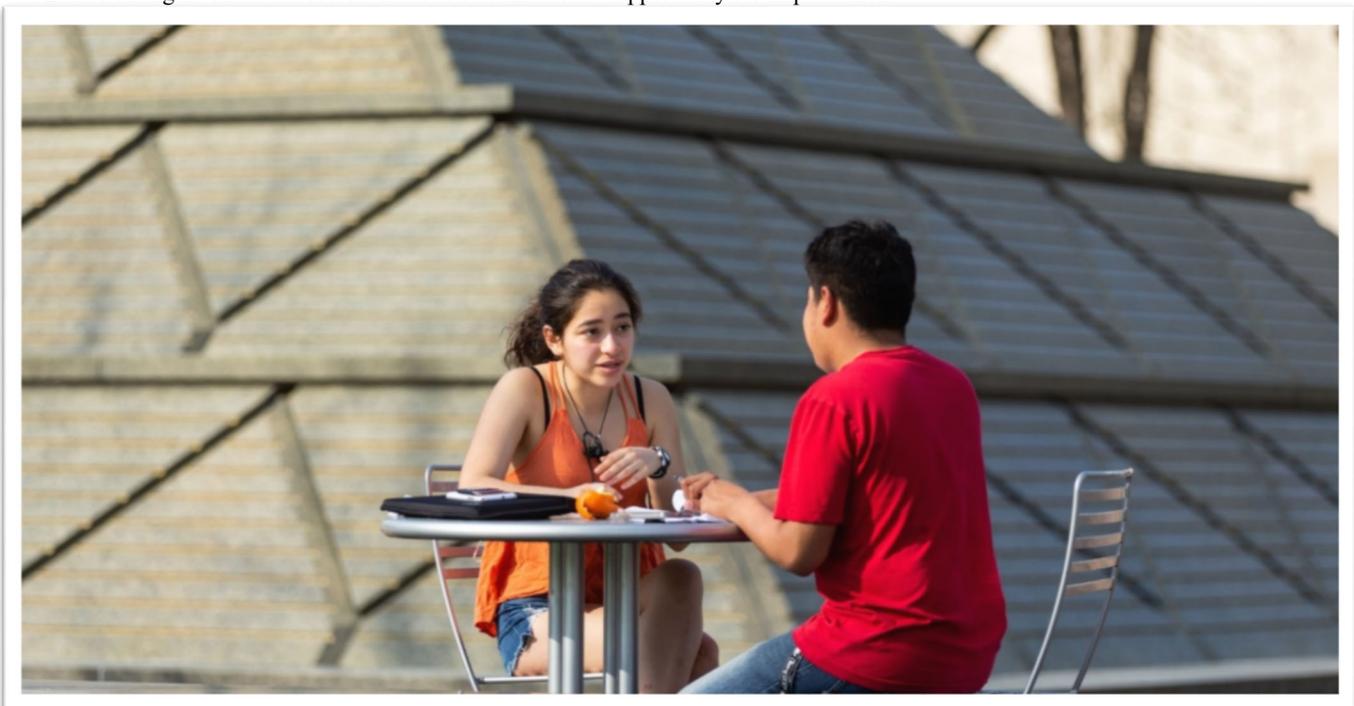
**Table 4**  
**Campus Environment**  
**Senior**

	N	Mean	Standard Deviation	Peer Mean	Effect Size
<b>Quality of Interactions<sup>4</sup></b>	<b>39</b>	<b>40.9</b>	<b>10.8</b>	<b>42.4</b>	<b>-0.45</b>
Students	41	5.71	0.98	5.4	
Academic advisors	41	5.22	1.68	5.4	
Faculty	39	5.10	1.39	5.5	
Student Services Staff (career services, student activities, housing, etc.)	26	4.54	1.63	4.9	
Other administrative staff and offices (registrar, financial aid, etc.)	39	4.74	1.62	4.7	
<b>Supportive Environment<sup>a4</sup></b>	<b>41</b>	<b>32.8</b>	<b>14.6</b>	<b>34.8</b>	<b>-0.53</b>
Providing support to help students succeed academically	40	3.05	0.82	3.0	
Using learning support services (tutoring services, writing center, etc.)	41	2.80	0.95	2.9	
Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc)	41	2.85	0.94	2.9	
Providing opportunities to be involved socially	41	2.80	0.90	2.9	
Providing support for your overall well-being (recreation, health care, counseling, etc.)	41	2.73	0.98	2.9	
Helping you manage your non-academic responsibilities (work, family, etc.)	41	2.12	0.95	2.0	
Attending campus activities and events (performing arts, athletic events, etc.)	40	2.38	0.98	2.7	
Attending events that address important social, economic, or political issues	41	2.37	1.02	2.6	

<sup>a</sup> 1=Very Little, 2=Some, 3=Quite a bit, 4=Very much

<sup>b</sup> Stem= "Indicate the quality of your interactions with the following people at your institution"; 1= "Poor", 7= "Excellent"

<sup>1</sup> Area of Strength <sup>2</sup> Asset to Protect <sup>3</sup> Issue to be Mindful of <sup>4</sup> Opportunity for Improvement



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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 <sup>a</sup>	40	0.0	20.0	15.0	35.0	15.0	7.5	5.0	2.5
	348	0.6	20.7	27.0	17.2	17.2	8.9	3.4	4.9
Participating in co-curricular activities <sup>a</sup>	40	82.5	5.0	5.0	2.5	5.0	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	40	85.0	0.0	2.5	7.5	2.5	0.0	0.0	2.5
	342	83.0	1.5	3.5	3.8	2.9	1.2	0.9	3.2
Working for pay off-campus <sup>a</sup>	40	20.0	12.5	7.5	5.0	15.0	5.0	5.0	30.0
	348	31.6	3.4	5.7	4.6	11.2	7.8	8.0	27.6
Doing community service or volunteer work <sup>a</sup>	40	32.5	40.0	7.5	5.0	10.0	5.0	0.0	0.0
	344	39.5	34.9	9.9	6.4	5.5	1.2	1.2	1.5
Relaxing and socializing <sup>a</sup>	40	2.5	47.5	27.5	10.0	5.0	0.0	0.0	7.5
	345	2.9	31.9	25.8	15.4	13.6	4.6	0.6	5.2
Providing care for dependents <sup>a</sup>	40	37.5	10.0	5.0	2.5	2.5	2.5	0.0	40.0
	346	57.5	12.7	7.8	3.2	4.0	0.6	1.4	12.7
Commuting to campus	40	12.5	62.5	15.0	7.5	0.0	0.0	0.0	2.5
	346	14.2	52.9	20.2	6.6	2.9	0.3	1.2	1.7

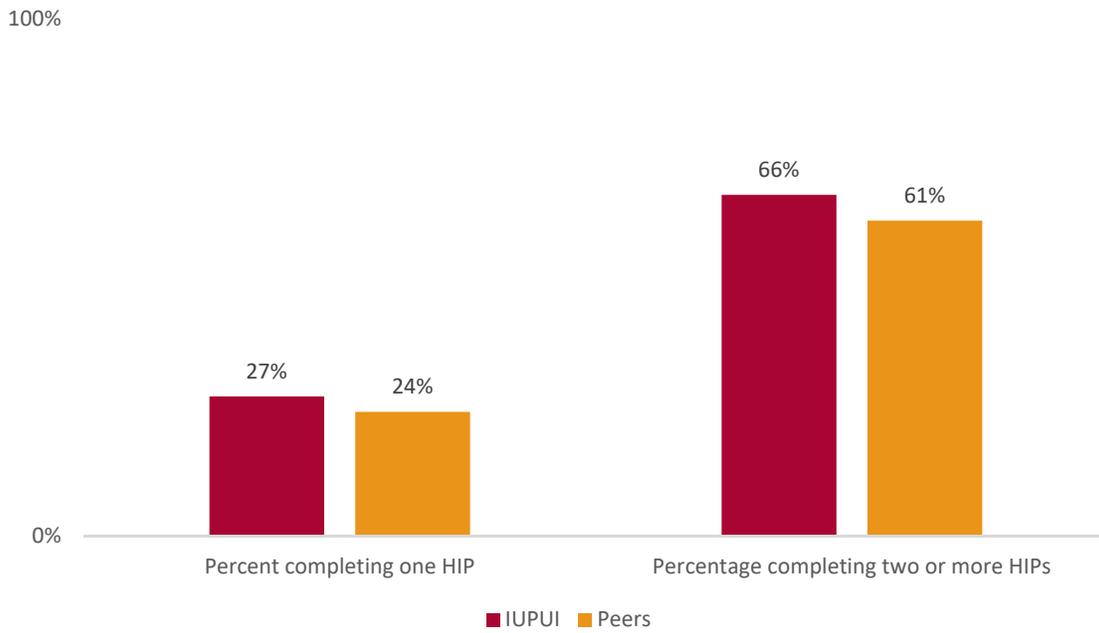
<sup>a</sup> Chi-square test revealed statistically significant difference at  $\alpha \leq 0.05$ .

**Table 6**  
**High Impact Practices**  
**Senior**

	School of Social Work Percent "Done"	Peer Percent "Done"	Difference
Service-Learning	85.4% (35)	56% (232)	29.4%
Learning Community	32.5% (13)	22% (78)	10.5%
Research with Faculty	9.8% (4)	14% (50)	- 4.2%
Internship or Field Experience	65.9% (27)	52% (179)	13.9%
Study Abroad	9.8% (4)	11% (39)	- 1.2%
Culminating Senior Experience	36.6% (15)	47% (163)	- 10.4%

N included in parentheses

**Figure 1**  
**Number of High Impact Practices Completed**  
**Senior**



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