



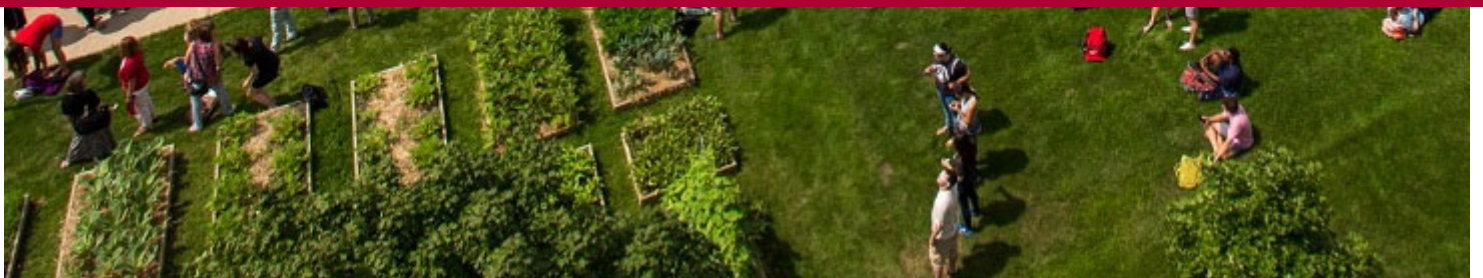
IUPUI

# National Survey of Student Engagement

## Report for

# School of Health and Rehabilitation Sciences

2018



## **Welcome to the 2018 School of Health and Rehabilitation Sciences 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 Health and Rehabilitation Sciences 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 21 First-year and 36 Senior students in the School of Health and Rehabilitation Sciences had completed the survey.



# 2018 NSSE Report for School of Health and Rehabilitation Sciences

## Key Highlights Overall

- Forty-three percent of Senior and twenty-five percent of First Year respondents plan to work more than 20 hours for pay off campus weekly.
- Health & Rehabilitation Science Seniors completed most high impact practices around similar levels to their peers but 26% less completed a Culminating Senior Experience.
- Health & Rehabilitation Science First Years completed high impact practices at a higher rate than their peers, with 34% more having completed service learning as a first year.
- There is a large significant difference between IUPUI and Peer group Seniors, with IUPUI Seniors rating higher on average, for **Reflective and Integrative Learning** but significantly lower in **Collaborative Learning, Effective Teaching Practices, Quality of Interactions**, and Supportive **Environment** ratings.
- IUPUI First Years in Health & Rehabilitation Sciences reported significantly higher means in **Learning Strategies, Student-Faculty Interaction, & Effective Teaching Practices** ratings.

The table below displays the NSSE Engagement indicators that are considered “Areas of Strength” and “Opportunities for Improvement” for the School of Health and Rehabilitation Sciences. 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 Learning Strategies Discussions with Diverse Others	Collaborative Learning Effective Teaching Practices Quality of Interactions Supportive Environment
First Year	Higher-Order Learning Reflective and Integrative Learning Learning Strategies Quantitative Reasoning Student-Faculty Interaction Effective Teaching Practices	Collaborative Learning 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>35</b>	<b>39.7</b>	<b>15.3</b>	<b>37.4</b>	<b>0.60</b>
Applying facts, theories, or methods to practical problems or new situations	35	2.97	0.86	3.0	
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	35	3.17	0.89	2.9	
Evaluating a point of view, decision, or information source	35	2.91	0.98	2.8	
Forming a new idea or understanding from various pieces of information	35	2.89	0.87	2.8	
<b>Reflective &amp; Integrative Learning <sup>b1</sup></b>	<b>35</b>	<b>39.6</b>	<b>13.2</b>	<b>36.0</b>	<b>1.02</b>
Combined ideas from different courses when completing assignments	34	2.85	0.78	2.9	
Connected your learning to societal problems or issues	36	2.89	0.89	2.7	
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	35	2.83	0.95	2.5	
Examined the strengths and weaknesses of your own views on a topic or issue	36	2.94	0.83	2.7	
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	36	3.06	0.83	2.9	
Learned something that changed the way you understand an issue or concept	35	2.94	0.84	2.9	
Connected ideas from your courses to your prior experiences and knowledge	35	3.34	0.68	3.1	
<b>Learning Strategies <sup>b1</sup></b>	<b>35</b>	<b>41.0</b>	<b>17.3</b>	<b>39.9</b>	<b>0.28</b>
Identified key information from reading assignments	35	3.23	0.88	3.1	
Reviewed your notes after class	35	3.00	1.00	3.0	
Summarized what you learned in class or from course materials	35	2.91	1.04	2.9	
<b>Quantitative Reasoning <sup>b2</sup></b>	<b>34</b>	<b>28.2</b>	<b>13.0</b>	<b>27.8</b>	<b>0.11</b>
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	34	2.47	0.83	2.5	
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	35	2.40	0.88	2.3	
Evaluated what others have concluded from numerical information	35	2.40	0.78	2.3	

<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>a4</sup></b>	<b>36</b>	<b>29.3</b>	<b>13.8</b>	<b>33.3</b>	<b>-1.07</b>
Asked another student to help you understand course material	36	2.42	0.94	2.5	
Explained course material to one or more students	36	2.61	0.80	2.7	
Prepared for exams by discussing or working through course material with other students	36	2.36	0.90	2.6	
Worked with other students on course projects or assignments	36	2.47	0.88	2.8	
<b>Discussions with Diverse Others<sup>a1</sup></b>	<b>35</b>	<b>44.9</b>	<b>18.3</b>	<b>41.4</b>	<b>0.84</b>
People from a race or ethnicity other than your own	35	3.34	0.97	3.2	
People from an economic background other than your own	35	3.29	0.99	3.1	
People with religious beliefs other than your own	35	3.26	0.95	3.0	
People with political views other than your own	35	3.09	1.01	3.0	

<sup>a</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 3**  
**Experiences with Faculty**  
**Senior**

	N	Mean	Standard Deviation	Peer Mean	Effect Size
<b>Student-Faculty Interaction<sup>b2</sup></b>	<b>35</b>	<b>22.9</b>	<b>14.7</b>	<b>22.5</b>	<b>0.10</b>
Talked about career plans with a faculty member	35	2.43	0.92	2.4	
Worked w/faculty on activities other than coursework (committees, student groups, etc.)	35	1.83	0.99	1.9	
Discussed course topics, ideas, or concepts with a faculty member outside of class	35	1.94	0.77	2.0	
Discussed your academic performance with a faculty member	35	2.37	0.91	2.1	
<b>Effective Teaching Practices<sup>a4</sup></b>	<b>35</b>	<b>35.4</b>	<b>13.6</b>	<b>38.7</b>	<b>-0.90</b>
Clearly explained course goals and requirements	35	3.06	0.73	3.1	
Taught course sessions in an organized way	35	2.94	0.84	3.1	
Used examples or illustrations to explain difficult points	35	2.77	0.81	3.1	
Provided feedback on a draft or work in progress	35	2.51	0.98	2.7	
Provided prompt and detailed feedback on tests or completed assignments	35	2.57	0.88	2.7	

<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 4**  
**Campus Environment**  
**Senior**

	N	Mean	Standard Deviation	Peer Mean	Effect Size
<b>Quality of Interactions<sup>b4</sup></b>	<b>34</b>	<b>36.3</b>	<b>14.9</b>	<b>40.2</b>	<b>-1.05</b>
Students	34	5.12	1.65	5.6	
Academic advisors	34	4.91	2.08	5.0	
Faculty	34	4.74	1.64	5.2	
Student Services Staff (career services, student activities, housing, etc.)	32	4.06	2.27	4.7	
Other administrative staff and offices (registrar, financial aid, etc.)	33	4.33	1.73	4.5	
<b>Supportive Environment<sup>a4</sup></b>	<b>33</b>	<b>29.9</b>	<b>15.7</b>	<b>33.9</b>	<b>-1.04</b>
Providing support to help students succeed academically	34	2.82	0.90	2.9	
Using learning support services (tutoring services, writing center, etc.)	34	2.85	1.02	2.9	
Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc)	34	2.47	1.05	2.7	
Providing opportunities to be involved socially	33	2.64	0.96	2.9	
Providing support for your overall well-being (recreation, health care, counseling, etc.)	33	2.64	1.03	2.9	
Helping you manage your non-academic responsibilities (work, family, etc.)	32	1.94	0.91	2.1	
Attending campus activities and events (performing arts, athletic events, etc.)	33	2.24	1.03	2.6	
Attending events that address important social, economic, or political issues	33	2.24	0.97	2.4	

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

<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



# 2018 NSSE Report for School of Health and Rehabilitation Sciences

**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>	32	0.0	0.0	21.9	21.9	31.3	15.6	6.3	3.1
	516	0.4	12.6	23.3	21.9	17.2	11.2	6.6	6.8
Participating in co-curricular activities <sup>a</sup>	32	50.0	9.4	15.6	9.4	9.4	3.1	0.0	3.1
	517	38.1	28.0	15.7	7.0	6.0	2.3	1.2	1.7
Working for pay on-campus <sup>a</sup>	32	75.0	3.1	12.5	0.0	6.3	3.1	0.0	0.0
	513	77.8	2.1	6.2	3.9	6.0	1.8	1.2	1.0
Working for pay off-campus <sup>a</sup>	32	31.3	6.3	6.3	3.1	9.4	25.0	3.1	15.6
	518	30.9	4.8	7.5	9.5	14.1	7.3	7.1	18.7
Doing community service or volunteer work <sup>a</sup>	31	32.3	45.2	12.9	9.7	0.0	0.0	0.0	0.0
	515	39.6	33.8	14.2	5.4	3.3	1.7	0.2	1.7
Relaxing and socializing <sup>a</sup>	32	0.0	43.8	25.0	9.4	9.4	6.3	3.1	3.1
	518	3.5	26.4	30.5	16.2	11.4	6.0	2.3	3.7
Providing care for dependents <sup>a</sup>	32	65.6	6.3	6.3	9.4	0.0	3.1	6.3	3.1
	517	66.9	12.0	5.8	4.3	1.4	1.2	0.6	7.9
Commuting to campus	32	15.6	53.1	25.0	6.3	0.0	0.0	0.0	0.0
	519	12.9	53.2	19.7	9.1	2.1	1.0	0.6	1.5

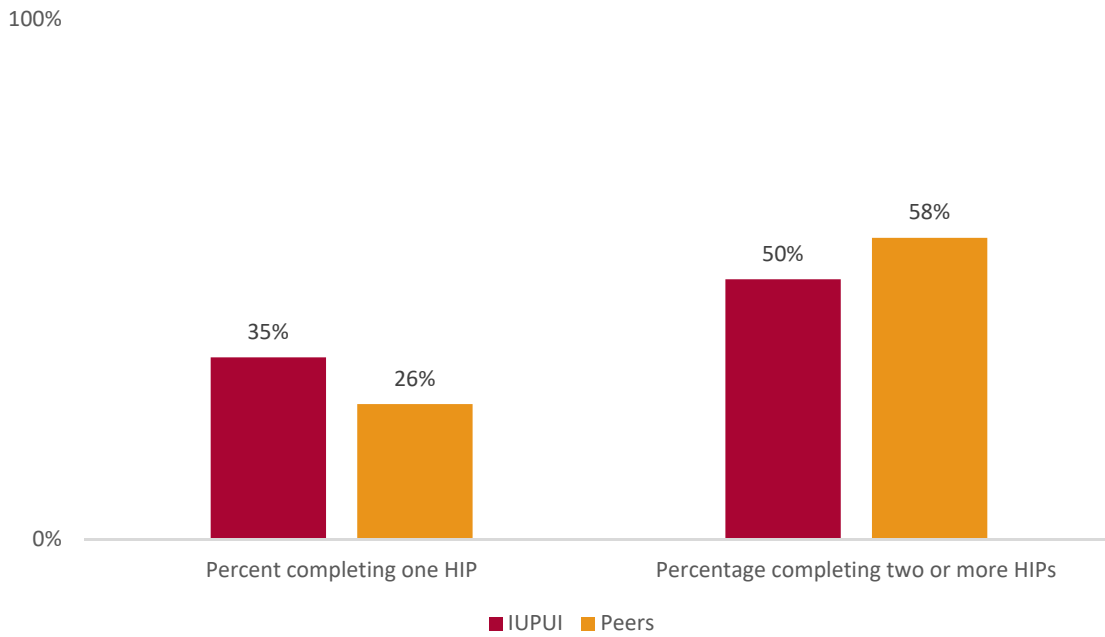
<sup>a</sup> Chi-square test revealed statistically significant difference at  $\alpha \leq 0.05$ .

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

	School of Health and Rehabilitation Sciences Percent "Done"	Peer Percent "Done"	Difference
Service-Learning	67.6% (23)	59% (307)	8.6%
Learning Community	21.2% (7)	24% (123)	- 2.8%
Research with Faculty	17.6% (6)	23% (121)	- 5.4%
Internship or Field Experience	50.0% (17)	51% (263)	1%
Study Abroad	11.8% (4)	11% (56)	0.8%
Culminating Senior Experience	14.7% (5)	41% (214)	- 26.3%

N included in parentheses

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





# 2018 NSSE Report for School of Health and Rehabilitation Sciences

**Table 7**  
**Academic Challenge**  
**First Year**

	N	Mean	Standard Deviation	Peer Mean	Effect Size
<b>Higher-Order Learning <sup>a1</sup></b>	<b>18</b>	<b>40.6</b>	<b>14.7</b>	<b>37.9</b>	<b>0.72</b>
Applying facts, theories, or methods to practical problems or new situations	18	3.11	0.76	3.0	
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	18	3.00	0.84	2.9	
Evaluating a point of view, decision, or information source	18	3.06	0.80	2.8	
Forming a new idea or understanding from various pieces of information	18	2.94	0.87	2.8	
<b>Reflective &amp; Integrative Learning <sup>b1</sup></b>	<b>19</b>	<b>36.0</b>	<b>12.3</b>	<b>34.7</b>	<b>0.38</b>
Combined ideas from different courses when completing assignments	19	2.74	0.73	2.9	
Connected your learning to societal problems or issues	20	2.40	0.75	2.7	
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	19	2.42	1.02	2.5	
Examined the strengths and weaknesses of your own views on a topic or issue	19	2.79	0.86	2.7	
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	19	3.05	0.85	2.9	
Learned something that changed the way you understand an issue or concept	19	3.00	0.75	2.9	
Connected ideas from your courses to your prior experiences and knowledge	19	3.16	0.77	3.1	
<b>Learning Strategies <sup>b1</sup></b>	<b>18</b>	<b>45.6</b>	<b>14.5</b>	<b>38.2</b>	<b>1.99</b>
Identified key information from reading assignments	18	3.33	0.69	3.1	
Reviewed your notes after class	18	3.28	0.90	3.0	
Summarized what you learned in class or from course materials	18	3.22	0.88	2.9	
<b>Quantitative Reasoning <sup>b1</sup></b>	<b>18</b>	<b>29.3</b>	<b>13.6</b>	<b>26.6</b>	<b>0.73</b>
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	18	2.44	0.78	2.5	
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	18	2.56	0.71	2.3	
Evaluated what others have concluded from numerical information	18	2.39	0.78	2.3	

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

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<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 8**  
**Learning with Peers**  
**First Year**

	N	Mean	Standard Deviation	Peer Mean	Effect Size
<b>Collaborative Learning<sup>a4</sup></b>	<b>20</b>	<b>32.5</b>	<b>15.9</b>	<b>34.7</b>	<b>-0.57</b>
Asked another student to help you understand course material	21	2.48	0.87	2.5	
Explained course material to one or more students	21	2.86	0.73	2.7	
Prepared for exams by discussing or working through course material with other students	21	2.57	0.93	2.6	
Worked with other students on course projects or assignments	20	2.60	1.00	2.8	
<b>Discussions with Diverse Others<sup>a</sup></b>	<b>18</b>	<b>43.3</b>	<b>16.0</b>	<b>43.3</b>	<b>0.00</b>
People from a race or ethnicity other than your own	18	3.11	0.83	3.2	
People from an economic background other than your own	18	3.22	0.88	3.1	
People with religious beliefs other than your own	18	3.06	0.94	3.0	
People with political views other than your own	18	3.28	1.02	3.0	

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<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 9**  
**Experiences with Faculty**  
**First Year**

	N	Mean	Standard Deviation	Peer Mean	Effect Size
<b>Student-Faculty Interaction<sup>b1</sup></b>	<b>18</b>	<b>26.1</b>	<b>15.8</b>	<b>21.6</b>	<b>1.17</b>
Talked about career plans with a faculty member	19	2.74	0.87	2.4	
Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	2.06	0.94	1.9	
Discussed course topics, ideas, or concepts with a faculty member outside of class	18	2.11	0.96	2.0	
Discussed your academic performance with a faculty member	18	2.28	0.96	2.1	
<b>Effective Teaching Practices<sup>a1</sup></b>	<b>18</b>	<b>43.1</b>	<b>11.9</b>	<b>37.1</b>	<b>1.71</b>
Clearly explained course goals and requirements	18	3.11	0.83	3.1	
Taught course sessions in an organized way	18	3.22	0.81	3.1	
Used examples or illustrations to explain difficult points	18	3.39	0.50	3.1	
Provided feedback on a draft or work in progress	18	3.17	0.92	2.7	
Provided prompt and detailed feedback on tests or completed assignments	18	2.89	0.76	2.7	

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

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# 2018 NSSE Report for School of Health and Rehabilitation Sciences

**Table 10**  
**Campus Environment**  
**First Year**

	N	Mean	Standard Deviation	Peer Mean	Effect Size
<b>Quality of Interactions<sup>b4</sup></b>	<b>17</b>	<b>39.8</b>	<b>10.0</b>	<b>41.5</b>	<b>-0.51</b>
Students	18	5.50	1.04	5.6	
Academic advisors	18	5.11	1.81	5.0	
Faculty	18	5.17	1.10	5.2	
Student Services Staff (career services, student activities, housing, etc.)	17	4.41	1.58	4.7	
Other administrative staff and offices (registrar, financial aid, etc.)	15	4.73	1.53	4.5	
<b>Supportive Environment<sup>a4</sup></b>	<b>18</b>	<b>35.8</b>	<b>13.6</b>	<b>38.0</b>	<b>-0.61</b>
Providing support to help students succeed academically	18	3.22	0.81	2.9	
Using learning support services (tutoring services, writing center, etc.)	18	3.50	0.62	2.9	
Encouraging contact among students from diff. backgrounds	18	2.67	0.84	2.7	
Providing opportunities to be involved socially	18	3.00	0.69	2.9	
Providing support for your overall well-being (recreation, health care, counseling, etc.)	18	2.83	0.92	2.9	
Helping you manage your non-academic responsibilities (work, family, etc.)	18	2.33	1.03	2.1	
Attending campus activities and events (performing arts, athletic events, etc.)	18	2.50	1.10	2.6	
Attending events that address important social, economic, or political issues	18	2.28	1.07	2.4	

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

<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



# 2018 NSSE Report for School of Health and Rehabilitation Sciences

**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 <sup>a</sup>	18	0.0	5.6	16.7	44.4	16.7	11.1	0.0	5.6
	265	0.0	7.9	20.0	26.4	23.4	10.9	7.2	4.2
Participating in co-curricular activities <sup>a</sup>	18	44.4	27.8	11.1	11.1	5.6	0.0	0.0	0.0
	266	29.3	30.5	17.3	13.2	4.1	2.3	0.8	2.6
Working for pay on-campus	17	82.4	5.9	5.9	5.9	0.0	0.0	0.0	0.0
	266	81.2	2.3	4.1	6.8	2.3	2.6	0.0	0.8
Working for pay off-campus <sup>a</sup>	16	50.0	12.5	0.0	0.0	12.5	12.5	12.5	0.0
	266	63.9	6.8	5.3	7.5	5.6	6.4	2.3	2.3
Doing community service or volunteer work <sup>a</sup>	17	41.2	35.3	11.8	0.0	5.9	0.0	0.0	5.9
	265	50.9	32.1	6.8	4.5	2.3	2.6	0.0	0.8
Relaxing and socializing <sup>a</sup>	17	5.9	17.6	41.2	17.6	11.8	0.0	0.0	5.9
	265	1.9	20.0	26.4	26.4	11.7	6.0	2.3	5.3
Providing care for dependents <sup>a</sup>	17	70.6	23.5	5.9	0.0	0.0	0.0	0.0	0.0
	264	81.4	7.6	3.4	4.2	1.1	1.5	0.4	0.4
Commuting to campus <sup>a</sup>	17	17.6	35.3	35.3	5.9	0.0	5.9	0.0	0.0
	264	40.5	33.7	13.3	7.2	1.9	1.5	0.4	1.5

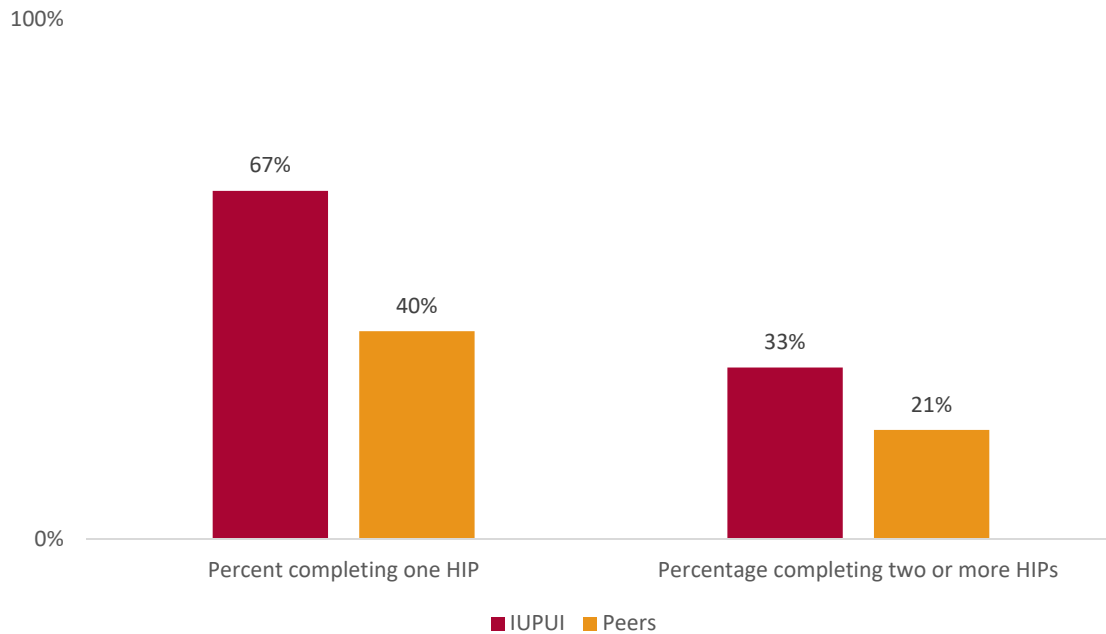
<sup>a</sup> Chi-square test revealed statistically significant difference at  $\alpha \leq 0.05$ .

**Table 12**  
**High Impact Practices**  
**First Year**

	School of Health and Rehabilitation Sciences "Done"	Peer Percent "Done"	Difference
Service-Learning	88.9% (16)	55% (146)	33.9%
Learning Community	33.3% (6)	26% (69)	7.3%
Research with Faculty	5.6% (1)	3% (9)	2.6%
Internship or Field Experience	16.7% (3)	11% (30)	5.7%
Study Abroad	5.6% (1)	3% (8)	2.6%
Culminating Senior Experience	5.6% (1)	2% (5)	3.6%

N included in parentheses

**Figure 2**  
**Number of High Impact Practices Completed**  
**First Year**



# 2018 NSSE Report for School of Health and Rehabilitation Sciences

*Prepared by  
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(Institutional Research and Decision Support)*





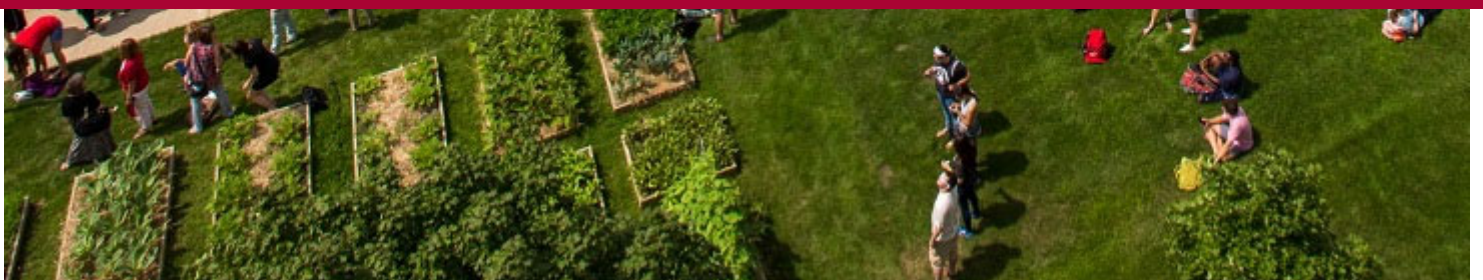
IUPUI

# National Survey of Student Engagement

## Report for

# School of Physical Education and Tourism Management

2018



## **Welcome to the 2018 School of Physical Education and Tourism Management 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 Physical Education and Tourism Management 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 36 First-year and 61 Senior students in the School of Physical Education and Tourism Management had completed the survey.





# 2018 NSSE Report for School of Physical Education and Tourism

## Key Highlights Overall

- Fifty-eight percent of Senior respondents plan to work more than 20 hours for pay off campus weekly & twenty-eight percent of First years plan to spend more than 20 hours a week preparing for class.
- Physical Education and Tourism Management **Seniors** completed most high impact practices at a higher rate than their peers, with 34% more completing service learning, 19% more completing an internship or field experience, and 12% more completing a culminating senior experience.
- Physical Education and Tourism Management First Years had 29% more participation in service-learning and 19% more in learning communities than their peers.
- There is a large significant difference between IUPUI Seniors and Peer students, with PETM Seniors rating significantly lower in **Learning Strategies and Supportive Environment** ratings. However, they rated significantly higher in **Collaborative Learning, Student-Faculty Interaction, and Quality of Interactions**.

The table below displays the NSSE Engagement Indicators that are considered “Areas of Strength” and “Opportunities for Improvement” for the Physical Education and Tourism Management. 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

	<b>Areas of Strength</b>	<b>Opportunities for Improvement</b>
Seniors	Higher-Order Learning Quantitative Reasoning Collaborative Learning Student-Faculty Interaction Quality of Interactions	Reflective and Integrative Learning Learning Strategies Discussions with Diverse Others Supportive Environment
First Year	Collaborative Learning Student-Faculty Interaction Effective Teaching Practices	Higher-Order Learning Reflective and Integrative Learning Quantitative Reasoning Discussions with Diverse Others Quality of Interactions

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

	N	Mean	Standard Deviation	Peer Mean	Effect Size
<b>Higher-Order Learning <sup>a1</sup></b>	<b>57</b>	<b>39.1</b>	<b>11.2</b>	<b>37.4</b>	<b>0.48</b>
Applying facts, theories, or methods to practical problems or new situations	57	3.05	0.67	3.0	
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	57	3.07	0.65	2.9	
Evaluating a point of view, decision, or information source	57	2.81	0.74	2.8	
Forming a new idea or understanding from various pieces of information	57	2.89	0.75	2.8	
<b>Reflective &amp; Integrative Learning <sup>b4</sup></b>	<b>60</b>	<b>33.8</b>	<b>12.2</b>	<b>36.0</b>	<b>-0.64</b>
Combined ideas from different courses when completing assignments	61	2.95	0.74	2.9	
Connected your learning to societal problems or issues	61	2.49	0.89	2.7	
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	60	2.35	0.84	2.5	
Examined the strengths and weaknesses of your own views on a topic or issue	60	2.57	0.79	2.7	
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	60	2.68	0.73	2.9	
Learned something that changed the way you understand an issue or concept	59	2.76	0.75	2.9	
Connected ideas from your courses to your prior experiences and knowledge	59	3.03	0.72	3.1	
<b>Learning Strategies <sup>b4</sup></b>	<b>52</b>	<b>35.6</b>	<b>11.8</b>	<b>39.9</b>	<b>-1.19</b>
Identified key information from reading assignments	53	2.96	0.65	3.1	
Reviewed your notes after class	53	2.66	0.83	3.0	
Summarized what you learned in class or from course materials	52	2.73	0.72	2.9	
<b>Quantitative Reasoning <sup>b1</sup></b>	<b>55</b>	<b>29.7</b>	<b>15.1</b>	<b>27.8</b>	<b>0.49</b>
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	55	2.64	0.80	2.5	
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	55	2.36	0.87	2.3	
Evaluated what others have concluded from numerical information	55	2.45	0.86	2.3	

<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>60</b>	<b>37.0</b>	<b>12.4</b>	<b>33.3</b>	<b>1.01</b>
Asked another student to help you understand course material	61	2.70	0.80	2.5	
Explained course material to one or more students	61	2.82	0.70	2.7	
Prepared for exams by discussing or working through course material with other students	61	2.79	0.90	2.6	
Worked with other students on course projects or assignments	60	3.07	0.84	2.8	
<b>Discussions with Diverse Others<sup>a4</sup></b>	<b>54</b>	<b>38.5</b>	<b>17.5</b>	<b>41.4</b>	<b>-0.70</b>
People from a race or ethnicity other than your own	54	2.96	1.06	3.2	
People from an economic background other than your own	54	3.00	0.89	3.1	
People with religious beliefs other than your own	54	2.93	0.97	3.0	
People with political views other than your own	54	2.81	0.95	3.0	

<sup>a</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 3**  
**Experiences with Faculty**  
**Senior**

	N	Mean	Standard Deviation	Peer Mean	Effect Size
<b>Student-Faculty Interaction<sup>b1</sup></b>	<b>58</b>	<b>26.2</b>	<b>16.9</b>	<b>22.5</b>	<b>0.93</b>
Talked about career plans with a faculty member	59	2.63	0.95	2.4	
Worked w/faculty on activities other than coursework (committees, student groups, etc.)	59	2.07	1.00	1.9	
Discussed course topics, ideas, or concepts with a faculty member outside of class	58	2.29	1.01	2.0	
Discussed your academic performance with a faculty member	58	2.22	0.97	2.1	
<b>Effective Teaching Practices<sup>a2</sup></b>	<b>55</b>	<b>39.4</b>	<b>11.7</b>	<b>38.7</b>	<b>0.20</b>
Clearly explained course goals and requirements	56	3.05	0.72	3.1	
Taught course sessions in an organized way	56	3.02	0.75	3.1	
Used examples or illustrations to explain difficult points	55	3.04	0.67	3.1	
Provided feedback on a draft or work in progress	55	2.85	0.78	2.7	
Provided prompt and detailed feedback on tests or completed assignments	55	2.91	0.80	2.7	

<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

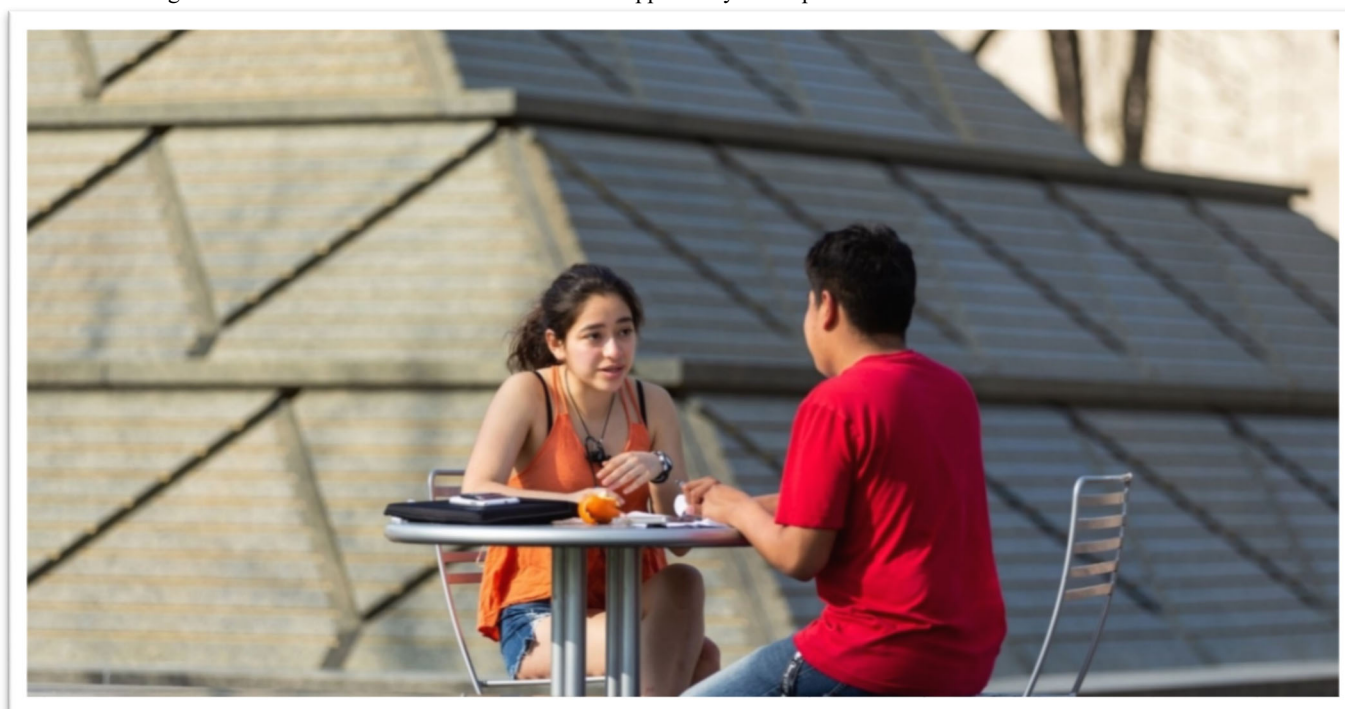
**Table 4**  
**Campus Environment**  
**Senior**

	N	Mean	Standard Deviation	Peer Mean	Effect Size
<b>Quality of Interactions<sup>b1</sup></b>	<b>46</b>	<b>43.7</b>	<b>11.2</b>	<b>40.2</b>	<b>1.01</b>
Students	52	5.87	0.91	5.6	
Academic advisors	51	5.37	1.52	5.0	
Faculty	52	5.69	1.04	5.2	
Student Services Staff (career services, student activities, housing, etc.)	38	4.79	1.70	4.7	
Other administrative staff and offices (registrar, financial aid, etc.)	44	5.09	1.51	4.5	
<b>Supportive Environment<sup>a4</sup></b>	<b>52</b>	<b>29.5</b>	<b>13.5</b>	<b>33.9</b>	<b>-1.19</b>
Providing support to help students succeed academically	52	2.96	0.79	2.9	
Using learning support services (tutoring services, writing center, etc.)	50	2.64	0.94	2.9	
Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc)	51	2.53	0.92	2.7	
Providing opportunities to be involved socially	52	2.58	0.72	2.9	
Providing support for your overall well-being (recreation, health care, counseling, etc.)	52	2.63	0.84	2.9	
Helping you manage your non-academic responsibilities (work, family, etc.)	52	2.29	0.92	2.1	
Attending campus activities and events (performing arts, athletic events, etc.)	52	2.12	0.88	2.6	
Attending events that address important social, economic, or political issues	52	2.04	0.91	2.4	

<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



**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>	52	0.0	23.1	32.7	17.3	7.7	15.4	0.0	3.8
	516	0.4	12.6	23.3	21.9	17.2	11.2	6.6	6.8
Participating in co-curricular activities <sup>a</sup>	52	40.4	23.1	25.0	1.9	3.8	0.0	1.9	3.8
	517	38.1	28	15.7	7	6	2.3	1.2	1.7
Working for pay on-campus <sup>a</sup>	52	76.9	0.0	7.7	7.7	0.0	3.8	0.0	3.8
	513	77.8	2.1	6.2	3.9	6	1.8	1.2	1
Working for pay off-campus <sup>a</sup>	52	11.5	5.8	0.0	17.3	7.7	13.5	26.9	17.3
	518	30.9	4.8	7.5	9.5	14.1	7.3	7.1	18.7
Doing community service or volunteer work	52	38.5	38.5	11.5	5.8	1.9	1.9	0.0	1.9
	515	39.6	33.8	14.2	5.4	3.3	1.7	0.2	1.7
Relaxing and socializing	51	0.0	29.4	25.5	15.7	17.6	3.9	2.0	5.9
	518	3.5	26.4	30.5	16.2	11.4	6	2.3	3.7
Providing care for dependents	52	65.4	15.4	5.8	1.9	1.9	0.0	0.0	9.6
	517	66.9	12	5.8	4.3	1.4	1.2	0.6	7.9
Commuting to campus <sup>a</sup>	52	3.8	57.7	19.2	7.7	3.8	0.0	0.0	7.7
	519	12.9	53.2	19.7	9.1	2.1	1	0.6	1.5

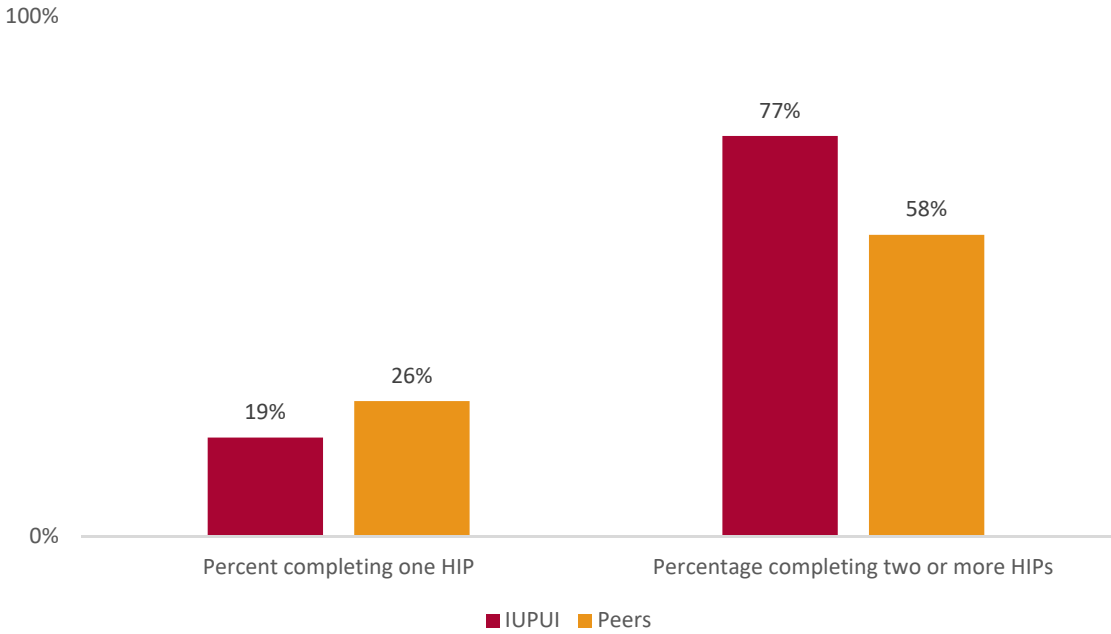
<sup>a</sup> Chi-square test revealed statistically significant difference at  $\alpha \leq 0.05$ .

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

	School of Physical Education and Tourism Management Percent "Done"	Peer Percent "Done"	Difference
Service-Learning	92.5% (49)	59% (307)	33.5%
Learning Community	30.2% (16)	24% (123)	6.2%
Research with Faculty	18.9% (10)	23% (121)	- 4.1%
Internship or Field Experience	69.8% (37)	51% (263)	18.8%
Study Abroad	11.3% (6)	11% (56)	0.3%
Culminating Senior Experience	52.8% (28)	41% (214)	11.8%

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
<b>Higher-Order Learning <sup>a4</sup></b>	<b>30</b>	<b>34.2</b>	<b>11.0</b>	<b>37.9</b>	<b>-1.06</b>
Applying facts, theories, or methods to practical problems or new situations	33	2.88	0.74	3.0	
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	31	2.68	0.75	2.9	
Evaluating a point of view, decision, or information source	33	2.64	0.70	2.9	
Forming a new idea or understanding from various pieces of information	32	2.53	0.72	2.8	
<b>Reflective &amp; Integrative Learning <sup>b4</sup></b>	<b>33</b>	<b>32.6</b>	<b>10.1</b>	<b>34.7</b>	<b>-0.64</b>
Combined ideas from different courses when completing assignments	35	2.86	0.77	2.6	
Connected your learning to societal problems or issues	35	2.57	0.78	2.5	
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	35	2.20	0.93	2.6	
Examined the strengths and weaknesses of your own views on a topic or issue	33	2.39	0.70	2.7	
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	34	2.71	0.68	2.9	
Learned something that changed the way you understand an issue or concept	33	2.76	0.66	2.9	
Connected ideas from your courses to your prior experiences and knowledge	33	2.88	0.60	3.0	
<b>Learning Strategies <sup>b2</sup></b>	<b>31</b>	<b>38.5</b>	<b>12.5</b>	<b>38.2</b>	<b>0.08</b>
Identified key information from reading assignments	31	2.84	0.64	3.0	
Reviewed your notes after class	31	3.03	0.75	2.9	
Summarized what you learned in class or from course materials	31	2.90	0.83	2.8	
<b>Quantitative Reasoning <sup>b4</sup></b>	<b>30</b>	<b>22.0</b>	<b>11.8</b>	<b>26.6</b>	<b>-1.28</b>
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	31	2.19	0.70	2.5	
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	31	2.13	0.81	2.2	
Evaluated what others have concluded from numerical information	30	2.10	0.71	2.3	

<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 8**  
**Learning with Peers**  
**First Year**

	N	Mean	Standard Deviation	Peer Mean	Effect Size
<b>Collaborative Learning<sup>a1</sup></b>	<b>35</b>	<b>38.0</b>	<b>11.4</b>	<b>34.7</b>	<b>0.92</b>
Asked another student to help you understand course material	35	2.91	0.61	2.8	
Explained course material to one or more students	36	2.86	0.68	2.8	
Prepared for exams by discussing or working through course material with other students	36	2.97	0.94	2.7	
Worked with other students on course projects or assignments	36	2.94	0.72	2.7	
<b>Discussions with Diverse Others<sup>a4</sup></b>	<b>31</b>	<b>39.8</b>	<b>18.1</b>	<b>43.3</b>	<b>-0.87</b>
People from a race or ethnicity other than your own	31	3.03	0.95	3.2	
People from an economic background other than your own	31	3.00	1.00	3.2	
People with religious beliefs other than your own	31	3.00	0.97	3.1	
People with political views other than your own	31	2.94	1.03	3.1	

<sup>a</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 9**  
**Experiences with Faculty**  
**First Year**

	N	Mean	Standard Deviation	Peer Mean	Effect Size
<b>Student-Faculty Interaction<sup>b1</sup></b>	<b>33</b>	<b>25.5</b>	<b>15.3</b>	<b>21.6</b>	<b>1.02</b>
Talked about career plans with a faculty member	33	2.61	0.83	2.5	
Worked w/faculty on activities other than coursework (committees, student groups, etc.)	33	2.12	0.96	1.8	
Discussed course topics, ideas, or concepts with a faculty member outside of class	33	2.27	0.88	2.0	
Discussed your academic performance with a faculty member	33	2.09	0.88	2.1	
<b>Effective Teaching Practices<sup>a1</sup></b>	<b>31</b>	<b>41.0</b>	<b>12.5</b>	<b>37.1</b>	<b>1.10</b>
Clearly explained course goals and requirements	32	3.34	0.65	3.0	
Taught course sessions in an organized way	32	3.13	0.71	3.0	
Used examples or illustrations to explain difficult points	31	3.19	0.75	3.0	
Provided feedback on a draft or work in progress	30	2.93	0.98	2.7	
Provided prompt and detailed feedback on tests or completed assignments	29	2.66	0.94	2.5	

<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 10**  
**Campus Environment**  
**First Year**

	N	Mean	Standard Deviation	Peer Mean	Effect Size
<b>Quality of Interactions<sup>b4</sup></b>	<b>30</b>	<b>40.6</b>	<b>12.6</b>	<b>41.5</b>	<b>-0.26</b>
Students	31	5.42	1.26	5.6	
Academic advisors	31	5.48	1.50	5.3	
Faculty	30	5.00	1.62	5.1	
Student Services Staff (career services, student activities, housing, etc.)	29	4.66	1.63	4.9	
Other administrative staff and offices (registrar, financial aid, etc.)	28	4.61	1.62	4.7	
<b>Supportive Environment<sup>a3</sup></b>	<b>29</b>	<b>37.8</b>	<b>10.2</b>	<b>38.0</b>	<b>-0.06</b>
Providing support to help students succeed academically	29	3.28	0.65	3.1	
Using learning support services (tutoring services, writing center, etc.)	29	3.21	0.82	3.1	
Encouraging contact among students from diff. backgrounds	28	3.00	0.77	3.0	
Providing opportunities to be involved socially	29	3.14	0.64	3.1	
Providing support for your overall well-being (recreation, health care, counseling, etc.)	29	3.07	0.80	3.1	
Helping you manage your non-academic responsibilities (work, family, etc.)	29	2.66	0.90	2.4	
Attending campus activities and events (performing arts, athletic events, etc.)	29	2.45	0.91	2.9	
Attending events that address important social, economic, or political issues	29	2.34	0.94	2.5	

<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



# 2018 NSSE Report for School of Physical Education and Tourism Management

**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 <sup>a</sup>	29	0.0	3.4	34.5	20.7	13.8	17.2	6.9	3.4
	265	0.0	7.9	20	26.4	23.4	10.9	7.2	4.2
Participating in co-curricular activities <sup>a</sup>	29	27.6	37.9	20.7	3.4	3.4	6.9	0.0	0.0
	266	29.3	30.5	17.3	13.2	4.1	2.3	0.8	2.6
Working for pay on-campus <sup>a</sup>	29	75.9	0.0	10.3	13.8	0.0	0.0	0.0	0.0
	266	81.2	2.3	4.1	6.8	2.3	2.6	0.0	0.8
Working for pay off-campus <sup>a</sup>	29	58.6	10.3	10.3	10.3	0.0	3.4	3.4	3.4
	266	63.9	6.8	5.3	7.5	5.6	6.4	2.3	2.3
Doing community service or volunteer work <sup>a</sup>	29	37.9	44.8	6.9	10.3	0.0	0.0	0.0	0.0
	265	50.9	32.1	6.8	4.5	2.3	2.6	0.0	0.8
Relaxing and socializing	29	0.0	24.1	20.7	24.1	13.8	6.9	3.4	6.9
	265	1.9	20	26.4	26.4	11.7	6	2.3	5.3
Providing care for dependents <sup>a</sup>	29	72.4	20.7	0.0	6.9	0.0	0.0	0.0	0.0
	264	81.4	7.6	3.4	4.2	1.1	1.5	0.4	0.4
Commuting to campus <sup>a</sup>	29	51.7	37.9	0.0	6.9	0.0	0.0	3.4	0.0
	264	40.5	33.7	13.3	7.2	1.9	1.5	0.4	1.5

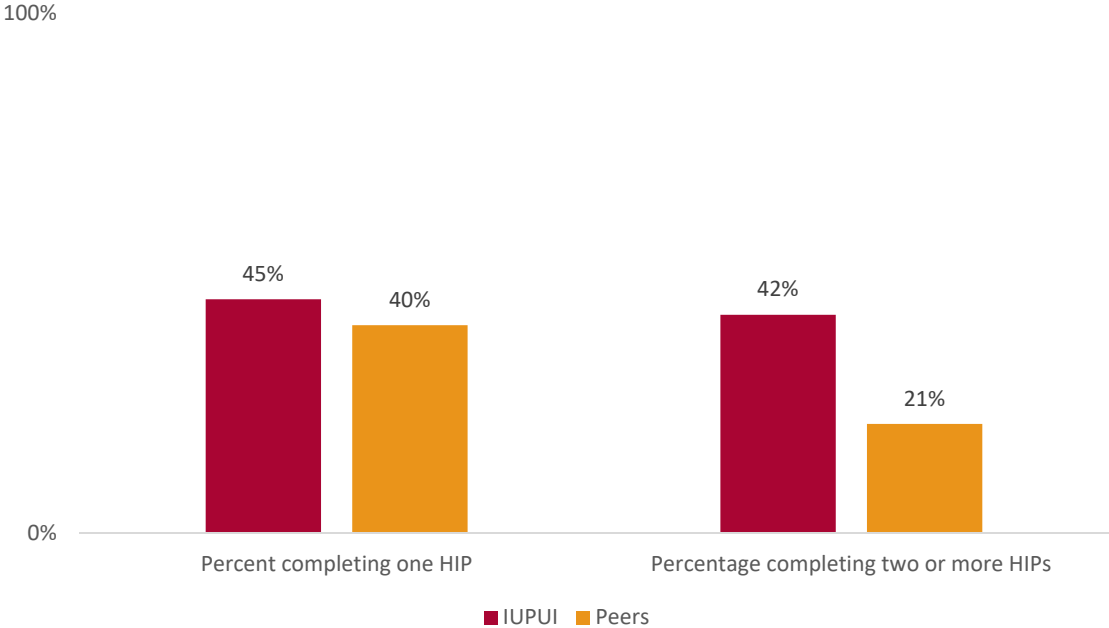
<sup>a</sup> Chi-square test revealed statistically significant difference at  $\alpha \leq 0.05$ .

**Table 12**  
**High Impact Practices**  
**First Year**

	School of Physical Education and Tourism Management Percent "Done"	Peer Percent "Done"	Difference
Service-Learning	83.9% (26)	55% (146)	28.9%
Learning Community	45.2% (14)	26% (69)	19.2%
Research with Faculty	3.2% (1)	3% (9)	0.2%
Internship or Field Experience	6.5% (2)	11% (30)	- 4.5%
Study Abroad	0% (0)	3% (8)	- 3%
Culminating Senior Experience	0% (0)	2% (5)	- 2%

N included in parentheses

**Figure 2**  
**Number of High Impact Practices Completed**  
**First Year**



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