



## **National Survey of Student Engagement**

# **Indiana University of Pennsylvania**

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## **Benchmark Comparisons**

August 2009

## Interpreting the Benchmark Comparisons Report

To focus discussions about the importance of student engagement and to guide institutional improvement efforts, NSSE created five Benchmarks of Effective Educational Practice: Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, and Supportive Campus Environment. This Benchmark Comparisons Report compares the performance of your institution with your selected peers or consortium. In addition, page 9 provides two other comparisons between your school and (a) above-average institutions with benchmarks in the top 50% of all NSSE institutions and (b) high-performing institutions with benchmarks in the top 10% of all NSSE institutions. These displays allow you to determine if the engagement of your typical student differs in a statistically significant, meaningful way from the average student in these comparison groups. They also provide more insight into how the student experience varies on your campus and in comparison groups. More detailed information about how benchmarks are created can be found on the NSSE Web site at [www.nsse.iub.edu/2009\\_Institutional\\_Report/](http://www.nsse.iub.edu/2009_Institutional_Report/).

**Class and Sample Means** are reported for first-year students and seniors. Institution-reported class levels are used. All randomly selected students are included in these analyses. Students in targeted or locally administered oversamples are not included.

### Statistical Significance

Benchmarks with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, denoting one of three significance levels ( $p < .05$ ,  $p < .01$ , and  $p < .001$ ). The smaller the significance level, the smaller the likelihood that the difference is due to chance. Please note that statistical significance does not guarantee that the result is substantive or important. Large sample sizes (as with the NSSE project) tend to produce more statistically significant results even though the magnitude of mean differences may be inconsequential. It is recommended to consult effect sizes to judge the practical meaning of the results.

### Effect Size<sup>a</sup>

Effect size indicates the practical significance of the mean difference. It is calculated by dividing the mean difference by the pooled standard deviation. In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large. A positive sign indicates that your institution's mean was greater, thus showing an affirmative result for the institution. A negative sign indicates the institution lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention.

### Mean

The mean is the *weighted* arithmetic average of the student level benchmark scores.

### Benchmark Description & Survey Items

A description of the benchmark and the individual items used in its creation is provided.

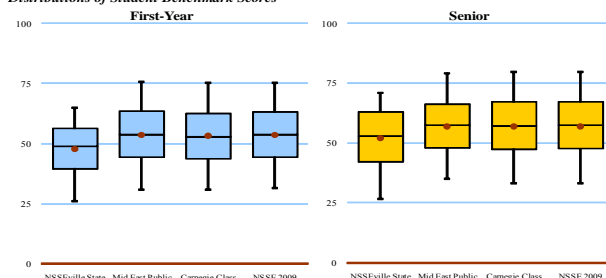
### Level of Academic Challenge (LAC)

#### Mean Comparisons

	NSSEville State	Mid East Public	Carnegie Class	NSSE 2009
First-Year	Mean = 47.9	Mean = 53.6 ***	Mean = 53.1 ***	Mean = 53.7 ***
Senior	Mean = 52.2	Mean = 57.1 ***	Mean = 56.9 ***	Mean = 57.0 ***

\*Weighted by gender, enrollment status, and institutional size.  
\*\* $p < .01$  \*\*\* $p < .001$  (2-tailed).  
\*\*\*Effect size divided by the pooled standard deviation.

#### Distributions of Student Benchmark Scores



Note: Each box and whisker chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages B and D for percentile values.

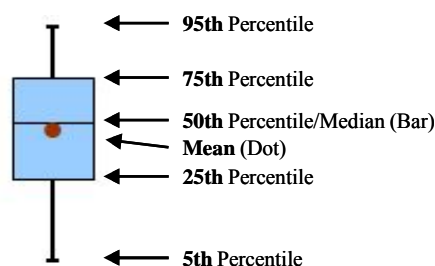
#### Level of Academic Challenge (LAC) Items

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

- Preparing for class (studying, reading, writing, doing homework or lab work, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages
- Coursework emphasizes: **Analysis** of the basic elements of an idea, experience or theory
- Coursework emphasizes: **Synthesis** and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizes: **Making judgments** about the value of information, arguments, or methods
- Coursework emphasizes: **Applying** theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizes: Spending significant amount of time studying and on academic work.

### Box and Whiskers Key

A box and whiskers chart is a concise way to summarize the variation of student benchmark scores. This display compares the distribution of scores at your institution, in percentile terms, with that of your comparison groups. The ends of the whiskers show the 5th and 95th percentile scores, while the box is bounded by the 25th and 75th percentiles. The bar inside the box indicates the median score, and the dot shows the mean score.



<sup>a</sup> See *Contextualizing NSSE Effect Sizes* at [www.nsse.iub.edu/pdf/effect\\_size\\_guide.pdf](http://www.nsse.iub.edu/pdf/effect_size_guide.pdf) for additional information.

## Level of Academic Challenge (LAC)

### Mean Comparisons

Indiana University of Pennsylvania compared with:

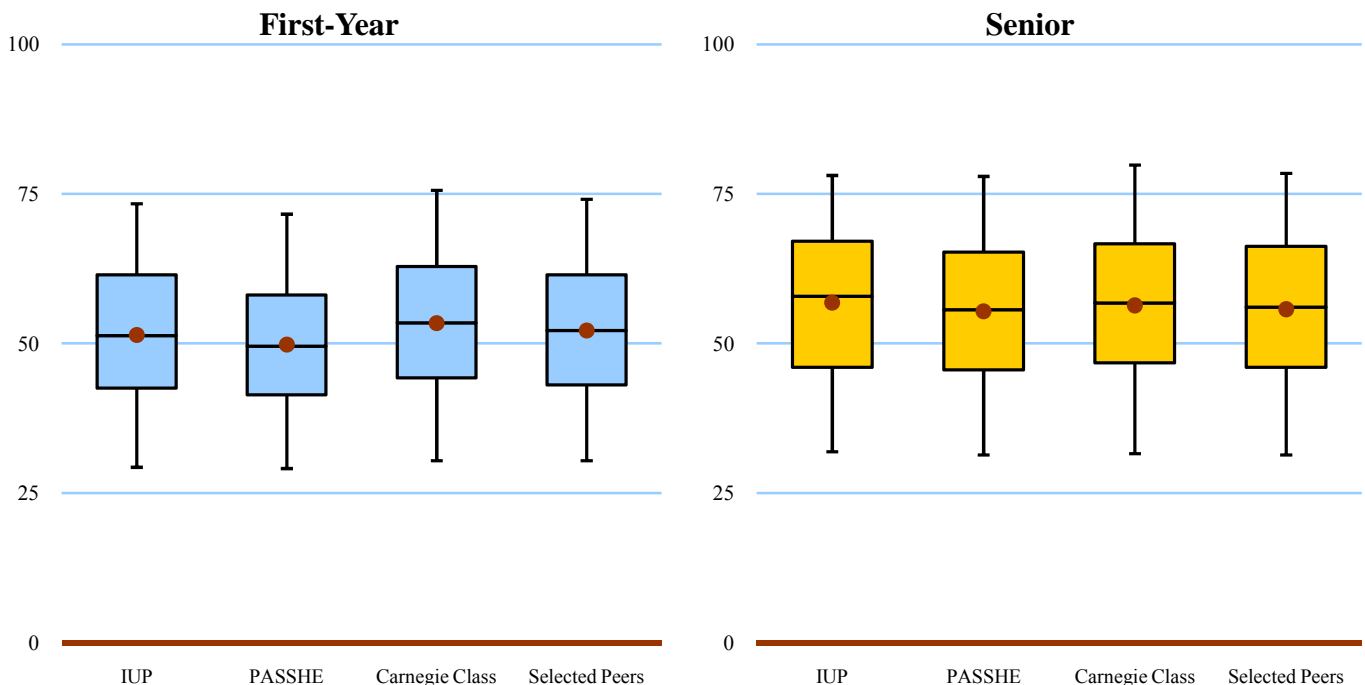
Class	IUP	PASSHE			Carnegie Class			Selected Peers		
	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
First-Year	51.4	49.8	**	.12	53.4	***	-.15	52.2		-.06
Senior	56.8	55.4	*	.10	56.4		.03	55.7		.07

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by the pooled standard deviation.

### Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

### Level of Academic Challenge (LAC) Items

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

- Preparing for class (studying, reading, writing, doing homework or lab work, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages
- Coursework emphasizes: **Analysis** of the basic elements of an idea, experience or theory
- Coursework emphasizes: **Synthesis** and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizes: **Making of judgments** about the value of information, arguments, or methods
- Coursework emphasizes: **Applying** theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizes: Spending significant amount of time studying and on academic work.

## Active and Collaborative Learning (ACL)

### Mean Comparisons

Indiana University of Pennsylvania compared with:

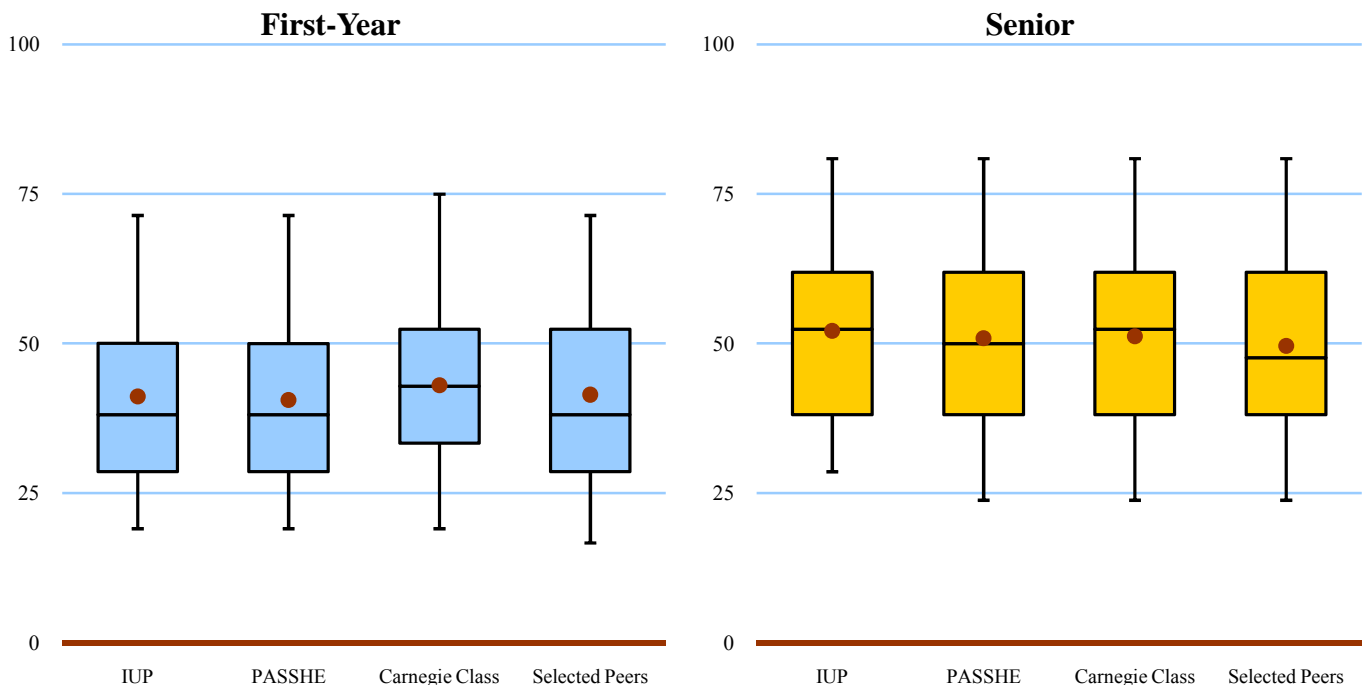
Class	IUP	PASSHE			Carnegie Class			Selected Peers		
	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
First-Year	41.1	40.6		.03	43.0	***	-.11	41.5		-.02
Senior	52.1	50.9		.07	51.2		.05	49.6	***	.15

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by the pooled standard deviation.

### Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

### Active and Collaborative Learning (ACL) Items

Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects **during class**
- Worked with classmates **outside of class** to prepare class assignments
- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project (e.g., service learning) as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

## Student-Faculty Interaction (SFI)

### Mean Comparisons

Indiana University of Pennsylvania compared with:

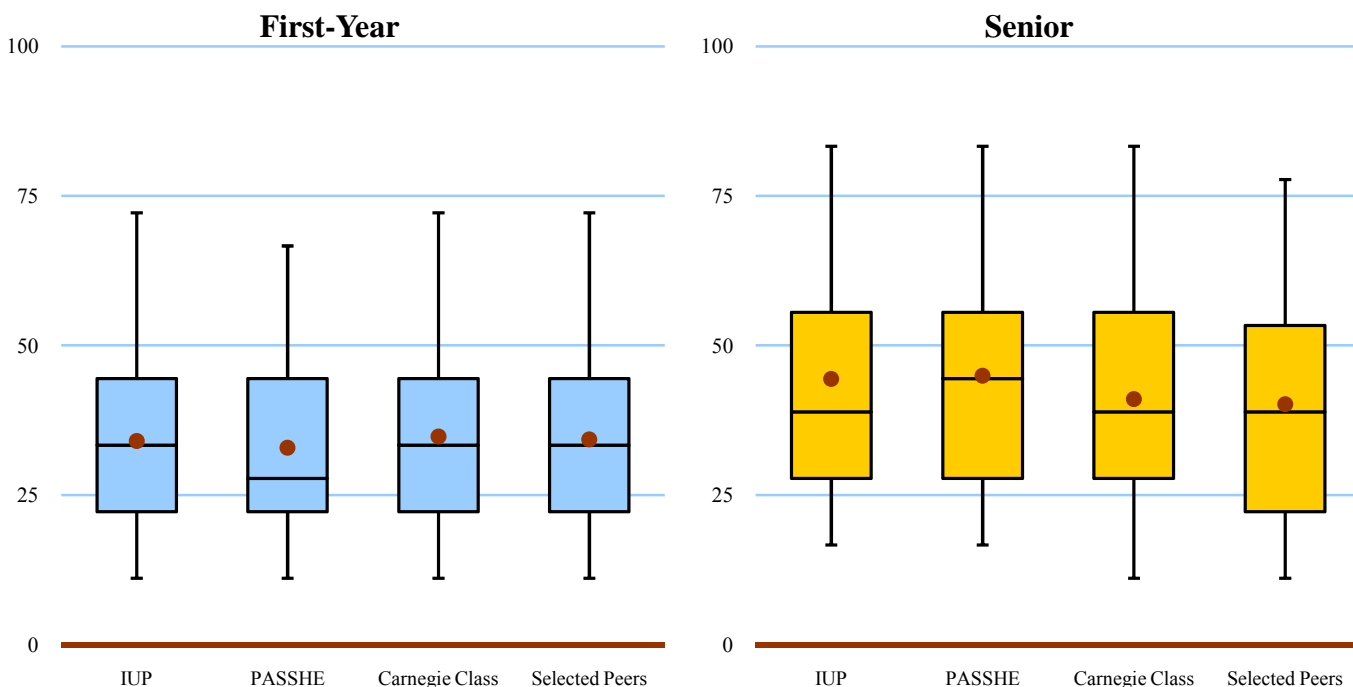
Class	IUP	PASSHE			Carnegie Class			Selected Peers		
	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
First-Year	34.0	32.9		.06	34.8		-.04	34.3		-.01
Senior	44.4	45.0		-.03	41.0	***	.16	40.2	***	.20

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by the pooled standard deviation.

### Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

### Student-Faculty Interaction (SFI) Items

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Received prompt written or oral feedback from faculty on your academic performance
- Worked on a research project with a faculty member outside of course or program requirements

## Enriching Educational Experiences (EEE)

### Mean Comparisons

Indiana University of Pennsylvania compared with:

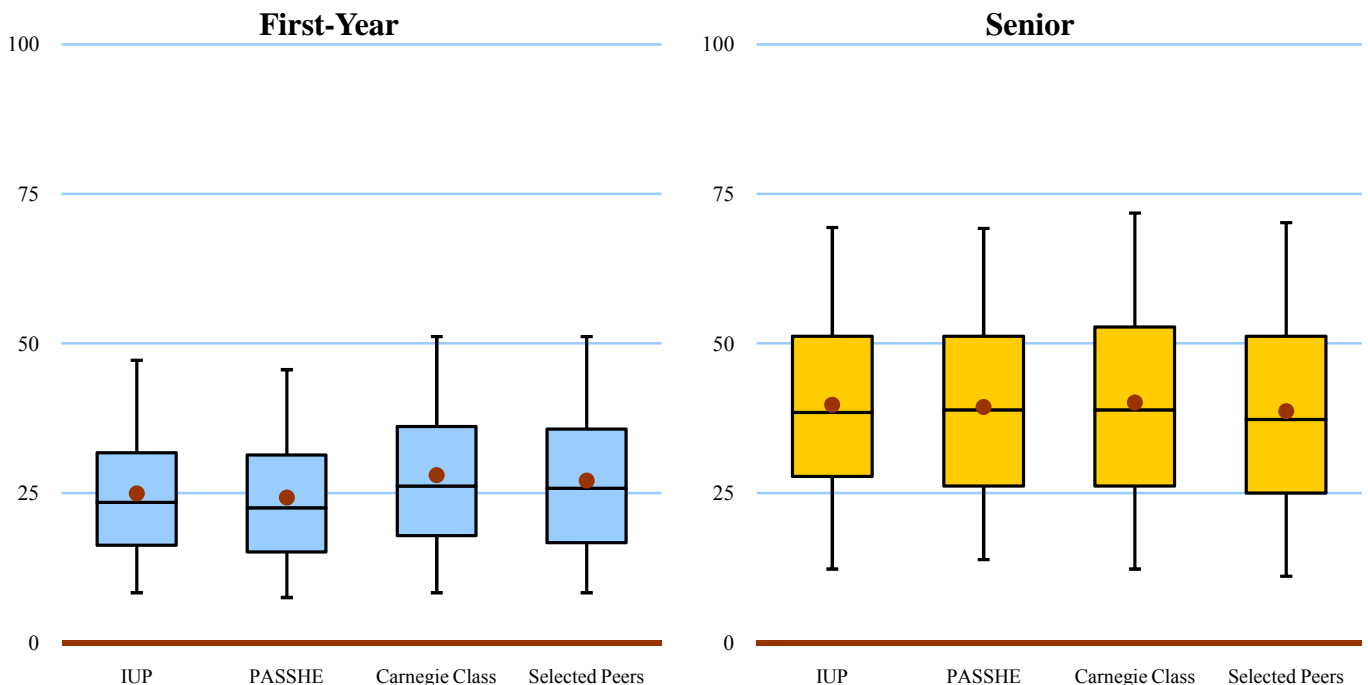
Class	IUP	PASSHE			Carnegie Class			Selected Peers		
	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
First-Year	24.9	24.3		.05	28.0	***	-.23	27.1	***	-.16
Senior	39.7	39.4		.02	40.1		-.02	38.7		.06

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by the pooled standard deviation.

### Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

### Enriching Educational Experiences (EEE) Items

Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

- Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework / Study abroad
- Independent study or self-designed major
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity than your own
- Using electronic medium (e.g., listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Participate in a learning community or some other formal program where groups of students take two or more classes together

## Supportive Campus Environment (SCE)

### Mean Comparisons

Indiana University of Pennsylvania compared with:

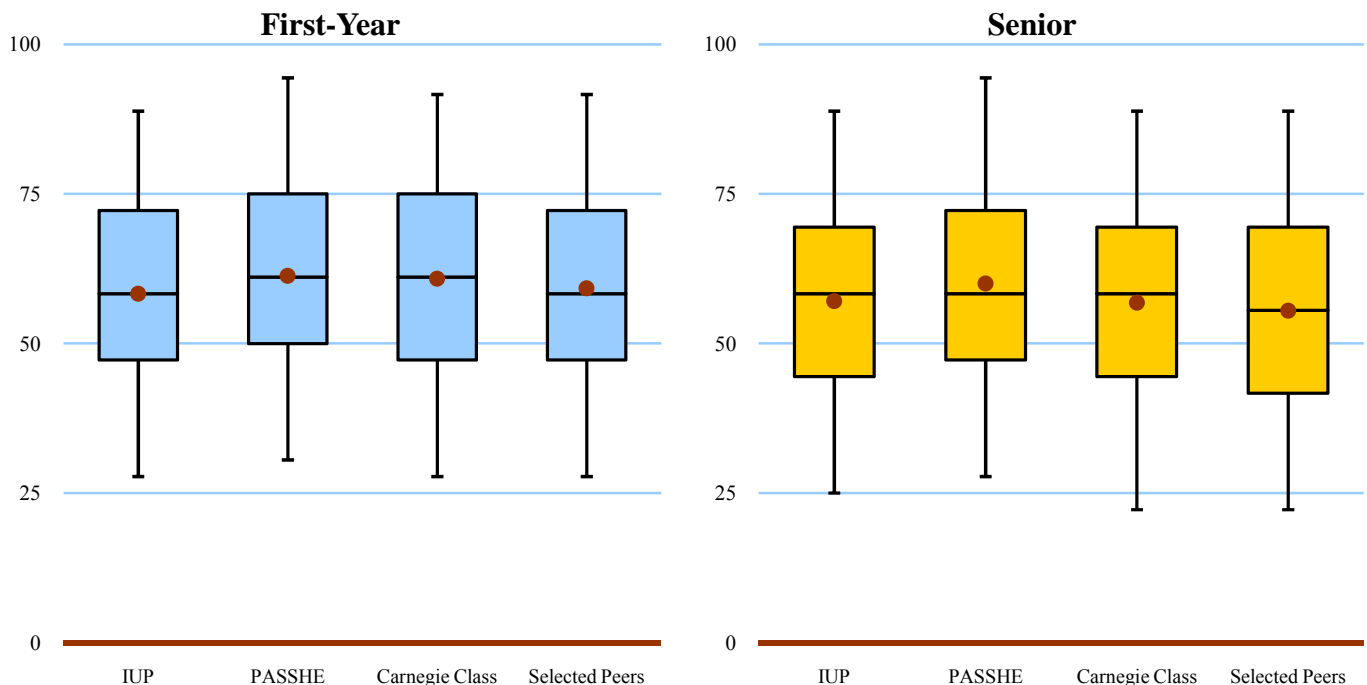
Class	IUP	PASSHE			Carnegie Class			Selected Peers		
	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
First-Year	58.3	61.3	***	-.16	60.8	***	-.13	59.3		-.05
Senior	57.1	60.0	**	-.16	56.9		.01	55.5	*	.08

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by the pooled standard deviation.

### Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

### Supportive Campus Environment (SCE) Items

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices

## Interpreting the Top 10% and Top 50% Comparisons

This section of the NSSE Benchmark Comparisons report allows you to estimate the performance of your average student in relation to the average student attending two different institutional peer groups identified by NSSE for their high levels of student engagement: (a) those with benchmark scores placing them in the top 50% of all NSSE schools in 2009 and (b) those with benchmark scores in the top 10% for 2009.<sup>a</sup> These comparisons allow an institution to determine if the engagement of their students differs in significant, meaningful ways from students in these high performing peer groups.

## Example

		<i>NSSEville State compared with</i>						
		<b>NSSEville State</b>	<b>NSSE 2009 Top 50%</b>			<b>NSSE 2009 Top 10%</b>		
		<i>Mean</i>	<i>Mean</i>	<i>Sig</i>	<i>Effect size</i>	<i>Mean</i>	<i>Sig</i>	<i>Effect size</i>
<b>First-Year</b>	LAC	57.1	55.8	*	.10	60.5	***	-0.28
	ACL	50.3	45.8	***	.28	50.7		-0.02
	SFI	37.3	37.2		.01	42.0	***	-0.24
	EEE	21.8	30.0	***	-.63	34.4	***	-0.98
	SCE	60.9	64.7	***	-.21	69.7	***	-0.49

### NSSEville State CAN conclude...

- ◆ The average score for NSSEville State first-year students is slightly above (i.e., small positive effect size) that of the average student attending NSSE 2009 schools that scored in the top 50% on Level of Academic Challenge (LAC).
- ◆ The average NSSEville State first-year student is as engaged (i.e., not significantly different) as the average student attending NSSE 2009 schools that scored in the top 10% on Active and Collaborative Learning (ACL).
- ◆ It is *likely* that NSSEville State is in the top 50% of all NSSE 2009 schools for first-year students on Level of Academic Challenge (LAC) and Active and Collaborative Learning (ACL).<sup>a</sup>

### NSSEville State CANNOT conclude<sup>a</sup>...

- ◆ NSSEville State is in the top half of all schools on the Student-Faculty Interaction (SFI) benchmark for first-year students.<sup>a</sup>
- ◆ NSSEville State is a "top ten percent" institution on Active and Collaborative Learning (ACL) for first-year students.<sup>a</sup>

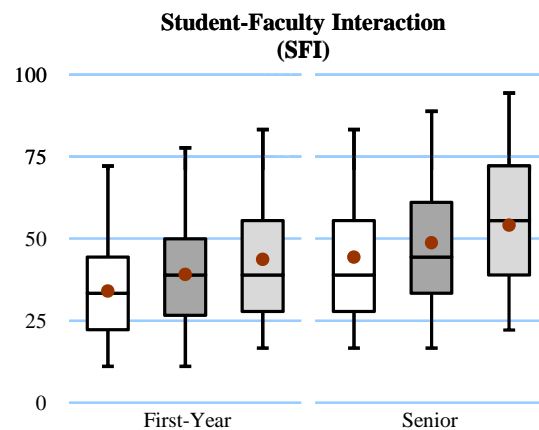
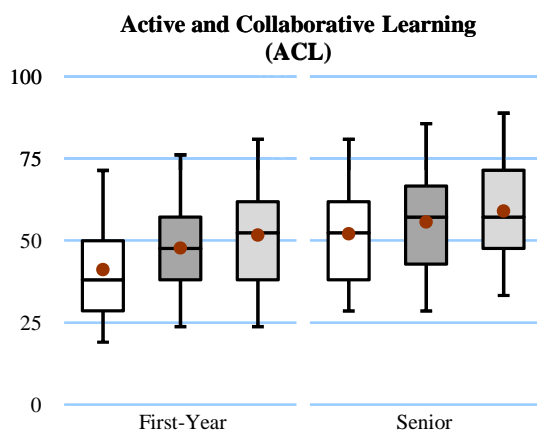
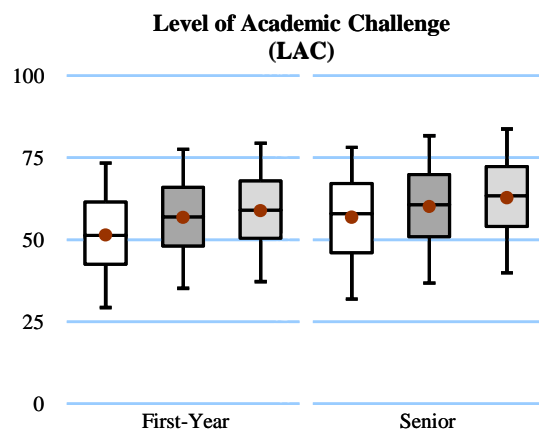
For additional information on how to understand and use the Top 50% and Top 10% section of the benchmark report, see [www.nsse.iub.edu/2009\\_Institutional\\_Report/](http://www.nsse.iub.edu/2009_Institutional_Report/).

<sup>a</sup> Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each benchmark, separately for first-year and senior students. Using this method, benchmark scores of institutions with relatively large standard errors are adjusted substantially toward the grand mean of all students, while those with smaller standard errors receive smaller corrections. Thus, schools with less stable data, though they may have high scores, may not be identified among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release individual school results and our policy against the ranking of institutions.



*IUP compared with*

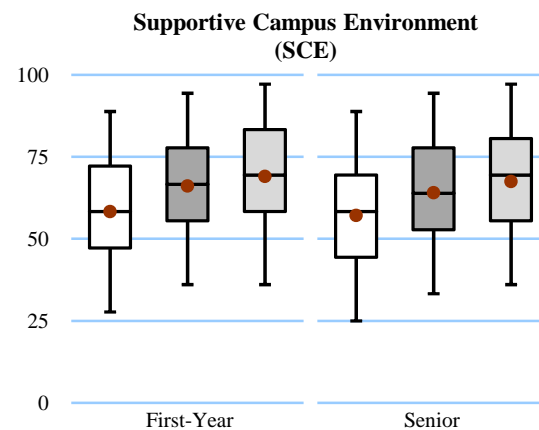
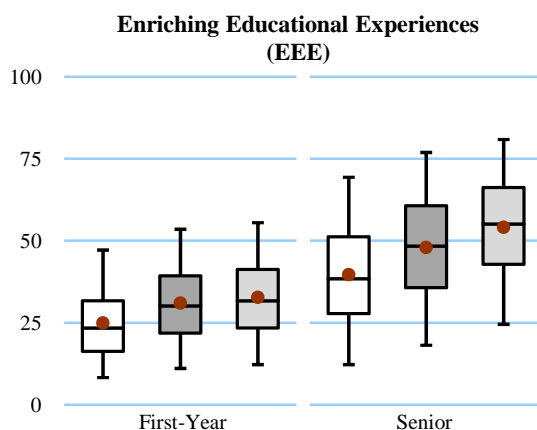
		IUP Mean <sup>a</sup>	NSSE 2009 Top 50%			NSSE 2009 Top 10%		
			Mean <sup>a</sup>	Sig <sup>b</sup>	Effect size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect size <sup>c</sup>
First-Year	LAC	51.4	56.8	***	-.41	58.9	***	-.57
	ACL	41.1	47.8	***	-.40	51.7	***	-.61
	SFI	34.0	39.1	***	-.26	43.7	***	-.47
	EEE	24.9	31.0	***	-.45	32.8	***	-.58
	SCE	58.3	66.2	***	-.44	69.1	***	-.59
Senior	LAC	56.8	60.1	***	-.24	62.8	***	-.45
	ACL	52.1	55.7	***	-.21	59.1	***	-.40
	SFI	44.4	48.8	***	-.21	54.2	***	-.45
	EEE	39.7	48.1	***	-.47	54.2	***	-.84
	SCE	57.1	64.1	***	-.37	67.5	***	-.56



### Legend

- IUP
- Top 50%
- Top 10%

This display compares your students with those attending schools that scored in the top 50% and top 10% of all NSSE 2009 institutions on a particular benchmark.



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<sup>b</sup> \*  $p < .05$  \*\*  $p < .01$  \*\*\*  $p < .001$  (2-tailed).

<sup>c</sup> Mean difference divided by the pooled standard deviation.

***First-Year Students***

										Reference Group			
										Comparison Statistics			
										Deg. of Freedom <sup>e</sup>	Mean Diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>

<sup>a</sup> All statistics are weighted by gender, enrollment status, and institutional size.

<sup>b</sup> Standard deviation is a measure of the average amount the individual scores deviate from the mean of all the scores in the distribution.

<sup>c</sup> The 95% confidence interval for the population mean is equal to the sample mean plus/minus 1.96 times the standard error of the mean.

<sup>d</sup> A percentile is the point in the distribution of student-level benchmark scores at or below which a given percentage of benchmark scores fall.

<sup>e</sup> Degrees of freedom used to compute the t-tests. Values vary for the total Ns due to weighting and the equal variance assumption.

<sup>f</sup> Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

<sup>g</sup> Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.

**Seniors**

										Reference Group			
										Comparison Statistics			
										Deg. of Freedom <sup>e</sup>	Mean Diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>

<sup>a</sup> All statistics are weighted by gender, enrollment status, and institutional size.

<sup>b</sup> Standard deviation is a measure of the average amount the individual scores deviate from the mean of all the scores in the distribution.

<sup>c</sup> The 95% confidence interval for the population mean is equal to the sample mean plus/minus 1.96 times the standard error of the mean.

<sup>d</sup> A percentile is the point in the distribution of student-level benchmark scores at or below which a given percentage of benchmark scores fall.

<sup>e</sup> Degrees of freedom used to compute the t-tests. Values vary for the total Ns due to weighting and the equal variance assumption.

<sup>f</sup> Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

<sup>g</sup> Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.



**National Survey  
of Student Engagement**

# Indiana University of Pennsylvania

**Frequency Distributions**

August 2009

# Interpreting the Frequency Distributions Report

## Sample

The *Frequency Distributions* report is based on information from all randomly selected students for both your institution and your comparison institutions. Targeted oversamples and other non-randomly selected students are not included in this report.

## Variables

The items from the NSSE survey appear in the left column in the same order and wording as they appear on the instrument.

## Variable Names

The name of each variable appears in the first column for easy reference to your raw data file and the *Mean Comparisons* report.

## Benchmark

Items that comprise the five “Benchmarks of Effective Educational Practice” are indicated by the following:

**LAC**=Level of Academic

Challenge

**ACL**=Active and

Collaborative Learning

**SFI**=Student-Faculty

Interaction

**EEE**=Enriching Educational

Experiences

**SCE**=Supportive Campus

Environment

## Response Options

Response options listed just as they appear on the instrument.

## Weighting

Weights adjusting for gender, enrollment status, and institutional size are applied to the percentage column (%) of this report. Weights are computed separately for first-year students and seniors. Weighted results present a more accurate representation of your institution and comparison group students.

*Only the column percents are weighted. The counts are the actual number of respondents. Because the counts are unweighted and the column percentages are weighted, you will not be able to calculate the column percent directly from the count numbers.* For more information about weighting, please visit the NSSE Web site at

[www.nsse.iub.edu/2009\\_Institutional\\_Report/NSSE\\_2009\\_Weighting.cfm](http://www.nsse.iub.edu/2009_Institutional_Report/NSSE_2009_Weighting.cfm).

## Class

Frequency distributions are reported separately for first-year students and seniors. Institution-reported class ranks are used.



## NSSE 2009 Engagement Item Frequency Distributions<sup>a</sup>

### NSSEville State University

		First-Year Students										Seniors									
		NSSEville State		Mid East Public		Carnegie Class		NSSE 2009		NSSEville State		Mid East Public		Carnegie Class		NSSE 2009					
		Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%				
la.	Asked questions in class or contributed to class discussions	CLQUEST (ACL)	Never	10	2%	1,003	5%	1,917	6%	6,351	4%	7	2%	602	3%	937	4%	3,773	2%		
			Sometimes	158	31%	9,276	45%	14,476	42%	65,653	37%	96	19%	7,194	33%	9,772	33%	47,285	27%		
			Often	191	38%	7,127	34%	12,442	34%	64,626	35%	169	31%	7,649	33%	10,741	32%	62,543	33%		
			Very often	150	29%	3,377	16%	7,030	18%	44,696	24%	250	48%	7,570	31%	11,379	31%	78,261	38%		
			Total	509	100%	20,783	100%	35,865	100%	181,326	100%	522	100%	23,015	100%	32,829	100%	191,862	100%		
lb.	Made a class presentation	CLPRESEN (ACL)	Never	57	11%	3,518	19%	5,573	18%	23,434	15%	7	1%	1,109	6%	1,545	6%	8,445	5%		
			Sometimes	310	61%	11,820	56%	19,707	55%	96,070	52%	121	21%	8,839	41%	12,395	42%	61,770	34%		
			Often	116	22%	4,398	20%	8,225	21%	46,873	25%	222	43%	8,362	34%	11,854	33%	72,438	36%		
			Very often	26	5%	1,037	5%	2,274	6%	14,562	8%	172	35%	4,691	19%	7,007	19%	49,038	24%		
			Total	509	100%	20,773	100%	35,779	100%	180,939	100%	522	100%	23,001	100%	32,801	100%	191,691	100%		
lc.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	Never	49	10%	3,263	18%	5,137	16%	23,636	13%	82	16%	4,379	20%	6,096	20%	31,065	16%		
			Sometimes	152	29%	6,885	33%	11,440	32%	58,221	31%	240	47%	9,607	42%	13,342	41%	74,803	38%		
			Often	187	39%	6,567	30%	11,717	32%	58,917	32%	120	22%	5,583	24%	8,216	24%	50,342	27%		
			Very often	121	22%	4,072	19%	7,540	20%	40,343	23%	81	15%	3,423	14%	5,128	15%	35,502	18%		
			Total	509	100%	20,787	100%	35,834	100%	181,117	100%	523	100%	22,992	100%	32,782	100%	191,712	100%		
ld.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	Never	5	1%	597	4%	894	3%	3,635	2%	2	0%	263	1%	339	1%	1,927	1%		
			Sometimes	63	13%	5,196	26%	8,045	24%	36,672	21%	48	9%	3,381	16%	4,706	16%	23,178	13%		
			Often	218	44%	9,614	45%	16,368	44%	82,244	45%	209	41%	9,613	41%	13,373	41%	74,885	40%		
			Very often	222	42%	5,384	25%	10,532	28%	58,631	32%	262	50%	9,729	41%	14,375	42%	91,727	46%		
			Total	508	100%	20,791	100%	35,839	100%	181,182	100%	521	100%	22,986	100%	32,793	100%	191,717	100%		
le.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing	DIVCLASS	Never	21	4%	1,486	8%	2,468	8%	10,808	7%	29	6%	1,616	9%	2,411	9%	12,010	7%		
			Sometimes	141	28%	7,408	35%	12,131	34%	57,446	32%	147	29%	7,895	35%	11,050	34%	59,116	31%		
			Often	219	43%	7,953	37%	13,742	38%	70,683	38%	182	36%	7,873	33%	11,133	33%	66,426	34%		
			Very often	127	24%	3,904	19%	7,456	21%	41,971	23%	161	29%	5,575	23%	8,138	24%	53,888	27%		
			Total	508	100%	20,751	100%	35,797	100%	180,908	100%	519	100%	22,959	100%	32,732	100%	191,440	100%		

## Count

The Count column represents the actual number of students who responded to the particular option in each question. *Counts are unweighted.*

## Column Percentage (%)

This column represents the *weighted* percentage of students responding to the particular option in each question.



# National Survey of Student Engagement

## NSSE 2009 Engagement Item Frequency Distributions <sup>a</sup> Indiana University of Pennsylvania

### First-Year Students

### Seniors

			IUP		PASSHE		Carnegie Class		Selected Peers		IUP		PASSHE		Carnegie Class		Selected Peers	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Variable	Response Options																	
1a. Asked questions in class or contributed to class discussions	CLQUEST (ACL)	Never	34	3%	28	3%	325	3%	189	4%	8	1%	16	2%	260	2%	135	2%
		Sometimes	457	40%	345	40%	3,655	36%	1,998	37%	161	24%	265	23%	3,169	25%	1,608	27%
		Often	405	36%	306	36%	3,434	34%	1,913	35%	218	33%	354	32%	4,230	32%	1,929	32%
		Very often	232	21%	169	21%	2,783	27%	1,250	24%	275	41%	477	43%	5,632	42%	2,367	39%
	Total	1,128	100%	848	100%	10,197	100%	5,350	100%	662	100%	1,112	100%	13,291	100%	6,039	100%	
1b. Made a class presentation	CLPRESEN (ACL)	Never	224	20%	118	13%	1,588	15%	860	18%	26	4%	39	4%	869	6%	399	7%
		Sometimes	637	56%	412	48%	5,267	52%	2,925	53%	195	30%	362	33%	4,218	33%	2,193	37%
		Often	223	21%	252	30%	2,490	25%	1,195	22%	267	41%	421	38%	4,818	36%	2,151	35%
		Very often	45	4%	69	9%	866	8%	355	7%	176	26%	291	26%	3,456	25%	1,311	20%
	Total	1,129	100%	851	100%	10,211	100%	5,335	100%	664	100%	1,113	100%	13,361	100%	6,054	100%	
1c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	Never	138	13%	92	11%	1,171	11%	679	13%	111	17%	211	19%	2,118	17%	1,097	18%
		Sometimes	327	29%	264	32%	2,903	28%	1,572	28%	275	42%	424	38%	4,812	36%	2,254	37%
		Often	390	35%	262	31%	3,396	34%	1,708	32%	168	25%	277	25%	3,648	27%	1,600	27%
		Very often	270	23%	228	25%	2,717	26%	1,366	26%	106	16%	204	19%	2,742	20%	1,091	18%
	Total	1,125	100%	846	100%	10,187	100%	5,325	100%	660	100%	1,116	100%	13,320	100%	6,042	100%	
1d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	Never	50	5%	16	2%	193	2%	123	3%	6	1%	11	1%	163	1%	107	2%
		Sometimes	270	24%	177	20%	1,844	19%	1,081	20%	101	16%	158	14%	1,527	12%	869	15%
		Often	514	45%	397	48%	4,413	44%	2,299	43%	259	39%	413	37%	4,912	38%	2,326	39%
		Very often	300	26%	257	30%	3,787	36%	1,854	35%	297	44%	535	47%	6,753	49%	2,751	44%
	Total	1,134	100%	847	100%	10,237	100%	5,357	100%	663	100%	1,117	100%	13,355	100%	6,053	100%	
1e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	Never	83	7%	65	8%	625	7%	327	7%	46	7%	86	8%	921	7%	605	10%
		Sometimes	355	32%	307	36%	3,003	30%	1,653	31%	199	31%	382	34%	3,754	28%	1,935	31%
		Often	459	40%	337	40%	3,967	39%	2,009	36%	257	39%	361	32%	4,552	34%	1,891	32%
		Very often	236	21%	136	16%	2,620	25%	1,356	26%	163	24%	289	26%	4,112	30%	1,613	27%
	Total	1,133	100%	845	100%	10,215	100%	5,345	100%	665	100%	1,118	100%	13,339	100%	6,044	100%	
1f. Come to class without completing readings or assignments	CLUNPREP	Never	305	26%	249	27%	2,514	24%	1,147	21%	128	19%	254	22%	2,895	20%	1,035	16%
		Sometimes	652	58%	455	55%	5,771	56%	3,075	57%	398	60%	624	56%	7,560	56%	3,540	59%
		Often	127	11%	108	13%	1,321	13%	783	15%	96	15%	158	14%	1,967	15%	1,014	17%
		Very often	49	5%	33	4%	629	6%	355	7%	42	6%	79	7%	943	8%	460	7%
	Total	1,133	100%	845	100%	10,235	100%	5,360	100%	664	100%	1,115	100%	13,365	100%	6,049	100%	
1g. Worked with other students on projects <b>during class</b>	CLASSGRP (ACL)	Never	85	8%	84	10%	1,266	11%	572	12%	31	4%	85	8%	1,486	10%	650	11%
		Sometimes	451	40%	374	44%	4,381	42%	2,251	43%	249	37%	433	38%	5,093	39%	2,368	39%
		Often	442	39%	306	36%	3,361	34%	1,834	33%	261	40%	391	36%	4,293	33%	1,969	33%
		Very often	154	14%	86	10%	1,230	12%	691	12%	125	19%	205	19%	2,478	18%	1,065	17%
	Total	1,132	100%	850	100%	10,238	100%	5,348	100%	666	100%	1,114	100%	13,350	100%	6,052	100%	

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# National Survey of Student Engagement

## NSSE 2009 Engagement Item Frequency Distributions <sup>a</sup>

### Indiana University of Pennsylvania

#### First-Year Students

#### Seniors

			First-Year Students								Seniors								
			IUP		PASSHE		Carnegie Class		Selected Peers		IUP		PASSHE		Carnegie Class		Selected Peers		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
1h.	Worked with classmates <b>outside of class</b> to prepare class assignments	OCCGRP (ACL)	Never	158	15%	133	15%	1,578	15%	776	17%	30	5%	71	7%	1,158	9%	484	9%
			Sometimes	491	43%	397	47%	4,352	43%	2,249	43%	245	36%	399	35%	4,231	33%	2,027	35%
			Often	368	32%	237	28%	2,995	29%	1,585	28%	255	38%	423	38%	4,524	34%	1,962	33%
			Very often	120	10%	85	10%	1,340	13%	751	12%	136	20%	226	20%	3,473	24%	1,589	24%
		Total	1,137	100%	852	100%	10,265	100%	5,361	100%	666	100%	1,119	100%	13,386	100%	6,062	100%	
1i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	Never	75	7%	67	8%	704	7%	329	7%	15	2%	40	4%	421	4%	198	4%
			Sometimes	446	40%	319	41%	3,743	39%	2,012	40%	173	27%	293	28%	3,466	27%	1,568	27%
			Often	430	39%	288	37%	3,643	38%	1,960	39%	288	45%	446	42%	5,447	42%	2,461	42%
			Very often	145	14%	101	13%	1,549	15%	758	15%	170	26%	288	27%	3,599	27%	1,639	27%
		Total	1,096	100%	775	100%	9,639	100%	5,059	100%	646	100%	1,067	100%	12,933	100%	5,866	100%	
1j.	Tutored or taught other students (paid or voluntary)	TUTOR (ACL)	Never	611	55%	493	63%	5,225	54%	2,576	54%	277	42%	505	47%	6,031	47%	2,535	45%
			Sometimes	333	31%	209	27%	2,976	30%	1,697	32%	241	38%	368	34%	4,384	34%	2,050	35%
			Often	106	10%	57	8%	1,028	11%	564	10%	75	12%	112	11%	1,457	11%	740	12%
			Very often	49	4%	20	3%	454	5%	245	5%	56	8%	92	9%	1,101	8%	577	9%
		Total	1,099	100%	779	100%	9,683	100%	5,082	100%	649	100%	1,077	100%	12,973	100%	5,902	100%	
1k.	Participated in a community- based project (e.g. service learning) as part of a regular course	COMMPROJ (ACL)	Never	721	66%	547	70%	5,534	58%	3,317	67%	314	50%	630	59%	6,390	49%	3,424	59%
			Sometimes	244	22%	170	22%	2,535	27%	1,095	21%	212	33%	311	29%	4,036	32%	1,503	26%
			Often	90	8%	38	5%	1,073	11%	424	8%	82	13%	86	8%	1,557	12%	548	9%
			Very often	42	4%	22	3%	478	5%	217	4%	34	5%	45	4%	961	7%	397	6%
		Total	1,097	100%	777	100%	9,620	100%	5,053	100%	642	100%	1,072	100%	12,944	100%	5,872	100%	
1l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM (EEE)	Never	209	18%	136	17%	1,455	15%	813	16%	61	9%	101	9%	1,257	10%	630	11%
			Sometimes	358	33%	257	33%	2,945	31%	1,625	31%	203	32%	343	32%	3,381	27%	1,702	29%
			Often	312	29%	204	26%	2,651	28%	1,367	28%	189	30%	305	28%	3,465	27%	1,552	27%
			Very often	220	20%	181	24%	2,623	26%	1,278	25%	194	29%	329	31%	4,892	36%	2,013	34%
		Total	1,099	100%	778	100%	9,674	100%	5,083	100%	647	100%	1,078	100%	12,995	100%	5,897	100%	
1m.	Used e-mail to communicate with an instructor	EMAIL	Never	6	1%	6	1%	126	2%	76	2%	1	0%	3	0%	77	1%	45	1%
			Sometimes	227	22%	149	21%	1,842	20%	1,046	20%	51	8%	96	9%	1,520	13%	783	14%
			Often	392	35%	327	42%	3,454	36%	1,859	37%	209	33%	324	30%	3,726	30%	1,849	32%
			Very often	474	43%	295	36%	4,248	42%	2,095	41%	388	59%	655	60%	7,649	57%	3,223	53%
		Total	1,099	100%	777	100%	9,670	100%	5,076	100%	649	100%	1,078	100%	12,972	100%	5,900	100%	
1n.	Discussed grades or assignments with an instructor	FACGRADE (SFI)	Never	78	7%	56	7%	718	8%	393	8%	15	2%	32	3%	475	4%	255	5%
			Sometimes	460	42%	337	44%	3,815	40%	2,078	40%	203	32%	368	35%	4,512	36%	2,093	36%
			Often	345	31%	255	33%	3,147	33%	1,586	31%	248	39%	370	34%	4,292	33%	1,927	33%
			Very often	213	19%	129	16%	2,001	20%	1,022	20%	180	27%	307	28%	3,696	27%	1,619	26%
		Total	1,096	100%	777	100%	9,681	100%	5,079	100%	646	100%	1,077	100%	12,975	100%	5,894	100%	

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# National Survey of Student Engagement

## NSSE 2009 Engagement Item Frequency Distributions <sup>a</sup> Indiana University of Pennsylvania

### First-Year Students

### Seniors

			IUP		PASSHE		Carnegie Class		Selected Peers		IUP		PASSHE		Carnegie Class		Selected Peers		
			Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
1o.	Talked about career plans with a faculty member or advisor	FACPLANS (SFI)	Never	261	25%	187	24%	2,097	23%	1,135	23%	59	9%	139	14%	2,350	19%	1,041	20%
			Sometimes	487	44%	343	44%	4,418	45%	2,304	44%	273	43%	394	37%	5,224	41%	2,352	40%
			Often	236	21%	166	21%	2,107	22%	1,093	22%	186	29%	316	29%	3,167	24%	1,494	25%
			Very often	114	10%	82	10%	1,039	10%	546	11%	130	20%	228	20%	2,233	16%	1,005	15%
		Total	1,098	100%	778	100%	9,661	100%	5,078	100%	648	100%	1,077	100%	12,974	100%	5,892	100%	
1p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS (SFI)	Never	456	40%	370	47%	4,158	42%	2,122	42%	182	28%	283	26%	3,999	31%	1,814	31%
			Sometimes	404	38%	250	33%	3,481	36%	1,866	36%	286	44%	491	45%	5,308	41%	2,411	41%
			Often	169	16%	111	14%	1,405	15%	752	15%	122	19%	177	17%	2,323	18%	1,074	18%
			Very often	72	6%	45	6%	637	7%	342	7%	58	9%	125	12%	1,344	10%	597	10%
		Total	1,101	100%	776	100%	9,681	100%	5,082	100%	648	100%	1,076	100%	12,974	100%	5,896	100%	
1q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED (SFI)	Never	70	7%	54	7%	656	7%	364	8%	21	3%	33	3%	557	5%	315	6%
			Sometimes	438	41%	303	39%	3,266	35%	1,799	36%	172	27%	297	28%	3,773	31%	1,843	32%
			Often	407	38%	300	41%	3,805	40%	1,998	40%	318	50%	485	45%	5,666	43%	2,524	43%
			Very often	171	15%	101	13%	1,753	17%	838	16%	129	19%	251	23%	2,824	21%	1,153	19%
		Total	1,086	100%	758	100%	9,480	100%	4,999	100%	640	100%	1,066	100%	12,820	100%	5,835	100%	
1r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD (LAC)	Never	64	6%	33	5%	571	7%	362	7%	38	7%	52	5%	663	6%	367	6%
			Sometimes	414	39%	280	38%	3,276	36%	1,827	36%	225	35%	349	34%	4,172	34%	2,041	36%
			Often	432	40%	313	41%	3,727	39%	1,950	39%	240	37%	421	39%	4,989	38%	2,170	37%
			Very often	171	15%	127	16%	1,913	19%	859	17%	139	21%	243	22%	3,007	22%	1,257	21%
		Total	1,081	100%	753	100%	9,487	100%	4,998	100%	642	100%	1,065	100%	12,831	100%	5,835	100%	
1s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER (SFI)	Never	605	56%	436	57%	5,358	57%	2,939	59%	238	38%	387	37%	6,219	50%	2,828	51%
			Sometimes	295	28%	193	25%	2,507	27%	1,265	25%	240	37%	380	36%	3,822	30%	1,767	30%
			Often	127	12%	93	13%	1,108	12%	531	11%	101	16%	168	15%	1,685	13%	755	12%
			Very often	52	5%	33	5%	484	5%	247	5%	57	9%	130	12%	1,076	8%	477	7%
		Total	1,079	100%	755	100%	9,457	100%	4,982	100%	636	100%	1,065	100%	12,802	100%	5,827	100%	
1t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS (ACL)	Never	73	7%	53	8%	613	7%	325	8%	27	4%	48	5%	481	4%	242	4%
			Sometimes	399	38%	307	41%	3,327	36%	1,763	36%	218	35%	337	32%	3,890	31%	1,879	32%
			Often	385	35%	249	32%	3,318	35%	1,764	34%	238	37%	400	37%	4,662	36%	2,101	37%
			Very often	227	20%	148	19%	2,213	22%	1,148	22%	159	24%	284	26%	3,807	29%	1,612	27%
		Total	1,084	100%	757	100%	9,471	100%	5,000	100%	642	100%	1,069	100%	12,840	100%	5,834	100%	
1u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD (EEE)	Never	196	18%	145	19%	1,393	15%	694	15%	88	13%	126	12%	1,425	12%	670	11%
			Sometimes	383	35%	249	33%	2,884	31%	1,579	32%	250	39%	354	33%	4,053	32%	1,872	31%
			Often	274	25%	210	29%	2,649	28%	1,382	27%	167	26%	318	30%	3,652	29%	1,691	30%
			Very often	232	22%	151	20%	2,574	26%	1,352	26%	138	21%	272	25%	3,699	28%	1,621	28%
		Total	1,085	100%	755	100%	9,500	100%	5,007	100%	643	100%	1,070	100%	12,829	100%	5,854	100%	

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# National Survey of Student Engagement

## NSSE 2009 Engagement Item Frequency Distributions <sup>a</sup>

### Indiana University of Pennsylvania

#### First-Year Students

#### Seniors

			First-Year Students								Seniors								
			IUP		PASSHE		Carnegie Class		Selected Peers		IUP		PASSHE		Carnegie Class		Selected Peers		
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
Variable	Response Options																		
1v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2 (EEE)	Never	139	14%	93	12%	1,047	12%	532	12%	62	10%	88	9%	1,261	10%	555	10%
			Sometimes	363	33%	263	34%	2,995	32%	1,545	32%	234	35%	362	33%	4,244	34%	1,870	32%
			Often	300	27%	219	30%	2,797	30%	1,505	28%	186	29%	329	31%	3,695	29%	1,776	30%
			Very often	281	27%	181	24%	2,658	27%	1,424	28%	162	26%	291	27%	3,636	27%	1,648	28%
		Total		1,083	100%	756	100%	9,497	100%	5,006	100%	644	100%	1,070	100%	12,836	100%	5,849	100%
2a.	Coursework emphasizes: <b>Memorizing</b> facts, ideas, or methods from your courses and readings	MEMORIZE	Very little	34	3%	19	2%	494	6%	214	4%	35	5%	58	5%	1,136	9%	480	8%
			Some	247	24%	186	25%	2,290	25%	1,264	24%	180	28%	279	27%	3,664	29%	1,785	30%
			Quite a bit	473	44%	332	45%	3,804	41%	2,068	42%	240	39%	425	40%	4,710	37%	2,069	37%
			Very much	323	29%	213	27%	2,826	29%	1,433	30%	185	28%	304	28%	3,250	24%	1,475	26%
		Total		1,077	100%	750	100%	9,414	100%	4,979	100%	640	100%	1,066	100%	12,760	100%	5,809	100%
2b.	Coursework emphasizes: <b>Analyzing</b> the basic elements of an idea, experience, or theory	ANALYZE (LAC)	Very little	22	2%	15	2%	225	3%	96	2%	5	1%	22	2%	230	2%	95	2%
			Some	250	24%	189	25%	1,664	18%	941	20%	97	16%	177	17%	1,668	14%	785	13%
			Quite a bit	470	44%	367	49%	4,130	44%	2,174	45%	266	43%	437	42%	5,300	42%	2,457	43%
			Very much	331	30%	178	24%	3,369	35%	1,743	33%	268	41%	425	40%	5,528	42%	2,459	43%
		Total		1,073	100%	749	100%	9,388	100%	4,954	100%	636	100%	1,061	100%	12,726	100%	5,796	100%
2c.	Coursework emphasizes: <b>Synthesizing</b> and organizing ideas, information, or experiences	SYNTHESZ (LAC)	Very little	41	4%	43	6%	401	4%	209	5%	20	3%	29	3%	489	4%	214	4%
			Some	333	32%	246	33%	2,449	27%	1,368	28%	140	23%	234	22%	2,675	22%	1,292	22%
			Quite a bit	439	40%	302	41%	3,838	41%	2,035	42%	236	37%	426	41%	5,036	40%	2,334	40%
			Very much	253	24%	158	21%	2,679	27%	1,341	25%	243	37%	368	34%	4,505	34%	1,946	34%
		Total		1,066	100%	749	100%	9,367	100%	4,953	100%	639	100%	1,057	100%	12,705	100%	5,786	100%
2d.	Coursework emphasizes: <b>Making judgments</b> about the value of information, arguments, or methods	EVALUATE (LAC)	Very little	66	6%	47	6%	479	6%	252	5%	24	4%	33	3%	627	5%	331	6%
			Some	290	28%	212	29%	2,283	25%	1,265	26%	151	24%	241	23%	2,654	21%	1,311	22%
			Quite a bit	438	40%	319	44%	3,884	42%	2,088	43%	257	41%	404	38%	5,019	40%	2,229	38%
			Very much	279	26%	165	21%	2,750	28%	1,343	26%	208	32%	383	36%	4,434	33%	1,921	34%
		Total		1,073	100%	743	100%	9,396	100%	4,948	100%	640	100%	1,061	100%	12,734	100%	5,792	100%
2e.	Coursework emphasizes: <b>Applying</b> theories or concepts to practical problems or in new situations	APPLYING (LAC)	Very little	38	4%	26	3%	359	4%	170	4%	16	3%	26	2%	355	3%	181	3%
			Some	216	21%	193	26%	2,016	22%	1,002	21%	92	15%	160	15%	1,963	17%	936	17%
			Quite a bit	449	41%	312	42%	3,605	39%	1,996	41%	210	34%	369	35%	4,559	37%	2,070	36%
			Very much	371	35%	219	29%	3,427	35%	1,801	35%	321	48%	511	47%	5,888	44%	2,623	44%
		Total		1,074	100%	750	100%	9,407	100%	4,969	100%	639	100%	1,066	100%	12,765	100%	5,810	100%
3a.	Number of assigned textbooks, books, or book-length packs of course readings	READASGN (LAC)	None	13	1%	8	1%	131	1%	71	2%	10	2%	29	3%	262	2%	142	2%
			1-4	208	20%	171	23%	1,972	22%	1,157	25%	179	29%	359	35%	3,525	28%	1,859	32%
			5-10	486	45%	320	43%	3,812	41%	2,084	41%	243	38%	387	37%	4,672	36%	2,105	36%
			11-20	257	24%	170	22%	2,237	23%	1,091	22%	121	18%	170	16%	2,439	19%	982	17%
			More than 20	106	9%	76	10%	1,258	13%	561	11%	85	13%	113	10%	1,836	15%	701	12%
		Total		1,070	100%	745	100%	9,410	100%	4,964	100%	638	100%	1,058	100%	12,734	100%	5,789	100%

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# National Survey of Student Engagement

## NSSE 2009 Engagement Item Frequency Distributions <sup>a</sup>

### Indiana University of Pennsylvania

#### First-Year Students

#### Seniors

			First-Year Students								Seniors							
			IUP		PASSHE		Carnegie Class		Selected Peers		IUP		PASSHE		Carnegie Class		Selected Peers	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Variable	Response Options																	
3b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	None	297	28%	208	28%	2,258	25%	1,324	28%	160	25%	237	23%	2,575	21%	1,255	22%
		1-4	535	50%	363	50%	4,915	52%	2,480	50%	350	54%	534	50%	6,614	51%	2,931	51%
		5-10	163	15%	116	15%	1,487	15%	738	15%	83	13%	173	16%	2,225	18%	978	17%
		11-20	42	4%	36	5%	396	4%	223	4%	29	4%	66	6%	716	6%	319	5%
		More than 20	32	3%	21	3%	333	3%	194	4%	17	3%	49	4%	598	5%	304	5%
	Total	1,069	100%	744	100%	9,389	100%	4,959	100%	639	100%	1,059	100%	12,728	100%	5,787	100%	
3c. Number of written papers or reports of <b>20 pages or more</b>	WRITEMOR (LAC)	None	854	80%	641	86%	7,457	79%	4,099	83%	339	53%	559	51%	6,219	50%	2,937	53%
		1-4	150	14%	63	8%	1,305	14%	587	12%	253	39%	397	39%	5,095	39%	2,288	38%
		5-10	33	3%	27	4%	358	4%	168	4%	27	5%	65	6%	973	7%	390	7%
		11-20	16	1%	7	1%	151	2%	61	1%	10	2%	23	2%	244	2%	110	2%
		More than 20	11	1%	5	1%	109	1%	40	1%	7	1%	14	1%	195	2%	59	1%
	Total	1,064	100%	743	100%	9,380	100%	4,955	100%	636	100%	1,058	100%	12,726	100%	5,784	100%	
3d. Number of written papers or reports <b>between 5 and 19 pages</b>	WRITEMID (LAC)	None	191	18%	149	19%	1,077	12%	755	16%	52	8%	148	14%	1,307	10%	749	14%
		1-4	601	56%	422	57%	5,048	54%	2,564	49%	296	46%	453	43%	5,656	45%	2,647	46%
		5-10	219	21%	141	19%	2,487	26%	1,268	27%	194	30%	299	29%	3,812	29%	1,623	27%
		11-20	43	4%	28	4%	604	6%	295	6%	70	11%	110	10%	1,397	11%	580	10%
		More than 20	14	1%	4	1%	153	2%	74	1%	27	4%	46	4%	526	4%	185	3%
	Total	1,068	100%	744	100%	9,369	100%	4,956	100%	639	100%	1,056	100%	12,698	100%	5,784	100%	
3e. Number of written papers or reports of <b>fewer than 5 pages</b>	WRITESML (LAC)	None	27	2%	15	2%	268	3%	194	4%	13	2%	59	6%	825	7%	431	8%
		1-4	359	32%	249	34%	2,847	30%	1,654	34%	177	28%	366	35%	4,448	35%	2,094	36%
		5-10	315	30%	296	40%	3,323	35%	1,674	35%	151	24%	272	25%	3,425	27%	1,592	28%
		11-20	227	22%	135	18%	1,933	20%	928	17%	156	24%	205	20%	2,174	17%	900	16%
		More than 20	142	13%	47	6%	1,010	11%	513	9%	142	22%	159	15%	1,840	14%	771	13%
	Total	1,070	100%	742	100%	9,381	100%	4,963	100%	639	100%	1,061	100%	12,712	100%	5,788	100%	
4a. Number of problem sets that take you <b>more</b> than an hour to complete	PROBSETA	None	184	18%	129	18%	1,163	13%	600	12%	125	19%	230	22%	2,178	18%	1,031	18%
		1-2	446	42%	316	42%	3,373	36%	1,768	37%	242	39%	366	35%	4,126	33%	1,892	33%
		3-4	290	27%	205	28%	2,964	31%	1,568	30%	148	24%	262	25%	3,730	29%	1,619	27%
		5-6	73	7%	50	7%	962	10%	524	10%	63	10%	98	9%	1,197	9%	506	9%
		More than 6	74	7%	41	5%	893	10%	489	10%	59	9%	99	9%	1,429	11%	726	13%
	Total	1,067	100%	741	100%	9,355	100%	4,949	100%	637	100%	1,055	100%	12,660	100%	5,774	100%	
4b. Number of problem sets that take you <b>less</b> than an hour to complete	PROBSETB	None	80	8%	58	8%	1,074	11%	577	12%	122	19%	192	18%	3,209	26%	1,526	26%
		1-2	337	31%	239	31%	3,361	35%	1,789	37%	198	31%	389	37%	4,627	36%	2,092	36%
		3-4	333	31%	224	29%	2,562	28%	1,329	27%	177	28%	251	24%	2,548	20%	1,120	20%
		5-6	159	15%	104	15%	1,071	11%	542	10%	69	11%	106	10%	1,014	8%	426	7%
		More than 6	159	15%	117	16%	1,302	15%	715	14%	70	11%	116	11%	1,255	10%	605	11%
	Total	1,068	100%	742	100%	9,370	100%	4,952	100%	636	100%	1,054	100%	12,653	100%	5,769	100%	

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# National Survey of Student Engagement

## NSSE 2009 Engagement Item Frequency Distributions <sup>a</sup>

### Indiana University of Pennsylvania

#### First-Year Students

#### Seniors

First-Year Students												Seniors							
			IUP		PASSHE		Carnegie Class		Selected Peers		IUP		PASSHE		Carnegie Class		Selected Peers		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
5.	Select the circle that best represents the extent to which your examinations during the current school year challenged you to do your best work	EXAMS	1 Very little	7	1%	4	0%	67	1%	38	1%	5	1%	15	1%	157	1%	61	1%
			2	11	1%	6	1%	104	1%	62	1%	14	2%	20	2%	214	2%	85	1%
			3	42	5%	25	3%	329	4%	172	4%	35	6%	41	4%	463	4%	226	4%
			4	142	14%	122	16%	1,230	13%	595	12%	87	14%	157	14%	1,454	12%	637	11%
			5	364	34%	268	36%	2,867	31%	1,484	31%	180	28%	331	31%	3,490	28%	1,606	28%
			6	339	31%	234	31%	3,176	33%	1,725	34%	215	34%	300	28%	4,177	32%	1,924	32%
			7 Very much	162	15%	88	11%	1,606	17%	886	17%	104	16%	196	19%	2,755	21%	1,246	21%
	Total		1,067	100%	747	100%	9,379	100%	4,962	100%	640	100%	1,060	100%	12,710	100%	5,785	100%	
6a.	Attended an art exhibit, play, dance, music, theater, or other performance	ATDART07	Never	261	25%	164	23%	2,216	24%	1,300	28%	210	33%	318	31%	3,883	31%	1,906	34%
			Sometimes	470	45%	366	49%	4,184	46%	2,219	44%	284	45%	456	43%	5,660	45%	2,492	43%
			Often	200	18%	149	20%	1,728	18%	871	17%	76	11%	148	14%	1,834	14%	765	13%
			Very often	132	12%	66	9%	1,111	12%	516	11%	65	10%	124	11%	1,195	10%	568	10%
			Total		1,063	100%	745	100%	9,239	100%	4,906	100%	635	100%	1,046	100%	12,572	100%	5,731
6b.	Exercised or participated in physical fitness activities	EXRCSE05	Never	98	10%	105	14%	1,108	12%	649	12%	79	12%	147	14%	1,703	14%	755	15%
			Sometimes	318	29%	214	28%	2,658	29%	1,446	30%	203	32%	335	32%	4,174	33%	1,891	33%
			Often	276	26%	169	22%	2,467	27%	1,322	27%	146	23%	246	23%	3,068	24%	1,404	24%
			Very often	368	35%	256	36%	3,003	32%	1,491	30%	206	33%	314	31%	3,629	29%	1,680	28%
			Total		1,060	100%	744	100%	9,236	100%	4,908	100%	634	100%	1,042	100%	12,574	100%	5,730
6c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSH05	Never	562	53%	458	61%	3,697	42%	2,228	44%	294	47%	551	53%	4,387	38%	2,333	41%
			Sometimes	279	27%	171	23%	2,444	27%	1,255	26%	182	29%	271	26%	3,394	27%	1,522	27%
			Often	115	11%	66	9%	1,436	15%	673	15%	71	11%	111	11%	1,939	14%	755	13%
			Very often	104	10%	48	6%	1,640	16%	742	15%	87	14%	110	11%	2,823	20%	1,114	19%
			Total		1,060	100%	743	100%	9,217	100%	4,898	100%	634	100%	1,043	100%	12,543	100%	5,724
6d.	Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	Never	149	15%	119	16%	924	10%	532	11%	75	12%	116	12%	936	8%	510	9%
			Sometimes	430	40%	306	41%	3,306	36%	1,830	38%	234	36%	352	33%	4,048	32%	1,956	34%
			Often	333	31%	209	29%	3,244	35%	1,664	33%	212	34%	343	33%	4,607	36%	2,028	36%
			Very often	148	14%	108	14%	1,747	18%	869	18%	111	18%	227	22%	2,949	24%	1,229	21%
			Total		1,060	100%	742	100%	9,221	100%	4,895	100%	632	100%	1,038	100%	12,540	100%	5,723
6e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	Never	89	9%	75	10%	514	6%	266	6%	44	7%	77	8%	579	5%	335	6%
			Sometimes	377	36%	245	33%	2,836	31%	1,616	33%	186	29%	304	29%	3,491	28%	1,715	30%
			Often	384	35%	274	38%	3,567	38%	1,894	38%	251	40%	377	36%	5,015	40%	2,152	37%
			Very often	209	20%	146	19%	2,318	25%	1,129	23%	153	24%	283	27%	3,478	27%	1,516	27%
			Total		1,059	100%	740	100%	9,235	100%	4,905	100%	634	100%	1,041	100%	12,563	100%	5,718
6f.	Learned something that changed the way you understand an issue or concept	CHNGVIEW	Never	44	5%	31	4%	364	4%	189	4%	22	4%	43	4%	393	3%	213	4%
			Sometimes	338	31%	251	33%	2,723	31%	1,542	33%	199	32%	321	31%	3,633	29%	1,740	30%
			Often	430	41%	319	44%	3,641	39%	1,942	38%	254	40%	368	35%	5,011	40%	2,305	40%
			Very often	251	23%	142	19%	2,525	26%	1,240	24%	160	25%	311	30%	3,543	28%	1,473	26%
			Total		1,063	100%	743	100%	9,253	100%	4,913	100%	635	100%	1,043	100%	12,580	100%	5,731

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# National Survey of Student Engagement

## NSSE 2009 Engagement Item Frequency Distributions <sup>a</sup>

### Indiana University of Pennsylvania

#### First-Year Students

#### Seniors

		Variable	Response Options	IUP		PASSHE		Carnegie Class		Selected Peers		IUP		PASSHE		Carnegie Class		Selected Peers	
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
7a.	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04 (EEE)	Have not decided	119	12%	91	14%	1,150	13%	582	13%	35	6%	67	7%	1,027	8%	479	9%
			Do not plan to do	40	4%	17	2%	407	5%	212	5%	71	12%	133	13%	1,875	15%	848	16%
			Plan to do	836	80%	577	78%	6,835	74%	3,661	75%	163	27%	274	27%	3,272	27%	1,331	26%
			Done	51	5%	47	6%	704	8%	380	8%	362	56%	558	53%	6,278	49%	3,045	49%
			Total	1,046	100%	732	100%	9,096	100%	4,835	100%	631	100%	1,032	100%	12,452	100%	5,703	100%
7b.	Community service or volunteer work	VOLNTR04 (EEE)	Have not decided	173	18%	133	20%	1,091	13%	756	16%	54	9%	108	11%	1,072	9%	564	11%
			Do not plan to do	70	8%	46	7%	502	6%	394	9%	77	14%	176	18%	1,816	15%	1,001	18%
			Plan to do	458	42%	349	46%	3,630	41%	1,928	41%	98	16%	139	13%	2,044	17%	868	17%
			Done	345	32%	205	27%	3,855	40%	1,732	34%	398	62%	606	57%	7,489	59%	3,249	54%
			Total	1,046	100%	733	100%	9,078	100%	4,810	100%	627	100%	1,029	100%	12,421	100%	5,682	100%
7c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04 (EEE)	Have not decided	370	36%	308	42%	2,906	32%	1,466	31%	90	14%	189	19%	1,846	15%	831	16%
			Do not plan to do	245	24%	158	22%	2,068	23%	1,278	27%	284	46%	454	46%	5,810	47%	2,891	50%
			Plan to do	301	29%	208	28%	2,503	28%	1,073	23%	67	11%	90	9%	1,225	10%	462	10%
			Done	128	12%	54	7%	1,578	17%	993	20%	186	29%	280	26%	3,492	28%	1,488	24%
			Total	1,044	100%	728	100%	9,055	100%	4,810	100%	627	100%	1,013	100%	12,373	100%	5,672	100%
7d.	Work on a research project with a faculty member outside of course or program requirements	RESRCH04 (SFI)	Have not decided	423	40%	311	42%	3,464	38%	1,808	38%	122	19%	189	18%	2,318	19%	995	18%
			Do not plan to do	266	25%	177	24%	2,253	24%	1,151	25%	332	52%	527	51%	6,290	50%	2,797	49%
			Plan to do	311	31%	219	31%	2,861	32%	1,615	31%	58	10%	120	12%	1,729	15%	830	16%
			Done	49	5%	25	3%	506	6%	254	5%	120	19%	192	19%	2,092	17%	1,070	16%
			Total	1,049	100%	732	100%	9,084	100%	4,828	100%	632	100%	1,028	100%	12,429	100%	5,692	100%
7e.	Foreign language coursework	FORLNG04 (EEE)	Have not decided	209	20%	189	26%	1,716	19%	980	19%	47	7%	94	9%	1,193	10%	477	9%
			Do not plan to do	386	36%	274	37%	2,449	28%	1,581	34%	299	48%	522	51%	5,345	44%	2,582	45%
			Plan to do	290	28%	178	25%	3,122	34%	1,418	30%	34	6%	68	7%	1,145	9%	503	10%
			Done	166	16%	90	12%	1,817	19%	848	17%	251	39%	343	32%	4,752	37%	2,129	36%
			Total	1,051	100%	731	100%	9,104	100%	4,827	100%	631	100%	1,027	100%	12,435	100%	5,691	100%
7f.	Study abroad	STDABR04 (EEE)	Have not decided	333	32%	247	34%	2,628	30%	1,515	31%	71	11%	157	15%	1,818	15%	766	14%
			Do not plan to do	287	28%	236	33%	2,370	27%	1,554	33%	442	71%	711	70%	7,844	64%	3,850	66%
			Plan to do	398	37%	232	31%	3,794	40%	1,609	33%	35	6%	84	8%	1,118	9%	473	8%
			Done	29	3%	13	2%	279	3%	140	3%	78	12%	73	7%	1,627	12%	583	11%
			Total	1,047	100%	728	100%	9,071	100%	4,818	100%	626	100%	1,025	100%	12,407	100%	5,672	100%
7g.	Independent study or self-designed major	INDSTD04 (EEE)	Have not decided	337	32%	246	34%	3,006	33%	1,587	33%	79	12%	157	15%	1,794	14%	774	14%
			Do not plan to do	523	50%	329	44%	4,114	44%	2,295	47%	442	70%	594	58%	7,235	58%	3,542	61%
			Plan to do	152	15%	134	19%	1,576	18%	763	17%	38	6%	108	11%	1,279	11%	530	10%
			Done	29	3%	22	3%	359	4%	162	4%	68	11%	165	16%	2,084	16%	824	14%
			Total	1,041	100%	731	100%	9,055	100%	4,807	100%	627	100%	1,024	100%	12,392	100%	5,670	100%

<sup>a</sup> Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.



# National Survey of Student Engagement

## NSSE 2009 Engagement Item Frequency Distributions <sup>a</sup> Indiana University of Pennsylvania

			First-Year Students								Seniors									
			IUP		PASSHE		Carnegie Class		Selected Peers		IUP		PASSHE		Carnegie Class		Selected Peers			
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%		
7h.	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04	Have not decided	425	40%	300	41%	3,244	36%	1,836	38%	74	11%	119	12%	1,504	11%	627	11%	
		(EEE)	Do not plan to do	106	11%	89	12%	1,013	11%	640	14%	182	28%	275	27%	2,791	21%	1,380	22%	
			Plan to do	504	48%	325	44%	4,649	51%	2,257	45%	166	27%	286	29%	4,027	33%	1,873	36%	
			Done	16	1%	18	2%	197	2%	94	2%	209	33%	350	33%	4,110	35%	1,821	31%	
		Total		1,051	100%	732	100%	9,103	100%	4,827	100%	631	100%	1,030	100%	12,432	100%	5,701	100%	
8a.	Quality of relationships with other students	ENVSTU (SCE)	1 Unfriendly, Unsupportive, Sense	15	1%	14	2%	102	1%	55	1%	4	1%	11	1%	122	1%	42	1%	
			2	42	4%	19	3%	227	3%	101	2%	13	2%	24	2%	253	2%	131	2%	
			3	63	6%	37	5%	522	6%	248	6%	23	4%	37	4%	492	4%	258	5%	
			4	122	12%	97	13%	1,218	14%	658	15%	73	12%	91	9%	1,388	12%	704	13%	
			5	247	23%	159	22%	1,948	22%	1,053	22%	139	22%	232	23%	2,582	21%	1,228	22%	
			6	331	31%	243	33%	2,708	30%	1,483	29%	210	33%	314	31%	3,921	31%	1,831	31%	
			7 Friendly, Supportive,	228	21%	164	22%	2,368	25%	1,227	25%	167	26%	319	31%	3,653	27%	1,503	25%	
			Total		1,048	100%	733	100%	9,093	100%	4,825	100%	629	100%	1,028	100%	12,411	100%	5,697	100%
			8b.	Quality of relationships with faculty members	ENVFAC (SCE)	Unhelpful, Unsympathetic	10	1%	12	2%	95	1%	44	1%	8	1%	7	1%	135	1%
2	32	3%				15	2%	225	3%	134	3%	6	1%	24	2%	295	3%	168	3%	
3	76	8%				44	6%	602	7%	307	7%	36	5%	40	4%	635	5%	310	6%	
4	192	18%				129	18%	1,633	18%	870	18%	90	14%	121	11%	1,580	13%	836	16%	
5	314	29%				210	29%	2,488	28%	1,348	28%	155	25%	235	23%	2,915	24%	1,433	25%	
6	289	27%				210	28%	2,558	28%	1,406	28%	218	35%	330	32%	3,962	32%	1,801	30%	
7 Available, Helpful, Sympathetic	134	13%				111	15%	1,490	16%	721	15%	119	19%	271	26%	2,897	22%	1,079	19%	
Total		1,047				100%	731	100%	9,091	100%	4,830	100%	632	100%	1,028	100%	12,419	100%	5,695	100%
8c.	Quality of relationships with administrative personnel and offices	ENVADM (SCE)				1 Unhelpful, Inconsiderate, Rigid	34	3%	23	3%	298	4%	187	4%	35	5%	53	5%	718	7%
			2	67	7%	38	5%	564	6%	285	7%	63	10%	76	7%	960	8%	481	9%	
			3	159	14%	84	12%	949	11%	509	11%	66	10%	129	13%	1,279	11%	633	12%	
			4	257	24%	155	22%	2,145	24%	1,079	23%	138	21%	213	20%	2,596	21%	1,200	21%	
			5	253	24%	177	24%	2,178	24%	1,167	24%	143	23%	238	23%	2,608	21%	1,176	20%	
			6	178	18%	176	23%	1,808	20%	977	19%	120	19%	191	19%	2,448	19%	1,139	19%	
			7 Helpful, Considerate,	101	10%	81	11%	1,152	12%	616	12%	67	11%	129	13%	1,805	14%	743	13%	
			Total		1,049	100%	734	100%	9,094	100%	4,820	100%	632	100%	1,029	100%	12,414	100%	5,695	100%

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# National Survey of Student Engagement

## NSSE 2009 Engagement Item Frequency Distributions <sup>a</sup>

### Indiana University of Pennsylvania

#### First-Year Students

#### Seniors

			First-Year Students								Seniors							
			IUP		PASSHE		Carnegie Class		Selected Peers		IUP		PASSHE		Carnegie Class		Selected Peers	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
9a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01 0 hrs/wk	4	0%	4	1%	44	1%	20	1%	2	0%	4	0%	61	1%	15	0%
		(LAC) 1-5 hrs/wk	203	21%	136	19%	1,317	15%	735	17%	86	14%	190	20%	2,025	17%	934	18%
		6-10 hrs/wk	295	28%	198	27%	2,333	26%	1,249	26%	146	24%	297	29%	3,145	26%	1,333	24%
		11-15 hrs/wk	230	22%	157	22%	2,055	23%	1,084	23%	140	23%	192	19%	2,467	20%	1,106	20%
		16-20 hrs/wk	162	16%	124	18%	1,568	17%	815	16%	109	17%	134	13%	1,989	16%	929	15%
		21-25 hrs/wk	75	7%	68	8%	892	10%	452	8%	66	10%	95	9%	1,162	10%	567	9%
		26-30 hrs/wk	41	4%	30	4%	415	5%	204	4%	39	6%	66	6%	673	5%	348	6%
		30+ hrs/wk	32	3%	12	2%	399	4%	221	5%	42	6%	44	4%	825	6%	434	7%
		Total	1,042	100%	729	100%	9,023	100%	4,780	100%	630	100%	1,022	100%	12,347	100%	5,666	100%
9b.	Working for pay <b>on campus</b>	WORKON01 0 hrs/wk	858	82%	599	82%	7,246	81%	3,908	83%	449	71%	658	65%	9,318	76%	4,171	78%
		1-5 hrs/wk	26	3%	23	3%	296	3%	179	3%	20	3%	43	4%	407	3%	211	3%
		6-10 hrs/wk	65	6%	60	8%	525	5%	251	5%	53	8%	182	18%	728	5%	406	5%
		11-15 hrs/wk	49	4%	19	3%	457	5%	203	4%	48	8%	69	7%	676	5%	325	5%
		16-20 hrs/wk	27	3%	15	2%	327	4%	145	3%	31	5%	40	4%	716	6%	291	5%
		21-25 hrs/wk	9	1%	5	1%	54	1%	43	1%	18	3%	12	1%	188	2%	86	1%
		26-30 hrs/wk	3	0%	2	0%	31	0%	13	0%	1	0%	5	1%	62	1%	52	1%
		30+ hrs/wk	5	1%	5	1%	84	1%	36	1%	11	2%	13	1%	229	2%	118	2%
		Total	1,042	100%	728	100%	9,020	100%	4,778	100%	631	100%	1,022	100%	12,324	100%	5,660	100%
9c.	Working for pay <b>off campus</b>	WORKOF01 0 hrs/wk	771	72%	497	69%	5,877	65%	3,014	60%	327	52%	472	45%	4,769	38%	2,239	36%
		1-5 hrs/wk	63	6%	36	5%	454	5%	223	4%	43	7%	62	6%	537	4%	285	5%
		6-10 hrs/wk	45	4%	45	6%	451	5%	285	6%	44	7%	77	7%	747	6%	342	6%
		11-15 hrs/wk	39	4%	46	6%	475	5%	281	6%	51	8%	75	7%	754	6%	403	7%
		16-20 hrs/wk	54	6%	41	6%	553	6%	332	8%	62	10%	129	12%	1,113	9%	567	10%
		21-25 hrs/wk	29	3%	30	4%	379	4%	234	6%	43	7%	71	7%	906	8%	441	9%
		26-30 hrs/wk	17	2%	15	2%	216	2%	140	3%	18	3%	49	5%	693	6%	354	7%
		30+ hrs/wk	21	3%	19	2%	610	7%	271	7%	41	7%	91	10%	2,816	23%	1,040	20%
		Total	1,039	100%	729	100%	9,015	100%	4,780	100%	629	100%	1,026	100%	12,335	100%	5,671	100%
9d.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01 0 hrs/wk	414	40%	286	39%	3,830	43%	2,024	44%	229	37%	401	40%	6,377	53%	2,819	53%
		(EEE) 1-5 hrs/wk	325	30%	227	30%	2,549	28%	1,410	28%	205	32%	318	30%	3,024	24%	1,440	24%
		6-10 hrs/wk	136	13%	95	14%	1,170	13%	603	11%	90	14%	105	10%	1,281	10%	608	9%
		11-15 hrs/wk	77	7%	47	7%	626	7%	314	7%	44	7%	76	7%	675	5%	307	5%
		16-20 hrs/wk	42	4%	35	5%	412	4%	215	5%	28	4%	46	5%	452	3%	222	3%
		21-25 hrs/wk	25	3%	16	2%	184	2%	92	2%	11	2%	43	4%	213	2%	96	1%
		26-30 hrs/wk	8	1%	4	1%	76	1%	46	1%	4	1%	15	2%	95	1%	55	1%
		30+ hrs/wk	17	2%	20	3%	171	2%	79	2%	18	3%	20	2%	233	2%	121	2%
		Total	1,044	100%	730	100%	9,018	100%	4,783	100%	629	100%	1,024	100%	12,350	100%	5,668	100%

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# National Survey of Student Engagement

## NSSE 2009 Engagement Item Frequency Distributions <sup>a</sup> Indiana University of Pennsylvania

### First-Year Students

### Seniors

			IUP		PASSHE		Carnegie Class		Selected Peers		IUP		PASSHE		Carnegie Class		Selected Peers	
			Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
9e. Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05	0 hrs/wk	5	1%	7	1%	84	1%	45	1%	8	1%	9	1%	168	1%	79	2%
		1-5 hrs/wk	184	17%	129	17%	1,984	21%	1,003	21%	134	21%	271	26%	3,533	28%	1,564	29%
		6-10 hrs/wk	292	28%	194	27%	2,503	27%	1,300	27%	176	28%	311	30%	3,816	31%	1,784	31%
		11-15 hrs/wk	230	22%	165	23%	1,915	21%	1,031	22%	129	21%	187	18%	2,302	19%	1,106	20%
		16-20 hrs/wk	159	15%	93	13%	1,200	14%	682	15%	91	14%	113	12%	1,291	11%	591	10%
		21-25 hrs/wk	75	8%	54	8%	537	6%	283	6%	41	7%	70	7%	520	4%	218	4%
		26-30 hrs/wk	36	4%	37	5%	262	3%	133	3%	12	2%	21	2%	227	2%	107	2%
		30+ hrs/wk	55	6%	43	6%	490	6%	277	6%	35	6%	40	4%	430	4%	197	4%
		Total	1,036	100%	722	100%	8,975	100%	4,754	100%	626	100%	1,022	100%	12,287	100%	5,646	100%
9f. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	0 hrs/wk	791	76%	497	70%	6,047	68%	3,333	69%	434	69%	647	63%	6,614	54%	3,234	54%
		1-5 hrs/wk	136	13%	125	17%	1,283	14%	696	15%	75	12%	162	16%	1,656	14%	736	14%
		6-10 hrs/wk	42	4%	46	6%	530	6%	252	6%	33	5%	77	8%	978	8%	434	8%
		11-15 hrs/wk	26	2%	20	3%	290	3%	135	3%	31	5%	33	3%	546	4%	259	5%
		16-20 hrs/wk	12	2%	15	2%	212	2%	100	3%	10	2%	22	2%	423	4%	168	3%
		21-25 hrs/wk	4	0%	3	0%	114	1%	45	1%	5	1%	4	0%	253	2%	102	2%
		26-30 hrs/wk	2	0%	6	1%	64	1%	25	1%	5	1%	6	1%	199	2%	66	1%
		30+ hrs/wk	20	2%	8	1%	404	4%	168	4%	32	5%	66	7%	1,610	13%	636	12%
		Total	1,033	100%	720	100%	8,944	100%	4,754	100%	625	100%	1,017	100%	12,279	100%	5,635	100%
9g. Commuting to class (driving, walking, etc.)	COMMUTE	0 hrs/wk	158	15%	110	16%	1,366	14%	662	14%	47	8%	83	9%	1,513	10%	372	6%
		1-5 hrs/wk	685	67%	464	65%	5,262	59%	2,962	61%	408	65%	595	58%	7,261	59%	3,473	59%
		6-10 hrs/wk	119	11%	98	13%	1,419	16%	705	16%	110	17%	236	23%	2,337	20%	1,183	23%
		11-15 hrs/wk	40	4%	26	3%	480	5%	216	5%	37	6%	65	6%	712	6%	369	7%
		16-20 hrs/wk	16	2%	9	1%	214	3%	110	2%	13	2%	26	2%	252	2%	120	2%
		21-25 hrs/wk	4	0%	5	1%	83	1%	35	1%	7	1%	5	0%	77	1%	40	1%
		26-30 hrs/wk	5	0%	2	0%	39	0%	19	0%	1	0%	2	0%	54	0%	23	0%
		30+ hrs/wk	9	1%	7	1%	117	1%	53	1%	4	1%	11	1%	108	1%	72	1%
		Total	1,036	100%	721	100%	8,980	100%	4,762	100%	627	100%	1,023	100%	12,314	100%	5,652	100%
10a. Spending significant amounts of time studying and on academic work	ENVSCHOL (LAC)	Very little	17	2%	20	3%	196	2%	86	2%	20	3%	41	4%	326	3%	150	3%
		Some	212	21%	142	20%	1,498	18%	794	19%	123	20%	222	22%	2,115	19%	938	18%
		Quite a bit	515	50%	367	51%	4,108	47%	2,130	45%	313	50%	474	47%	5,491	45%	2,456	44%
		Very much	288	27%	192	25%	3,071	32%	1,727	34%	169	26%	277	27%	4,273	33%	2,080	35%
		Total	1,032	100%	721	100%	8,873	100%	4,737	100%	625	100%	1,014	100%	12,205	100%	5,624	100%
10b. Providing the support you need to help you succeed academically	ENVSUPRT (SCE)	Very little	39	4%	13	2%	260	3%	156	4%	36	6%	45	5%	659	6%	328	7%
		Some	247	24%	164	23%	1,690	21%	969	22%	168	27%	240	24%	2,899	26%	1,461	26%
		Quite a bit	485	47%	324	46%	3,953	45%	2,057	44%	270	44%	435	43%	5,171	42%	2,410	43%
		Very much	260	25%	215	30%	2,940	31%	1,536	30%	149	24%	285	28%	3,426	26%	1,405	24%
		Total	1,031	100%	716	100%	8,843	100%	4,718	100%	623	100%	1,005	100%	12,155	100%	5,604	100%

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# National Survey of Student Engagement

## NSSE 2009 Engagement Item Frequency Distributions <sup>a</sup>

### Indiana University of Pennsylvania

#### First-Year Students

#### Seniors

		Variable	Response Options	IUP		PASSHE		Carnegie Class		Selected Peers		IUP		PASSHE		Carnegie Class		Selected Peers	
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
10c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS (EEE)	Very little		135	13%	86	12%	941	11%	547	14%	119	19%	171	17%	1,981	17%	964	17%
		Some		333	32%	225	31%	2,558	29%	1,415	30%	217	35%	314	31%	3,879	32%	1,872	32%
		Quite a bit		355	35%	251	35%	3,069	35%	1,547	33%	195	31%	323	32%	3,694	30%	1,601	29%
		Very much		202	20%	157	22%	2,276	25%	1,206	23%	93	15%	203	20%	2,607	21%	1,169	22%
	Total			1,025	100%	719	100%	8,844	100%	4,715	100%	624	100%	1,011	100%	12,161	100%	5,606	100%
10d. Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD (SCE)	Very little		273	27%	156	22%	2,059	24%	1,284	28%	244	39%	313	31%	4,542	39%	2,303	42%
		Some		381	37%	274	38%	3,266	37%	1,784	36%	224	36%	377	37%	4,328	36%	1,987	34%
		Quite a bit		276	26%	204	29%	2,321	26%	1,128	25%	110	18%	216	21%	2,237	18%	893	16%
		Very much		100	10%	85	11%	1,198	13%	527	11%	45	7%	104	10%	1,058	8%	428	8%
	Total			1,030	100%	719	100%	8,844	100%	4,723	100%	623	100%	1,010	100%	12,165	100%	5,611	100%
10e. Providing the support you need to thrive socially	ENVSOCAL (SCE)	Very little		171	17%	98	14%	1,417	17%	839	19%	142	23%	175	17%	3,131	27%	1,529	28%
		Some		363	36%	236	33%	2,934	34%	1,690	36%	232	37%	404	40%	4,667	39%	2,260	39%
		Quite a bit		349	34%	265	37%	2,949	33%	1,512	31%	192	31%	314	31%	3,045	24%	1,298	23%
		Very much		143	14%	115	16%	1,506	16%	660	14%	57	9%	116	12%	1,284	10%	499	9%
	Total			1,026	100%	714	100%	8,806	100%	4,701	100%	623	100%	1,009	100%	12,127	100%	5,586	100%
10f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	Very little		114	12%	47	6%	923	11%	452	10%	78	13%	82	8%	1,910	16%	796	16%
		Some		297	29%	183	26%	2,139	26%	1,308	28%	204	33%	283	28%	3,717	32%	1,839	32%
		Quite a bit		382	37%	275	39%	3,267	37%	1,800	38%	229	36%	402	40%	4,112	34%	1,975	35%
		Very much		235	22%	213	29%	2,515	27%	1,165	24%	113	18%	243	24%	2,382	18%	986	17%
	Total			1,028	100%	718	100%	8,844	100%	4,725	100%	624	100%	1,010	100%	12,121	100%	5,596	100%
10g. Using computers in academic work	ENVCOMPT	Very little		27	2%	14	2%	190	2%	105	2%	17	3%	18	2%	220	2%	94	2%
		Some		173	17%	98	13%	1,077	12%	612	13%	65	10%	105	10%	1,118	9%	503	9%
		Quite a bit		403	39%	290	41%	2,945	34%	1,584	35%	192	30%	328	33%	3,323	28%	1,526	27%
		Very much		428	41%	317	43%	4,647	52%	2,425	50%	351	56%	561	56%	7,522	60%	3,487	61%
	Total			1,031	100%	719	100%	8,859	100%	4,726	100%	625	100%	1,012	100%	12,183	100%	5,610	100%
11a. Acquiring a broad general education	GNGENLED	Very little		31	4%	19	3%	238	3%	139	4%	12	2%	22	2%	358	3%	192	3%
		Some		176	18%	93	13%	1,457	18%	797	17%	92	15%	157	16%	1,742	15%	948	16%
		Quite a bit		484	46%	339	49%	3,757	44%	2,168	48%	255	42%	381	39%	4,589	39%	2,166	40%
		Very much		328	32%	259	35%	3,274	36%	1,545	32%	256	41%	431	43%	5,331	43%	2,247	40%
	Total			1,019	100%	710	100%	8,726	100%	4,649	100%	615	100%	991	100%	12,020	100%	5,553	100%
11b. Acquiring job or work-related knowledge and skills	GNWORK	Very little		96	11%	47	7%	728	8%	404	10%	39	6%	49	5%	672	6%	355	7%
		Some		279	27%	210	30%	2,346	28%	1,261	27%	95	15%	178	18%	2,276	21%	1,099	21%
		Quite a bit		397	38%	273	39%	3,234	37%	1,762	38%	230	38%	340	35%	4,167	35%	1,894	34%
		Very much		249	24%	179	24%	2,412	27%	1,219	25%	250	40%	422	42%	4,928	38%	2,212	39%
	Total			1,021	100%	709	100%	8,720	100%	4,646	100%	614	100%	989	100%	12,043	100%	5,560	100%

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# National Survey of Student Engagement

## NSSE 2009 Engagement Item Frequency Distributions <sup>a</sup>

### Indiana University of Pennsylvania

#### First-Year Students

#### Seniors

			IUP		PASSHE		Carnegie Class		Selected Peers		IUP		PASSHE		Carnegie Class		Selected Peers	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
11c. Writing clearly and effectively	GNWRITE	Very little	46	5%	22	3%	357	4%	250	5%	13	2%	41	4%	511	5%	315	5%
		Some	205	20%	145	21%	1,747	21%	1,074	23%	117	19%	220	22%	2,306	20%	1,237	23%
		Quite a bit	478	47%	328	47%	3,608	42%	1,922	42%	253	42%	372	37%	4,547	38%	2,086	38%
		Very much	294	28%	213	29%	3,011	33%	1,389	30%	229	37%	357	36%	4,688	37%	1,920	34%
	Total		1,023	100%	708	100%	8,723	100%	4,635	100%	612	100%	990	100%	12,052	100%	5,558	100%
11d. Speaking clearly and effectively	GNSPEAK	Very little	97	10%	35	5%	667	8%	408	9%	29	5%	43	5%	766	7%	392	7%
		Some	283	29%	174	24%	2,217	26%	1,348	28%	147	24%	206	21%	2,682	23%	1,404	26%
		Quite a bit	402	39%	300	43%	3,334	39%	1,748	38%	233	38%	408	41%	4,405	37%	1,995	37%
		Very much	234	22%	198	27%	2,495	27%	1,133	24%	206	33%	332	33%	4,175	33%	1,755	31%
	Total		1,016	100%	707	100%	8,713	100%	4,637	100%	615	100%	989	100%	12,028	100%	5,546	100%
11e. Thinking critically and analytically	GNANALY	Very little	30	4%	19	3%	193	2%	105	3%	8	1%	20	2%	252	2%	134	2%
		Some	161	16%	126	18%	1,291	16%	713	16%	67	11%	146	15%	1,380	12%	695	13%
		Quite a bit	472	45%	319	46%	3,522	41%	1,988	43%	251	41%	379	38%	4,380	37%	2,027	37%
		Very much	361	35%	243	34%	3,713	41%	1,837	38%	287	47%	440	45%	6,027	49%	2,690	47%
	Total		1,024	100%	707	100%	8,719	100%	4,643	100%	613	100%	985	100%	12,039	100%	5,546	100%
11f. Analyzing quantitative problems	GNQUANT	Very little	69	7%	53	7%	485	6%	230	6%	34	5%	54	6%	602	6%	288	5%
		Some	266	27%	188	27%	2,091	24%	1,096	25%	139	22%	245	25%	2,527	22%	1,143	21%
		Quite a bit	456	43%	288	41%	3,447	40%	1,872	41%	252	41%	384	39%	4,321	36%	2,003	37%
		Very much	229	22%	178	25%	2,674	30%	1,425	29%	186	31%	302	31%	4,540	37%	2,103	36%
	Total		1,020	100%	707	100%	8,697	100%	4,623	100%	611	100%	985	100%	11,990	100%	5,537	100%
11g. Using computing and information technology	GNCMPTS	Very little	62	7%	39	6%	403	5%	235	5%	20	3%	37	4%	427	4%	211	4%
		Some	213	22%	157	22%	1,677	19%	893	19%	103	17%	146	15%	1,925	17%	825	15%
		Quite a bit	426	40%	295	42%	3,302	38%	1,737	40%	243	40%	363	36%	3,978	34%	1,877	34%
		Very much	325	32%	216	30%	3,350	38%	1,780	35%	248	41%	446	45%	5,731	45%	2,646	47%
	Total		1,026	100%	707	100%	8,732	100%	4,645	100%	614	100%	992	100%	12,061	100%	5,559	100%
11h. Working effectively with others	GNOTHERS	Very little	61	7%	33	5%	408	5%	240	6%	16	2%	30	3%	457	4%	257	5%
		Some	241	25%	145	21%	1,905	22%	1,076	25%	99	16%	167	17%	2,056	18%	1,042	20%
		Quite a bit	410	39%	300	42%	3,360	39%	1,836	39%	266	43%	376	38%	4,203	35%	2,023	36%
		Very much	312	30%	230	32%	3,062	34%	1,494	30%	233	38%	417	42%	5,338	42%	2,238	39%
	Total		1,024	100%	708	100%	8,735	100%	4,646	100%	614	100%	990	100%	12,054	100%	5,560	100%
11i. Voting in local, state, or national elections	GNCITIZN	Very little	179	19%	114	17%	1,823	21%	976	20%	172	28%	261	28%	3,630	30%	1,834	32%
		Some	202	21%	179	25%	2,284	27%	1,333	28%	169	27%	313	31%	3,476	30%	1,646	29%
		Quite a bit	287	27%	202	29%	2,333	27%	1,161	26%	157	26%	226	23%	2,541	22%	1,116	21%
		Very much	344	33%	208	29%	2,128	25%	1,099	25%	114	18%	181	18%	2,237	19%	920	18%
	Total		1,012	100%	703	100%	8,568	100%	4,569	100%	612	100%	981	100%	11,884	100%	5,516	100%

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# National Survey of Student Engagement

## NSSE 2009 Engagement Item Frequency Distributions <sup>a</sup> Indiana University of Pennsylvania

### First-Year Students

### Seniors

	Variable	Response Options	IUP		PASSHE		Carnegie Class		Selected Peers		IUP		PASSHE		Carnegie Class		Selected Peers	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
11j. Learning effectively on your own	GNINQ	Very little	42	5%	27	4%	425	5%	247	6%	40	7%	60	6%	674	6%	405	8%
		Some	198	20%	143	21%	1,859	22%	1,081	24%	106	17%	184	19%	2,367	21%	1,090	20%
		Quite a bit	471	45%	333	48%	3,600	42%	1,952	43%	274	45%	383	39%	4,556	39%	2,181	39%
		Very much	300	29%	193	27%	2,693	30%	1,291	27%	188	31%	351	36%	4,264	34%	1,826	33%
		Total	1,011	100%	696	100%	8,577	100%	4,571	100%	608	100%	978	100%	11,861	100%	5,502	100%
11k. Understanding yourself	GNSELF	Very little	94	10%	57	9%	844	11%	527	13%	69	12%	108	11%	1,461	13%	829	15%
		Some	249	25%	162	23%	2,091	25%	1,268	27%	138	23%	225	23%	3,033	26%	1,534	27%
		Quite a bit	371	36%	285	40%	3,069	36%	1,582	34%	223	37%	316	32%	3,737	32%	1,686	31%
		Very much	297	29%	193	28%	2,549	29%	1,173	26%	178	29%	326	33%	3,633	29%	1,438	26%
		Total	1,011	100%	697	100%	8,553	100%	4,550	100%	608	100%	975	100%	11,864	100%	5,487	100%
11l. Understanding people of other racial and ethnic backgrounds	GNDIVERS	Very little	114	12%	64	9%	929	11%	529	12%	83	13%	141	15%	1,581	13%	825	14%
		Some	297	29%	229	33%	2,514	30%	1,404	31%	198	33%	304	31%	3,592	30%	1,789	31%
		Quite a bit	356	35%	253	36%	2,948	34%	1,518	33%	197	33%	298	30%	3,757	32%	1,649	31%
		Very much	239	24%	152	22%	2,189	25%	1,116	24%	131	21%	238	24%	2,956	24%	1,238	23%
		Total	1,006	100%	698	100%	8,580	100%	4,567	100%	609	100%	981	100%	11,886	100%	5,501	100%
11m. Solving complex real-world problems	GNPROBSV	Very little	113	13%	61	9%	811	10%	461	12%	79	13%	107	11%	1,194	10%	611	11%
		Some	312	30%	213	30%	2,638	31%	1,421	31%	172	28%	290	29%	3,201	28%	1,555	29%
		Quite a bit	380	36%	289	42%	3,091	36%	1,662	36%	230	38%	333	34%	4,267	36%	1,943	35%
		Very much	210	21%	137	20%	2,047	23%	1,018	22%	131	21%	252	26%	3,236	26%	1,405	25%
		Total	1,015	100%	700	100%	8,587	100%	4,562	100%	612	100%	982	100%	11,898	100%	5,514	100%
11n. Developing a personal code of values and ethics	GNETHICS	Very little	133	15%	73	11%	1,068	13%	639	15%	90	15%	136	14%	1,766	16%	1,058	20%
		Some	267	26%	192	27%	2,275	27%	1,359	29%	162	26%	262	26%	3,139	27%	1,572	28%
		Quite a bit	388	37%	282	40%	2,937	34%	1,516	34%	194	32%	311	32%	3,542	30%	1,574	29%
		Very much	226	22%	154	22%	2,301	25%	1,053	22%	164	27%	272	28%	3,437	27%	1,303	23%
		Total	1,014	100%	701	100%	8,581	100%	4,567	100%	610	100%	981	100%	11,884	100%	5,507	100%
11o. Contributing to the welfare of your community	GNCOMMUN	Very little	211	22%	126	19%	1,485	18%	944	23%	110	18%	210	22%	2,321	20%	1,317	24%
		Some	376	37%	259	37%	2,833	34%	1,666	35%	233	38%	330	33%	3,883	33%	1,947	35%
		Quite a bit	279	27%	219	31%	2,556	29%	1,283	28%	176	29%	268	27%	3,247	27%	1,344	25%
		Very much	149	14%	96	14%	1,709	19%	679	14%	93	15%	173	18%	2,441	20%	906	16%
		Total	1,015	100%	700	100%	8,583	100%	4,572	100%	612	100%	981	100%	11,892	100%	5,514	100%
11p. Developing a deepened sense of spirituality	GNSPIRIT	Very little	385	39%	261	37%	2,909	36%	1,973	43%	301	49%	513	52%	5,527	49%	3,055	56%
		Some	294	29%	215	30%	2,269	28%	1,217	26%	160	25%	227	23%	2,735	23%	1,215	21%
		Quite a bit	198	19%	151	22%	1,762	20%	793	18%	85	15%	123	13%	1,742	14%	670	12%
		Very much	135	13%	77	11%	1,649	17%	587	13%	65	10%	117	12%	1,900	14%	569	10%
		Total	1,012	100%	704	100%	8,589	100%	4,570	100%	611	100%	980	100%	11,904	100%	5,509	100%

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# National Survey of Student Engagement

## NSSE 2009 Engagement Item Frequency Distributions <sup>a</sup> Indiana University of Pennsylvania

### First-Year Students

### Seniors

			IUP		PASSHE		Carnegie Class		Selected Peers		IUP		PASSHE		Carnegie Class		Selected Peers	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
12. Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	Poor	64	7%	32	4%	430	5%	294	7%	65	10%	80	8%	1,251	12%	654	13%
		Fair	182	19%	108	15%	1,483	17%	818	19%	133	22%	200	20%	2,564	22%	1,279	24%
		Good	527	49%	357	50%	4,095	47%	2,191	47%	270	43%	418	42%	4,756	39%	2,121	38%
		Excellent	248	25%	211	30%	2,707	30%	1,327	28%	153	25%	296	30%	3,479	27%	1,512	26%
	Total		1,021	100%	708	100%	8,715	100%	4,630	100%	621	100%	994	100%	12,050	100%	5,566	100%
13. How would you evaluate your entire educational experience at this institution?	ENTIREXP	Poor	20	2%	15	2%	179	2%	96	3%	15	2%	20	2%	282	3%	150	3%
		Fair	137	15%	80	12%	1,000	12%	501	12%	74	12%	126	13%	1,485	13%	798	15%
		Good	568	54%	397	56%	4,496	52%	2,502	55%	346	56%	521	52%	5,835	49%	2,731	50%
		Excellent	297	29%	216	30%	3,035	33%	1,526	30%	185	30%	325	33%	4,445	35%	1,890	32%
	Total		1,022	100%	708	100%	8,710	100%	4,625	100%	620	100%	992	100%	12,047	100%	5,569	100%
14. If you could start over again, would you go to the <b>same institution</b> you are now attending?	SAMECOLL	Definitely no	50	5%	34	5%	372	4%	193	5%	42	7%	54	6%	661	6%	324	6%
		Probably no	164	16%	103	15%	1,125	13%	566	13%	92	15%	160	16%	1,642	14%	824	16%
		Probably yes	433	42%	291	41%	3,515	42%	1,950	43%	265	43%	417	42%	4,683	40%	2,268	42%
		Definitely yes	376	37%	281	40%	3,711	41%	1,918	39%	222	36%	363	36%	5,067	40%	2,153	37%
	Total		1,023	100%	709	100%	8,723	100%	4,627	100%	621	100%	994	100%	12,053	100%	5,569	100%

IPEDS: 213020

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# National Survey of Student Engagement

## NSSE 2009 Background Item Frequency Distributions <sup>a</sup> Indiana University of Pennsylvania

### First-Year Students

### Seniors

			IUP		PASSHE		Carnegie Class		Selected Peers		IUP		PASSHE		Carnegie Class		Selected Peers	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
15. Age	AGE	19 or younger	873	83%	675	95%	7,365	83%	3,824	79%	0	0%	3	0%	26	0%	23	0%
		20-23	114	13%	24	3%	597	8%	494	13%	487	77%	820	81%	6,892	55%	3,374	57%
		24-29	16	2%	5	1%	267	3%	147	3%	83	14%	102	11%	2,159	20%	1,134	23%
		30-39	10	1%	3	0%	249	3%	98	3%	27	5%	37	4%	1,501	13%	547	11%
		40-55	8	1%	4	0%	238	3%	73	2%	24	4%	33	4%	1,336	11%	437	8%
		Over 55	0	0%	0	0%	20	0%	9	0%	1	0%	2	0%	132	1%	47	1%
		Total	1,021	100%	711	100%	8,736	100%	4,645	100%	622	100%	997	100%	12,046	100%	5,562	100%
16. Your sex:	SEX	Male	338	44%	230	44%	2,964	44%	1,942	49%	216	44%	353	44%	4,139	42%	2,371	48%
		Female	683	56%	482	56%	5,784	56%	2,703	51%	406	56%	643	56%	7,922	58%	3,195	52%
		Total	1,021	100%	712	100%	8,748	100%	4,645	100%	622	100%	996	100%	12,061	100%	5,566	100%
17. Are you an international student or foreign national?	INTERNAT	No	964	94%	689	97%	8,198	94%	4,394	95%	599	97%	957	97%	11,425	95%	5,319	94%
		Yes	51	6%	20	3%	498	6%	241	5%	19	3%	27	3%	590	5%	244	6%
		Total	1,015	100%	709	100%	8,696	100%	4,635	100%	618	100%	984	100%	12,015	100%	5,563	100%
18. What is your racial or ethnic identification? (Select only one.)	RACE05	American Indian or other Native American	1	0%	1	0%	57	1%	21	0%	2	0%	1	0%	89	1%	33	1%
		Asian, Asian American, or Pacific Islander	35	4%	9	1%	418	5%	330	6%	17	3%	14	1%	519	5%	277	6%
		Black or African American	57	5%	32	5%	1,039	11%	477	11%	26	4%	42	4%	1,267	9%	537	10%
		White (non-Hispanic)	834	81%	616	85%	5,714	66%	3,222	68%	519	83%	825	83%	8,245	68%	4,000	68%
		Mexican or Mexican American	2	0%	6	1%	170	2%	52	1%	2	0%	1	0%	234	3%	55	2%
		Puerto Rican	7	1%	4	1%	104	1%	18	0%	2	0%	10	1%	87	1%	26	1%
		Other Hispanic or Latino	13	1%	8	1%	288	3%	54	1%	4	1%	11	1%	356	3%	69	2%
		Multiracial	18	2%	7	1%	280	3%	122	3%	9	1%	14	1%	281	2%	120	2%
		Other	13	2%	6	1%	183	2%	81	2%	5	1%	8	1%	210	2%	64	1%
		I prefer not to respond	40	4%	22	4%	465	6%	265	6%	36	6%	64	7%	750	7%	390	7%
		Total	1,020	100%	711	100%	8,718	100%	4,642	100%	622	100%	990	100%	12,038	100%	5,571	100%
19. What is your current classification in college?	CLASS	Freshman/first year	810	78%	680	96%	7,435	83%	3,531	71%	0	0%	1	0%	25	0%	5	0%
		Sophomore	178	18%	24	3%	975	12%	991	25%	6	1%	1	0%	45	0%	21	0%
		Junior	17	2%	1	0%	175	2%	73	2%	31	5%	54	5%	740	6%	393	9%
		Senior	6	1%	1	0%	38	1%	28	1%	569	91%	910	92%	10,784	89%	5,017	87%
		Unclassified	8	1%	5	1%	100	1%	27	1%	16	3%	28	3%	433	4%	130	3%
		Total	1,019	100%	711	100%	8,723	100%	4,650	100%	622	100%	994	100%	12,027	100%	5,566	100%
20. Did you begin college at your current institution or elsewhere?	ENTER	Started here	927	90%	676	95%	7,727	88%	4,102	86%	462	74%	625	62%	5,891	47%	3,053	49%
		Started elsewhere	91	10%	34	5%	995	12%	545	14%	158	26%	369	38%	6,152	53%	2,514	51%
		Total	1,018	100%	710	100%	8,722	100%	4,647	100%	620	100%	994	100%	12,043	100%	5,567	100%

<sup>a</sup> Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.



# National Survey of Student Engagement

## NSSE 2009 Background Item Frequency Distributions <sup>a</sup> Indiana University of Pennsylvania

			First-Year Students								Seniors							
			IUP		PASSHE		Carnegie Class		Selected Peers		IUP		PASSHE		Carnegie Class		Selected Peers	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Variable	Response Options																	
21. Since graduating from high school, which of the following types of schools have you attended other than the one you are attending now? (Select all that apply.)	VOTECH05	Vocational or technical school	38	5%	18	3%	383	4%	204	4%	30	5%	40	5%	1,053	9%	435	8%
	COMCOL05	Community or junior college	65	6%	40	6%	911	11%	399	10%	133	22%	305	32%	5,393	47%	1,998	42%
	FOURYR05	4-year college other than this one	93	10%	44	6%	789	9%	458	11%	118	20%	215	22%	3,580	31%	1,592	30%
	NONE05	None	806	80%	603	86%	6,727	77%	3,592	76%	375	60%	502	50%	4,466	36%	2,357	38%
	OCOL1_05	Other	29	3%	20	3%	307	4%	158	4%	26	5%	50	6%	539	5%	251	5%
22. Thinking about this current academic term...How would you characterize your enrollment?	ENRLMENT	Less than full-time	26	4%	9	1%	474	6%	233	7%	43	8%	68	8%	2,327	21%	936	19%
		Full-time	992	96%	701	99%	8,251	94%	4,418	93%	579	92%	927	92%	9,712	79%	4,639	81%
	Total		1,018	100%	710	100%	8,725	100%	4,651	100%	622	100%	995	100%	12,039	100%	5,575	100%
– Thinking about this current academic term...Are you taking all courses entirely on-line? (Item appeared only in the online instrument.)	DISTED	No	1,002	98%	703	99%	8,003	95%	4,446	97%	610	98%	965	96%	10,665	92%	5,248	97%
		Yes	16	2%	8	1%	468	5%	96	3%	11	2%	29	4%	1,285	8%	173	3%
	Total		1,018	100%	711	100%	8,471	100%	4,542	100%	621	100%	994	100%	11,950	100%	5,421	100%
– Do you have any disabilities? (Select all that apply.) (Item appeared only in the online instrument and was preceded by the statement "Your institution will not receive your identified response to the following question. Only an overall summary of responses will be provided." Accordingly, this item does not appear in the NSSE09 data file or codebook.)	DISNONE	No, I do not have any disabilities	894	89%	630	89%	7,474	88%	3,980	87%	543	88%	892	90%	10,463	87%	4,711	87%
	DISSENSE	Yes, I have a sensory impairment (vision or hearing)	19	2%	11	2%	200	3%	108	3%	6	1%	18	2%	189	2%	112	2%
	DISMOBIL	Yes, I have a mobility impairment	6	1%	2	0%	54	1%	32	1%	3	0%	5	1%	126	1%	70	1%
	DISLEARN	Yes, I have a learning disability	40	4%	40	6%	286	4%	143	4%	19	3%	29	3%	419	4%	189	3%
	DISMENT	Yes, I have a mental health disorder	25	2%	13	2%	143	2%	88	2%	19	3%	15	1%	271	3%	136	3%
	DISOTHER	Yes, I have another disability	13	1%	12	2%	141	2%	90	2%	5	1%	16	2%	243	2%	114	2%
	DISREFUS	I choose not to answer	24	2%	19	3%	279	3%	166	4%	28	5%	35	4%	450	4%	195	4%
23. Are you member of a social fraternity or sorority?	FRATSORO	No	910	90%	672	94%	7,972	92%	4,280	91%	536	86%	899	91%	10,649	89%	4,977	90%
		Yes	107	10%	37	6%	736	8%	364	9%	86	14%	96	9%	1,391	11%	595	10%
	Total		1,017	100%	709	100%	8,708	100%	4,644	100%	622	100%	995	100%	12,040	100%	5,572	100%
24. Are you a student-athlete on a team sponsored by your institution's athletics department?	ATHLETE	No	952	93%	636	89%	8,148	94%	4,378	95%	590	95%	932	94%	11,587	97%	5,374	97%
		Yes	65	7%	71	11%	547	6%	256	5%	30	5%	62	6%	442	3%	187	3%
	Total		1,017	100%	707	100%	8,695	100%	4,634	100%	620	100%	994	100%	12,029	100%	5,561	100%

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# National Survey of Student Engagement

## NSSE 2009 Background Item Frequency Distributions <sup>a</sup> Indiana University of Pennsylvania

			First-Year Students								Seniors							
			IUP		PASSHE		Carnegie Class		Selected Peers		IUP		PASSHE		Carnegie Class		Selected Peers	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
25.	What have most of your grades been up to now at this institution?	GRADES04 C- or lower	32	3%	9	1%	177	2%	110	3%	2	0%	3	0%	30	0%	21	0%
		C	38	4%	33	5%	296	4%	194	4%	11	2%	22	3%	169	1%	116	2%
		C+	69	7%	45	7%	497	6%	332	8%	32	5%	43	5%	469	4%	254	5%
		B-	101	10%	64	9%	673	8%	407	9%	43	7%	60	6%	794	7%	454	8%
		B	200	20%	159	23%	1,648	19%	941	20%	103	17%	192	19%	2,262	19%	1,144	21%
		B+	146	15%	132	18%	1,738	20%	819	18%	101	16%	174	18%	2,395	20%	1,033	19%
		A-	154	15%	130	18%	1,627	18%	774	16%	113	18%	195	20%	2,488	21%	1,015	18%
		A	277	26%	137	18%	2,031	23%	1,053	23%	217	34%	306	30%	3,424	28%	1,519	26%
	Total	1,017	100%	709	100%	8,687	100%	4,630	100%	622	100%	995	100%	12,031	100%	5,556	100%	
26.	Which of the following best describes where you are living now while attending college?	LIVENOW Dormitory or other campus housing	747	71%	545	78%	5,317	60%	2,557	50%	41	6%	180	18%	1,367	9%	557	7%
		Residence, <b>walking distance</b>	123	13%	46	7%	468	6%	445	12%	373	60%	310	31%	1,982	18%	1,049	19%
		Residence, <b>driving distance</b>	123	13%	94	12%	2,371	28%	1,408	33%	178	29%	441	45%	7,313	63%	3,617	68%
		Fraternity or sorority house	3	0%	0	0%	22	0%	44	1%	1	0%	7	1%	107	1%	58	1%
		None of the above	16	2%	21	3%	488	5%	155	4%	27	4%	51	6%	1,225	9%	266	5%
		Total	1,012	100%	706	100%	8,666	100%	4,609	100%	620	100%	989	100%	11,994	100%	5,547	100%
27a.	What is the highest level of education that your <b>father</b> completed?	FATHREDU Did not finish HS	69	7%	26	4%	719	8%	316	8%	29	5%	57	6%	1,294	11%	448	9%
		Graduated from HS	401	40%	303	42%	2,263	26%	1,390	31%	231	38%	350	35%	3,104	26%	1,558	29%
		Attended, no degree	127	12%	91	13%	1,329	15%	704	16%	79	13%	131	13%	1,854	16%	843	15%
		Completed Associate's	72	7%	73	11%	720	8%	368	8%	75	12%	108	11%	1,055	9%	435	8%
		Completed Bachelor's	228	24%	143	21%	2,131	25%	1,114	22%	130	21%	226	23%	2,800	23%	1,304	23%
		Completed Master's	82	8%	53	8%	1,034	12%	499	11%	56	10%	86	9%	1,289	11%	656	12%
		Completed Doctorate	26	3%	14	2%	398	4%	189	4%	17	3%	24	3%	523	4%	267	5%
	Total	1,005	100%	703	100%	8,594	100%	4,580	100%	617	100%	982	100%	11,919	100%	5,511	100%	
27b.	What is the highest level of education that your <b>mother</b> completed?	MOTHREDU Did not finish HS	40	4%	23	3%	467	6%	227	5%	20	3%	42	4%	1,017	9%	340	7%
		Graduated from HS	354	34%	253	36%	2,067	24%	1,247	29%	248	41%	341	35%	3,315	28%	1,584	29%
		Attended, no degree	132	13%	91	12%	1,492	17%	739	16%	67	11%	113	11%	1,961	17%	876	16%
		Completed Associate's	130	13%	131	19%	1,154	13%	579	12%	102	16%	184	18%	1,557	13%	666	12%
		Completed Bachelor's	242	25%	133	19%	2,246	26%	1,149	24%	124	20%	214	22%	2,589	21%	1,318	23%
		Completed Master's	107	10%	65	10%	1,052	12%	568	12%	52	9%	83	9%	1,333	11%	666	12%
		Completed Doctorate	8	1%	8	1%	159	2%	94	2%	6	1%	7	1%	194	2%	92	2%
	Total	1,013	100%	704	100%	8,637	100%	4,603	100%	619	100%	984	100%	11,966	100%	5,542	100%	

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# National Survey of Student Engagement

## NSSE 2009 Background Item Frequency Distributions <sup>a</sup>

### Indiana University of Pennsylvania

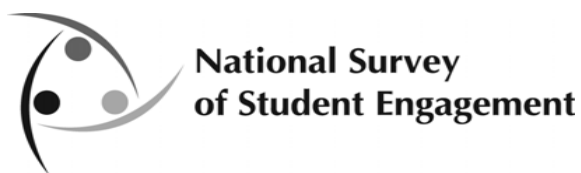
#### First-Year Students

#### Seniors

			First-Year Students								Seniors								
			IUP		PASSHE		Carnegie Class		Selected Peers		IUP		PASSHE		Carnegie Class		Selected Peers		
			Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
28.	Primary major or expected primary major, in collapsed categories	MAJRPCOL	Arts and Humanities	102	10%	76	11%	1,029	12%	486	11%	70	11%	113	11%	1,513	14%	697	13%
			Biological Science	37	4%	26	4%	650	7%	394	7%	17	3%	39	4%	668	6%	345	5%
			Business	187	19%	75	12%	1,383	17%	540	14%	113	19%	118	12%	2,345	20%	826	18%
			Education	186	17%	198	27%	820	9%	375	8%	123	19%	282	27%	1,401	11%	545	10%
			Engineering	6	1%	10	2%	527	7%	678	13%	0	0%	11	1%	625	6%	820	12%
			Physical Science	30	3%	25	4%	204	3%	155	3%	22	4%	46	5%	305	3%	176	3%
			Professional	151	14%	42	5%	1,227	13%	629	16%	88	13%	50	6%	1,256	9%	503	10%
			Social Science	134	13%	75	10%	980	11%	419	9%	82	13%	162	15%	1,539	14%	627	11%
			Other	148	17%	128	20%	1,336	16%	702	15%	98	17%	162	18%	2,201	18%	933	18%
	Undecided	25	2%	37	5%	324	4%	151	3%	0	0%	1	0%	5	0%	3	0%		
Total			1,006	100%	692	100%	8,480	100%	4,529	100%	613	100%	984	100%	11,858	100%	5,475	100%	
29.	Second major or expected second major (not minor, concentration, etc.) if applicable, in collapsed categories	MAJRSCOL	Arts and Humanities	37	27%	28	22%	562	24%	202	19%	28	19%	47	20%	610	23%	265	20%
			Biological Science	6	4%	4	2%	90	4%	46	4%	3	2%	2	1%	99	4%	51	4%
			Business	19	12%	20	15%	324	16%	167	21%	28	21%	16	8%	471	18%	260	22%
			Education	19	12%	36	23%	135	5%	51	6%	15	9%	58	23%	247	8%	103	9%
			Engineering	2	2%	0	0%	42	2%	71	6%	0	0%	2	1%	42	1%	52	3%
			Physical Science	5	4%	11	9%	117	6%	83	8%	10	7%	25	11%	164	6%	109	7%
			Professional	13	8%	4	2%	205	9%	96	9%	9	6%	9	4%	186	6%	65	6%
			Social Science	25	16%	14	10%	339	15%	117	10%	32	22%	39	17%	477	18%	211	15%
			Other	19	13%	19	13%	308	14%	111	11%	19	13%	32	15%	399	15%	177	12%
	Undecided	6	3%	5	3%	78	4%	41	4%	3	2%	3	1%	42	1%	22	2%		
Total			151	100%	141	100%	2,200	100%	985	100%	147	100%	233	100%	2,737	100%	1,315	100%	
–	Institution reported: Gender	GENDER	Male	383	45%	274	44%	3,520	44%	2,273	50%	242	46%	399	44%	4,677	43%	2,613	48%
			Female	758	55%	578	56%	6,811	56%	3,109	50%	425	54%	725	56%	8,771	57%	3,480	52%
			Total	1,141	100%	852	100%	10,331	100%	5,382	100%	667	100%	1,124	100%	13,448	100%	6,093	100%
–	Institution reported: Race or ethnicity	ETHNICIT	African American/Black	0	0%	42	5%	1,290	13%	648	13%	0	0%	52	5%	1,523	11%	637	11%
			Am. Indian/Native Amer.	0	0%	0	0%	49	0%	18	0%	0	0%	0	0%	96	1%	29	1%
			Asian/Pacific Islander	0	0%	7	1%	410	5%	308	5%	0	0%	15	1%	500	4%	275	5%
			Caucasian/White	0	0%	688	81%	5,799	64%	3,772	72%	0	0%	979	87%	8,270	68%	4,585	72%
			Hispanic/Latino	0	0%	20	2%	614	7%	151	3%	0	0%	30	2%	743	7%	175	4%
			Other	0	0%	4	0%	106	1%	63	2%	0	0%	4	0%	110	1%	54	2%
			Foreign	0	0%	3	1%	205	3%	140	2%	0	0%	4	0%	265	2%	122	2%
			Multi-racial	0	0%	2	0%	14	0%	8	0%	0	0%	3	0%	11	0%	5	0%
			Unknown	1,141	100%	86	10%	601	7%	114	2%	667	100%	37	3%	663	6%	163	3%
	Total			1,141	100%	852	100%	9,088	100%	5,222	100%	667	100%	1,124	100%	12,181	100%	6,045	100%
–	Institution reported: Enrollment status	ENROLLMT	Part-time	38	6%	14	1%	744	8%	297	8%	49	9%	65	8%	2,991	25%	1,143	22%
			Full-time	1,103	94%	838	99%	9,587	92%	5,085	92%	618	91%	1,059	92%	10,457	75%	4,950	78%
			Total	1,141	100%	852	100%	10,331	100%	5,382	100%	667	100%	1,124	100%	13,448	100%	6,093	100%

IPEDS: 213020

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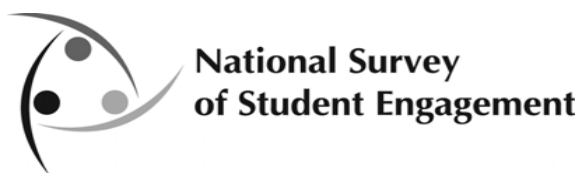


**NSSE 2009 Frequency Distributions<sup>a</sup>**  
**Pennsylvania State System of Higher Education**  
**Indiana University of Pennsylvania**

			First-Year Students				Seniors			
			IUP		PASSHE		IUP		PASSHE	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
1a. Used a web-based course management system to access the course syllabus, notes or assignments	PAS0901A	Never	27	3%	21	4%	20	3%	36	4%
		Sometimes	139	15%	77	12%	103	17%	121	13%
		Often	322	35%	199	34%	198	35%	299	34%
		Very often	454	47%	330	51%	266	44%	452	48%
	Total		942	100%	627	100%	587	100%	908	100%
1b. Taken a course that was offered on-line	PAS0901B	Never	710	76%	416	66%	252	44%	473	51%
		Sometimes	106	12%	107	17%	170	28%	205	23%
		Often	78	8%	72	11%	92	16%	106	13%
		Very often	42	5%	36	6%	72	12%	121	14%
	Total		936	100%	631	100%	586	100%	905	100%
1c. Participated in a research project supervised by a faculty member	PAS0901C	Never	566	61%	337	53%	320	54%	475	52%
		Sometimes	236	25%	178	29%	144	25%	221	25%
		Often	87	9%	82	14%	74	13%	121	14%
		Very often	42	5%	29	5%	47	8%	85	10%
	Total		931	100%	626	100%	585	100%	902	100%
1d. Attended a university athletic event	PAS0901D	Never	295	32%	136	22%	245	41%	396	44%
		Sometimes	367	39%	242	38%	231	39%	283	31%
		Often	166	17%	146	24%	67	12%	106	12%
		Very often	111	12%	98	16%	44	8%	124	14%
	Total		939	100%	622	100%	587	100%	909	100%
1e. Participated in a community-based project (e.g., service learning) as part of an organized university or student government project (not through a course)	PAS0901E	Never	565	61%	355	56%	291	51%	491	55%
		Sometimes	209	23%	155	24%	160	27%	221	24%
		Often	93	10%	84	14%	92	15%	116	13%
		Very often	67	7%	33	5%	43	7%	75	8%
	Total		934	100%	627	100%	586	100%	903	100%
1f. Had meaningful conversations with a faculty member or administrator of a different race or ethnicity than your own	PAS0901F	Never	404	43%	265	40%	200	33%	272	29%
		Sometimes	318	34%	204	32%	211	36%	312	34%
		Often	150	16%	110	19%	119	21%	191	22%
		Very often	67	7%	50	8%	55	10%	135	15%
	Total		939	100%	629	100%	585	100%	910	100%
1g. Had a conversation regarding personal and academic ethics with a faculty member or residence hall staff	PAS0901G	Never	399	43%	249	39%	219	37%	321	35%
		Sometimes	315	33%	201	32%	194	33%	281	31%
		Often	152	16%	116	20%	113	19%	171	19%
		Very often	72	8%	61	10%	61	11%	133	14%
	Total		938	100%	627	100%	587	100%	906	100%

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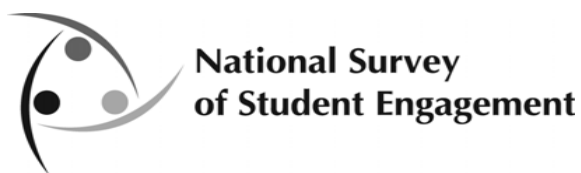




**NSSE 2009 Frequency Distributions<sup>a</sup>**  
**Pennsylvania State System of Higher Education**  
**Indiana University of Pennsylvania**

			First-Year Students				Seniors			
			IUP		PASSHE		IUP		PASSHE	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%
1h. Had meaningful conversations with a person with a disability	PAS0901H	Never	460	49%	247	40%	177	30%	276	31%
		Sometimes	330	36%	226	36%	271	47%	387	43%
		Often	92	10%	100	16%	85	15%	142	16%
		Very often	50	5%	46	8%	48	8%	93	10%
		Total	932	100%	619	100%	581	100%	898	100%
1i. Asked a librarian or library staff member for assistance	PAS0901I	Never	383	42%	180	29%	184	32%	236	27%
		Sometimes	390	42%	295	48%	264	45%	463	51%
		Often	117	12%	119	19%	114	20%	154	17%
		Very often	42	4%	24	4%	20	3%	48	5%
		Total	932	100%	618	100%	582	100%	901	100%
1j. Discussed your learning style with your adviser or staff member	PAS0901J	Never	373	40%	242	39%	229	39%	331	37%
		Sometimes	364	39%	218	36%	223	38%	316	35%
		Often	128	14%	119	20%	101	18%	181	20%
		Very often	63	7%	33	5%	27	5%	70	8%
		Total	928	100%	612	100%	580	100%	898	100%
1k. Discussed selection of academic majors, minors, or academic concentrations with a faculty or staff member	PAS0901K	Never	206	22%	105	17%	159	27%	213	24%
		Sometimes	424	47%	257	42%	232	40%	350	39%
		Often	218	23%	184	30%	142	25%	213	24%
		Very often	79	8%	70	11%	47	8%	121	13%
		Total	927	100%	616	100%	580	100%	897	100%
1l. Discussed career-related topics such as internships, resumes, and references with a faculty or staff member	PAS0901L	Never	331	35%	211	33%	55	10%	114	13%
		Sometimes	344	38%	232	38%	203	35%	290	32%
		Often	175	19%	132	22%	203	35%	268	30%
		Very often	79	8%	43	7%	119	20%	227	25%
		Total	929	100%	618	100%	580	100%	899	100%
1m. Discussed your career plans with a faculty or staff member	PAS0901M	Never	249	27%	152	25%	70	12%	112	13%
		Sometimes	392	42%	259	42%	205	35%	318	35%
		Often	190	20%	147	24%	183	31%	243	27%
		Very often	100	11%	60	10%	124	21%	227	25%
		Total	931	100%	618	100%	582	100%	900	100%
2a. Assignments based on the work of minority author(s)	PAS0902A	None	169	18%	132	22%	136	25%	279	32%
		Between 1 and 4	528	58%	330	54%	278	49%	432	49%
		Between 5 and 10	183	20%	113	19%	108	19%	122	14%
		Between 11 and 20	22	2%	24	4%	26	5%	35	4%
		More than 20	6	1%	6	1%	11	2%	13	2%
		Total	908	100%	605	100%	559	100%	881	100%

<sup>a</sup> Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.



**NSSE 2009 Frequency Distributions <sup>a</sup>**  
**Pennsylvania State System of Higher Education**  
**Indiana University of Pennsylvania**

			First-Year Students				Seniors			
			IUP		PASSHE		IUP		PASSHE	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%
2b. Assignments that addressed issues in countries other than the United States	PAS0902B	None	153	16%	153	24%	129	22%	267	30%
		Between 1 and 4	466	50%	324	53%	258	45%	399	45%
		Between 5 and 10	236	26%	107	18%	129	22%	162	18%
		Between 11 and 20	59	6%	21	4%	43	8%	37	4%
		More than 20	16	2%	10	2%	17	3%	27	3%
		Total	930	100%	615	100%	576	100%	892	100%
3a. Changed your major	PAS0903A	Never	643	71%	434	74%	304	54%	526	61%
		Once	178	21%	126	20%	180	32%	254	29%
		Twice	27	3%	15	2%	43	8%	67	8%
		Three or more	8	1%	1	0%	29	5%	16	2%
		Still undeclared	29	3%	17	3%	2	0%	0	0%
		Total	885	100%	593	100%	558	100%	863	100%
3b. Changed graduation plans because courses were not available when needed	PAS0903B	Never	837	91%	555	91%	344	59%	600	66%
		Once	56	6%	32	5%	145	26%	190	22%
		Twice	13	1%	9	2%	47	8%	68	8%
		Three or more	5	1%	3	0%	41	7%	40	5%
		Still undeclared	12	1%	13	2%	3	1%	3	0%
		Total	923	100%	612	100%	580	100%	901	100%
4a. A safe environment for students by providing features and services that enhance safety (lighting, emergency phones, escorts, adequate police patrols, etc.) that enhance safety	PAS0904A	Very little	47	5%	19	3%	21	3%	53	6%
		Some	172	19%	88	14%	134	23%	197	22%
		Quite a bit	334	36%	229	38%	256	44%	353	39%
		Very much	363	39%	274	43%	156	27%	277	31%
		Not applicable	6	1%	7	1%	14	2%	20	2%
		Total	922	100%	617	100%	581	100%	900	100%
4b. A residential experience that facilitates adjustments to college	PAS0904B	Very little	74	8%	33	6%	55	9%	76	8%
		Some	230	25%	118	19%	154	27%	201	22%
		Quite a bit	327	34%	226	37%	162	28%	247	27%
		Very much	242	26%	195	31%	99	17%	194	22%
		Not applicable	51	7%	43	7%	112	19%	175	20%
		Total	924	100%	615	100%	582	100%	893	100%
4c. Diverse perspectives and global citizenship	PAS0904C	Very little	95	10%	48	8%	71	12%	128	14%
		Some	254	27%	170	28%	197	34%	283	32%
		Quite a bit	287	31%	213	35%	163	28%	236	26%
		Very much	247	27%	165	26%	107	19%	183	20%
		Not applicable	37	5%	21	3%	44	8%	67	8%
		Total	920	100%	617	100%	582	100%	897	100%

IPEDS: 213020

<sup>a</sup> Column percentages are weighted by gender, enrollment status, and institutional size. Counts are not weighted so one cannot calculate the column percentages directly from the counts.



## **National Survey of Student Engagement**

# Indiana University of Pennsylvania

Mean Comparisons

August 2009

# Interpreting the Mean Comparisons Report

## Sample

The *Mean Comparisons* report is based on information from all randomly selected students for both your institution and your comparison institutions. Targeted oversamples and other non-randomly selected students are not included in this report.

## Variables

The items from the NSSE survey appear in the left column in the same order and wording as they appear on the instrument. The name of each variable appears in the second column for easy reference to your data file and the summary statistics at the end of this section. Response options are also provided to help you interpret the statistics.

## Benchmark

Items that make up the five “Benchmarks of Effective Educational Practice” are indicated by the following:

**LAC**=Level of Academic Challenge

**ACL**=Active and Collaborative Learning

**SFI**=Student-Faculty Interaction

**EEE**=Enriching Educational Experiences

**SCE**=Supportive Campus Environment

## Mean

The mean is the *weighted* arithmetic average of student responses on a particular item. Means are provided for your institution and all comparison groups. For more information about weighting go to:

[www.nsse.iub.edu/2009\\_Institutional\\_Report/NSSE\\_2009\\_Weighting.cfm](http://www.nsse.iub.edu/2009_Institutional_Report/NSSE_2009_Weighting.cfm).

## Class

Results are reported separately for first-year students (FY) and seniors (SR). Institution-reported class ranks are used.

## Statistical Significance

Items with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, referring to three significance levels ( $p < .05$ ,  $p < .01$ , and  $p < .001$ ). The smaller the significance level, the smaller the likelihood that the difference is due to chance. *Statistical significance does not guarantee the result is substantive or important.* Large sample sizes (like those produced by NSSE) tend to generate more statistically significant results even though the magnitude of mean differences may be inconsequential. It is recommended to consult effect sizes (see below) to judge the practical meaning of the results.

## Effect Size

Effect size indicates the “practical significance” of the mean difference. It is calculated by dividing the mean difference by the pooled standard deviation. In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large. A positive sign indicates that your institution's mean was greater, thus showing an affirmative result for your institution. A negative sign indicates the institution lags behind the comparison group, suggesting that the student behavior or



## NSSE 2009 Mean Comparisons NSSEville State University

NSSEville State compared with:

		Variable	Bench- mark	Class	NSSEville State				Mid East Public			Carnegie Class			NSSE 2009		
					Mean <sup>a</sup>		Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
					In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often												
1. Academic and Intellectual Experiences																	
a.	Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY	2.94		2.61 ***	.40	2.64	***	.35	2.78	***	.18			
				SR	3.25		2.90 ***	.39	2.91	***	.39	3.07	***	.21			
b.	Made a class presentation	CLPRESEN	ACL	FY	2.22		2.11 **	.14	2.14	*	.10	2.27		-.07			
				SR	3.11		2.65 ***	.54	2.65	***	.54	2.80	***	.36			
c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP		FY	2.73		2.50 ***	.23	2.56	***	.18	2.65	*	.08			
				SR	2.36		2.32	.04	2.34		.03	2.47	**	-.11			
d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT		FY	3.27		2.93 ***	.42	2.98	***	.36	3.06	***	.26			
				SR	3.40		3.22 ***	.24	3.23	***	.23	3.30	***	.14			
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS		FY	2.88		2.67 ***	.23	2.72	***	.18	2.78	*	.11			
				SR	2.89		2.72 ***	.19	2.72	***	.19	2.81	*	.09			
f.	Come to class without completing readings or assignments	CLUNPREP		FY	1.96		2.07 **	-.14	2.05	**	-.12	2.01		-.07			
				SR	2.07		2.22 ***	-.18	2.21	***	-.18	2.10		-.04			

institutional practice represented by the item may warrant attention. An exception to this interpretation is the “coming to class unprepared” item (item 1f.) where a negative sign is preferred (i.e., meaning fewer students reporting coming to class unprepared).

**NSSE 2009 Mean Comparisons  
Indiana University of Pennsylvania**

			<i>IUP compared with:</i>										
			IUP		PASSHE			Carnegie Class			Selected Peers		
Variable	Bench- mark	Class	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	
In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often													
CLQUEST	ACL	FY	2.75	2.74		.01	2.84	***	-.10	2.78		-.04	
		SR	3.15	3.17		-.02	3.13		.02	3.07	*	.09	
CLPRESEN	ACL	FY	2.09	2.34	***	-.32	2.26	***	-.22	2.17	***	-.10	
		SR	2.88	2.86		.03	2.79	**	.11	2.69	***	.23	
REWROPAP		FY	2.69	2.70		-.02	2.75	*	-.06	2.71		-.03	
		SR	2.40	2.44		-.04	2.50	**	-.10	2.44		-.05	
INTEGRAT		FY	2.93	3.06	***	-.17	3.13	***	-.25	3.10	***	-.21	
		SR	3.26	3.31		-.07	3.34	**	-.11	3.26		.01	
DIVCLASS		FY	2.75	2.65	**	.12	2.82	**	-.08	2.80	*	-.06	
		SR	2.79	2.76		.03	2.88	*	-.10	2.77		.02	
CLUNPREP		FY	1.94	1.94		.00	2.02	***	-.10	2.08	***	-.17	
		SR	2.07	2.07		.01	2.10		-.04	2.16	**	-.11	
CLASSGRP	ACL	FY	2.58	2.46	***	.16	2.47	***	.13	2.46	***	.14	
		SR	2.73	2.65	*	.10	2.59	***	.16	2.56	***	.19	
OCCGRP	ACL	FY	2.37	2.33		.05	2.40		-.03	2.35		.02	
		SR	2.74	2.71		.04	2.74		.01	2.72		.03	
INTIDEAS		FY	2.60	2.55		.06	2.61		-.02	2.61		-.01	
		SR	2.95	2.92		.03	2.93		.02	2.93		.02	
TUTOR	ACL	FY	1.63	1.51	***	.16	1.66		-.03	1.66		-.03	
		SR	1.86	1.81		.06	1.79		.07	1.85		.02	
COMMPROJ	ACL	FY	1.50	1.41	**	.12	1.62	***	-.15	1.50		.00	
		SR	1.73	1.57	***	.18	1.77		-.04	1.62	**	.12	

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by the pooled standard deviation.

**NSSE 2009 Mean Comparisons  
Indiana University of Pennsylvania**

				IUP		PASSHE		IUP compared with:					
								Carnegie Class			Selected Peers		
	Variable	Bench- mark	Class	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	EEE	FY	2.51	2.56	-.05	2.65	***	-.14	2.61	**	-.10
			SR	2.79	2.81	-.03	2.89	**	-.11	2.84		-.05	
m.	Used e-mail to communicate with an instructor	EMAIL	FY	3.19	3.14	.07	3.18		.01	3.17		.03	
			SR	3.50	3.50	.00	3.43	**	.10	3.38	***	.17	
n.	Discussed grades or assignments with an instructor	FACGRADE	SFI	FY	2.62	2.58	.05	2.65		-.03	2.64		-.02
			SR	2.91	2.88	.03	2.83	*	.08	2.80	**	.12	
o.	Talked about career plans with a faculty member or advisor	FACPLANS	SFI	FY	2.17	2.18	-.01	2.19		-.03	2.19		-.03
			SR	2.59	2.57	.02	2.37	***	.23	2.36	***	.24	
p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	SFI	FY	1.88	1.81	.09	1.86		.02	1.87		.01
			SR	2.09	2.15	-.06	2.07		.02	2.07		.02	
q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED	SFI	FY	2.61	2.59	.02	2.68	*	-.08	2.66		-.05
			SR	2.86	2.89	-.03	2.80		.07	2.75	***	.13	
r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	LAC	FY	2.63	2.69	-.06	2.70	**	-.08	2.66		-.03
			SR	2.73	2.78	-.07	2.76		-.04	2.73		.00	
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	SFI	FY	1.65	1.65	.00	1.65		.00	1.62		.04
			SR	1.96	2.02	-.06	1.79	***	.18	1.75	***	.24	
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	ACL	FY	2.69	2.63	.07	2.73		-.04	2.72		-.03
			SR	2.81	2.84	-.05	2.91	**	-.12	2.86		-.06	
u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	EEE	FY	2.51	2.50	.01	2.65	***	-.13	2.64	***	-.12
			SR	2.56	2.68	*	-.12	2.73	***	-.17	2.75	***	-.19
v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	EEE	FY	2.67	2.66	.01	2.72		-.05	2.72		-.05
			SR	2.71	2.77	-.06	2.73		-.03	2.76		-.05	

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by the pooled standard deviation.

**NSSE 2009 Mean Comparisons  
Indiana University of Pennsylvania**

				IUP compared with:												
				IUP			PASSHE			Carnegie Class			Selected Peers			
	Variable	Bench- mark	Class	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
During the current school year, how much has your coursework emphasized the following mental activities? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much																
<b>2. Mental Activities</b>																
a.	<b>Memorizing</b> facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	MEMORIZE	FY	2.99	2.97		.02	2.92	**	.08	2.97		.02			
			SR	2.90	2.91		-.01	2.77	***	.13	2.80	**	.10			
b.	<b>Analyzing</b> the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	ANALYZE	LAC	3.02	2.94	*	.10	3.11	***	-.12	3.09	**	-.09			
			SR	3.24	3.19		.06	3.25		-.01	3.27		-.04			
c.	<b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	SYNTHESZ	LAC	2.83	2.76		.08	2.92	***	-.11	2.87		-.05			
			SR	3.08	3.06		.02	3.04		.05	3.05		.04			
d.	<b>Making judgments</b> about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their	EVALUATE	LAC	2.85	2.81		.04	2.92	**	-.09	2.90		-.06			
			SR	3.00	3.08		-.09	3.01		-.01	2.99		.00			
e.	<b>Applying</b> theories or concepts to practical problems or in new situations	APPLYING	LAC	3.06	2.96	*	.12	3.05		.01	3.06		.00			
			SR	3.28	3.27		.01	3.21	*	.09	3.22	*	.08			
During the current school year, about how much reading and writing have you done? 1=None, 2=1-4, 3=5-10, 4=11-20, 5=More than 20																
<b>3. Reading and Writing</b>																
a.	Number of assigned textbooks, books, or book-length packs of course readings	READASGN	LAC	3.20	3.17		.03	3.23		-.04	3.16		.04			
			SR	3.11	2.95	**	.16	3.15		-.04	3.05		.06			
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN		2.03	2.04		-.01	2.09	*	-.07	2.06		-.04			
			SR	2.05	2.18	**	-.14	2.23	***	-.18	2.19	***	-.14			
c.	Number of written papers or reports of <b>20 pages or more</b>	WRITEMOR	LAC	1.29	1.22	*	.11	1.33		-.05	1.26		.05			
			SR	1.58	1.64		-.08	1.65	*	-.09	1.61		-.04			
d.	Number of written papers or reports <b>between 5 and 19 pages</b>	WRITEMID	LAC	2.14	2.09		.07	2.31	***	-.21	2.28	***	-.16			
			SR	2.57	2.48		.09	2.54		.03	2.43	***	.15			
e.	Number of written papers or reports of <b>fewer than 5 pages</b>	WRITESML	LAC	3.11	2.93	***	.18	3.07		.04	2.92	***	.18			
			SR	3.36	3.03	***	.28	2.98	***	.33	2.90	***	.40			

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by the pooled standard deviation.



**NSSE 2009 Mean Comparisons  
Indiana University of Pennsylvania**

				IUP compared with:										
				IUP		PASSHE		Carnegie Class			Selected Peers			
		Variable	Bench- mark	Class	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
4. Problem Sets														
In a typical week, how many homework problem sets do you complete? 1=None, 2=1-2, 3=3-4, 4=5-6, 5=More than 6														
a.	Number of problem sets that take you <b>more</b> than an hour to complete	PROBSETA		FY	2.42	2.39		.02	2.68	***	-.23	2.69	***	-.24
				SR	2.51	2.49		.01	2.63	*	-.10	2.66	**	-.12
b.	Number of problem sets that take you <b>less</b> than an hour to complete	PROBSETB		FY	2.96	3.00		-.03	2.83	***	.11	2.78	***	.16
				SR	2.64	2.61		.03	2.38	***	.21	2.40	***	.19
5. Examinations														
1=Very little to 7=Very much														
	Select the circle that best represents the extent to which your examinations during the current school year challenged you to do your best work.	EXAMS		FY	5.31	5.25		.05	5.38		-.06	5.40	*	-.08
				SR	5.30	5.32		-.02	5.42	*	-.10	5.46	***	-.13
6. Additional Collegiate Experiences														
During the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often														
a.	Attended an art exhibit, play, dance, music, theatre or other performance	ATDART07		FY	2.16	2.14		.02	2.17		-.01	2.10	*	.07
				SR	1.98	2.06		-.08	2.02		-.04	1.98		.00
b.	Exercised or participated in physical fitness activities	EXRCSE05		FY	2.85	2.80		.05	2.79	*	.06	2.76	**	.10
				SR	2.77	2.71		.05	2.67	*	.09	2.65	**	.11
c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSHP05		FY	1.77	1.61	***	.18	2.05	***	-.25	2.00	***	-.21
				SR	1.91	1.79	*	.12	2.16	***	-.21	2.09	***	-.16
d.	Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW		FY	2.45	2.42		.03	2.61	***	-.18	2.58	***	-.15
				SR	2.59	2.65		-.07	2.76	***	-.19	2.69	**	-.12
e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW		FY	2.65	2.66		-.01	2.81	***	-.18	2.77	***	-.13
				SR	2.81	2.82		-.01	2.90	*	-.10	2.85		-.04
f.	Learned something that changed the way you understand an issue or concept	CHNGVIEW		FY	2.83	2.77		.07	2.87		-.05	2.83		.00
				SR	2.86	2.90		-.05	2.91		-.07	2.88		-.03
7. Enriching Educational Experiences														
Which of the following have you done or do you plan to do before you graduate from your institution? (Recoded: 0=Have not decided, Do not plan to do, Plan to do; 1=Done. Thus, the mean is the proportion responding "Done" among all valid respondents.)														
a.	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	EEE	FY	.05	.06		-.07	.08	***	-.11	.08	***	-.10
				SR	.56	.53		.06	.49	***	.14	.49	***	.14

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by the pooled standard deviation.



**NSSE 2009 Mean Comparisons  
Indiana University of Pennsylvania**

				<i>IUP compared with:</i>								
IUP		PASSHE			Carnegie Class			Selected Peers				
<i>Mean<sup>a</sup></i>		<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>	<i>Mean<sup>a</sup></i>		<i>Effect Size<sup>c</sup></i>	<i>Mean<sup>a</sup></i>		<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>	
	.32	.27	*	.11	.40	***	-.17	.34			-.06	
	.62	.57		.08	.59		.05	.54	***		.16	
	.12	.07	**	.14	.17	***	-.15	.20	***		-.21	
	.29	.26		.06	.28		.03	.24	*		.11	
	.05	.03		.08	.06		-.04	.05			-.02	
	.19	.19		.01	.17		.06	.16			.07	
	.16	.12	*	.12	.19	*	-.08	.17			-.04	
	.39	.32	**	.14	.37		.03	.36			.05	
	.03	.02	*	.10	.03		-.02	.03			.01	
	.12	.07	***	.18	.12		.01	.11			.04	
	.03	.03		-.01	.04	*	-.07	.04			-.04	
	.11	.16	**	-.14	.16	***	-.15	.14	*		-.09	
	.01	.02		-.06	.02	*	-.05	.02	*		-.06	
	.33	.33		.01	.35		-.03	.31			.04	

Select the circle that best represents the quality of your relationships with people at your institution.

1=Unfriendly, Unsupportive, Sense of alienation to 7=Friendly, Supportive, Sense of belonging

**8. Quality of Relationships**

a.	Relationships with <b>other students</b>	ENVSTU	SCE	FY	5.31	5.38	-05	5.41	*	-07	5.40	*	-07	
				SR	5.57	5.65	-06	5.55	.02	5.49	.06			
				1=Unavailable, Unhelpful, Unsympathetic to 7=Available, Helpful, Sympathetic										
b.	Relationships with <b>faculty members</b>	ENVFAC	SCE	FY	5.07	5.16	-06	5.16		-06	5.11		-03	
				SR	5.40	5.55	*	-12	5.38	.01	5.24	**	.12	
				1=Unhelpful, Inconsiderate, Rigid to 7=Helpful, Considerate, Flexible										
c.	Relationships with <b>administrative personnel and offices</b>	ENVADM	SCE	FY	4.50	4.73	**	-15	4.67	**	-11	4.62	*	-07
				SR	4.49	4.56		-04	4.54		-03	4.48		.01

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by the pooled standard deviation.

**NSSE 2009 Mean Comparisons  
Indiana University of Pennsylvania**

			<i>IUP compared with:</i>										
			IUP	PASSHE			Carnegie Class			Selected Peers			
Variable	Bench- mark	Class	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	
About how many hours do you spend in a typical 7-day week doing each of the following? 1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=More than 30 hrs/wk													
ACADPR01	LAC	FY	3.81	3.88		-.04	4.08	***	-.17	4.01	***	-.12	
		SR	4.27	3.96	***	.18	4.14		.07	4.21		.03	
WORKON01		FY	1.50	1.48		.02	1.55		-.04	1.50		.00	
		SR	1.92	1.93		-.01	1.79		.08	1.74	**	.11	
WORKOF01		FY	1.95	2.07		-.07	2.37	***	-.19	2.61	***	-.29	
		SR	2.83	3.27	***	-.18	4.04	***	-.42	4.06	***	-.44	
COCURR01	EEE	FY	2.25	2.33		-.05	2.21		.02	2.19		.03	
		SR	2.34	2.35		.00	2.01	***	.22	1.98	***	.24	
SOCIAL05		FY	4.01	4.06		-.04	3.88	*	.08	3.88	*	.08	
		SR	3.83	3.65	*	.11	3.48	***	.22	3.44	***	.26	
CAREDE01		FY	1.51	1.61		-.07	1.87	***	-.21	1.81	***	-.18	
		SR	1.89	2.06		-.09	2.65	***	-.31	2.59	***	-.29	
COMMUTE		FY	2.16	2.19		-.03	2.36	***	-.17	2.30	***	-.13	
		SR	2.36	2.44		-.08	2.40		-.04	2.52	***	-.15	
To what extent does your institution emphasize each of the following? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much													
ENVSCHOL	LAC	FY	3.03	2.99		.05	3.09	**	-.09	3.10	**	-.10	
		SR	2.99	2.96		.04	3.08	**	-.10	3.12	***	-.16	
ENVSUPRT	SCE	FY	2.94	3.03	*	-.12	3.05	***	-.14	3.00	*	-.07	
		SR	2.85	2.95	*	-.11	2.88		-.03	2.85		.01	
ENVDIVRS	EEE	FY	2.61	2.67		-.06	2.73	***	-.13	2.65		-.04	
		SR	2.42	2.55	**	-.13	2.55	***	-.13	2.56	***	-.13	

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by the pooled standard deviation.

**NSSE 2009 Mean Comparisons  
Indiana University of Pennsylvania**

				<i>IUP compared with:</i>									
				IUP	PASSHE			Carnegie Class			Selected Peers		
				Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
	Variable	Bench- mark	Class										
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	SCE	FY	2.18	2.30	**	-13	2.28	**	-10	2.18	.00
				SR	1.93	2.10	***	-18	1.95		-.02	1.90	.03
e.	Providing the support you need to thrive socially	ENVSOCAL	SCE	FY	2.44	2.56	**	-12	2.50		-.06	2.41	.03
				SR	2.26	2.37	*	-11	2.17	*	.10	2.13	***
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT		FY	2.69	2.91	***	-.24	2.80	***	-.12	2.76	*
				SR	2.59	2.79	***	-.22	2.55		.04	2.54	.06
g.	Using computers in academic work	ENVCOMPT		FY	3.19	3.26		-.09	3.35	***	-.20	3.33	***
				SR	3.40	3.42		-.02	3.47	*	-.08	3.49	*

*To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?*

*1=Very little, 2=Some, 3=Quite a bit, 4=Very much*

**11. Educational and Personal Growth**

a.	Acquiring a broad general education	NGNENLED		FY	3.07	3.16	*	-.11	3.13	*	-.07	3.07	.00
				SR	3.22	3.22		.00	3.22		.01	3.17	.07
b.	Acquiring job or work-related knowledge and skills	GNWORK		FY	2.75	2.81		-.07	2.82	*	-.08	2.78	-.04
				SR	3.12	3.14		-.01	3.05		.08	3.05	*
c.	Writing clearly and effectively	GNWRITE		FY	2.98	3.02		-.06	3.04	*	-.07	2.97	.01
				SR	3.14	3.05	*	.10	3.08		.07	3.01	***
d.	Speaking clearly and effectively	GNSPEAK		FY	2.73	2.93	***	-.23	2.86	***	-.14	2.78	-.05
				SR	3.00	3.04		-.04	2.96		.04	2.91	*
e.	Thinking critically and analytically	GNANALY		FY	3.11	3.11		.00	3.20	***	-.12	3.17	*
				SR	3.34	3.25	*	.11	3.32		.03	3.29	.06
f.	Analyzing quantitative problems	GNQUANT		FY	2.81	2.83		-.03	2.94	***	-.15	2.93	***
				SR	2.98	2.95		.03	3.04		-.07	3.05	-.08
g.	Using computing and information technology	GNCMPTS		FY	2.96	2.97		-.01	3.09	***	-.15	3.05	**
				SR	3.18	3.23		-.06	3.21		-.03	3.23	-.06
h.	Working effectively with others	GNOTHERS		FY	2.92	3.01	*	-.10	3.01	**	-.11	2.94	-.02
				SR	3.17	3.18		-.02	3.16		.01	3.10	*

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by the pooled standard deviation.

**NSSE 2009 Mean Comparisons  
Indiana University of Pennsylvania**

				IUP compared with:									
				IUP	PASSHE			Carnegie Class			Selected Peers		
	Variable	Bench- mark	Class	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
i.	Voting in local, state, or national elections	GNCITIZN	FY	2.74	2.70		.04	2.56	***	.17	2.56	***	.17
			SR	2.35	2.31		.03	2.29		.05	2.24	*	.10
j.	Learning effectively on your own	GNINQ	FY	2.99	2.97		.02	2.97		.02	2.92	*	.08
			SR	3.00	3.04		-.05	3.02		-.03	2.98		.02
k.	Understanding yourself	GNSSELF	FY	2.83	2.87		-.04	2.83		.00	2.75	**	.08
			SR	2.83	2.87		-.04	2.77		.06	2.68	***	.15
l.	Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	2.70	2.71		-.01	2.73		-.03	2.69		.01
			SR	2.62	2.64		-.02	2.68		-.06	2.64		-.03
m.	Solving complex real-world problems	GNPROBSV	FY	2.65	2.72		-.07	2.72	*	-.07	2.68		-.03
			SR	2.68	2.75		-.08	2.78	*	-.10	2.73		-.06
n.	Developing a personal code of values and ethics	GNETHICS	FY	2.65	2.73		-.08	2.71		-.06	2.64		.02
			SR	2.71	2.73		-.02	2.68		.03	2.56	***	.14
o.	Contributing to the welfare of your community	GNCOMMUN	FY	2.33	2.40		-.06	2.48	***	-.15	2.34		.00
			SR	2.40	2.40		.00	2.47		-.06	2.33		.07
p.	Developing a deepened sense of spirituality	GNSPIRIT	FY	2.06	2.07		-.01	2.18	***	-.11	2.01		.05
			SR	1.86	1.85		.01	1.93		-.06	1.76	*	.10
12. Academic Advising				1=Poor, 2=Fair, 3=Good, 4=Excellent									
	Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	FY	2.93	3.06	***	-.16	3.02	**	-.10	2.95		-.02
			SR	2.83	2.94	**	-.13	2.82		.01	2.77		.06
13. Satisfaction				1=Poor, 2=Fair, 3=Good, 4=Excellent									
	How would you evaluate your entire educational experience at this institution?	ENTIREXP	FY	3.10	3.14		-.06	3.17	**	-.09	3.12		-.03
			SR	3.13	3.15		-.03	3.15		-.03	3.11		.03
14.				1=Definitely no, 2=Probably no, 3=Probably yes, 4=Definitely yes									
	If you could start over again, would you go to the same institution you are now attending?	SAMECOLL	FY	3.11	3.16		-.05	3.19	**	-.09	3.17		-.06
			SR	3.08	3.08		.00	3.13		-.06	3.09		-.01

IPEDS: 213020

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by the pooled standard deviation.



# National Survey of Student Engagement

NSSE 2009 Detailed Statistics <sup>a</sup>

## Indiana University of Pennsylvania First-Year Students

	N	Mean				Standard Error of the Mean <sup>b</sup>				Standard Deviation <sup>c</sup>				Degrees of Freedom <sup>d</sup>			Significance <sup>e</sup>			Effect Size <sup>f</sup>		
	IUP	IUP	PASSHE	Carnegie Class	Selected Peers	IUP	PASSHE	Carnegie Class	Selected Peers	IUP	PASSHE	Carnegie Class	Selected Peers	PASSHE	Carnegie Class	Selected Peers	PASSHE	Carnegie Class	Selected Peers	PASSHE	Carnegie Class	Selected Peers
CLQUEST	1,128	2.75	2.74	2.84	2.78	.02	.03	.01	.01	.81	.82	.86	.85	2,050	14,784	13,704	.810	.001	.173	.01	-.10	-.04
CLPRESENT	1,128	2.09	2.34	2.26	2.17	.02	.03	.01	.01	.74	.81	.82	.80	1,899	1,362	1,373	.000	.000	.000	-.32	-.22	-.10
REWROPAP	1,125	2.69	2.70	2.75	2.71	.03	.03	.01	.01	.97	.97	.97	1.00	2,045	14,765	1,348	.681	.041	.365	-.02	-.06	-.03
INTEGRAT	1,134	2.93	3.06	3.13	3.10	.02	.02	.01	.01	.82	.75	.78	.80	2,028	14,831	13,719	.000	.000	.000	-.17	-.25	-.21
DIVCLASS	1,133	2.75	2.65	2.82	2.80	.03	.03	.01	.01	.86	.84	.88	.91	2,052	14,801	1,367	.009	.009	.035	.12	-.08	-.06
CLUNPREP	1,133	1.94	1.94	2.02	2.08	.02	.03	.01	.01	.74	.76	.79	.79	2,052	14,814	1,374	.966	.001	.000	.00	-.10	-.17
CLASSGRP	1,132	2.58	2.46	2.47	2.46	.02	.03	.01	.01	.82	.81	.85	.85	2,056	14,842	13,692	.000	.000	.000	.16	.13	.14
OCCGRP	1,137	2.37	2.33	2.40	2.35	.03	.03	.01	.01	.86	.85	.89	.90	2,063	1,347	1,372	.281	.292	.523	.05	-.03	.02
INTIDEAS	1,095	2.60	2.55	2.61	2.61	.02	.03	.01	.01	.80	.82	.83	.82	1,933	13,893	12,923	.160	.612	.721	.06	-.02	-.01
TUTOR	1,097	1.63	1.51	1.66	1.66	.02	.03	.01	.01	.82	.76	.85	.84	1,884	13,959	12,973	.001	.341	.326	.16	-.03	-.03
COMM PROJ	1,096	1.50	1.41	1.62	1.50	.02	.02	.01	.01	.79	.72	.85	.81	1,886	1,321	12,896	.010	.000	.976	.12	-.15	.00
ITACADEM	1,098	2.51	2.56	2.65	2.61	.03	.04	.01	.01	1.01	1.03	1.02	1.03	1,940	13,945	12,980	.282	.000	.001	-.05	-.14	-.10
EMAIL	1,098	3.19	3.14	3.18	3.17	.02	.03	.01	.01	.79	.76	.81	.81	1,846	13,933	12,963	.129	.708	.393	.07	.01	.03
FACGRADE	1,095	2.62	2.58	2.65	2.64	.03	.03	.01	.01	.88	.85	.88	.89	1,936	13,957	12,967	.246	.317	.461	.05	-.03	-.02
FACPLANS	1,096	2.17	2.18	2.19	2.19	.03	.03	.01	.01	.91	.92	.90	.91	1,938	13,930	12,966	.769	.303	.308	-.01	-.03	-.03
FACIDEAS	1,100	1.88	1.81	1.86	1.87	.03	.03	.01	.01	.90	.91	.90	.91	1,940	13,957	12,984	.059	.439	.688	.09	.02	.01
FACFEED	1,085	2.61	2.59	2.68	2.66	.02	.03	.01	.01	.82	.80	.84	.84	1,905	13,649	12,743	.600	.013	.119	.02	-.08	-.05
WORKHARD	1,081	2.63	2.69	2.70	2.66	.02	.03	.01	.01	.81	.80	.85	.85	1,897	13,657	12,732	.179	.009	.297	-.06	-.08	-.03
FACOTHER	1,076	1.65	1.65	1.65	1.62	.03	.03	.01	.01	.86	.87	.88	.87	1,893	13,605	12,703	.936	.977	.207	.00	.00	.04
OOCIDEAS	1,082	2.69	2.63	2.73	2.72	.03	.03	.01	.01	.87	.87	.89	.90	1,901	13,640	12,747	.149	.164	.325	.07	-.04	-.03
DIVRSTUD	1,084	2.51	2.50	2.65	2.64	.03	.04	.01	.01	1.02	1.01	1.03	1.02	1,901	13,677	12,766	.833	.000	.000	.01	-.13	-.12
DIFFSTU2	1,081	2.67	2.66	2.72	2.72	.03	.03	.01	.01	1.01	.97	.99	1.00	1,898	1,263	12,746	.912	.094	.104	.01	-.05	-.05
MEMORIZE	1,071	2.99	2.97	2.92	2.97	.02	.03	.01	.01	.81	.79	.87	.85	1,882	1,290	1,294	.637	.010	.466	.02	.08	.02
ANALYZE	1,067	3.02	2.94	3.11	3.09	.02	.03	.01	.01	.79	.76	.79	.79	1,877	13,497	12,640	.029	.000	.005	.10	-.12	-.09
SYNTHESZ	1,056	2.83	2.76	2.92	2.87	.03	.03	.01	.01	.84	.84	.84	.85	1,865	13,469	12,633	.101	.001	.101	.08	-.11	-.05
EVALUATE	1,068	2.85	2.81	2.92	2.90	.03	.03	.01	.01	.88	.84	.86	.85	1,869	1,249	1,257	.374	.006	.062	.04	-.09	-.06
APPLYING	1,068	3.06	2.96	3.05	3.06	.03	.03	.01	.01	.84	.82	.86	.84	1,878	13,527	12,679	.011	.669	.920	.12	.01	.00
READASGN	1,063	3.20	3.17	3.23	3.16	.03	.03	.01	.01	.91	.94	.98	.97	1,867	1,282	1,298	.586	.218	.191	.03	-.04	.04

<sup>a</sup> All statistics are weighted by gender, enrollment status, and institutional size.

<sup>b</sup> The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

<sup>c</sup> A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

<sup>d</sup> Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

<sup>e</sup> Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

<sup>f</sup> Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.



# NSSE 2009 Detailed Statistics <sup>a</sup>

## Indiana University of Pennsylvania First-Year Students

	N	Mean				Standard Error of the Mean <sup>b</sup>				Standard Deviation <sup>c</sup>				Degrees of Freedom <sup>d</sup>			Significance <sup>e</sup>			Effect Size <sup>f</sup>		
	IUP	IUP	PASSHE	Carnegie Class	Selected Peers	IUP	PASSHE	Carnegie Class	Selected Peers	IUP	PASSHE	Carnegie Class	Selected Peers	PASSHE	Carnegie Class	Selected Peers	PASSHE	Carnegie Class	Selected Peers	PASSHE	Carnegie Class	Selected Peers
READOWN	1,063	2.03	2.04	2.09	2.06	.03	.03	.01	.01	.91	.92	.94	.96	1,865	13,490	1,288	.755	.027	.218	-.01	-.07	-.04
WRITEMOR	1,058	1.29	1.22	1.33	1.26	.02	.02	.01	.01	.69	.63	.75	.65	1,800	1,279	1,233	.021	.083	.146	.11	-.05	.05
WRITEMID	1,062	2.14	2.09	2.31	2.28	.02	.03	.01	.01	.80	.77	.83	.85	1,866	1,264	1,294	.144	.000	.000	.07	-.21	-.16
WRITESML	1,064	3.11	2.93	3.07	2.92	.03	.03	.01	.01	1.08	.92	1.03	1.03	1,838	1,235	1,246	.000	.200	.000	.18	.04	.18
PROBSETA	1,062	2.42	2.39	2.68	2.69	.03	.04	.01	.01	1.06	1.03	1.12	1.13	1,861	1,272	1,291	.596	.000	.000	.02	-.23	-.24
PROBSETB	1,062	2.96	3.00	2.83	2.78	.04	.04	.01	.01	1.17	1.20	1.22	1.21	1,864	1,264	1,278	.505	.001	.000	-.03	.11	.16
EXAMS	1,061	5.31	5.25	5.38	5.40	.04	.04	.01	.01	1.16	1.08	1.18	1.19	1,794	13,479	12,665	.252	.052	.012	.05	-.06	-.08
ATDART07	1,057	2.16	2.14	2.17	2.10	.03	.03	.01	.01	.94	.87	.93	.93	1,794	13,280	12,530	.632	.823	.041	.02	-.01	.07
EXRCSE05	1,055	2.85	2.80	2.79	2.76	.03	.04	.01	.01	1.01	1.07	1.03	1.02	1,677	13,277	12,528	.277	.050	.003	.05	.06	.10
WORSHPO5	1,054	1.77	1.61	2.05	2.00	.03	.03	.01	.01	.99	.89	1.10	1.09	1,802	1,289	1,299	.000	.000	.000	.18	-.25	-.21
OWNVIEW	1,054	2.45	2.42	2.61	2.58	.03	.03	.01	.01	.91	.92	.90	.91	1,856	13,249	12,512	.495	.000	.000	.03	-.18	-.15
OTHRVIEW	1,053	2.65	2.66	2.81	2.77	.03	.03	.01	.01	.90	.90	.88	.87	1,853	1,230	1,239	.811	.000	.000	-.01	-.18	-.13
CHNGVIEW	1,057	2.83	2.77	2.87	2.83	.03	.03	.01	.01	.84	.80	.85	.84	1,860	13,304	12,552	.133	.113	.897	.07	-.05	.00
INTERN04	1,040	.05	.06	.08	.08	.01	.01	.00	.00	.22	.25	.27	.26	1,584	1,335	1,344	.155	.000	.000	-.07	-.11	-.10
VOLNTR04	1,040	.32	.27	.40	.34	.01	.02	.00	.00	.47	.44	.49	.48	1,750	1,247	1,248	.017	.000	.080	.11	-.17	-.06
LRNCOM04	1,037	.12	.07	.17	.20	.01	.01	.00	.00	.32	.26	.38	.40	1,814	1,300	1,352	.002	.000	.000	.14	-.15	-.21
RESRCH04	1,042	.05	.03	.06	.05	.01	.01	.00	.00	.21	.18	.23	.22	1,825	1,263	12,307	.068	.199	.569	.08	-.04	-.02
FORLNG04	1,044	.16	.12	.19	.17	.01	.01	.00	.00	.36	.32	.39	.38	1,794	1,260	1,259	.012	.013	.245	.12	-.08	-.04
STDABR04	1,040	.03	.02	.03	.03	.01	.00	.00	.00	.17	.13	.18	.17	1,823	13,005	12,281	.027	.632	.699	.10	-.02	.01
INDSTD04	1,034	.03	.03	.04	.04	.01	.01	.00	.00	.17	.17	.20	.19	1,825	1,308	1,287	.821	.013	.152	-.01	-.07	-.04
SNRX04	1,044	.01	.02	.02	.02	.00	.01	.00	.00	.12	.15	.15	.15	1,487	1,336	1,371	.195	.043	.024	-.06	-.05	-.06
ENVSTU	1,041	5.31	5.38	5.41	5.40	.04	.05	.01	.01	1.44	1.40	1.39	1.38	1,834	13,049	12,284	.276	.023	.031	-.05	-.07	-.07
ENVFAC	1,039	5.07	5.16	5.16	5.11	.04	.05	.01	.01	1.31	1.31	1.32	1.34	1,831	13,046	12,293	.171	.055	.363	-.06	-.06	-.03
ENVADM	1,042	4.50	4.73	4.67	4.62	.05	.05	.01	.01	1.52	1.49	1.54	1.58	1,837	13,055	12,283	.001	.001	.024	-.15	-.11	-.07
ACADPR01	1,031	3.81	3.88	4.08	4.01	.05	.05	.01	.02	1.53	1.49	1.60	1.62	1,820	12,934	12,164	.358	.000	.000	-.04	-.17	-.12
WORKON01	1,030	1.50	1.48	1.55	1.50	.04	.04	.01	.01	1.22	1.19	1.32	1.26	1,818	1,249	12,158	.714	.170	.955	.02	-.04	.00
WORKOF01	1,027	1.95	2.07	2.37	2.61	.06	.07	.02	.02	1.84	1.88	2.23	2.32	1,680	1,303	1,347	.152	.000	.000	-.07	-.19	-.29
COCURR01	1,033	2.25	2.33	2.21	2.19	.05	.06	.01	.01	1.54	1.65	1.57	1.58	1,823	12,935	12,164	.251	.511	.290	-.05	.02	.03

<sup>a</sup> All statistics are weighted by gender, enrollment status, and institutional size.

<sup>b</sup> The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

<sup>c</sup> A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

<sup>d</sup> Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

<sup>e</sup> Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

<sup>f</sup> Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.



# National Survey of Student Engagement

NSSE 2009 Detailed Statistics <sup>a</sup>

## Indiana University of Pennsylvania First-Year Students

	N	Mean				Standard Error of the Mean <sup>b</sup>				Standard Deviation <sup>c</sup>				Degrees of Freedom <sup>d</sup>			Significance <sup>e</sup>			Effect Size <sup>f</sup>		
		IUP	PASSHE	Carnegie Class	Selected Peers	IUP	PASSHE	Carnegie Class	Selected Peers	IUP	PASSHE	Carnegie Class	Selected Peers	PASSHE	Carnegie Class	Selected Peers	PASSHE	Carnegie Class	Selected Peers	PASSHE	Carnegie Class	Selected Peers
SOCIAL05	1,025	4.01	4.06	3.88	3.88	.05	.06	.02	.02	1.64	1.72	1.69	1.67	1,806	12,872	12,098	.454	.018	.017	-.04	.08	.08
CAREDE01	1,021	1.51	1.61	1.87	1.81	.04	.04	.02	.02	1.26	1.25	1.74	1.66	1,800	1,383	1,369	.124	.000	.000	-.07	-.21	-.18
COMMUTE	1,024	2.16	2.19	2.36	2.30	.03	.04	.01	.01	1.00	1.05	1.18	1.10	1,804	1,286	1,263	.552	.000	.000	-.03	-.17	-.13
ENVSCHOL	1,020	3.03	2.99	3.09	3.10	.02	.03	.01	.01	.74	.77	.77	.78	1,801	1,220	1,238	.264	.005	.001	.05	-.09	-.10
ENVSUPRT	1,019	2.94	3.03	3.05	3.00	.02	.03	.01	.01	.80	.77	.80	.83	1,795	12,682	11,976	.014	.000	.026	-.12	-.14	-.07
ENVDIVRS	1,014	2.61	2.67	2.73	2.65	.03	.03	.01	.01	.95	.95	.95	.98	1,793	12,683	11,977	.195	.000	.222	-.06	-.13	-.04
ENVNACAD	1,019	2.18	2.30	2.28	2.18	.03	.03	.01	.01	.94	.93	.97	.97	1,796	1,212	11,996	.007	.002	.902	-.13	-.10	.00
ENVSOCAL	1,016	2.44	2.56	2.50	2.41	.03	.03	.01	.01	.93	.92	.95	.95	1,790	12,629	11,941	.010	.088	.329	-.12	-.06	.03
ENVEVENT	1,017	2.69	2.91	2.80	2.76	.03	.03	.01	.01	.95	.89	.96	.94	1,719	12,687	11,993	.000	.000	.015	-.24	-.12	-.08
ENVCOMPT	1,019	3.19	3.26	3.35	3.33	.03	.03	.01	.01	.80	.76	.78	.78	1,797	12,704	12,008	.070	.000	.000	-.09	-.20	-.17
NGNGENLED	1,012	3.07	3.16	3.13	3.07	.03	.03	.01	.01	.80	.76	.79	.80	1,781	12,505	11,856	.017	.035	.947	-.11	-.07	.00
GNWORK	1,014	2.75	2.81	2.82	2.78	.03	.03	.01	.01	.94	.88	.92	.93	1,704	12,503	11,843	.135	.019	.261	-.07	-.08	-.04
GNWRITE	1,016	2.98	3.02	3.04	2.97	.03	.03	.01	.01	.83	.79	.84	.86	1,783	1,210	1,229	.237	.027	.804	-.06	-.07	.01
GNSPEAK	1,009	2.73	2.93	2.86	2.78	.03	.03	.01	.01	.92	.85	.91	.92	1,715	1,188	11,814	.000	.000	.098	-.23	-.14	-.05
GNANALY	1,017	3.11	3.11	3.20	3.17	.03	.03	.01	.01	.81	.79	.79	.79	1,784	1,193	11,826	.973	.000	.018	.00	-.12	-.08
GNQUANT	1,012	2.81	2.83	2.94	2.93	.03	.03	.01	.01	.86	.89	.87	.87	1,778	12,488	11,739	.497	.000	.000	-.03	-.15	-.14
GNCMPTS	1,019	2.96	2.97	3.09	3.05	.03	.03	.01	.01	.90	.86	.87	.87	1,784	12,527	11,827	.775	.000	.001	-.01	-.15	-.11
GNOTHERS	1,017	2.92	3.01	3.01	2.94	.03	.03	.01	.01	.90	.85	.87	.88	1,702	1,191	11,836	.038	.002	.509	-.10	-.11	-.02
GNCITIZN	1,005	2.74	2.70	2.56	2.56	.03	.04	.01	.01	1.11	1.06	1.08	1.07	1,767	12,276	11,599	.361	.000	.000	.04	.17	.17
GNINQ	1,004	2.99	2.97	2.97	2.92	.03	.03	.01	.01	.84	.81	.86	.86	1,758	1,199	1,214	.665	.565	.015	.02	.02	.08
GNSELF	1,004	2.83	2.87	2.83	2.75	.03	.03	.01	.01	.96	.92	.96	.98	1,663	12,271	1,213	.361	.971	.010	-.04	.00	.08
GNDIVERS	999	2.70	2.71	2.73	2.69	.03	.03	.01	.01	.97	.91	.96	.97	1,671	12,307	11,589	.760	.321	.852	-.01	-.03	.01
GNPROBSV	1,009	2.65	2.72	2.72	2.68	.03	.03	.01	.01	.95	.88	.93	.94	1,689	12,318	11,588	.128	.025	.374	-.07	-.07	-.03
GNETHICS	1,007	2.65	2.73	2.71	2.64	.03	.03	.01	.01	.98	.92	.99	.99	1,685	12,313	11,589	.099	.088	.638	-.08	-.06	.02
GNCOMMUN	1,009	2.33	2.40	2.48	2.34	.03	.03	.01	.01	.98	.94	.99	.98	1,767	1,202	11,615	.180	.000	.990	-.06	-.15	.00
GNSPIRIT	1,006	2.06	2.07	2.18	2.01	.03	.04	.01	.01	1.05	1.01	1.10	1.06	1,768	1,207	11,607	.867	.001	.173	-.01	-.11	.05
ADVISE	1,015	2.93	3.06	3.02	2.95	.03	.03	.01	.01	.84	.79	.83	.86	1,781	12,491	11,752	.001	.002	.455	-.16	-.10	-.02
ENTIREXP	1,015	3.10	3.14	3.17	3.12	.02	.03	.01	.01	.72	.70	.72	.72	1,782	1,202	11,738	.244	.005	.348	-.06	-.09	-.03
SAMECOLL	1,016	3.11	3.16	3.19	3.17	.03	.03	.01	.01	.84	.84	.82	.83	1,784	12,505	11,743	.277	.004	.058	-.05	-.09	-.06

<sup>a</sup> All statistics are weighted by gender, enrollment status, and institutional size.

<sup>b</sup> The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

<sup>c</sup> A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

<sup>d</sup> Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

<sup>e</sup> Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

<sup>f</sup> Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.

IPEDS: 213020





# National Survey of Student Engagement

NSSE 2009 Detailed Statistics <sup>a</sup>

## Indiana University of Pennsylvania Seniors

	N	Mean				Standard Error of the Mean <sup>b</sup>				Standard Deviation <sup>c</sup>				Degrees of Freedom <sup>d</sup>			Significance <sup>e</sup>			Effect Size <sup>f</sup>		
		IUP				IUP				IUP				IUP			IUP			IUP		
		compared with:				compared with:				compared with:				compared with:			compared with:			compared with:		
		PASSHE	Carnegie Class	Selected Peers		PASSHE	Carnegie Class	Selected Peers		PASSHE	Carnegie Class	Selected Peers		PASSHE	Carnegie Class	Selected Peers	PASSHE	Carnegie Class	Selected Peers	PASSHE	Carnegie Class	Selected Peers
CLQUEST	662	3.15	3.17	3.13	3.07	.03	.02	.01	.01	.83	.83	.85	.86	1,972	21,033	14,082	.660	.543	.031	-.02	.02	.09
CLPRESENT	664	2.88	2.86	2.79	2.69	.03	.02	.01	.01	.83	.84	.89	.87	1,976	713	736	.469	.004	.000	.03	.11	.23
REWROPAP	659	2.40	2.44	2.50	2.44	.04	.03	.01	.01	.94	1.00	.99	.99	1,382	706	731	.420	.007	.229	-.04	-.10	-.05
INTEGRAT	662	3.26	3.31	3.34	3.26	.03	.02	.01	.01	.76	.75	.74	.78	1,979	21,132	14,129	.167	.007	.853	-.07	-.11	.01
DIVCLASS	664	2.79	2.76	2.88	2.77	.03	.03	.01	.01	.88	.93	.93	.96	1,388	21,109	742	.476	.014	.652	.03	-.10	.02
CLUNPREP	664	2.07	2.07	2.10	2.16	.03	.02	.01	.01	.76	.81	.81	.78	1,978	713	734	.831	.339	.007	.01	-.04	-.11
CLASSGRP	666	2.73	2.65	2.59	2.56	.03	.02	.01	.01	.81	.87	.90	.90	1,424	719	747	.035	.000	.000	.10	.16	.19
OCCGRP	666	2.74	2.71	2.74	2.72	.03	.02	.01	.01	.83	.86	.93	.92	1,984	719	748	.413	.818	.488	.04	.01	.03
INTIDEAS	644	2.95	2.92	2.93	2.93	.03	.02	.01	.01	.78	.83	.82	.83	1,366	690	716	.497	.520	.576	.03	.02	.02
TUTOR	647	1.86	1.81	1.79	1.85	.04	.03	.01	.01	.92	.94	.93	.94	1,915	20,490	13,760	.222	.065	.671	.06	.07	.02
COMMPROJ	640	1.73	1.57	1.77	1.62	.03	.02	.01	.01	.87	.81	.92	.89	1,210	20,449	13,682	.000	.289	.004	.18	-.04	.12
ITACADEM	645	2.79	2.81	2.89	2.84	.04	.03	.01	.01	.97	.98	1.01	1.01	1,914	20,517	13,739	.557	.007	.218	-.03	-.11	-.05
EMAIL	647	3.50	3.50	3.43	3.38	.03	.02	.01	.01	.66	.67	.74	.75	1,915	700	731	.924	.004	.000	.00	.10	.17
FACGRADE	644	2.91	2.88	2.83	2.80	.03	.02	.01	.01	.82	.85	.87	.88	1,337	691	717	.520	.026	.002	.03	.08	.12
FACPLANS	646	2.59	2.57	2.37	2.36	.04	.03	.01	.01	.90	.96	.97	.96	1,373	20,490	13,744	.632	.000	.000	.02	.23	.24
FACIDEAS	646	2.09	2.15	2.07	2.07	.04	.03	.01	.01	.90	.94	.94	.93	1,912	20,497	13,737	.180	.621	.545	-.06	.02	.02
FACFEED	639	2.86	2.89	2.80	2.75	.03	.02	.01	.01	.76	.79	.82	.83	1,891	688	716	.481	.051	.000	-.03	.07	.13
WORKHARD	641	2.73	2.78	2.76	2.73	.03	.02	.01	.01	.87	.84	.86	.86	1,894	20,247	13,577	.172	.346	.989	-.07	-.04	.00
FACOTHER	634	1.96	2.02	1.79	1.75	.04	.03	.01	.01	.95	1.00	.95	.92	1,887	675	13,552	.207	.000	.000	-.06	.18	.24
OOCIDEAS	640	2.81	2.84	2.91	2.86	.03	.02	.01	.01	.85	.86	.86	.86	1,897	20,255	13,583	.343	.003	.138	-.05	-.12	-.06
DIVRSTUD	642	2.56	2.68	2.73	2.75	.04	.03	.01	.01	.97	.98	.99	.99	1,900	20,245	13,623	.011	.000	.000	-.12	-.17	-.19
DIFFSTU2	643	2.71	2.77	2.73	2.76	.04	.03	.01	.01	.96	.94	.97	.96	1,901	20,252	13,615	.198	.521	.176	-.06	-.03	-.05
MEMORIZE	638	2.90	2.91	2.77	2.80	.03	.02	.01	.01	.87	.87	.92	.92	1,892	685	709	.816	.000	.007	-.01	.13	.10
ANALYZE	635	3.24	3.19	3.25	3.27	.03	.02	.01	.01	.74	.78	.76	.74	1,882	20,051	13,485	.192	.780	.326	.06	-.01	-.04
SYNTHESZ	637	3.08	3.06	3.04	3.05	.03	.02	.01	.01	.85	.82	.86	.84	1,881	20,017	13,478	.671	.203	.371	.02	.05	.04
EVALUATE	639	3.00	3.08	3.01	2.99	.03	.02	.01	.01	.84	.84	.88	.89	1,887	20,079	13,481	.059	.735	.910	-.09	-.01	.00
APPLYING	637	3.28	3.27	3.21	3.22	.03	.02	.01	.01	.81	.81	.83	.83	1,891	20,112	13,522	.836	.024	.049	.01	.09	.08
READASGN	635	3.11	2.95	3.15	3.05	.04	.03	.01	.01	1.02	1.01	1.06	1.03	1,879	680	13,455	.001	.327	.145	.16	-.04	.06

<sup>a</sup> All statistics are weighted by gender, enrollment status, and institutional size.

<sup>b</sup> The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

<sup>c</sup> A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

<sup>d</sup> Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

<sup>e</sup> Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

<sup>f</sup> Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.



# National Survey of Student Engagement

NSSE 2009 Detailed Statistics <sup>a</sup>

## Indiana University of Pennsylvania Seniors

	N	Mean				Standard Error of the Mean <sup>b</sup>				Standard Deviation <sup>c</sup>				Degrees of Freedom <sup>d</sup>			Significance <sup>e</sup>			Effect Size <sup>f</sup>		
		IUP	PASSHE	Carnegie Class	Selected Peers	IUP	PASSHE	Carnegie Class	Selected Peers	IUP	PASSHE	Carnegie Class	Selected Peers	PASSHE	Carnegie Class	Selected Peers	PASSHE	Carnegie Class	Selected Peers	PASSHE	Carnegie Class	Selected Peers
READOWN	636	2.05	2.18	2.23	2.19	.04	.03	.01	.01	.90	1.00	.99	.99	1,406	688	715	.003	.000	.000	-.14	-.18	-.14
WRITEMOR	634	1.58	1.64	1.65	1.61	.03	.02	.01	.01	.75	.81	.81	.78	1,877	682	13,450	.122	.016	.281	-.08	-.09	-.04
WRITEMID	636	2.57	2.48	2.54	2.43	.04	.03	.01	.01	.94	1.00	.97	.95	1,878	20,018	13,452	.081	.460	.000	.09	.03	.15
WRITESML	637	3.36	3.03	2.98	2.90	.05	.03	.01	.01	1.17	1.17	1.16	1.16	1,275	678	699	.000	.000	.000	.28	.33	.40
PROBSETA	635	2.51	2.49	2.63	2.66	.05	.03	.01	.01	1.17	1.20	1.21	1.24	1,875	19,961	707	.802	.010	.002	.01	-.10	-.12
PROBSETB	634	2.64	2.61	2.38	2.40	.05	.03	.01	.01	1.21	1.21	1.22	1.24	1,874	19,951	13,392	.591	.000	.000	.03	.21	.19
EXAMS	638	5.30	5.32	5.42	5.46	.05	.04	.01	.01	1.26	1.28	1.29	1.25	1,885	20,010	13,450	.716	.017	.001	-.02	-.10	-.13
ATDART07	632	1.98	2.06	2.02	1.98	.04	.03	.01	.01	.93	.95	.91	.93	1,865	19,773	13,314	.111	.285	.976	-.08	-.04	.00
EXRCSE05	631	2.77	2.71	2.67	2.65	.04	.03	.01	.01	1.04	1.05	1.04	1.04	1,859	19,788	13,310	.290	.025	.007	.05	.09	.11
WORSHPO5	631	1.91	1.79	2.16	2.09	.04	.03	.01	.01	1.05	1.01	1.14	1.13	1,859	679	704	.013	.000	.000	.12	-.21	-.16
OWNVIEW	629	2.59	2.65	2.76	2.69	.04	.03	.01	.01	.92	.95	.90	.90	1,852	19,734	13,285	.137	.000	.003	-.07	-.19	-.12
OTHRVIEW	632	2.81	2.82	2.90	2.85	.04	.03	.01	.01	.89	.92	.86	.88	1,857	19,771	13,277	.859	.016	.312	-.01	-.10	-.04
CHNGVIEW	632	2.86	2.90	2.91	2.88	.03	.03	.01	.01	.83	.88	.84	.84	1,861	19,788	13,309	.349	.088	.492	-.05	-.07	-.03
INTERN04	628	.56	.53	.49	.49	.02	.01	.00	.00	.50	.50	.50	.50	1,274	670	692	.195	.001	.001	.06	.14	.14
VOLNTR04	625	.62	.57	.59	.54	.02	.01	.00	.00	.49	.49	.49	.50	1,277	666	690	.085	.244	.000	.08	.05	.16
LRNCOM04	624	.29	.26	.28	.24	.02	.01	.00	.00	.45	.44	.45	.43	1,233	19,460	680	.241	.499	.013	.06	.03	.11
RESRCH04	629	.19	.19	.17	.16	.02	.01	.00	.00	.39	.39	.37	.37	1,839	666	686	.879	.154	.124	.01	.06	.07
FORLNG04	628	.39	.32	.37	.36	.02	.01	.00	.00	.49	.47	.48	.48	1,224	19,559	689	.006	.411	.186	.14	.03	.05
STDABR04	624	.12	.07	.12	.11	.01	.01	.00	.00	.33	.26	.33	.31	1,024	19,501	680	.001	.879	.335	.18	.01	.04
INDSTD04	625	.11	.16	.16	.14	.01	.01	.00	.00	.31	.37	.37	.35	1,447	682	702	.002	.000	.017	-.14	-.15	-.09
SNRX04	628	.33	.33	.35	.31	.02	.01	.00	.00	.47	.47	.48	.46	1,841	19,550	689	.874	.518	.310	.01	-.03	.04
ENVSTU	626	5.57	5.65	5.55	5.49	.05	.04	.01	.01	1.26	1.32	1.34	1.32	1,838	19,511	13,211	.231	.629	.144	-.06	.02	.06
ENVFAC	629	5.40	5.55	5.38	5.24	.05	.04	.01	.01	1.26	1.30	1.36	1.38	1,841	678	706	.017	.733	.002	-.12	.01	.12
ENVADM	629	4.49	4.56	4.54	4.48	.07	.05	.01	.02	1.65	1.65	1.71	1.71	1,843	19,524	13,216	.402	.519	.901	-.04	-.03	.01
ACADPR01	627	4.27	3.96	4.14	4.21	.07	.05	.01	.02	1.70	1.67	1.73	1.79	1,832	19,399	697	.000	.070	.375	.18	.07	.03
WORKON01	628	1.92	1.93	1.79	1.74	.07	.04	.01	.01	1.66	1.50	1.62	1.60	1,158	667	686	.859	.052	.007	-.01	.08	.11
WORKOF01	626	2.83	3.27	4.04	4.06	.09	.07	.02	.02	2.32	2.52	2.87	2.79	1,356	690	718	.000	.000	.000	-.18	-.42	-.44
COCURR01	626	2.34	2.35	2.01	1.98	.06	.05	.01	.01	1.62	1.68	1.52	1.51	1,834	662	681	.939	.000	.000	.00	.22	.24

<sup>a</sup> All statistics are weighted by gender, enrollment status, and institutional size.

<sup>b</sup> The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

<sup>c</sup> A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

<sup>d</sup> Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

<sup>e</sup> Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

<sup>f</sup> Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.



# National Survey of Student Engagement

NSSE 2009 Detailed Statistics <sup>a</sup>

## Indiana University of Pennsylvania Seniors

	N	Mean				Standard Error of the Mean <sup>b</sup>				Standard Deviation <sup>c</sup>				Degrees of Freedom <sup>d</sup>			Significance <sup>e</sup>			Effect Size <sup>f</sup>		
		IUP	PASSHE	Carnegie Class	Selected Peers	IUP	PASSHE	Carnegie Class	Selected Peers	IUP	PASSHE	Carnegie Class	Selected Peers	PASSHE	Carnegie Class	Selected Peers	PASSHE	Carnegie Class	Selected Peers	PASSHE	Carnegie Class	Selected Peers
SOCIAL05	622	3.83	3.65	3.48	3.44	.07	.05	.01	.01	1.65	1.60	1.53	1.51	1,828	657	674	.028	.000	.000	.11	.22	.26
CAREDE01	622	1.89	2.06	2.65	2.59	.07	.06	.02	.02	1.82	1.96	2.44	2.37	1,821	697	730	.084	.000	.000	-.09	-.31	-.29
COMMUTE	623	2.36	2.44	2.40	2.52	.04	.03	.01	.01	.98	1.06	1.06	1.10	1,350	672	703	.113	.334	.000	-.08	-.04	-.15
ENVSCHOL	621	2.99	2.96	3.08	3.12	.03	.02	.01	.01	.77	.81	.80	.79	1,310	665	687	.432	.008	.000	.04	-.10	-.16
ENVSUPRT	619	2.85	2.95	2.88	2.85	.03	.02	.01	.01	.85	.84	.87	.86	1,804	19,084	12,965	.028	.527	.830	-.11	-.03	.01
ENVDIVRS	620	2.42	2.55	2.55	2.56	.04	.03	.01	.01	.96	.99	1.00	1.01	1,813	665	690	.010	.001	.001	-.13	-.13	-.13
ENVNACAD	620	1.93	2.10	1.95	1.90	.04	.03	.01	.01	.92	.96	.94	.94	1,811	19,097	12,967	.000	.667	.397	-.18	-.02	.03
ENVSOCAL	619	2.26	2.37	2.17	2.13	.04	.03	.01	.01	.91	.90	.94	.93	1,810	19,040	12,911	.021	.012	.000	-.11	.10	.15
ENVEVENT	620	2.59	2.79	2.55	2.54	.04	.03	.01	.01	.93	.90	.97	.95	1,219	664	12,944	.000	.267	.174	-.22	.04	.06
ENVCOMPT	621	3.40	3.42	3.47	3.49	.03	.02	.01	.01	.79	.74	.75	.74	1,815	19,117	676	.639	.039	.010	-.02	-.08	-.11
NGNGENLED	611	3.22	3.22	3.22	3.17	.03	.02	.01	.01	.77	.80	.82	.82	1,781	657	12,837	.990	.831	.112	.00	.01	.07
GNWORK	611	3.12	3.14	3.05	3.05	.04	.03	.01	.01	.89	.89	.92	.93	1,777	18,881	12,866	.779	.052	.048	-.01	.08	.08
GNWRITE	608	3.14	3.05	3.08	3.01	.03	.03	.01	.01	.79	.87	.87	.88	1,776	657	12,846	.040	.079	.000	.10	.07	.15
GNSPEAK	612	3.00	3.04	2.96	2.91	.04	.02	.01	.01	.87	.85	.92	.91	1,779	656	679	.396	.322	.017	-.04	.04	.10
GNANALY	609	3.34	3.25	3.32	3.29	.03	.02	.01	.01	.72	.79	.78	.79	1,340	657	684	.020	.434	.105	.11	.03	.06
GNQUANT	607	2.98	2.95	3.04	3.05	.04	.03	.01	.01	.87	.88	.90	.89	1,770	651	12,798	.507	.095	.065	.03	-.07	-.08
GNCMPTS	611	3.18	3.23	3.21	3.23	.03	.02	.01	.01	.82	.84	.86	.86	1,781	656	678	.238	.450	.132	-.06	-.03	-.06
GNOTHERS	611	3.17	3.18	3.16	3.10	.03	.02	.01	.01	.78	.83	.86	.88	1,294	660	689	.652	.765	.032	-.02	.01	.08
GNCITIZN	609	2.35	2.31	2.29	2.24	.04	.03	.01	.01	1.08	1.07	1.08	1.09	1,766	18,656	12,739	.538	.240	.019	.03	.05	.10
GNINQ	605	3.00	3.04	3.02	2.98	.04	.03	.01	.01	.87	.89	.89	.91	1,250	647	673	.280	.536	.608	-.05	-.03	.02
GNSELF	605	2.83	2.87	2.77	2.68	.04	.03	.01	.01	.97	1.00	1.01	1.02	1,755	648	672	.440	.156	.000	-.04	.06	.15
GNDIVERS	606	2.62	2.64	2.68	2.64	.04	.03	.01	.01	.97	1.01	.99	.99	1,764	18,642	12,707	.631	.148	.544	-.02	-.06	-.03
GNPROBSV	609	2.68	2.75	2.78	2.73	.04	.03	.01	.01	.95	.96	.95	.96	1,767	18,668	12,743	.126	.013	.182	-.08	-.10	-.06
GNETHICS	607	2.71	2.73	2.68	2.56	.04	.03	.01	.01	1.03	1.02	1.04	1.05	1,763	18,656	671	.694	.480	.001	-.02	.03	.14
GNCOMMUN	609	2.40	2.40	2.47	2.33	.04	.03	.01	.01	.96	1.02	1.02	1.02	1,305	655	678	.937	.117	.060	.00	-.06	.07
GNSPIRIT	607	1.86	1.85	1.93	1.76	.04	.03	.01	.01	1.02	1.06	1.08	1.02	1,763	653	12,719	.850	.118	.018	.01	-.06	.10
ADVISE	617	2.83	2.94	2.82	2.77	.04	.03	.01	.01	.92	.90	.96	.97	1,791	662	687	.010	.823	.137	-.13	.01	.06
ENTIREXP	616	3.13	3.15	3.15	3.11	.03	.02	.01	.01	.70	.72	.76	.76	1,787	664	690	.514	.415	.433	-.03	-.03	.03
SAMECOLL	617	3.08	3.08	3.13	3.09	.04	.03	.01	.01	.88	.87	.87	.87	1,791	18,908	12,885	.935	.121	.794	.00	-.06	-.01

<sup>a</sup> All statistics are weighted by gender, enrollment status, and institutional size.

<sup>b</sup> The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

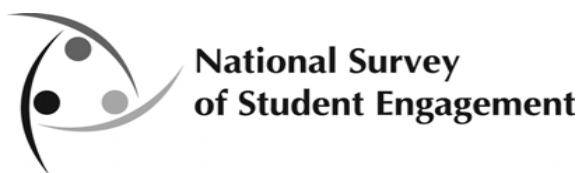
<sup>c</sup> A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

<sup>d</sup> Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

<sup>e</sup> Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

<sup>f</sup> Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.

IPEDS: 213020



**NSSE 2009 Mean Comparisons<sup>a</sup>**  
**Pennsylvania State System of Higher Education**  
**Indiana University of Pennsylvania**

<b>IUP</b>	<i>IUP compared with</i> <b>PASSHE</b>
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**Pennsylvania State System of Higher Education Consortium Questions**

*Refer to the PASSHE consortium codebook for response option values.*

Refer to the PASSHE consortium codebook for response option values.			Variable	Class	Mean	Mean	Sig <sup>b</sup>	Effect size <sup>c</sup>
<b>1. In the current school year, about how often have you:</b>								
1a.	Used a web-based course management system to access the course syllabus, notes or assignments	PAS0901A	FY	3.26	3.31			-.07
			SR	3.21	3.28		-.08	
1b.	Taken a course that was offered on-line	PAS0901B	FY	1.42	1.56	***		-.17
			SR	1.96	1.90		.05	
1c.	Participated in a research project supervised by a faculty member	PAS0901C	FY	1.58	1.71	**		-.16
			SR	1.76	1.82		-.06	
1d.	Attended a university athletic event	PAS0901D	FY	2.09	2.34	***		-.25
			SR	1.85	1.95	*	-.10	
1e.	Participated in a community-based project (e.g., service learning) as part of an organized university or student government project (not through a course)	PAS0901E	FY	1.63	1.68			-.05
			SR	1.79	1.74		.05	
1f.	Had meaningful conversations with a faculty member or administrator of a different race or ethnicity than your own	PAS0901F	FY	1.87	1.95			-.08
			SR	2.08	2.23	**	-.15	
1g.	Had a conversation regarding personal and academic ethics with a faculty member or residence hall staff	PAS0901G	FY	1.89	2.00	*		-.12
			SR	2.04	2.13		-.09	
1h.	Had meaningful conversations with a person with a disability	PAS0901H	FY	1.72	1.92	***		-.24
			SR	2.02	2.05		-.03	
1i.	Asked a librarian or library staff member for assistance	PAS0901I	FY	1.79	1.98	***		-.23
			SR	1.95	2.01		-.07	
1j.	Discussed your learning style with your adviser or staff member	PAS0901J	FY	1.87	1.92			-.06
			SR	1.88	1.98	*	-.11	

<sup>a</sup>. Weighted by gender, enrollment status, and institution size

<sup>b</sup>. \* p<.05, \*\* p<.01, \*\*\*p<.001

<sup>c</sup>. Mean difference divided by the pooled s.d.



**NSSE 2009 Mean Comparisons <sup>a</sup>**  
**Pennsylvania State System of Higher Education**  
**Indiana University of Pennsylvania**

<b>IUP</b>	<i>IUP compared with</i> <b>PASSHE</b>
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**Pennsylvania State System of Higher Education Consortium Questions**

*Refer to the PASSHE consortium codebook for response option values.*

Refer to the PASSHE consortium codebook for response option values.							
		Variable	Class	Mean	Mean	Sig <sup>b</sup>	Effect size <sup>c</sup>
1k.	Discussed selection of academic majors, minors, or academic concentrations with a faculty or staff member	PAS0901K	FY	2.18	2.36	***	-.21
			SR	2.14	2.26	**	-.13
1l.	Discussed career-related topics such as internships, resumes, and references with a faculty or staff member	PAS0901L	FY	2.01	2.02		-.02
			SR	2.66	2.66		.00
1m.	Discussed your career plans with a faculty or staff member	PAS0901M	FY	2.14	2.19		-.05
			SR	2.62	2.63		-.01
2. During the current school year, how many times have you had:							
2a.	Assignments based on the work of minority author(s)	PAS0902A	FY	2.09	2.09		.00
			SR	2.11	1.94	***	.18
2b.	Assignments that addressed issues in countries other than the United States	PAS0902B	FY	2.27	2.06	***	.25
			SR	2.25	2.06	***	.19
3. As a student at your current institution, how often have you:							
3a.	Changed your major	PAS0903A	FY	1.32	1.27		.08
			SR	1.64	1.51	**	.18
3b.	Changed graduation plans because courses were not available when needed	PAS0903B	FY	1.11	1.10		.02
			SR	1.63	1.52	*	.13
4. To what extent does your institution emphasize:							
4a.	A safe environment for students by providing features and services (lighting, emergency phones, escorts, adequate police patrols, etc.) that enhance safety	PAS0904A	FY	3.10	3.23	**	-.15
			SR	2.98	2.98		.00
4b.	A residential experience that facilitates adjustment to college	PAS0904B	FY	2.84	3.01	***	-.18
			SR	2.65	2.78	*	-.14
4c.	Diverse perspectives and global citizenship	PAS0904C	FY	2.78	2.82		-.04
			SR	2.58	2.57		.01

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<sup>a</sup>. Weighted by gender, enrollment status, and institution size

<sup>b</sup>. \* p<.05, \*\* p<.01, \*\*\*p<.001

<sup>c</sup>. Mean difference divided by the pooled s.d.



# NSSE 2009 Detailed Statistics <sup>a</sup> Pennsylvania State System of Higher Education Indiana University of Pennsylvania

## First-Year Students

N	Mean	Standard Error of the Mean <sup>b</sup>	Standard deviation <sup>c</sup>	DF <sup>d</sup>	Sig. <sup>e</sup>	Effect size <sup>f</sup>
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*IUP compared with PASSHE*

	IUP	IUP	PASSHE	IUP	PASSHE	IUP	PASSHE	PASSHE	
PAS0901A	939	3.26	3.31	.03	.03	.82	.83	1618	.194
PAS0901B	933	1.42	1.56	.03	.03	.83	.90	1404	.001
PAS0901C	927	1.58	1.71	.03	.03	.84	.88	1605	.002
PAS0901D	936	2.09	2.34	.03	.04	.98	.99	1450	.000
PAS0901E	931	1.63	1.68	.03	.03	.92	.90	1611	.279
PAS0901F	936	1.87	1.95	.03	.04	.93	.96	1618	.117
PAS0901G	936	1.89	2.00	.03	.04	.94	.99	1616	.020
PAS0901H	928	1.72	1.92	.03	.04	.85	.93	1599	.000
PAS0901I	929	1.79	1.98	.03	.03	.82	.80	1470	.000
PAS0901J	925	1.87	1.92	.03	.03	.89	.89	1588	.269
PAS0901K	923	2.18	2.36	.03	.03	.86	.89	1415	.000
PAS0901L	926	2.01	2.02	.03	.04	.93	.91	1596	.745
PAS0901M	927	2.14	2.19	.03	.04	.94	.91	1598	.299
PAS0902A	901	2.09	2.09	.02	.03	.73	.81	1327	.997
PAS0902B	922	2.27	2.06	.03	.03	.87	.85	1455	.000
PAS0903A	856	1.32	1.27	.02	.02	.59	.51	1437	.108
PAS0903B	908	1.11	1.10	.01	.02	.40	.39	1558	.712
PAS0904A	905	3.10	3.23	.03	.03	.89	.81	1566	.003
PAS0904B	857	2.84	3.01	.03	.04	.93	.88	1377	.000
PAS0904C	868	2.78	2.82	.03	.04	.98	.92	1434	.472

## Seniors

N	Mean	Standard Error of the Mean <sup>b</sup>	Standard deviation <sup>c</sup>	DF <sup>d</sup>	Sig. <sup>e</sup>	Effect size <sup>f</sup>
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*IUP compared with PASSHE*

	IUP	IUP	PASSHE	IUP	PASSHE	IUP	PASSHE	PASSHE	
PAS0901A	582	3.21	3.28	.03	.03	.84	.83	1654	.103
PAS0901B	581	1.96	1.90	.04	.03	1.04	1.09	1239	.299
PAS0901C	580	1.76	1.82	.04	.03	.98	1.01	1645	.257
PAS0901D	582	1.85	1.95	.04	.03	.90	1.05	1353	.041
PAS0901E	581	1.79	1.74	.04	.03	.95	.96	1648	.315
PAS0901F	579	2.08	2.23	.04	.03	.96	1.03	1256	.003
PAS0901G	582	2.04	2.13	.04	.03	1.00	1.05	1248	.085
PAS0901H	575	2.02	2.05	.04	.03	.88	.93	1232	.527
PAS0901I	576	1.95	2.01	.03	.02	.81	.80	1170	.206
PAS0901J	574	1.88	1.98	.04	.03	.87	.93	1635	.037
PAS0901K	574	2.14	2.26	.04	.03	.91	.97	1244	.009
PAS0901L	574	2.66	2.66	.04	.03	.91	.99	1266	.953
PAS0901M	576	2.62	2.63	.04	.03	.95	.99	1639	.796
PAS0902A	552	2.11	1.94	.04	.03	.90	.87	1591	.000
PAS0902B	570	2.25	2.06	.04	.03	.98	.96	1148	.000
PAS0903A	550	1.64	1.51	.04	.02	.85	.72	982	.002
PAS0903B	571	1.63	1.52	.04	.03	.91	.84	1086	.011
PAS0904A	562	2.98	2.98	.03	.03	.80	.88	1237	.997
PAS0904B	465	2.65	2.78	.04	.03	.94	.96	1304	.018
PAS0904C	532	2.58	2.57	.04	.03	.96	.99	1508	.835

IPEDS: 213020

<sup>a</sup> All statistics are weighted by gender, enrollment status, and institutional size.

<sup>b</sup> The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

<sup>c</sup> A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

<sup>d</sup> Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

<sup>e</sup> Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

<sup>f</sup> Effect size is calculated by subtracting the comparison group mean from the school mean, then dividing the result by the pooled standard deviation.



# National Survey of Student Engagement

## Indiana University of Pennsylvania

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### Multi-Year Benchmark Report

August 2009



## Interpreting the Multi-Year Benchmark Report

For institutions that have participated in multiple NSSE administrations, this *Multi-Year Benchmark Report* presents comparable benchmark scores by year so that patterns of change or stability may be discernible. It also provides statistics such as *number of respondents*, *standard deviation*, and *standard error* so that shorthand mean comparison tests can be calculated.

Questions that might be answered with this report include, “How stable was the level of student-faculty interaction over the years?” or “Given the implementation of initiative X three years ago, did the level of active and collaborative learning increase?”

This report has three main parts: (a) a table of *data quality indicators* (p. 3), which provides a quick reference to important statistics for each year’s participation, (b) *multi-year charts*, and (c) *detailed statistics*. Key terms and features of (b) and (c) are described below using data from the fictional “NSSEville State University.”

For more information and recommendations for analyzing past and present NSSE data for trends or stability, consult the *Multi-Year Data Analysis Guide*: [www.nsse.iub.edu/pdf/NSSE Multi-Year Data Analysis Guide.pdf](http://www.nsse.iub.edu/pdf/NSSE%20Multi-Year%20Data%20Analysis%20Guide.pdf).

### Key Terms and Features in this Report

#### Y-Axis

Benchmarks are computed on a 0 to 100 scale, however nearly all institutional scores are between the y-axis values of 15 and 85.

#### Benchmark Score

The benchmark score is the weighted average of the student-level scores, using only randomly sampled students from each year’s data.

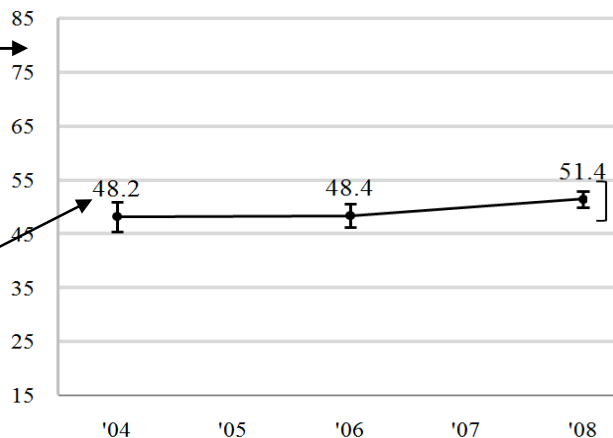
#### n

Unweighted number of respondents represented in the data.

#### SEM

*Standard error of the mean* is how much a score based on a sample may differ from the true population score. *SEM* is used to compute confidence intervals.

#### Level of Academic Challenge (LAC)



Multi-year charts appear on pages 4 & 6.

#### Error Bars/Confidence Intervals

Error bars around each benchmark score show the upper and lower bounds of the 95% confidence interval (mean  $\pm$  1.96 \* *SEM*), a range of values 95% likely to contain the true population score. "Upper" and "Lower" limits are also reported in the detailed statistics tables. Where confidence intervals do not overlap between years, a statistically significant difference ( $p < .05$ ) is likely to be present.

Multi-year detailed statistics appear on pages 5 & 7.

	2004	2005	2006	2007	2008
<b>LAC</b>	<b>48.2</b>		<b>48.4</b>		<b>51.4</b>
n	405		303		307
SD	12.1		12.3		11.8
SEM	.60		.71		.67
Upper	49.4		49.8		52.7
Lower	47.0		47.0		50.1

#### Year

All NSSE administration years since 2004 are listed regardless of participation.

#### SD

*Standard deviation*, the average amount by which students' scores differ from the mean.

Some NSSE administrations at an institution may yield more precise population estimates than others. The values in this table were drawn from the *Respondent Characteristics* reports for each NSSE administration. An important early step in conducting a multi-year analysis is to review the quality of your data for both first-year and senior respondents in each year.

Year <sup>a</sup>	Mode <sup>b</sup>	Response Rate <sup>c</sup>		Sampling Error <sup>d</sup>		Number of Respondents <sup>e</sup>	
		FY	SR	FY	SR	FY	SR
2004							
2005							
2006							
2007	Web+	19%	21%	5.3%	4.5%	314	378
2008							
2009	Web	35%	39%	2.4%	3.0%	1,141	667

<sup>a</sup> All NSSE administration years since 2004 are listed regardless of participation.

<sup>b</sup> Modes include *Paper* (students receive a paper survey and the option of completing a Web version), *Web* (students receive all correspondence by e-mail and complete the Web version), and *Web+* (students initially invited to participate via e-mail; a subgroup of nonrespondents receive paper surveys).

<sup>c</sup> Response rates (number of respondents divided by sample size) were adjusted for ineligibility, nondeliverable mailing addresses, and students who were unavailable during the survey administration.

<sup>d</sup> Sampling error gauges the precision of estimates based on a sample survey. It is an estimate of how much survey item percentages for your respondents could differ from those of the entire population of students at your institution. Data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, but any results using them should be interpreted more conservatively.

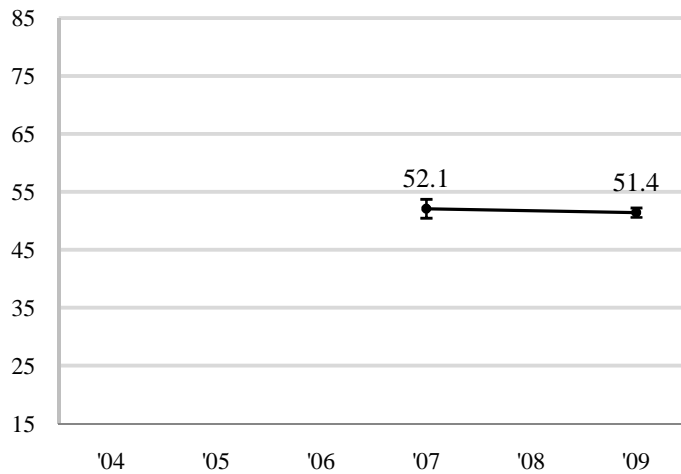
<sup>e</sup> This is the original count used to calculate response rates and sampling errors for each administration's *Respondent Characteristics* report. This number includes all randomly sampled students. In 2004 and 2005 it may also include targeted oversamples. For this reason, the counts for 2004 and 2005 may not match those given in the detailed statistics on pages 5 and 7.



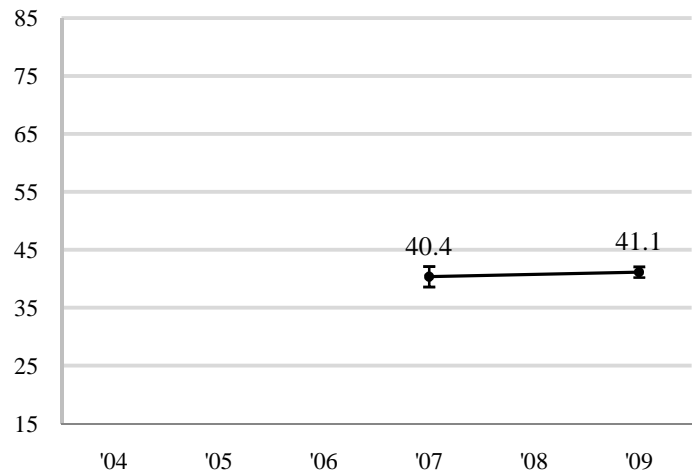
Indiana University of Pennsylvania

First-Year Students

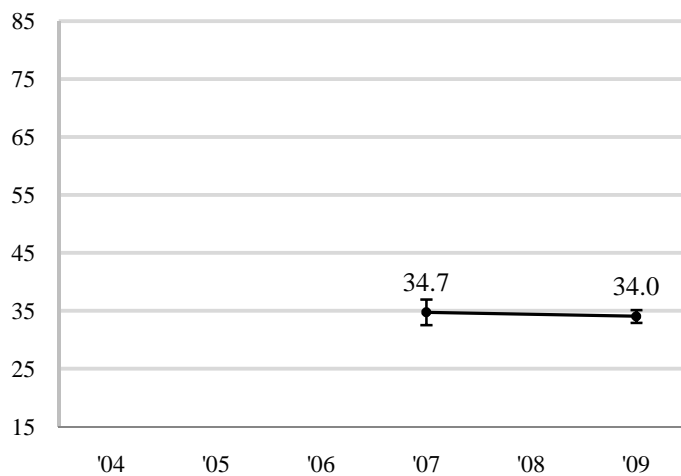
Level of Academic Challenge (LAC)



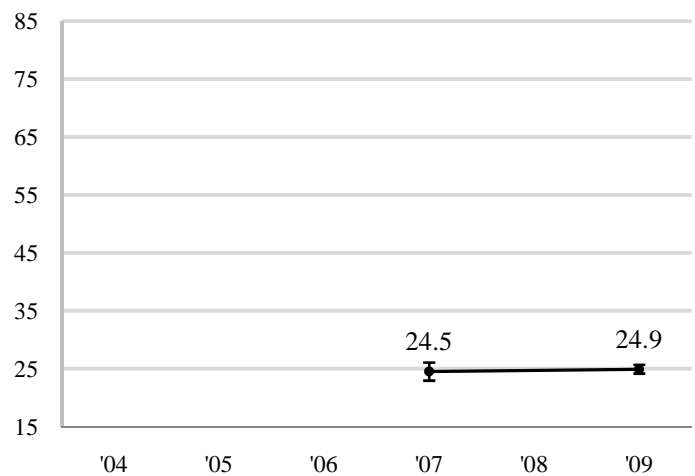
Active and Collaborative Learning (ACL)



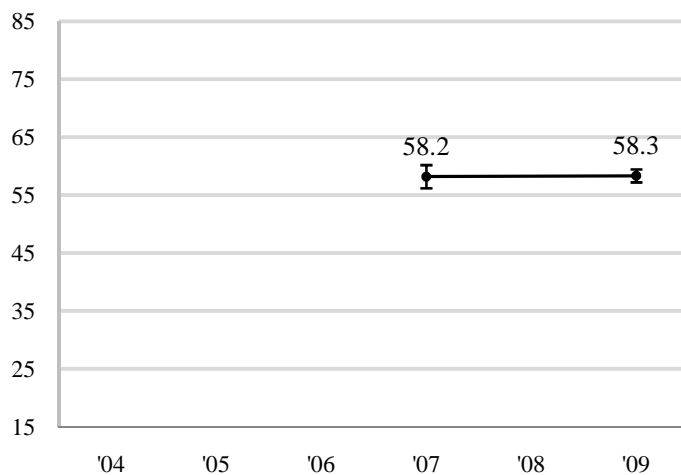
Student-Faculty Interaction (SFI)



Enriching Educational Experiences (EEE)



Supportive Campus Environment (SCE)



Notes:

- Benchmark scores are charted for all years of participation. See page 5 for detailed statistics.
- For more information and recommendations for analyzing multi-year NSSE data, consult the *Multi-Year Data Analysis Guide*: [www.nsse.iub.edu/pdf/NSSE\\_Multi-Year\\_Data\\_Analysis\\_Guide.pdf](http://www.nsse.iub.edu/pdf/NSSE_Multi-Year_Data_Analysis_Guide.pdf).



		<b>First-Year Students</b>					
		2004	2005	2006	2007	2008	2009
<b>Level of Academic Challenge</b>	<b>LAC</b>				<b>52.1</b>		<b>51.4</b>
	n				273		1066
	SD				13.8		13.4
	SEM				.83		.41
	Upper				53.7		52.2
	Lower				50.5		50.6
<b>Active and Collaborative Learning</b>	<b>ACL</b>				<b>40.4</b>		<b>41.1</b>
	n				314		1138
	SD				16.0		16.1
	SEM				.90		.48
	Upper				42.1		42.1
	Lower				38.6		40.2
<b>Student Faculty Interaction</b>	<b>SFI</b>				<b>34.7</b>		<b>34.0</b>
	n				277		1088
	SD				18.8		18.5
	SEM				1.13		.56
	Upper				37.0		35.2
	Lower				32.5		32.9
<b>Enriching Educational Experiences</b>	<b>EEE</b>				<b>24.5</b>		<b>24.9</b>
	n				267		1046
	SD				13.0		12.5
	SEM				.80		.39
	Upper				26.1		25.7
	Lower				23.0		24.2
<b>Supportive Campus Environment</b>	<b>SCE</b>				<b>58.2</b>		<b>58.3</b>
	n				259		1023
	SD				16.5		18.4
	SEM				1.02		.57
	Upper				60.2		59.5
	Lower				56.2		57.2

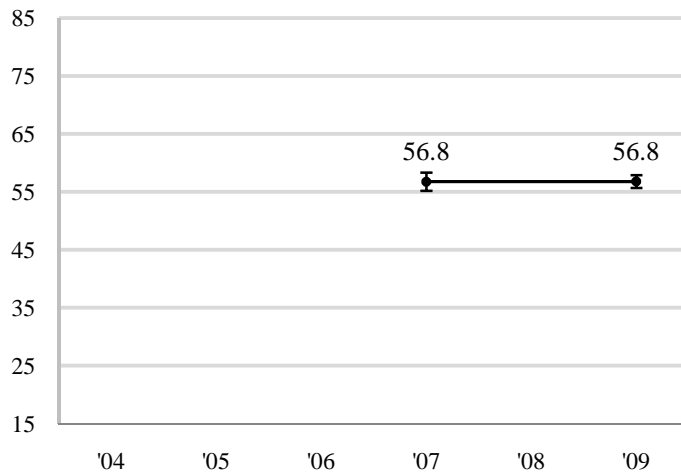
<sup>a</sup> n=number of respondents; SD=standard deviation; SEM=standard error of the mean; Upper/Lower=95% confidence interval limits



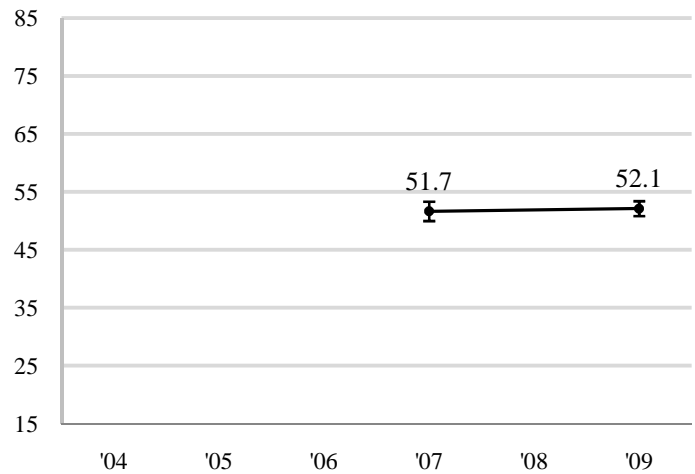
Indiana University of Pennsylvania

Seniors

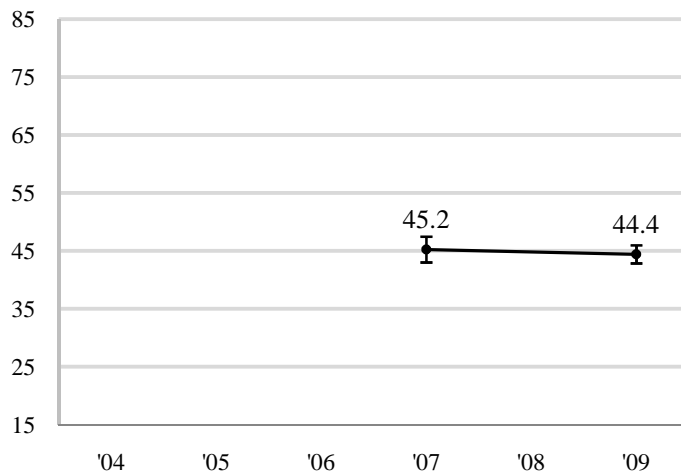
Level of Academic Challenge (LAC)



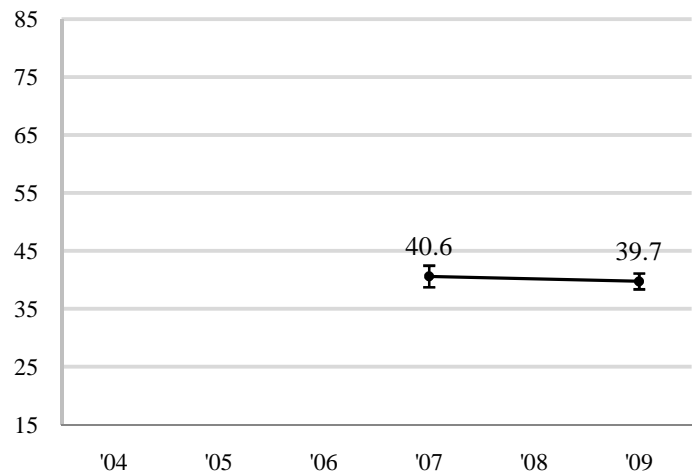
Active and Collaborative Learning (ACL)



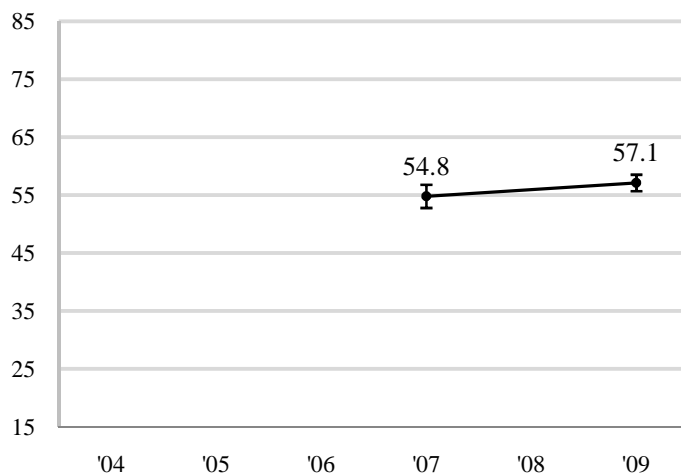
Student-Faculty Interaction (SFI)



Enriching Educational Experiences (EEE)



Supportive Campus Environment (SCE)



Notes:

- Benchmark scores are charted for all years of participation. See page 7 for detailed statistics.
- For more information and recommendations for analyzing multi-year NSSE data, consult the *Multi-Year Data Analysis Guide*: [www.nsse.iub.edu/pdf/NSSE\\_Multi-Year\\_Data\\_Analysis\\_Guide.pdf](http://www.nsse.iub.edu/pdf/NSSE_Multi-Year_Data_Analysis_Guide.pdf).



		<b>Seniors</b>					
		2004	2005	2006	2007	2008	2009
<b>Level of Academic Challenge</b>	<b>LAC</b>				<b>56.8</b>		<b>56.8</b>
	n				331		638
	SD				14.6		14.4
	SEM				.80		.57
	Upper				58.3		57.9
	Lower				55.2		55.7
<b>Active and Collaborative Learning</b>	<b>ACL</b>				<b>51.7</b>		<b>52.1</b>
	n				376		666
	SD				16.6		16.9
	SEM				.86		.66
	Upper				53.3		53.4
	Lower				50.0		50.8
<b>Student Faculty Interaction</b>	<b>SFI</b>				<b>45.2</b>		<b>44.4</b>
	n				339		644
	SD				20.9		20.1
	SEM				1.14		.79
	Upper				47.5		46.0
	Lower				43.0		42.9
<b>Enriching Educational Experiences</b>	<b>EEE</b>				<b>40.6</b>		<b>39.7</b>
	n				321		629
	SD				17.0		17.5
	SEM				.95		.70
	Upper				42.5		41.1
	Lower				38.7		38.4
<b>Supportive Campus Environment</b>	<b>SCE</b>				<b>54.8</b>		<b>57.1</b>
	n				318		622
	SD				18.3		18.1
	SEM				1.02		.73
	Upper				56.8		58.5
	Lower				52.8		55.7

<sup>a</sup> n=number of respondents; SD=standard deviation; SEM=standard error of the mean; Upper/Lower=95% confidence interval limits



## National Survey of Student Engagement

# Indiana University of Pennsylvania

Respondent Characteristics

August 2009



	<b>IUP</b>		<b>PASSHE</b>		<b>Carnegie Class</b>		<b>Selected Peers</b>	
	<b>FY</b>	<b>SR</b>	<b>FY</b>	<b>SR</b>	<b>FY</b>	<b>SR</b>	<b>FY</b>	<b>SR</b>
<b>Response Rate<sup>a</sup></b>								
Overall	36%		30%		29%		26%	
By class	35%	39%	27%	33%	25%	32%	23%	29%
NSSE sample size <sup>b</sup>	3,271	1,727	3,195	3,430	39,885	42,632	23,464	21,121
<b>Sampling Error<sup>c</sup></b>								
Overall	1.9%		1.8%		0.6%		0.8%	
By class	2.4%	3.0%	2.9%	2.4%	0.9%	0.7%	1.3%	1.1%
Number of respondents <sup>b</sup>	1,141	667	852	1,124	10,129	13,448	5,382	6,093
Total population	3,916	1,727	3,195	3,433	47,077	53,405	43,772	35,117
<b>Student Characteristics<sup>d</sup></b>								
<b>Mode of Completion</b>								
Paper	0%	0%	0%	0%	2%	1%	2%	2%
Web	100%	100%	100%	100%	98%	99%	98%	98%
<b>Enrollment Status<sup>e</sup></b>								
Full-time	97%	93%	98%	94%	93%	78%	94%	81%
Less than full-time	3%	7%	2%	6%	7%	22%	6%	19%
<b>Gender<sup>e</sup></b>								
Female	66%	64%	68%	65%	66%	65%	58%	57%
Male	34%	36%	32%	35%	34%	35%	42%	43%
<b>Race/Ethnicity</b>								
Am. Indian/Native American	0%	0%	0%	0%	1%	1%	0%	1%
Asian/Asian Am./Pacific Isl.	3%	3%	1%	1%	5%	4%	7%	5%
Black/African American	6%	4%	5%	4%	12%	11%	10%	10%
White (non-Hispanic)	82%	83%	87%	83%	66%	68%	69%	72%
Mexican/Mexican American	0%	0%	1%	0%	2%	2%	1%	1%
Puerto Rican	1%	0%	1%	1%	1%	1%	0%	0%
Other Hispanic or Latino	1%	1%	1%	1%	3%	3%	1%	1%
Multiracial	2%	1%	1%	1%	3%	2%	3%	2%
Other	1%	1%	1%	1%	2%	2%	2%	1%
I prefer not to respond	4%	6%	3%	6%	5%	6%	6%	7%
<b>International Student</b>	5%	3%	3%	3%	6%	5%	5%	4%
<b>Place of Residence</b>								
On-campus <sup>f</sup>	74%	7%	77%	19%	62%	12%	56%	11%
<b>Transfer Status</b>								
Transfer students	9%	25%	5%	37%	11%	51%	12%	45%
<b>Age</b>								
Non-traditional (24 or older)	3%	22%	2%	17%	9%	43%	7%	39%
Traditional (less than 24)	97%	78%	98%	83%	91%	57%	93%	61%

<sup>a</sup> Response rate (number of respondents divided by sample size) is adjusted for non-deliverable mailing addresses, students for whom contact information was not available, and other students who were sampled yet unavailable during the survey administration.

<sup>b</sup> This report is based on information from all randomly selected students for both your institution and your comparison institutions. Targeted and locally administered oversamples (i.e., non-randomly selected students) are not included in this report.

<sup>c</sup> Sampling error is an estimate of the margin by which the *true* score for your institution on a given item could differ from the reported score. To interpret the sampling error, assume that 60% of your students reply "very often" to a particular item. If the sampling error is +/-5%, then the true population value is most likely between 55% and 65%.

<sup>d</sup> Percent of total respondents within each category. These results are *not* weighted.

<sup>e</sup> Institution-reported data. This information was used to weight your Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.

<sup>f</sup> Students who identified their residence as "dormitory or other campus housing" or "fraternity or sorority house."



## **National Survey of Student Engagement**

# **Indiana University of Pennsylvania**

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**Selected Comparison Groups**

August 2009

NSSE participants are able to customize their *Institutional Reports* by tailoring up to three comparison groups. In May and June of 2009, your institution was invited to select comparison groups via the "Report Form" on the Institution Interface. This Selected Comparison Groups Report summarizes how your institution selected its comparison groups and lists the institutions within them.

NSSE reports display results for each institution alongside three comparison group columns. Institutions have the option to customize each column or select a recommended default group of institutions. NSSE comparison groups may be customized in several ways. Contacts may identify specific institutions from the list of all current-year NSSE participants, create the list using institutional criteria, or begin with institutional criteria, then add or remove specific institutions to refine the comparison group.

If an institution does not select a customized comparison group, NSSE provides default comparison groups which we have found to provide relevant comparisons for most institutions. If your institution opted for any of the default groups, they are:

**Comparison Group 1** - For institutions not participating in a NSSE consortium, this group contains current-year NSSE institutions in the same geographic region and sector (private/public). For consortium institutions, this groups contains results for the other consortium members.

**Comparison Group 2** - All other current-year U.S. NSSE institutions sharing your institution's Basic Carnegie Classification.

**Comparison Group 3** - All other current-year U.S. NSSE institutions (Canadian participants are also included in this group for Canadian institutions).

The terms "comp. group 1," "comp. group 2," and "comp. group 3" correspond to the selected comparison group locations in the institutional reports. In NSSEville's example below, comp. group 1 is "Mid East Public", comp. group 2 "Carnegie Class" and comp. group 3 "NSSE 2009".

Your Institution's Responses				Comp. Group 1 or Consortium				Comp. Group 2				Comp. Group 3			
				NSSEville State				Mid East Public				Carnegie Class			
				NSSEville State compared with:											
Variable	Benchmark	Class		Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often															
<b>1. Academic and Intellectual Experiences</b>															
a. Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY	2.94	2.61	***	.40	2.64	2.91	***	.35	2.78	3.07	***	.18
			SR	3.25	2.90	***	.39	2.91	3.07	***	.39	3.07	3.07	***	.21
b. Made a class presentation	CLPRESEN	ACL	FY	2.22	2.11	**	.14	2.14	2.27	*	.10	2.27	2.27		-.07
			SR	3.11	2.65	***	.54	2.65	2.80	***	.54	2.80	2.80	***	.36

The Selected Comparison Groups report consists of a summary page that details when and how your comparison groups were selected (or if you received the default due to not completing the Report Form) and three sections that provide comparison group details for each of the three report columns.

**Comp. Group Name**  
Comparison group name in your reports.

**Institution Names**  
The name, city and state of the comparison institutions are listed for your review.

## Comparison Group 1 Details

This report displays the 2009 comparison group 1 institutions for NSSEville State University. The institutions listed below are represented in the "Mid East Public" column of the Respondent Characteristics, Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.

### HOW GROUP WAS SELECTED

Your institution did not identify a comparison group 1. The default group includes all institutions in your geographic region and sector (public/private).

### SELECTED PEER GROUP CRITERIA \*

Basic 2005 Carnegie Classification(s):

Carnegie - Undergraduate Instructional Program(s):

Carnegie - Graduate Instructional Program(s):

Carnegie - Enrollment Profile(s):

Carnegie - Undergraduate Profile(s):

Carnegie - Size and Settings:

Sector(s) (public/private): 1

Undergraduate enrollment(s):

Locale(s):

Geographic Region(s): 2

State(s):

Barron's admissions selectivity ratings(s):

### COMPARISON GROUP 1 INSTITUTIONS

Institution Name	City	State
Binghamton University (State University of New York)	Binghamton	NY
Bloomsburg University of Pennsylvania	Bloomsburg	PA
Cheyney University of Pennsylvania	Cheyney	PA

**How Group was Selected**  
Indicates whether your group was drawn from a list, built based on criteria, or is the default group.

**Selection Criteria**  
If criteria were used to build your comparison group, they are listed here. The criterion codes are explained on the Comparison Group Selection Criteria Codelist.

## **SUMMARY - Comparison Group Selection**

This page provides an overview of how your three NSSE 2009 comparison groups were selected. These groups were either (a) submitted by your institution through the *Report Form* located on the NSSE Institution Interface or (b) defaults assigned because your institution did not complete the *Report Form*. Included below are the date the groups were submitted, the method used to pick them, the column labels your institutional contact provided for each group, the number of institutions in each group, and a short description of the group written by the contact at the time of submission. The following pages list the institutions selected for each comparison group.

---

### **COMPARISON GROUP 1 SELECTION**

---

Date Submitted: 5/27/09  
Selection Method: This group is your NSSE 2009 consortium.  
Column Label: PASSHE  
Number of Institutions: 2  
The Reason Your  
Institution Provided For  
Choosing This Group:

---

### **COMPARISON GROUP 2 SELECTION**

---

Date Submitted: 5/27/09  
Selection Method: DEFAULT GROUP - Institution Selected  
Column Label: Carnegie Class  
Number of Institutions: 30  
The Reason Your  
Institution Provided For  
Choosing This Group:

---

### **COMPARISON GROUP 3 SELECTION**

---

Date Submitted: 5/27/09  
Selection Method: Comparators for this column were picked from a list of NSSE2009 participants.  
Column Label: Selected Peers  
Number of Institutions: 15  
The Reason Your  
Institution Provided For  
Choosing This Group: The selected institutions were based on IUP's Primary Peers, National Cluster Peers, and PA Public Peers.

## Comparison Group 1 Details

This report displays the 2009 comparison group 1 institutions for Indiana University of Pennsylvania. The institutions listed below are represented in the 'PASSHE' column of the Respondent Characteristics, Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.

---

### HOW GROUP WAS SELECTED

---

Your institution participated in the NSSE consortium 'Pennsylvania State System of Higher Education' in 2009.

---

### SELECTED PEER GROUP CRITERIA <sup>a</sup>

---

Basic 2005 Carnegie Classification(s):

Carnegie - Undergraduate Instructional Program(s):

Carnegie - Graduate Instructional Program(s):

Carnegie - Enrollment Profile(s):

Carnegie - Undergraduate Profile(s):

Carnegie - Size and Setting(s):

Sector(s) (public/private):

Undergraduate enrollment(s):

Locale(s):

Geographic Region(s):

State(s):

Barron's admissions selectivity ratings(s):

---

### COMPARISON GROUP 1 INSTITUTIONS

---

<b>Institution Name</b>	<b>City</b>	<b>State</b>
California University of Pennsylvania	California	PA
Kutztown University of Pennsylvania	Kutztown	PA

<sup>a</sup> See the Comparison Group Selection Criteria Codelist for code details.

## Comparison Group 2 Details

This report displays the 2009 comparison group 2 institutions for Indiana University of Pennsylvania. The institutions listed below are represented in the 'Carnegie Class' column of the Respondent Characteristics, Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.

---

### HOW GROUP WAS SELECTED

---

Your institution selected the default group of all institutions with the same 2005 Basic Carnegie Classification.

---

### SELECTED COMPARISON GROUP CRITERIA <sup>a</sup>

---

Basic 2005 Carnegie Classification(s): 17

Carnegie - Undergraduate Instructional Program(s):

Carnegie - Graduate Instructional Program(s):

Carnegie - Enrollment Profile(s):

Carnegie - Undergraduate Profile(s):

Carnegie - Size and Setting(s):

Sector(s) (public/private):

Undergraduate enrollment(s):

Locale(s):

Geographic Region(s):

State(s):

Barron's admissions selectivity ratings(s):

---

### COMPARISON GROUP 2 INSTITUTIONS

---

Institution Name	City	State
Andrews University	Berrien Springs	MI
Ball State University	Muncie	IN
Capella University	Minneapolis	MN
Central Michigan University	Mount Pleasant	MI
Cleveland State University	Cleveland	OH
DePaul University	Chicago	IL
East Carolina University	Greenville	NC
East Tennessee State University	Johnson City	TN
Immaculata University	Immaculata	PA
Long Island University-C.W. Post Campus	Brookville	NY
Louisiana Tech University	Ruston	LA
Nova Southeastern University	Fort Lauderdale	FL
Oakland University	Rochester Hills	MI
Oral Roberts University	Tulsa	OK
Pace University	New York	NY
Pepperdine University	Malibu	CA

<sup>a</sup> See the Comparison Group Selection Criteria Codelist for code details.

---

**COMPARISON GROUP 2 INSTITUTIONS**

---

<b>Institution Name</b>	<b>City</b>	<b>State</b>
Portland State University	Portland	OR
Regent University	Virginia Beach	VA
Seton Hall University	South Orange	NJ
Southern Methodist University	Dallas	TX
Tennessee State University	Nashville	TN
Texas A&M University - Commerce	Commerce	TX
Texas A&M University - Kingsville	Kingsville	TX
The University of West Florida	Pensacola	FL
Trevecca Nazarene University	Nashville	TN
University of Arkansas at Little Rock	Little Rock	AR
University of Hartford	West Hartford	CT
University of North Carolina at Charlotte	Charlotte	NC
Widener University	Chester	PA
Worcester Polytechnic Institute	Worcester	MA



## Comparison Group 3 Details

This report displays the 2009 comparison group 3 institutions for Indiana University of Pennsylvania. The institutions listed below are represented in the 'Selected Peers' column of the Respondent Characteristics, Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.

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### HOW GROUP WAS SELECTED

---

You selected specific institutions from a list of NSSE 2009 participants.

---

### SELECTED COMPARISON GROUP CRITERIA <sup>a</sup>

---

Basic 2005 Carnegie Classification(s):

Carnegie - Undergraduate Instructional Program(s):

Carnegie - Graduate Instructional Program(s):

Carnegie - Enrollment Profile(s):

Carnegie - Undergraduate Profile(s):

Carnegie - Size and Setting(s):

Sector(s) (public/private):

Undergraduate enrollment(s):

Locale(s):

Geographic Region(s):

State(s):

Barron's admissions selectivity ratings(s):

---

### COMPARISON GROUP 3 INSTITUTIONS

---

<b>Institution Name</b>	<b>City</b>	<b>State</b>
Bowling Green State University	Bowling Green	OH
Lincoln University of Pennsylvania	Lincoln University	PA
Louisiana Tech University	Ruston	LA
Michigan Technological University	Houghton	MI
Middle Tennessee State University	Murfreesboro	TN
Pennsylvania State University - Hazleton	Hazleton	PA
Temple University	Philadelphia	PA
The University of Akron	Akron	OH
The University of Texas at Arlington	Arlington	TX
University of Arkansas at Little Rock	Little Rock	AR
University of Maryland, Baltimore County	Baltimore	MD
University of Pittsburgh-Bradford	Bradford	PA
University of Pittsburgh-Johnstown	Johnstown	PA
University of Toledo	Toledo	OH
Wright State University	Dayton	OH

<sup>a</sup>. See the Comparison Group Selection Criteria Codelist for code details.



# National Survey of Student Engagement

## NSSE 2009 Overview

The National Survey of Student Engagement (NSSE) collects information annually from samples of first-year and senior students about the nature and quality of their undergraduate experience. Since its inception, nearly 1,400 baccalaureate-granting colleges and universities in the US and Canada have used NSSE to measure the extent to which students engage in effective educational practices that are empirically linked with learning, personal development, and other desired outcomes such as student satisfaction, persistence, and graduation. NSSE data are used by faculty, administrators, researchers, and others for institutional improvement, accountability, and related purposes. Launched by a generous grant from The Pew Charitable Trusts, since 2002 the NSSE project has been supported by institutional participation fees.

About 1.1 million first-year and senior students from 640 institutions in the US and Canada were invited to participate in the 2009 NSSE administration. Of this survey population, 367,318 students responded, including 8,965 students from Canadian institutions. A list of all participating institutions is available on the NSSE Web site at: [www.nsse.iub.edu/nsse\\_2009/2009-colleges.cfm](http://www.nsse.iub.edu/nsse_2009/2009-colleges.cfm).

The trend of more institutions electing Web-based administrations continued in 2009 as 418 institutions (65%) opted for the Web-only administration mode, in which students received all contacts by e-mail and completed the survey online. The Web+ survey option was used by 180 institutions (28%). This mode includes multiple e-mail contacts and one paper questionnaire sent to a portion of nonrespondents. The remaining 42 institutions (7%) chose the paper questionnaire mode. Notably, more than half of all respondents at paper administration institutions elected to complete the survey online rather than complete and return the paper instrument. Overall, about 98% of all NSSE 2009 respondents completed the survey online.

## Inside

- 1 U.S. Institutions and Respondents
- 3 NSSE 2009 U.S. Cohort Profile
- 5 U.S. and Canadian Response Rates
- 6 Canadian Institutions and Respondents

## U.S. Institutions and Respondents

Table 1 shows how NSSE 2009 institutional characteristics compare with the profile of all baccalaureate-granting colleges and universities in the United States. Comparative data for these tables are from the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). The Far West region is slightly underrepresented in NSSE 2009, while the Southeast region is slightly overrepresented. Although NSSE 2009 institutions are generally representative of the distribution of institutional types in the 2005 Basic Carnegie Classification, Master's Colleges and Universities with larger programs and Research Universities with high research activity are somewhat overrepresented, and Baccalaureate Colleges-Diverse Fields and Baccalaureate Colleges-Arts & Sciences are slightly underrepresented. In all, the NSSE 2009 participating institutions reflect the diversity of U.S. higher education with respect to institutional type, sector, region, and location.



University of Akron

**Table 1**  
**Profile of U.S. NSSE 2009 Institutions and Respondents Against All U.S. Baccalaureate-Granting Institutions<sup>a</sup> and their Students<sup>a</sup>**

		Institution-Level		Student-Level	
		NSSE	US <sup>b</sup>	NSSE	US <sup>b</sup>
<b>Carnegie Classification – Basic 2005<sup>c</sup></b>					
	RU/VH	5%	6%	15%	21%
	RU/H	10%	7%	18%	17%
	DRU	6%	5%	8%	8%
	Master's L	25%	22%	29%	28%
	Master's M	12%	12%	9%	8%
	Master's S	7%	8%	4%	4%
	Bac/A&S	16%	18%	9%	7%
	Bac/Diverse	19%	23%	9%	8%
<b>Sector</b>					
	Public	40%	35%	57%	68%
	Private	60%	65%	43%	32%
<b>Undergraduate Enrollment</b>					
	Fewer than 1,000	13%	19%	3%	2%
	1,000 – 2,499	32%	33%	17%	11%
	2,500 – 4,999	21%	18%	18%	12%
	5,000 – 9,999	15%	15%	20%	20%
	10,000 – 19,999	13%	10%	26%	27%
	20,000 or more	6%	5%	17%	27%
<b>Region</b>					
	New England	9%	9%	7%	6%
	Mid East	18%	18%	17%	17%
	Great Lakes	16%	15%	16%	16%
	Plains	10%	11%	10%	9%
	Southeast	26%	24%	26%	23%
	Southwest	9%	8%	9%	11%
	Rocky Mountains	3%	3%	5%	4%
	Far West	8%	10%	8%	12%
	Outlying Areas	1%	2%	<1%	2%
	U.S. Service Schools	<1%	<1%	<1%	<1%
<b>Location</b>					
	City	49%	46%	57%	60%
	Suburban	20%	24%	19%	19%
	Town	22%	21%	19%	15%
	Rural	9%	9%	5%	6%

RU/VH

RU/H

DRU

Master's L

Master's M

Master's S

Bac/A&S

Bac/Diverse

Research Universities (very high research activity)

Research Universities (high research activity)

Doctoral/Research Universities

Master's Colleges and Universities (larger programs)

Master's Colleges and Universities (medium programs)

Master's Colleges and Universities (smaller programs)

Baccalaureate Colleges-Arts & Sciences

Baccalaureate Colleges-Diverse Fields

a. Percentages are unweighted and based on U.S. postsecondary institutions that award baccalaureate degrees and belong to one of the eight Carnegie classes in the table. Totals may not sum to 100% due to rounding.

b. U.S. percentages are based on data from the 2008 IPEDS Institutional Characteristics File.

c. For information on the 2005 Carnegie Classifications, see: [www.carnegiefoundation.org/classifications](http://www.carnegiefoundation.org/classifications).

Table 1 also shows the distribution of NSSE 2009 respondents and the national distribution of students by these same characteristics. At both the institution and student levels we see that NSSE 2009 participants largely reflect the U.S. undergraduate population. While small and private institutions account for a majority of institutions, more students attend large and public institutions, both in NSSE and nationally. NSSE comparison reports use weights to prevent distortions due to the presence of institutions of varying size in comparison groups.

Table 2 shows selected characteristics of NSSE 2009 U.S. respondents. The first column represents the students who responded to the survey in 2009. The second column represents the undergraduate population at NSSE 2009 participating institutions. The third column shows the profile of all students attending all baccalaureate-granting institutions in the US as indicated by IPEDS data.

## NSSE 2009 U.S. Cohort Profile

The standard NSSE sampling scheme calls for an equal number of randomly sampled first-year and senior

students at a given institution, with the sample size based on the total number of undergraduate students enrolled. Institutions participating in Web-only and Web+ administrations are afforded larger standard sample sizes than paper institutions with the same enrollment, made possible by the efficiency of Web-based data collection. In addition, many institutions request random oversamples to increase the number of respondents, thereby reducing sampling error and enhancing their ability to examine results by subgroups. All randomly selected eligible student respondents from U.S. institutions are referred to collectively as the NSSE 2009 U.S. cohort. Only randomly selected respondents are used for institution and comparison groups in institutional reports. The NSSE 2009 cohort consists of 341,285 respondents, made up of 332,487 students sampled under the standard sampling scheme and an additional 8,798 students selected through random oversamples. The data provided in the remainder of this *NSSE 2009 Overview* are based on the NSSE 2009 U.S. cohort unless otherwise noted.

**Table 2**

**Characteristics of NSSE 2009 Respondents, Undergraduate Population at Participating U.S. NSSE Institutions, and Undergraduate Population at All U.S. Baccalaureate-Granting Institutions<sup>a</sup>**

	NSSE 2009 Respondents	NSSE 2009 Population <sup>b</sup>	U.S. Baccalaureate Population <sup>c</sup>
<b>Gender</b>			
Male	36%	45%	44%
Female	64%	55%	56%
<b>Race/Ethnicity<sup>d</sup></b>			
African American/Black	9%	11%	12%
American Indian/Alaska Native	1%	1%	1%
Asian/Asian American/Pacific Islander	6%	6%	7%
Caucasian/White	75%	68%	67%
Hispanic	7%	10%	10%
Other	1%	1%	n/a
Multiracial/Ethnic	<1%	<1%	n/a
<b>International</b>	5%	2%	3%
<b>Enrollment Status</b>			
Full-time	89%	85%	82%
Part-time	11%	15%	18%

a. Totals may not sum to 100% due to rounding.

b. NSSE 2009 population data are provided by participating institutions.

c. U.S. percentages are unweighted and based on data from the 2008 IPEDS Institutional Characteristics and Enrollment data.

d. IPEDS and NSSE categories for race and ethnicity differ. Percentages exclude students whose ethnicity was unknown or not provided.

# Select NSSE 2009 U.S. Cohort Characteristics<sup>a</sup>

## Year in School

The NSSE 2009 U.S. cohort respondents were almost equally divided between first-year (48%) and senior (52%) students.

## Gender

Women made up more than three-fifths (64%) of respondents, compared with 55% of students enrolled at NSSE 2009 institutions and 56% of students enrolled nationally (Table 2). The larger proportion of female respondents is consistent with widely reported survey research findings that women are more likely than men to respond to surveys. Weighting adjusts for the gender imbalance in institutional comparisons.

## Age

Students 19 years of age or younger represent the largest group (40%) of respondents. About 38% of all respondents were 20-23 years old, 10% were between the ages of 24 and 29, and 13% were 30 years of age or older. Of first-year student respondents, 15% were 20 years of age or older, while 35% of seniors were 24 years of age or older.

## Race and Ethnicity

African American/Black and Hispanic students are slightly underrepresented, while Caucasian/White students are overrepresented (Table 2).

## Living Arrangements

Overall, approximately 39% of students lived in campus housing (65% of first-year students and 16% of seniors). The next most common locations were within driving distance (40%) and within walking distance (15%). The remainder lived in a fraternity or sorority house (1%) or indicated that none of the choices applied (6%).

## Fraternity or Sorority

About 11% of men and 10% of women were members of a fraternity or sorority.

## Grades

Approximately 46% of all students report earning mostly A grades (42% of first-year students and 49% of seniors). Only 4% of students report earning mostly C grades or lower (5% of first-year students and 2% of seniors).

## Enrollment Status

About 89% of all respondents were enrolled full time (Table 2). Institutional comparison reports are weighted to adjust for the slight overrepresentation of full-time students among NSSE respondents.

## Parents' Education

Of all respondents for whom education information was provided for both parents, about 81% of respondents had at least one parent with some college education. Approximately 56% had at least one parent who completed a baccalaureate degree, and about one-third of respondents (31%) indicated both parents having a baccalaureate or higher degree.

## Transfer Status

Approximately two-fifths (42%) of senior respondents began postsecondary education at an institution other than the one they were attending when they completed the NSSE survey. About 51% of these transfer students had previously attended another baccalaureate-granting institution, 70% had attended a community college, 14% had attended a vocational-technical school, and 5% had enrolled in some other form of postsecondary education (percentages sum to more than 100% because some students previously attended more than one type of institution).

## Primary Major Field

Table 3 shows the percentage of students pursuing majors in various fields of study, by class and by gender. Proportionally more men pursue studies in business, engineering, and physical sciences, while majors in arts & humanities, the social sciences, education, and other professional programs are more popular among women.

- 
- a. Students for whom institutions did not provide class year are omitted from "Select NSSE 2009 U.S. Cohort Characteristics" findings. Percentages reported are unweighted.



Oxford College



**Table 3**  
**Primary Majors by Class and Gender at NSSE U.S. Institutions**

	First-Years		Seniors	
	Male	Female	Male	Female
<b>Major<sup>a</sup></b>				
Arts & Humanities	12%	14%	13%	15%
Biological Sciences	8%	9%	7%	7%
Business	19%	14%	21%	17%
Education	5%	12%	5%	13%
Engineering	15%	3%	13%	2%
Physical Sciences	5%	3%	5%	3%
Professional (other)	5%	16%	4%	13%
Social Sciences	10%	14%	11%	17%
Other	18%	12%	20%	14%
Undecided	4%	4%	<1%	<1%

a. NSSE codes major information using 85 categories developed by NSSE from the 2000 Classification of Instructional Programs. For information on the classification, see: [www.nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002165](http://www.nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002165). The condensed major categories above are used for NSSE reporting purposes. Additional details concerning the majors included in each category are available in the *NSSE 2009 Codebook*.

## U.S. and Canadian Response Rates

The average institutional response rate for NSSE 2009 was 36% (Table 4). The highest institutional response rate was 81%, with 70% of institutions achieving a response rate between 22% and 50%. The average institutional response rate for paper mode schools (institutions where students were invited by postal mail, but had the option of completing either the paper or the Web version of the survey) was 31%. Fewer than half of the students responding at these institutions completed the paper survey, while 54% elected

to complete NSSE online. The average institutional response rate for NSSE 2009 Web-only institutions (institutions where students were invited by e-mail to complete the survey online) was 37%. Institutions participating using the Web+ mode of administration recorded an average institutional response rate of 34%.

Additional information about response rates, including response rates for your institution, is provided in the *NSSE 2009 Respondent Characteristics* report.

**Table 4**  
**NSSE 2009 Participation and Response Information by Survey Administration Mode<sup>a</sup>**

Survey Administration Mode	Number of Institutions <sup>b</sup>	Average Institutional Response Rate	% of Students Responding via Web
Paper	39	31%	54%
Web-only	412	37%	100%
Web+	179	34%	96%
<b>All Institutions</b>	<b>630</b>	<b>36%</b>	<b>98%</b>

a. Response rates and percent of students responding via Web are based on randomly sampled participants only.

b. Table does not include results for 10 NSSE 2009 institutions that participated as part of a special research program.

## Canadian Institutions and Respondents

Fourteen Canadian institutions from six provinces participated in NSSE 2009. Of these, four institutions were from Ontario, four were from British Columbia, three were from Nova Scotia, and one each was from Quebec, Alberta, and New Brunswick. All Canadian institutions participated via the Web-only administration mode.

## Response Rates

The average Canadian institutional response rate for NSSE 2009 was 43%, with the highest rate achieved being 63%.

## Student Overview

More than 22,000 Canadian students were invited to participate and the total number of respondents was 8,965 (Table 5). Women made up 67% of the respondents. About 85% of respondents were enrolled full-time. Of all respondents, 23% were enrolled in a social science major, 15% in an arts & humanities major, 15% in business, and 9% in biological sciences.

## Summary of Ethno-Cultural Categories

The majority of students providing ethno-cultural information identified themselves as White (76%). Additionally, 11% identified as Chinese, 4% as South Asian, 3% as Black, and 2% each self-identified as North American Indian, Filipino, Southeast Asian, or Arab. Less than 2% of respondents identified with each of the remaining categories. Ethno-cultural categories for Canadian institutions participating in NSSE were adapted from Statistics Canada, Canada's national statistical agency, see [www.statcan.gc.ca/](http://www.statcan.gc.ca/) for additional details.

## Age

Students 19 years old or younger represented the largest group (43%). About 39% of respondents were between 20 and 23 years old and 11% were between the ages of 24 and 29.

**Table 5**  
**Characteristics of Canadian**  
**NSSE 2009 Respondents<sup>a</sup>**

<b>NSSE 2009 Respondents at Canadian Institutions</b>		<b>N=8,965</b>
<b>Gender</b>		
	Male	33%
	Female	67%
<b>Enrollment Status</b>		
	Full-time	85%
	Part-time	16%
<b>Major</b>		
	Arts & Humanities	15%
	Biological Sciences	9%
	Business	15%
	Education	3%
	Engineering	3%
	Physical Sciences	4%
	Professional (other)	10%
	Social Sciences	23%
	Other	18%
	Undecided	1%

a. Percentages are unweighted.



Ryerson University



## National Survey of Student Engagement

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## NSSE 2009 Psychometric Properties

The National Survey of Student Engagement (NSSE) was designed to assess the extent to which students participate in empirically derived effective educational practices and what they gain from their college experience. A large, growing body of research on college student development shows that the time and energy students devote to educationally purposeful activities contributes to their learning and personal development (see NSSE Conceptual Framework at [www.nsse.iub.edu/html/researchers.cfm](http://www.nsse.iub.edu/html/researchers.cfm) for more details). NSSE collects data on student behaviors that are highly correlated with many desirable learning and personal development outcomes of a college education. This document summarizes many of the projects that the NSSE research team conducts in order to measure various psychometric properties of NSSE, beginning with an overview of the content and construction of the survey instrument. It also discusses various measurements of validity and reliability as well as investigations of potential bias. This document concludes with information on where to find additional psychometric information about NSSE.

### Validity

The validity of a survey refers to how well the survey measures what it is intended to measure. This section summarizes many of the ways the NSSE research team analyzed the survey instrument's validity: through question creation, question analysis, and correlations with various student outcomes.

### What does the instrument cover?

NSSE asks students to report how often they participate in activities that represent good educational practice. The survey also covers students' perceptions of the college environment associated with achievement and satisfaction. In addition, students are asked to estimate their educational and personal growth since starting college. Finally, students provide information about their background, including age, gender, race/ethnicity, living situation, educational status, and major.

### Does the instrument yield valid information?

The NSSE research team worked diligently to ensure that survey items were clearly worded, well-defined, and had high content and construct validity. Cognitive interviews and focus groups revealed that very few of the survey items posed difficulty for students to interpret as intended. Although some students had trouble understanding such things as the meaning of a learning community or distinguishing between socializing and relaxing, these problems were consistent across different types of students from different types of institutions. Additionally, items that contribute to the five NSSE benchmarks were not problematic, implying that the benchmarks are also valid measures of the quality of student engagement experiences.

In the *Connecting the Dots* project, researchers used qualitative methods to investigate whether or not NSSE survey questions were working as intended for different types of students at different types of institutions. The researchers found that the NSSE survey works equally well for students from different racial and ethnic backgrounds as well as for students from different types of institutions.

[www.nsse.iub.edu/pdf/Connecting\\_the\\_Dots\\_Report.pdf](http://www.nsse.iub.edu/pdf/Connecting_the_Dots_Report.pdf)

Overall, the pattern of responses from first-year students and seniors suggests the items measure what they are supposed to measure. For example, as one would expect, seniors are, on average, more engaged in educational pursuits that involve working on research with faculty members, tutoring other students, and talking about career plans with an advisor. Senior students are likely to be further in their program of study and more likely to be planning for their futures after graduation. First-year students are, on average, more engaged in educational pursuits such as preparing two or more drafts of a paper, participating in co-curricular activities, and taking part in experiences that help them to understand people of other racial and ethnic backgrounds. First-year students are more likely to take classes that require multiple drafts of papers, or seniors may need fewer drafts of papers to produce acceptable work. First-year students are also more likely to live on campus which puts them in closer proximity to co-curricular activities and peers from different backgrounds. These differences in responses to



**Table 1**  
**Correlations Between NSSE Benchmarks and Self-reported Outcomes**

NSSE Benchmarks	Practical Competence		General Education		Personal & Social Development		Grades		Satisfaction	
	FY	SR	FY	SR	FY	SR	FY	SR	FY	SR
Level of Academic Challenge	.49	.45	.50	.47	.43	.40	.16	.12	.27	.26
Active & Collaborative Learning	.40	.39	.35	.34	.37	.35	.14	.15	.22	.22
Student-Faculty Interaction	.40	.36	.35	.33	.41	.38	.07	.15	.21	.26
Enriching Educational Experiences	.34	.28	.30	.28	.36	.34	.10	.15	.20	.20
Supportive Campus Environment	.58	.57	.53	.52	.57	.58	.10	.12	.54	.58

Note: All correlations are significant at the  $p < .01$  level.

items are not surprising and support the validity of the NSSE survey instrument.

## How does student engagement relate to other student outcomes?

The NSSE survey includes a number of self-reported student outcome measures such as educational and personal growth, average grades, and satisfaction. An exploratory factor analysis based on all randomly sampled students who responded to the NSSE 2006 educational and personal growth items in question 11 yielded three factors: personal and social development, practical competence, and general education. NSSE also uses a satisfaction scale comprised of answers to question 13 that asked students to evaluate their entire educational experience and question 14 that asks whether students would attend the same institution again if they could start over. Table 1 shows the correlations between NSSE benchmarks of effective educational practice and these self-reported outcomes based upon NSSE 2009 data.

More details about student engagement and college outcomes can be found in the *Connecting the Dots* report. In this report, researchers found that student engagement during college had a positive effect on students' first-year grades and persistence to the second year of college while controlling for a variety of pre-college and first-year experience variables such as pre-college GPA and number of hours per week working off-campus. Although student engagement during college is a benefit for students of all racial and ethnic backgrounds, this study found that for historically underserved students, the gains may be greater. For example, increases in student involvement resulted in higher gains in GPA for Hispanic students than White students. Similarly, African American students and female students engaging in educationally meaningful activities were more likely to

persist to their second year of college than comparable White students and male students, respectively.

## Can we trust student self-reported data?

The credibility of self-reports have been examined extensively. Self-reported data are likely to be valid under five general conditions: (1) the information requested is known to the respondents; (2) the questions are phrased clearly and unambiguously; (3) the questions refer to recent activities; (4) the respondents think the questions merit a serious and thoughtful response; and (5) answering the questions does not threaten, embarrass, or violate the privacy of respondents or encourage respondents to respond in socially desirable ways (Bradburn & Sudman, 1988; Brandt, 1958; Converse & Presser, 1989; DeNisi & Shaw, 1977; Hansford & Hattie, 1982; Laing, Swayer, & Noble, 1989; Lowman & Williams, 1987; Pace, 1985; Pike, 1995). NSSE was intentionally designed to satisfy all these conditions.

## How often is often?

Survey researchers often wonder about the meaning of vague quantifiers such as "sometimes" or "often" as employed by the NSSE survey. When we use results from these questions in our assessment efforts and research, we assume that the following questions can all be answered affirmatively:

- Does each response option have a distinct meaning (e.g., Does "often" mean something different from "sometimes")?
- Do the assumed intervals between the options progressively increase in frequency from "never" to "very often?"

- Are the intervals approximately equal (e.g., “very often” means nine times per week, “often” means six times per week, and “sometimes” means three times per week)?
- Can response options change their meaning from item to item (e.g., “often” asking questions in class means doing so six times per week, whereas “often” discussing ideas outside of class means doing so twice per week)?

In 2006, we asked students to quantify their responses to several survey items to which they responded with vague quantifiers earlier on the survey. The results show that across the board students on average assigned distinct and increasing quantities to “never,” “sometimes,” “often,” and “very often.” For example, when asked how often they asked questions in class or contributed to class discussions, students said that “never” meant zero to one times per week, “sometimes” meant two times per week, “often” meant six times per week, and “very often” meant 15 times per week. As this example shows, we found that for most items the intervals between response options are roughly even (see figures at right). Additionally, we found that students adapted the meaning of the vague response options from item to item. In the figures, for example, “very often” means 15 times per week for one item and only five times per week for the other.

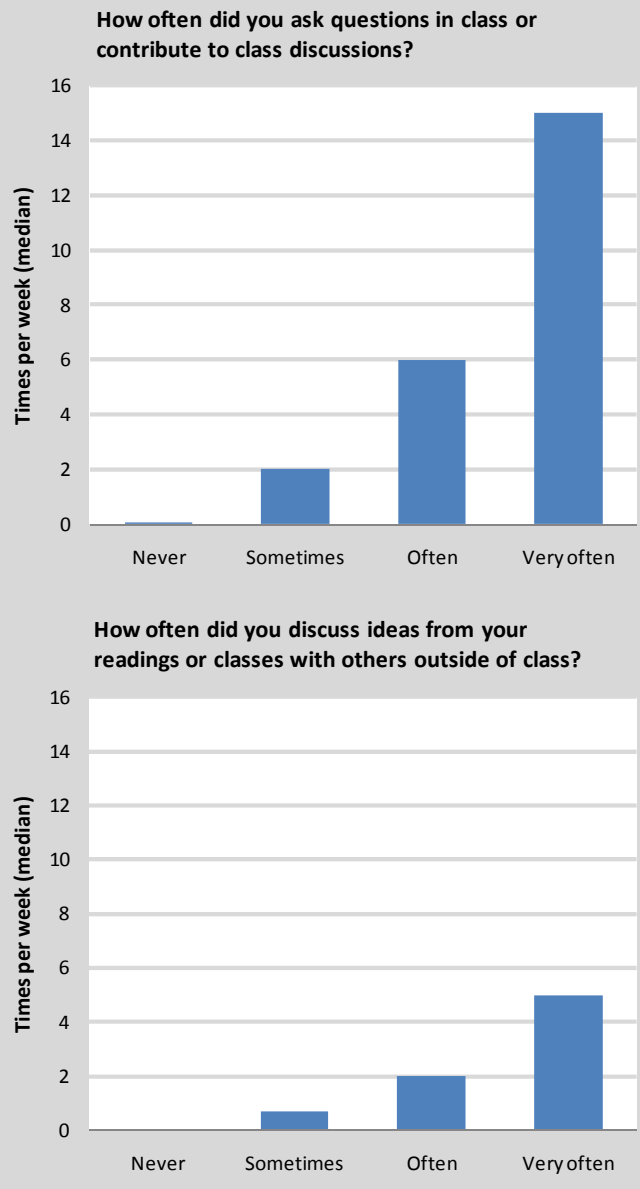
## Reliability

Student responses to the survey are reliable to the extent that they are consistent and reproducible. Research analysts at NSSE examined the reliability of student responses in two ways: test-retest analysis at the student level and stability analysis at the institutional level.

### How stable are students’ responses between survey administrations?

Assuming little variation in an individual student’s behavior within a short time period, we expect consistent or reliable responses to the survey items. In 2002, we conducted a test-retest analysis using 1,226 respondents who completed the same form of the paper survey twice over a period of several months. For the students’ responses on the items related to three of the benchmarks (i.e., Level of Academic Challenge, Active and Collaborative Learning, and Enriching Educational Experiences), the reliability coefficients were 0.74. Student responses for the items related to Student-Faculty Interaction and to Supportive Campus Environment had reliability coefficients of 0.75 and 0.78, respectively. In 2005, we conducted the study again using 1,536 respondents who completed the paper or Web survey twice within a period of several months. The results were similar to the earlier study with the reliability coefficients ranging from 0.69 (Level of Academic Challenge) to 0.74

**Figure 1**  
**How Students Quantify NSSE’s Frequency of Behavior Response Options**



(Enriching Educational Experiences). Table 2 shows the test-retest analysis results from the 2002 and 2005 NSSE survey administration. These findings suggest little variation in student responses from one testing period to the next.

**Table 2**  
**NSSE Test-Retest Correlations**

NSSE Benchmarks	2002	2005
Level of Academic Challenge	0.74	0.69
Active and Collaborative Learning	0.74	0.72
Student-Faculty Interaction	0.75	0.70
Enriching Educational Experiences	0.74	0.74
Supportive Campus Environment	0.78	0.70
N	1,226	1,536

## How stable are institutions' scores between survey administrations?

Assuming no major shifts in an institution's policies, we would expect an institution to have relatively stable or reliable benchmark scores from one year to the next. Over the years we have conducted three analyses to measure the stability of benchmark scores for institutions that participated in consecutive years. The first was in 2003 using 214 institutions that participated in the 2002 and 2003 administrations of the survey. Benchmark scores were calculated using unweighted student responses to survey items that were similar for the two years. Correlations for these benchmark scores ranged from 0.81 (Student-Faculty Interaction) to 0.88 (Level of Academic Challenge) for first-year students, and from 0.83 (Active and Collaborative Learning) to 0.93 (Enriching Educational Experiences) for seniors. We conducted this study again using data from 236 institutions that participated in both the 2004 and 2005 administrations. The results of the study showed the correlations ranged from 0.78 (Student-Faculty Interaction) to 0.89 (Enriching Educational Experiences) for first-year students, and from 0.78 (Active and Collaborative Learning) to 0.92 (Enriching Educational Experiences) for seniors. Finally, using 283 institutions that participated in both the 2008 and 2009 NSSE administrations, we found similar results. Pearson's  $r$  correlations ranged from 0.74 (Student-Faculty Interaction) to 0.87 (Level of Academic Challenge) for first-years, and from 0.81 (Supportive Campus Environment) to 0.94 (Enriching Educational Experiences) for seniors. These findings suggest that institution-level NSSE data are relatively stable from year to year.

## Do nonrespondents differ from respondents?

Psychometric bias refers to a poor estimate of true scores in a population due to variants such as respondent characteristics or testing situations. The NSSE research team has investigated potential bias in a variety of ways including analysis of nonresponse, mode of administration, type of institution, and students' race/ethnicity.

To determine whether respondents and nonrespondents differed in their engagement in selected effective educational practices, the Indiana University Center for Survey Research conducted telephone interviews with 553 nonrespondents from 21 different colleges and universities that participated in the NSSE 2001 survey administration. A similar study was conducted again in 2005 with 1,400 nonrespondents from 24 different colleges and universities. We also conducted a nonresponse study by comparing NSSE 2005 benchmark scores of early and late respondents. Although some differences were found between respondents and nonrespondents, no consistent trend was found to support the existence of nonresponse bias. Generally speaking, undergraduate students who do not complete the NSSE survey when invited to do so may actually be slightly more engaged than respondents. This is counter to what many observers believe, that nonrespondents have a less educationally productive experience and, as a result, do not respond to surveys. The results of the nonresponse and early-late respondent studies show no significant sign of nonresponse bias in NSSE.

## Do students respond differently depending on the mode of administration (paper vs. Web)?

Using ordinary least squares (OLS) regression, we analyzed NSSE 2000 data to ascertain whether students who completed the survey on the Web responded differently than those who responded via a traditional paper format. We controlled for a variety of student and institutional characteristics that may be associated with either engagement or mode. Responses to Web and paper surveys showed small, but consistent, differences that tended to favor the Web mode (i.e., slightly higher engagement) where differences existed. Items related to computing and information technology exhibited some of the largest effects favoring the Web, which is not surprising, given that many students who receive a paper survey choose to complete the Web version, suggesting a predilection for technology. On the other hand, students who answered paper surveys spent more time preparing for class and did more reading and writing. These findings, combined with previous analysis, especially for items unrelated to computing and information technology,

are generally consistent with the results from single institution studies. The full-length report can be downloaded from: [www.nsse.iub.edu/pdf/mode.pdf](http://www.nsse.iub.edu/pdf/mode.pdf).

The percentage of students who respond to NSSE using the Web version has increased dramatically over the years. In 2000, fewer than 40% of NSSE respondents completed the Web version. By 2009, more than 97% of respondents completed the survey online. Because nearly all NSSE respondents now complete the Web version, mode effects pose little threat to NSSE's reliability.

## Where can we find additional psychometric information on NSSE?

NSSE has a growing portfolio of psychometric analyses that it conducts on a regular basis. A comprehensive summary can be found on the NSSE Web site: [www.nsse.iub.edu/html/researchers.cfm](http://www.nsse.iub.edu/html/researchers.cfm).

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