

NSSE 2017 DEPARTMENT REPORT

School of Languages, Linguistics, Literature and Culture

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This report was derived from *Engagement Indicators* and *Snapshot* templates provided by NSSE.

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Administrative Details

What is NSSE?

NSSE annually collects information at hundreds of four-year colleges and universities about student participation in activities and programs that promote their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.

NSSE has been in operation since 2000 and has been used at more than 1,600 colleges and universities in the US and Canada. More than 90% of participating institutions administer the survey on a periodic basis.

More information can be found at the NSSE website: nsse.indiana.edu

Respondent breakdown of students in the School of Languages, Linguistics, Literature and Culture based on degree and major program (NSSE 2017).

A Summary of Student Engagement Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys undergraduate students in their first and final years to assess their levels of engagement and related information about their experience at your institution.

Comparison Groups

The comparison groups featured in this report is

Faculty of Arts

NSSE 2014 (SLLLC)

This report is a concise collection of key findings from your faculty's NSSE 2017 administration. We hope this information stimulates discussions about the undergraduate experience.

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size greater or equal to .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size greater or equal to .3 in magnitude.

Theme	Engagement Indicator	Your students compared with Faculty of Arts		Your students compared with NSSE 2014 (SLLLC)	
		1st-year	4th-year	1st-year	4th-year
Academic Challenge	Higher-Order Learning	--	--	--	--
	Reflective & Integrative Learning	--	--	--	--
	Learning Strategies	--	--	--	--
	Quantitative Reasoning	--	--	--	▲
Learning with Peers	Collaborative Learning	▲	--	--	--
	Discussions with Diverse Others	--	--	--	--
Experiences with Faculty	Student-Faculty Interaction	--	--	--	--
	Effective Teaching Practices	--	--	--	--
Campus Environment	Quality of Interactions	--	--	--	--
	Supportive Environment	--	--	--	--

Engagement Indicators: 1st-year students

Performance^a on Indicator Items

The tables below display how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your faculty's percentage is from that of the comparison group. Dark red bars indicate how much lower your faculty's percentage is from that of the comparison group.

Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies, and Quantitative Reasoning.

	School of Languages, Linguistics, Literatures and Culture	mean (average) difference between your 1st-yr students and the Faculty of Arts	
		Arts	NSSE 2014 (SLLLC)
Higher-Order Learning			
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>			
	%		
4b. Applying facts, theories, or methods to practical problems or new situations	57%	--	--
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	62%	--	--
4d. Evaluating a point of view, decision, or information source	67%	--	--
4e. Forming a new idea or understanding from various pieces of information	81%	--	--
Reflective & Integrative Learning			
<i>Percentage of students who responded that they "Very often" or "Often"...</i>			
	%		
2a. Combined ideas from different courses when completing assignments	52%	--	--
2b. Connected your learning to societal problems or issues	67%	--	--
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	62%	--	--
2d. Examined the strengths and weaknesses of your own views on a topic or issue	76%	--	--
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	76%	--	--
2f. Learned something that changed the way you understand an issue or concept	81%	--	--
2g. Connected ideas from your courses to your prior experiences and knowledge	80%	--	--
Learning Strategies			
<i>Percentage of students who responded that they "Very often" or "Often"...</i>			
	%		
9a. Identified key information from reading assignments	90%	--	--
9b. Reviewed your notes after class	65%	--	--
9c. Summarized what you learned in class or from course materials	80%	--	--
Quantitative Reasoning			
<i>Percentage of students who responded that they "Very often" or "Often"...</i>			
	%		
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	43%	--	--
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	29%	--	--
6c. Evaluated what others have concluded from numerical information	15%	--	--

Engagement Indicators: 1st-year students

Collaborative Learning

Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: Collaborative Learning and Discussions with Diverse Others. Below are three views of your results alongside those of your comparison groups.

Collaborative Learning	School of Languages, Linguistics, Literatures and Culture	mean (average) difference between your 1st-yr students and	
		Faculty of Arts	NSSE 2014 (SLLC)
<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%		
1e. Asked another student to help you understand course material	62%	--	--
1f. Explained course material to one or more students	57%	--	--
1g. Prepared for exams by discussing or working through course material with other students	71%	--	--
1h. Worked with other students on course projects or assignments	76%	▲	--

Discussions with Diverse Others

Discussions with Diverse Others	School of Languages, Linguistics, Literatures and Culture	mean (average) difference between your 1st-yr students and	
		Faculty of Arts	NSSE 2014 (SLLC)
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>	%		
8a. People from a race or ethnicity other than your own	95%	▲	--
8b. People from an economic background other than your own	75%	--	--
8c. People with religious beliefs other than your own	85%	--	--
8d. People with political views other than your own	75%	--	--

Experiences with Faculty

Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: Student-Faculty Interaction and Effective Teaching Practices. Below are three views of your results alongside those of your comparison groups.

Student-Faculty Interaction	School of Languages, Linguistics, Literatures and Culture	mean (average) difference between your 1st-yr students and	
		Faculty of Arts	NSSE 2014 (SLLC)
<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%		
3a. Talked about career plans with a faculty member	38%	--	--
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	14%	--	--
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	5%	--	--
3d. Discussed your academic performance with a faculty member	24%	--	--

Effective Teaching Practices

Effective Teaching Practices	School of Languages, Linguistics, Literatures and Culture	mean (average) difference between your 1st-yr students and	
		Faculty of Arts	NSSE 2014 (SLLC)
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>	%		
5a. Clearly explained course goals and requirements	81%	--	--
5b. Taught course sessions in an organized way	81%	--	--
5c. Used examples or illustrations to explain difficult points	81%	--	--
5d. Provided feedback on a draft or work in progress	43%	--	--
5e. Provided prompt and detailed feedback on tests or completed assignments	48%	--	--

Engagement Indicators: 1st-year students

Campus Environment

Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: Quality of Interactions and Supportive Environment. Below are three views of your results alongside those of your comparison groups.

	School of Languages, Linguistics, Literatures and Culture	mean (average) difference between your 1st-yr students and	
		Faculty of Arts	NSSE 2014 (SLLC)
Quality of Interactions			
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>			
13a. Students	50%	--	--
13b. Academic advisors	42%	--	--
13c. Faculty	47%	--	--
13d. Student services staff (career services, student activities, housing, etc.)	29%	--	--
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44%	--	--
Supportive Environment			
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>			
14b. Providing support to help students succeed academically	70%	--	--
14c. Using learning support services (tutoring services, writing center, etc.)	65%	--	--
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	50%	--	--
14e. Providing opportunities to be involved socially	70%	--	--
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	52%	--	--
14g. Helping you manage your non-academic responsibilities (work, family)	55%	▲	▲
14h. Attending campus activities and events (performing arts, athletic events, etc.)	45%	--	--
14i. Attending events that address important social, economic, or political issues	47%	--	--

How Engagement Indicators are Computed

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

For more information on EIs and their psychometric properties, refer to the NSSE website: nsse.indiana.edu

Engagement Indicators: 4th-year students

Performance^a on Indicator Items

The tables below display how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies, and Quantitative Reasoning.

	School of Languages, Linguistics, Literatures and Culture	<i>mean (average) difference between your 4th-yr students and</i>	
		Faculty of Arts	NSSE 2014 (SLLLC)
Higher-Order Learning			
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>			
	%		
4b. Applying facts, theories, or methods to practical problems or new situations	72%	--	--
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	66%	--	--
4d. Evaluating a point of view, decision, or information source	59%		--
4e. Forming a new idea or understanding from various pieces of information	59%	--	--
Reflective & Integrative Learning			
<i>Percentage of students who responded that they "Very often" or "Often"...</i>			
2a. Combined ideas from different courses when completing assignments	73%	--	--
2b. Connected your learning to societal problems or issues	63%	--	--
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	60%	--	
2d. Examined the strengths and weaknesses of your own views on a topic or issue	83%	--	
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	80%	--	--
2f. Learned something that changed the way you understand an issue or concept	77%	--	--
2g. Connected ideas from your courses to your prior experiences and knowledge	87%	--	--
Learning Strategies			
<i>Percentage of students who responded that they "Very often" or "Often"...</i>			
9a. Identified key information from reading assignments	77%	--	
9b. Reviewed your notes after class	52%	--	
9c. Summarized what you learned in class or from course materials	59%	--	--
Quantitative Reasoning			
<i>Percentage of students who responded that they "Very often" or "Often"...</i>			
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	38%	--	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	35%	--	
6c. Evaluated what others have concluded from numerical information	38%	--	

Engagement Indicators: 4th-year students

Collaborative Learning

Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: Collaborative Learning and Discussions with Diverse Others. Below are three views of your results alongside those of your comparison groups.

Collaborative Learning	School of Languages, Linguistics, Literatures and Culture	mean (average) difference between your 4th-yr students and	
		Faculty of Arts	NSSE 2014 (SLLLC)
<i>Percentage of students who responded that they "Very often" or "Often"...</i>			
	%		
1e. Asked another student to help you understand course material	47%	--	--
1f. Explained course material to one or more students	60%	--	--
1g. Prepared for exams by discussing or working through course material with other students	47%	--	--
1h. Worked with other students on course projects or assignments	57%	--	--

Discussions with Diverse Others

<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>			
8a. People from a race or ethnicity other than your own	77%	--	--
8b. People from an economic background other than your own	57%	--	--
8c. People with religious beliefs other than your own	73%	--	--
8d. People with political views other than your own	66%	--	--

Experiences with Faculty

Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: Student-Faculty Interaction and Effective Teaching Practices. Below are three views of your results alongside those of your comparison groups.

Student-Faculty Interaction	School of Languages, Linguistics, Literatures and Culture	Percentage point difference between your 4th-yr students and	
		Faculty of Arts	NSSE 2014 (SLLLC)
<i>Percentage of students who responded that they "Very often" or "Often"...</i>			
	%		
3a. Talked about career plans with a faculty member	40%	--	--
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20%	--	--
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33%	--	--
3d. Discussed your academic performance with a faculty member	23%	--	--



Effective Teaching Practices

<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>			
	%		
5a. Clearly explained course goals and requirements	90%	--	--
5b. Taught course sessions in an organized way	72%	--	--
5c. Used examples or illustrations to explain difficult points	68%	--	--
5d. Provided feedback on a draft or work in progress	41%	--	--
5e. Provided prompt and detailed feedback on tests or completed assignments	50%	--	--

Engagement Indicators: 4th-year students

Campus Environment

Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: Quality of Interactions and Supportive Environment. Below are three views of your results alongside those of your comparison groups.

Quality of Interactions	School of Languages, Linguistics, Literatures and Culture	mean (average) difference between your 4th-yr students and	
		Faculty of Arts	NSSE 2014 (SLLLC)
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%		
13a. Students	61%	--	--
13b. Academic advisors	26%	--	--
13c. Faculty	41%	--	--
13d. Student services staff (career services, student activities, housing, etc.)	44%	--	--
13e. Other administrative staff and offices (registrar, financial aid, etc.)	33%	--	
Supportive Environment			
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>	%		
14b. Providing support to help students succeed academically	45%	--	--
14c. Using learning support services (tutoring services, writing center, etc.)	55%	--	--
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	46%	--	--
14e. Providing opportunities to be involved socially	59%	--	--
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	59%	--	--
14g. Helping you manage your non-academic responsibilities (work, family)	4%		--
14h. Attending campus activities and events (performing arts, athletic events, etc.)	34%	--	--
14i. Attending events that address important social, economic, or political issues	24%	--	--

How Engagement Indicators are Computed

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

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