



Research Brief: NSSE 2018 Results by Class Level

Background: Every three- years IUPUI participates in the National Survey of Student Engagement (NSSE). This report compares IUPUI student responses from 2018 to the 2015 administration and three 2018 comparison groups: Official Peers, all Public Doctoral Institutions, and all NSSE Institutions. The measures in this report include the NSSE Engagement Indicators (p. 2-3) and measures of students' time use (p. 4-5). The ten engagement indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. Three categories of results were highlighted. These are:

Areas of strength: Areas where IUPUI students reported significantly higher engagement than students at peer institutions, all research universities, and the entire NSSE sample.

Assets to protect: Areas where IUPUI students scored at least slightly higher than all three comparison groups.

Issues to be mindful of: Areas where IUPUI students scored lower than at least two comparison groups.

Key Findings:

First Year Students

Areas of strength

- IUPUI first year students reported significantly higher engagement in student-faculty interactions than all first year students who participated in NSSE.
- Three-fourths of IUPUI first-year students reported participating in at least one high impact practice, and 24% reported participating in two. This was significantly greater than first-year students at our peer institutions, other research universities, and at all NSSE institutions.

Assets to protect

- First-year students at IUPUI reported higher exposure to effective teaching practices, such as providing feedback on a test or completed assignment, than students at other institutions.
- Scores on the reflective & integrative learning and learning strategies indicators were slightly higher than first-year students in all three comparison groups.
- About 53% of IUPUI first-year students indicated that they spent 1-20 hours per week doing community service or volunteer activities. This was higher than students at peer institutions, all research institutions, or all NSSE institutions.

Issues to be mindful of

- There are more first-year students who reported working off campus compared to 2015. The percent of the respondents who report working off campus is higher than the entire NSSE sample by 12.5 percentage points.
- Though IUPUI first-year students reported spending less time commuting to campus than in 2015, they did report spending more time commuting to campus than students attending comparison institutions.
- First-year students at IUPUI were slightly less likely to report engaging in quantitative reasoning, such as evaluating what others have concluded from numerical information, than students at peer institutions and all public doctoral institutions.

Senior Students:

Assets to protect

- Sixty-eight percent of IUPUI senior students reported engaging in two or more high impact practices. This percentage was greater than seniors at other public research institutions and all NSSE institutions, but about the same as seniors at peer institutions.
- Higher-Order Learning and Discussions with Diverse Others are important areas to protect for IUPUI seniors. Seniors here reported slightly higher engagement than our comparison groups for senior students in these areas.

Issues to be mindful of

- Measures of Supportive Environment is an issue to be mindful of. IUPUI seniors perceived the environment as being slightly less supportive than students at our peer institutions and all NSSE seniors.
- Although student-faculty interactions was an area of strength for IUPUI first-year students, IUPUI senior students reported lower levels of student-faculty interaction than students at all public doctoral and all NSSE institutions.
- IUPUI seniors scored slightly lower than seniors at peer institutions and all public doctoral institutions with regard to collaborative learning and quantitative reasoning.
- Senior students reported spending more time participating in co-curricular activities than in 2015, but there is still a large percentage of our students who report spending 0 hours per week compared to our peers and all NSSE institutions.
- There are more senior students who report working off campus compared to 2015. The percent of respondents who report working off campus is higher than all NSSE participants by 13.6 percentage points.

A table of the specific items linked to each engagement indicator can be found in Appendix A. Further information about the NSSE Engagement Indicators can be found on the NSSE website at:

https://nsse.indiana.edu/html/engagement_indicators.cfm

Copies of all NSSE reports are available on the IRDS website at <https://irds.iupui.edu/students/student-surveys/nsse/index.html>.

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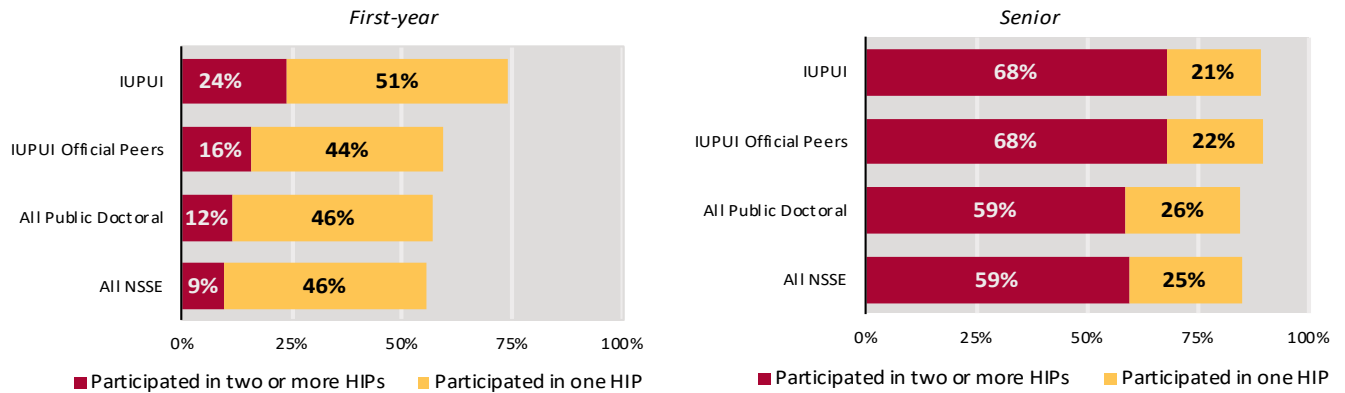
<u>First Year Students</u>	IUPUI 2018		IUPUI 2015	Official Peers	All Public Doctoral	All NSSE	
<i>Engagement Indicators*</i>	<i>N (IUPUI)</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Descriptor</i>
<u>Academic Challenges</u>							
Higher-Order Learning	809	37.89	41.17	38.14	37.51	37.44	
Reflective and Integrative Learning	859	36.09	36.36	35.06	34.64	34.75	Asset to protect
Learning Strategies	790	39.57	40.67	37.66	37.45	37.53	Asset to protect
Quantitative Reasoning	794	26.71	28.36	28.62	28.06	26.80	Issue to be mindful of
<u>Learning with Peers</u>							
Collaborative Learning	896	34.59	34.25	34.07	40.14	39.10	Issue to be mindful of
Discussions with Diverse Others	789	41.63	42.22	41.85	40.14	39.10	
<u>Experiences with Faculty</u>							
Student-Faculty Interaction	840	23.19	23.14	20.37	20.51	19.66	Area of Strength
Effective Teaching Practices	815	39.72	40.17	37.37	37.49	37.49	Asset to protect
<u>Campus Environment</u>							
Quality of Interactions	738	41.89	41.37	40.97	40.97	41.21	Asset to protect
Supportive Environment	766	36.36	37.94	36.33	36.38	35.09	

*Scale for Engagement Indicators are 0-60

<u>Seniors</u>	IUPUI 2018		IUPUI 2015	Official Peers	All Public Doctoral	All NSSE	
<i>Engagement Indicators*</i>	<i>N (IUPUI)</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Descriptor</i>
<u>Academic Challenges</u>							
Higher-Order Learning	993	40.88	40.65	38.62	39.03	39.45	Asset to protect
Reflective and Integrative Learning	1038	37.96	38.82	36.60	36.98	37.63	
Learning Strategies	956	38.57	40.39	37.74	37.59	37.82	
Quantitative Reasoning	956	29.16	28.75	29.89	29.97	29.22	Issue to be mindful of
<u>Learning with Peers</u>							
Collaborative Learning	1060	32.97	31.17	33.43	33.63	32.55	Issue to be mindful of
Discussions with Diverse Others	956	43.21	42.48	42.44	40.99	40.11	Asset to protect
<u>Experiences with Faculty</u>							
Student-Faculty Interaction	1009	22.80	21.47	21.89	23.10	23.21	Issue to be mindful of
Effective Teaching Practices	992	38.81	39.30	37.51	38.37	38.79	
<u>Campus Environment</u>							
Quality of Interactions	870	41.42	42.51	40.07	40.83	41.58	
Supportive Environment	947	30.45	31.63	32.19	32.19	31.39	Issue to be mindful of

*Scale for Engagement Indicators are 0-60

The figures below display the percentage of students who participated in High-Impact Practices. Both figures include participation in service-learning, a learning community, and research with faculty. The senior figure also includes participation in an internship or field experience, study abroad, and culminating senior experience. The first segment in each bar shows the percentage who participated in at least two HIPs, and the full bar (both colors) represents the percentage who participated in at least one.



The table below displays the percentage of IUPUI students who participated in a given High-Impact Practice, including the percentage who participated in at least one or in two or more HIPs. It also graphs the difference, in percentage points, between IUPUI students and those in comparison groups. Crimson bars indicate how much higher the IUPUI percentage is compared to the comparison group. Black bars indicate how much lower your institution's percentage is compared to the comparison group.

	IUPUI	IUPUI Official Peers	All Public Doctoral	All NSSE
<i>IUPUI students' participation compared with:</i>				
<i>First-year</i>	%	Difference ^a	Difference ^a	Difference ^a
Service-Learning	65	+15	+15	+15
Learning Community	31	+9	+15	+19
Research with Faculty	5	+0	-0	+0
Participated in at least one	74	+15	+17	+19
Participated in two or more	24	+8	+12	+24
<i>Senior</i>				
Service-Learning	72	+19	+16	+14
Learning Community	30	+5	+6	+7
Research with Faculty	23	-1	-1	-0
Internship or Field Exp.	52	+2	+3	+3
Study Abroad	15	+1	+1	+1
Culminating Senior Exp.	50	+4	+9	+6
Participated in at least one	89	-1	+4	+4
Participated in two or more	68	+0	+9	+9

a. Percentage point differences (institution – comp. group) rounded to whole numbers. Values less than one may not display a bar and may be shown as +0 or -0.

Note: Participation includes the percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project. All results weighted by institution-reported sex and enrollment status (and by institution size for comparison groups).

First Year Students							
Time Spent:	IUPUI 2018 (%)	IUPUI 2015 (%)	Official Peers 2018 (%)	All Public Doctoral 2018 (%)	All NSSE 2018 (%)	Descriptor	
Preparing for class	0 Hours per week	0.1	0.5	0.3	0.5	0.5	
	1-20	78.9	74.0	73.2	76.5	75.1	
	21-29	16.6	20.0	19.6	17.2	17.8	
	More than 30	4.4	5.5	6.9	5.8	6.6	
Participating in co-curricular activities	0 Hours per week	37.0	42.9	32.7	31.1	35.2	
	1-20	59.8	55.9	62.4	64.5	60.3	
	21-29	2.8	0.5	3.8	3.2	3.3	
	More than 30	0.4	0.7	1.0	1.2	1.3	
Working for pay on campus	0 Hours per week	81.1	85.1	82.3	81.0	81.3	
	1-20	16.6	13.6	14.6	16.7	16.7	
	21-29	1.8	0.9	2.4	1.8	1.4	
	More than 30	0.4	0.5	0.8	0.6	0.5	
Working for pay off campus	0 Hours per week	53.0	56.2	66.8	70.1	65.5	Issue to be mindful of
	1-20	31.4	29.8	23.3	20.6	22.9	
	21-29	11.3	9.1	7.1	6.3	6.4	
	More than 30	4.3	4.9	2.7	3.1	5.3	
Doing community service or volunteer work	0 Hours per week	46.3	45.2	54.7	57.9	59.2	Asset to Protect
	1-20	52.6	53.4	43.2	40.5	39.2	
	21-29	0.8	1.4	1.7	1.2	1.1	
	More than 30	0.4		0.4	0.4	0.5	
Relaxing and socializing	0 Hours per week	0.9	2.3	1.6	1.8	2.3	
	1-20	84.9	83.2	81.8	81.3	81.7	
	21-29	8.4	8.6	9.5	9.7	9.3	
	More than 30	5.8	5.8	7.1	7.2	6.7	
Providing care for dependents	0 Hours per week	74.2	70.3	78.7	78.9	74.0	
	1-20	23.5	25.3	18.4	18.2	20.8	
	21-29	1.2	0.9	1.7	1.3	1.6	
	More than 30	1.2	3.5	1.1	1.6	3.6	
Commuting to campus	0 Hours per week	26.6	15.2	35.0	36.3	39.3	Issue to be mindful of
	1-20	69.9	82.9	61.8	60.5	57.4	
	21-29	2.1	0.9	2.0	1.7	1.8	
	More than 30	1.3	0.9	1.2	1.4	1.5	

Senior Students						
Time Spent:	IUPUI 2018 (%)	IUPUI 2015 (%)	Official Peers 2018 (%)	All Public Doctoral 2018 (%)	All NSSE 2018 (%)	Descriptor
Preparing for class	0 Hours per week	0.3	0.0	0.5	0.5	0.5
	1-20	76.6	77.7	71.1	73.9	73.1
	21-29	15.7	14.2	18.1	16.6	17.4
	More than 30	7.4	8.0	10.3	9.0	9.0
Participating in co-curricular activities	0 Hours per week	55.3	61.0	42.9	40.5	42.9
	1-20	40.7	36.7	52.8	54.9	52.2
	21-29	3.0	1.4	3.1	3.1	3.3
	More than 30	1.1	0.9	1.2	1.5	1.6
Working for pay on campus	0 Hours per week	75.0	76.3	75.2	72.9	73.3
	1-20	19.1	18.4	19.8	22.7	23.1
	21-29	4.2	3.2	3.4	3.0	2.4
	More than 30	1.7	2.0	1.6	1.4	1.2
Working for pay off campus	0 Hours per week	28.5	33.4	39.9	43.9	42.1
	1-20	32.9	26.5	29.1	27.0	27.4
	21-29	17.7	16.8	14.5	12.9	11.9
	More than 30	21.0	23.2	16.5	16.2	18.7
Doing community service or volunteer work	0 Hours per week	48.6	50.0	50.3	50.3	50.1
	1-20	49.5	47.8	47.5	47.2	47.5
	21-29	1.3	1.5	1.4	1.5	1.5
	More than 30	0.6	0.7	0.8	1.0	1.0
Relaxing and socializing	0 Hours per week	3.3	3.1	3.2	3.3	3.3
	1-20	87.2	86.6	83.9	84.1	84.8
	21-29	5.5	6.4	7.6	7.3	7.1
	More than 30	4.0	3.9	5.2	5.4	4.9
Providing care for dependents	0 Hours per week	63.9	57.1	67.7	68.0	64.5
	1-20	20.4	25.6	22.5	21.2	22.2
	21-29	2.3	3.5	2.3	2.3	2.5
	More than 30	13.4	13.7	7.4	8.5	10.8
Commuting to campus	0 Hours per week	8.7	5.0	13.4	13.9	21.7
	1-20	86.6	92.3	83.0	82.2	74.6
	21-29	1.7	0.9	2.0	1.9	1.8
	More than 30	3.0	1.8	1.6	2.1	1.9

Academic Challenges

Higher-Order Learning^a

- Applying facts, theories, or methods to practical problems or new situations
- Analyzing an idea, experience, or line of reasoning in depth by examining its parts
- Evaluating a point of view, decision, or information source
- Forming a new idea or understanding from various pieces of information

Reflective and Integrative Learning^b

- Combined ideas from different courses when completing assignments
- Connected your learning to societal problems or issues
- Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
- Examined the strengths and weaknesses of your own views on a topic or issue
- Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
- Learned something that changed the way you understand an issue or concept
- Connected ideas from your courses to your prior experiences and knowledge

Learning Strategies^b

- Identified key information from reading assignments
- Reviewed your notes after class
- Summarized what you learned in class or from course materials

Quantitative Reasoning^b

- Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
 - Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
 - Evaluated what others have concluded from numerical information
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^a Stem: During the current school year, to what extent have your instructors done the following?

Scale: 1 = "Very little", 2 = "Some", 3 = "Quite a bit", 4 = "Very Much"

^b Stem: During the current school year, about how often have you done the following?

Scale: 1 = "Never", 2 = "Sometimes", 3 = "Often", 4 = "Very Often"

Learning with Peers

Collaborative Learning^a

- Asked another student to help you understand course material
- Explained course material to one or more students
- Prepared for exams by discussing or working through course material with other students
- Worked with other students on course projects or assignments

Discussions with Diverse Others^b

- People from a race or ethnicity other than your own
 - People from an economic background other than your own
 - People with religious beliefs other than your own
 - People with political views other than your own
-

^a Stem: During the current school year, about how often have you done the following?

Scale: 1 = "Never", 2 = "Sometimes", 3 = "Often", 4 = "Very Often"

^b Stem: During the current school year, about how often have you had discussions with people from the following groups?

Scale: 1 = "Never", 2 = "Sometimes", 3 = "Often", 4 = "Very Often"

Experiences with Faculty

Student-Faculty Interaction^a

- Talked about career plans with a faculty member
- Worked w/faculty on activities other than coursework (committees, student groups, etc.)
- Discussed course topics, ideas, or concepts with a faculty member outside of class
- Discussed your academic performance with a faculty member

Effective Teaching Practices^b

- Clearly explained course goals and requirements
 - Taught course sessions in an organized way
 - Used examples or illustrations to explain difficult points
 - Provided feedback on a draft or work in progress
 - Provided prompt and detailed feedback on tests or completed assignments
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^a Stem: During the current school year, about how often have you done the following?

Scale: 1 = "Never", 2 = "Sometimes", 3 = "Often", 4 = "Very Often"

^b Stem: During the current school year, to what extent have your instructors done the following?

Scale: 1 = "Very little", 2 = "Some", 3 = "Quite a bit", 4 = "Very Much"

Campus Environment

Quality of Interactions^a

- Students
- Academic advisors
- Faculty
- Student services staff (career services, student activities, housing, etc.)
- Other administrative staff and offices (registrar, financial aid, etc.)

Supportive Environment^b

- Providing support to help students succeed academically
 - Using learning support services (tutoring services, writing center, etc.)
 - Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)
 - Providing opportunities to be involved socially
 - Providing support for your overall well-being (recreation, health care, counseling, etc.)
 - Helping you manage your non-academic responsibilities (work, family, etc.)
 - Attending campus activities and events (performing arts, athletic events, etc.)
 - Attending events that address important social, economic, or political issues
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^a Stem: Please indicate the quality of your interactions with the following people at your institution

Scale: 7- point scale where 1 = "Poor" and 7 = "Excellent"

^b Stem: How much does your institution emphasize the following?

Scale: 1 = "Very little", 2 = "Some", 3 = "Quite a bit", 4 = "Very Much"

