



# National Survey of Student Engagement

## Queen's University

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### Benchmark Comparisons

August 2006

To focus discussions about the importance of student engagement and guide institutional improvement efforts, NSSE created five clusters or "benchmarks" of effective educational practice: (1) Level of academic challenge, (2) Active and collaborative learning, (3) Student-faculty interaction, (4) Enriching educational experiences, and (5) Supportive campus environment. This Benchmark Comparisons Report compares the performance of your institution with your selected peers or consortium, selected Carnegie peers, and all 2006 NSSE institutions.<sup>1</sup> In addition, page 8 provides two other comparisons between your school and above-average U.S. institutions with benchmarks in the top 50% of all U.S. NSSE institutions and high-performing U.S. institutions with benchmarks in the top 10% of all U.S. 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. More detailed information about how benchmarks are created can be found on the NSSE Web site at [www.nsse.iub.edu/html/2006\\_inst\\_report.htm](http://www.nsse.iub.edu/html/2006_inst_report.htm).

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

**Mean**  
The mean is the *weighted* arithmetic average of student level benchmark scores. Although institutional benchmark score calculations have not changed from prior years, reference group calculations were revised in 2005.

**Benchmark Description & Survey Items**  
A description of the benchmark and the individual items used in its creation are summarized.

### 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.

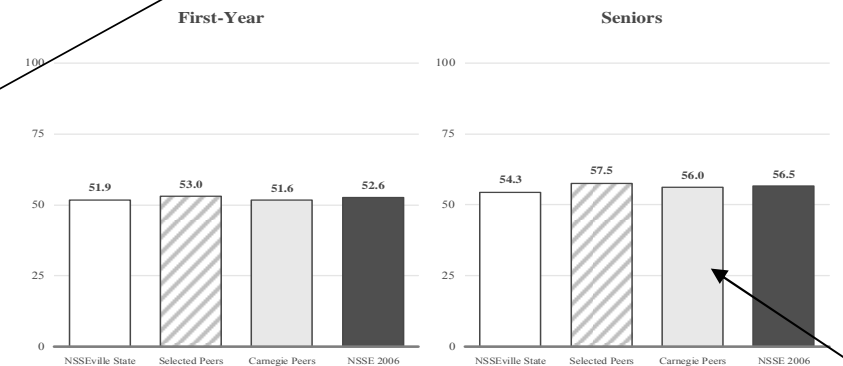
### Effect Size

Effect size indicates the *practical significance* of the mean difference. It is calculated by dividing the mean difference by the standard deviation of the group to which the institution is being compared (selected peers, Carnegie peers, or all NSSE 2006 schools). 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. Look for patterns of effect sizes that point to areas of student or institutional performance that warrant attention.

## Level of Academic Challenge (LAC)

### Benchmark Mean Comparisons

Class	NSSEville State compared with:											
	NSSEville State			Selected Peers			Carnegie Peers			NSSE 2006		
	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>
First-Year	51.9			53.0			51.6			52.6		
Seniors	54.3			57.5			56.0			56.5		



### 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, rehearsing, 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 emphasizing analysis of the basic elements of an idea, experience or theory
- Coursework emphasizing synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizing the making of judgments about the value of information, arguments, or methods
- Coursework emphasizing application of 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 emphasizing time studying and on academic work

### Bar Charts

A visual display of first-year and senior mean benchmark scores for your institution and three reference groups.

<sup>1</sup> U.S. institution reports include U.S. schools only. Canadian institution reports include U.S. and Canadian institutions.

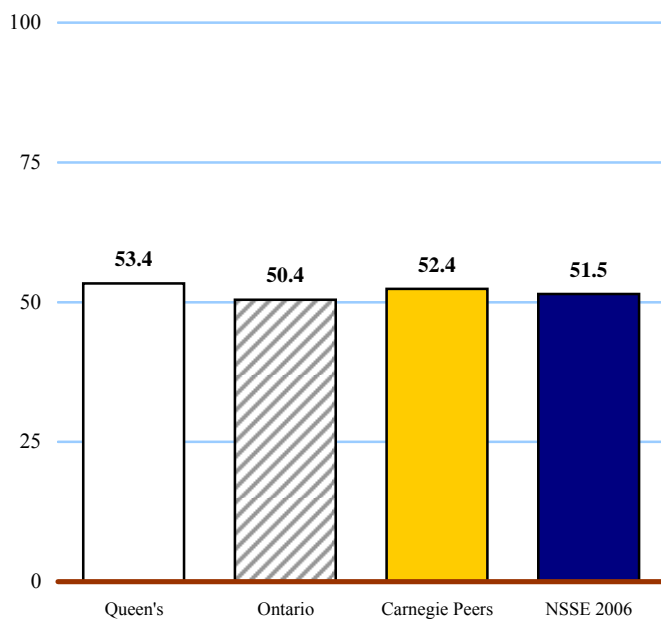
## Level of Academic Challenge (LAC)

### Benchmark Comparisons

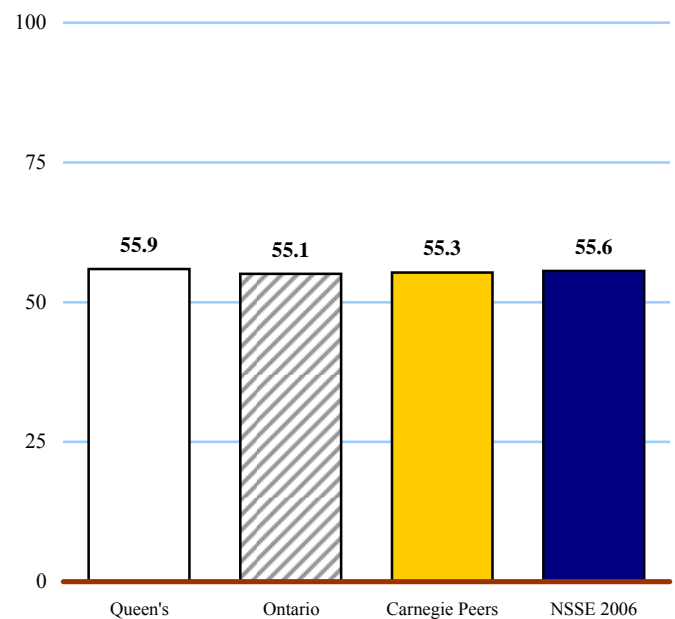
Queen's compared with:

Class	Queen's	Ontario			Carnegie Peers			NSSE 2006		
	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	53.4	50.4	***	.23	52.4	*	.08	51.5	***	.14
Senior	55.9	55.1			55.3			55.6		

#### First-Year



#### Senior



### 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, rehearsing, 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 emphasizing analysis of the basic elements of an idea, experience or theory
- Coursework emphasizing synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizing the making of judgments about the value of information, arguments, or methods
- Coursework emphasizing application of 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 emphasizing time studying and on academic work

<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 comparison group standard deviation.

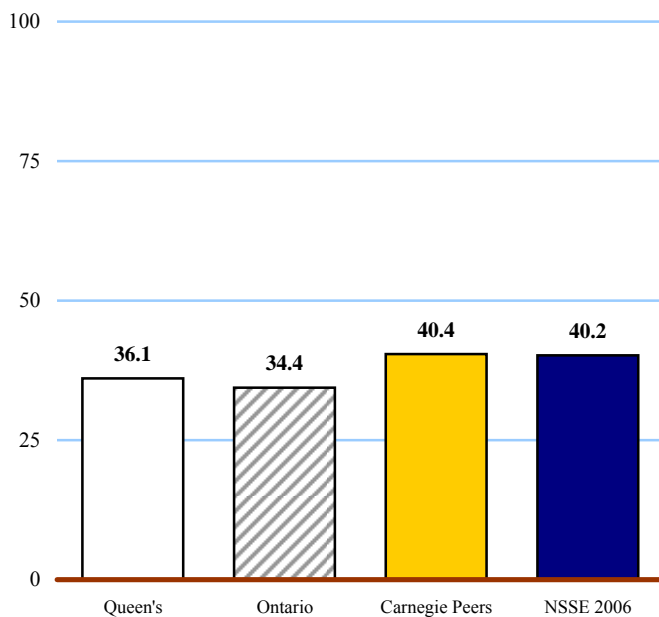
## Active and Collaborative Learning (ACL)

### Benchmark Comparisons

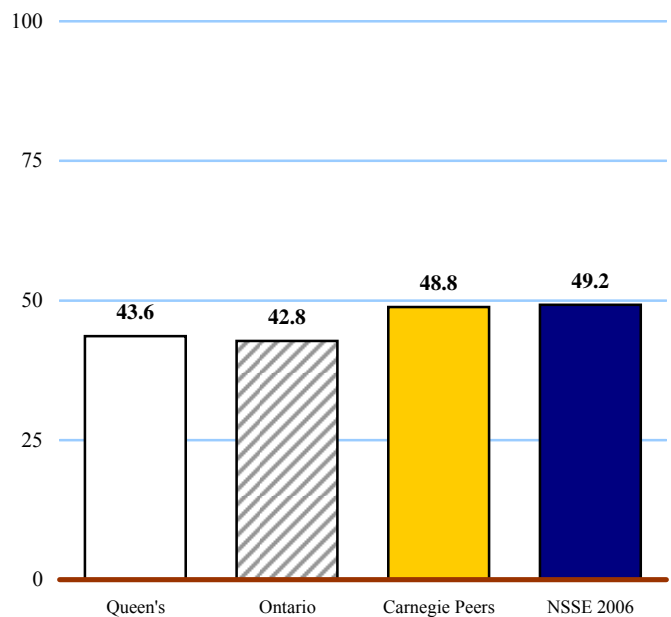
Queen's compared with:

Class	Queen's	Ontario			Carnegie Peers			NSSE 2006		
	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	36.1	34.4	**	.11	40.4	***	-.28	40.2	***	-.26
Senior	43.6	42.8			48.8	***	-.31	49.2	***	-.33

#### First-Year



#### Senior



### 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
- Participated in a community-based project as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

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

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

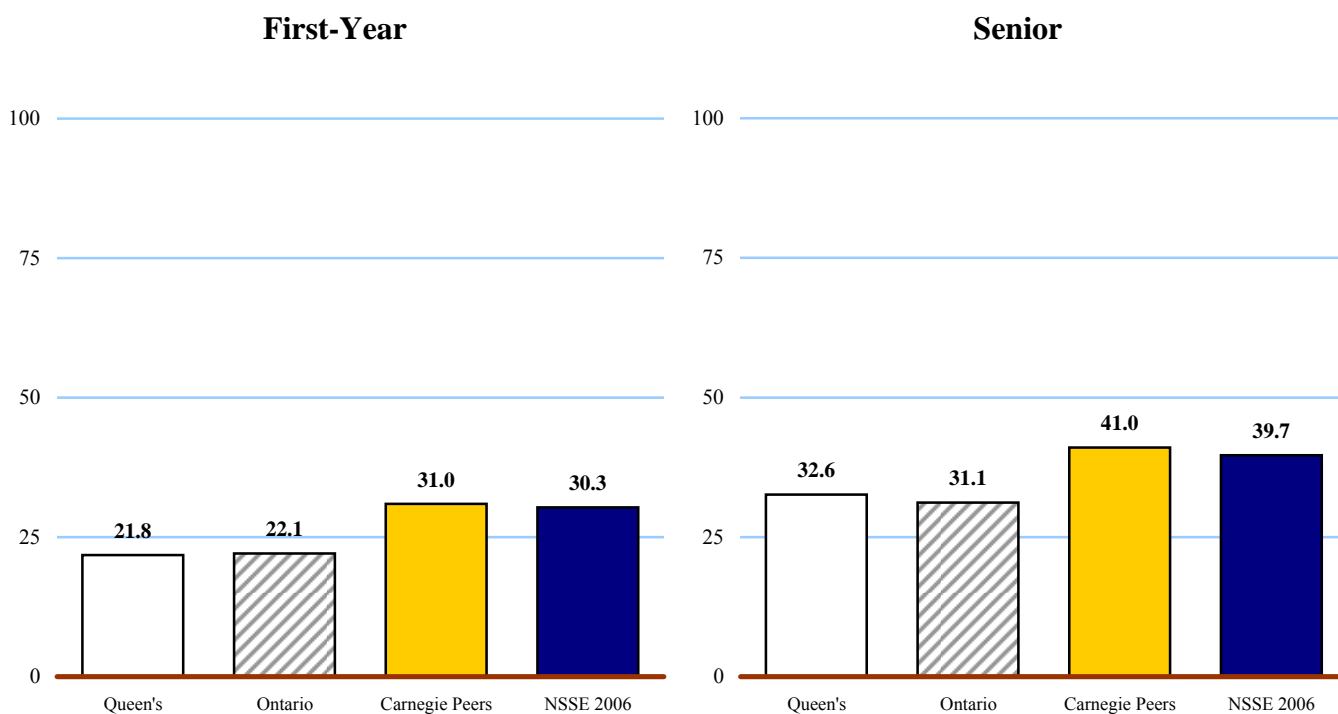
<sup>c</sup> Mean difference divided by comparison group standard deviation.

## Student-Faculty Interaction (SFI)

### Benchmark Comparisons

Queen's compared with:

Class	Queen's	Ontario			Carnegie Peers			NSSE 2006		
	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	21.8	22.1			31.0	***	-.55	30.3	***	-.48
Senior	32.6	31.1			41.0	***	-.41	39.7	***	-.34



### 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 with a faculty member on a research project outside of course or program requirements

<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 comparison group standard deviation.

## Enriching Educational Experiences (EEE)

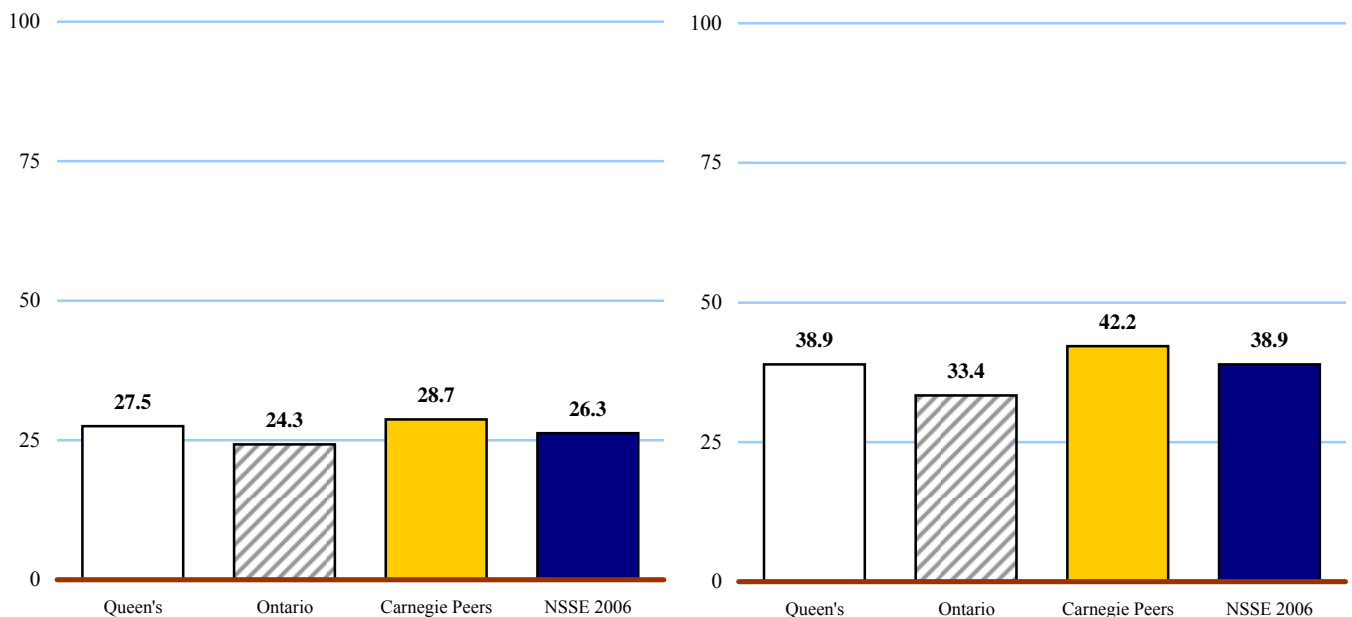
### Benchmark Comparisons

Queen's compared with:

Class	Queen's	Ontario			Carnegie Peers			NSSE 2006		
	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	27.5	24.3	***	.27	28.7	**	-.10	26.3	**	.10
Senior	38.9	33.4	***	.35	42.2	***	-.19	38.9		

#### First-Year

#### Senior



### 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, publications, student government, sports, 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
- Using electronic technology 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

<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 comparison group standard deviation.

## Supportive Campus Environment (SCE)

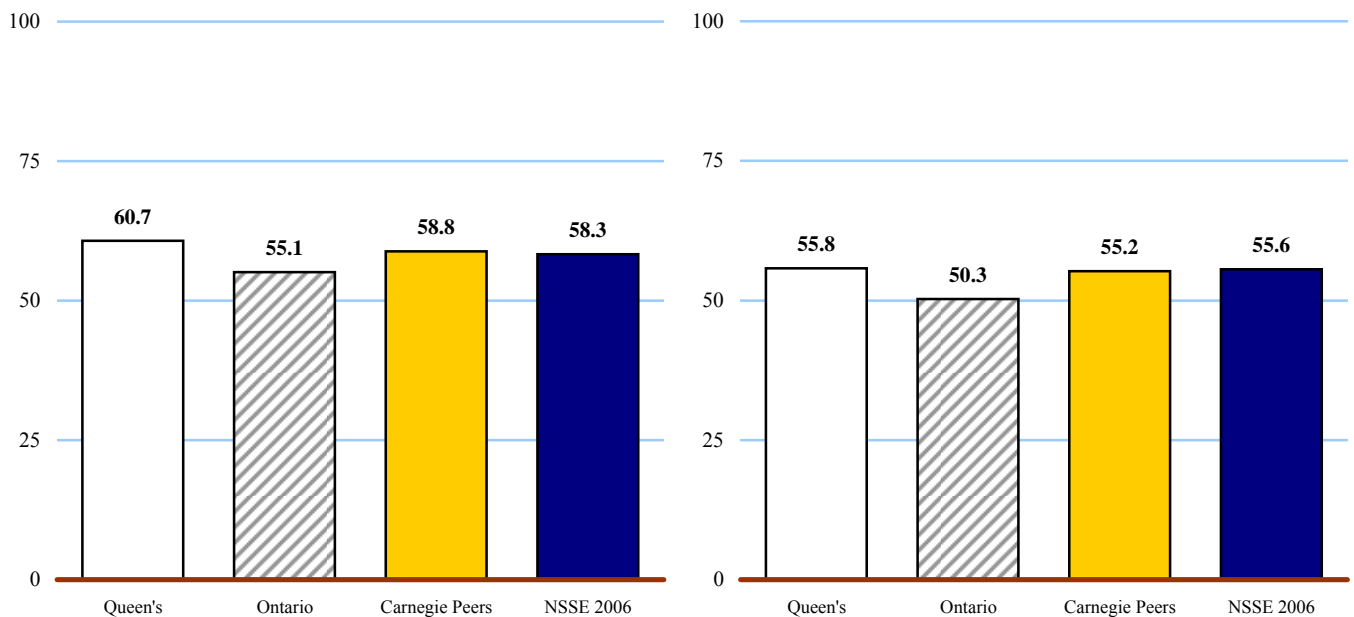
### Benchmark Comparisons

Queen's compared with:

Class	Queen's	Ontario			Carnegie Peers			NSSE 2006		
	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	60.7	55.1	***	.30	58.8	**	.11	58.3	***	.13
Senior	55.8	50.3	***	.30	55.2			55.6		

#### First-Year

#### Senior



### 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

<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 comparison group standard deviation.

***First-Year Students***

	N	Mean Statistics			Distribution Statistics					Reference Group Comparison Statistics			
		Mean	SD	SE	Percentiles					Mean Diff.	SE	Sig.	Effect size
					5	25	50	75	95				
<b>LEVEL OF ACADEMIC CHALLENGE (LAC)</b>													
Queen's	759	53.4	12.7	.5	33	44	53	62	74				
Ontario	15,795	50.4	12.9	.1	29	42	50	59	72	3.0	.5	.000	.23
Carnegie Peers	11,024	52.4	12.7	.1	32	44	52	61	73	1.0	.5	.033	.08
NSSE 2006	147,536	51.5	13.3	.0	30	43	51	61	73	1.9	.5	.000	.14
Top 50%	44,393	55.4	12.9	.1	34	47	56	64	76	-2.0	.5	.000	-.16
Top 10%	6,332	60.4	12.2	.2	40	52	60	69	80	-7.0	.5	.000	-.57
<b>ACTIVE AND COLLABORATIVE LEARNING (ACL)</b>													
Queen's	804	36.1	15.1	.5	14	24	33	43	62				
Ontario	17,036	34.4	15.6	.1	10	24	33	43	62	1.7	.6	.003	.11
Carnegie Peers	12,071	40.4	15.5	.1	19	29	38	48	67	-4.3	.6	.000	-.28
NSSE 2006	159,514	40.2	16.1	.0	17	29	38	50	67	-4.1	.5	.000	-.26
Top 50%	43,714	45.5	15.9	.1	24	33	43	57	75	-9.4	.5	.000	-.59
Top 10%	5,253	50.6	16.0	.2	29	38	48	62	81	-14.5	.6	.000	-.91
<b>STUDENT-FACULTY INTERACTION (SFI)</b>													
Queen's	763	21.8	15.8	.6	0	11	17	28	50				
Ontario	15,940	22.1	15.8	.1	0	11	17	28	50	-.3	.6	.600	-.02
Carnegie Peers	11,152	31.0	16.6	.2	11	17	28	39	61	-9.2	.6	.000	-.55
NSSE 2006	149,048	30.3	17.7	.0	6	17	28	39	67	-8.6	.6	.000	-.48
Top 50%	31,197	36.9	18.2	.1	11	22	33	50	72	-15.1	.6	.000	-.83
Top 10%	3,999	42.0	19.4	.3	17	28	39	56	78	-20.3	.6	.000	-1.04
<b>ENRICHING EDUCATIONAL EXPERIENCES (EEE)</b>													
Queen's	746	27.5	11.9	.4	11	19	26	34	48				
Ontario	15,434	24.3	12.0	.1	8	16	23	31	45	3.3	.5	.000	.27
Carnegie Peers	10,751	28.7	12.5	.1	11	19	28	36	51	-1.2	.5	.008	-.10
NSSE 2006	144,322	26.3	12.9	.0	8	17	25	34	49	1.2	.4	.005	.10
Top 50%	53,341	29.8	13.1	.1	11	21	29	38	52	-2.3	.4	.000	-.18
Top 10%	8,191	34.0	12.8	.1	14	25	33	42	55	-6.5	.5	.000	-.50
<b>SUPPORTIVE CAMPUS ENVIRONMENT (SCE)</b>													
Queen's	737	60.7	17.4	.6	31	50	64	72	89				
Ontario	15,163	55.1	18.6	.2	25	42	56	67	86	5.6	.7	.000	.30
Carnegie Peers	10,604	58.8	17.6	.2	31	47	58	69	89	1.9	.7	.004	.11
NSSE 2006	142,041	58.3	18.6	.0	28	44	58	72	89	2.5	.7	.000	.13
Top 50%	36,329	64.5	18.0	.1	33	53	64	78	94	-3.8	.7	.000	-.21
Top 10%	6,207	69.5	17.7	.2	39	58	69	83	97	-8.8	.7	.000	-.50

<sup>a</sup> All statistics weighted by gender, enrollment status, and institutional size. The N is weighted to show the correct degrees of freedom for the statistical tests.

**Seniors**

	N	Mean Statistics			Distribution Statistics					Reference Group Comparison Statistics			
		Mean	SD	SE	Percentiles					Mean Diff.	SE	Sig.	Effect size
					5	25	50	75	95				
<b>LEVEL OF ACADEMIC CHALLENGE (LAC)</b>													
Queen's	618	55.9	13.4	.5	34	47	56	65	77				
Ontario	12,524	55.1	13.7	.1	32	46	55	65	77	.8	.6	.140	.06
Carnegie Peers	13,121	55.3	13.9	.1	32	46	56	65	78	.6	.6	.262	.05
NSSE 2006	148,353	55.6	14.1	.0	32	46	56	65	78	.3	.5	.541	.02
Top 50%	41,230	59.0	13.6	.1	36	50	59	69	81	-3.1	.6	.000	-.23
Top 10%	4,545	64.0	12.6	.2	43	56	65	73	83	-8.1	.5	.000	-.65
<b>ACTIVE AND COLLABORATIVE LEARNING (ACL)</b>													
Queen's	637	43.6	15.1	.6	19	33	43	52	71				
Ontario	13,017	42.8	16.8	.1	19	29	43	52	71	.8	.6	.181	.05
Carnegie Peers	13,938	48.8	16.5	.1	24	38	48	58	76	-5.2	.6	.000	-.31
NSSE 2006	154,741	49.2	17.2	.0	24	38	48	62	81	-5.6	.6	.000	-.33
Top 50%	41,328	54.4	16.7	.1	29	43	52	67	83	-10.8	.6	.000	-.64
Top 10%	5,314	58.6	16.7	.2	33	48	57	71	86	-15.0	.6	.000	-.90
<b>STUDENT-FACULTY INTERACTION (SFI)</b>													
Queen's	621	32.6	18.8	.8	6	17	28	44	67				
Ontario	12,614	31.1	18.9	.2	6	17	28	39	67	1.5	.8	.060	.08
Carnegie Peers	13,245	41.0	20.6	.2	11	28	39	56	83	-8.4	.8	.000	-.41
NSSE 2006	149,442	39.7	20.9	.1	11	22	39	50	78	-7.1	.8	.000	-.34
Top 50%	33,270	47.7	21.3	.1	17	33	44	61	89	-15.1	.8	.000	-.71
Top 10%	3,072	56.8	21.7	.4	22	39	56	72	94	-24.1	.8	.000	-1.11
<b>ENRICHING EDUCATIONAL EXPERIENCES (EEE)</b>													
Queen's	612	38.9	15.7	.6	15	27	38	50	65				
Ontario	12,321	33.4	15.7	.1	11	22	32	43	61	5.6	.7	.000	.35
Carnegie Peers	12,874	42.2	16.8	.1	15	30	42	54	71	-3.3	.7	.000	-.19
NSSE 2006	146,111	38.9	17.8	.0	11	25	37	51	69	.0	.6	.964	.00
Top 50%	48,015	45.9	17.7	.1	17	33	46	58	75	-7.0	.6	.000	-.40
Top 10%	4,115	57.7	16.0	.3	30	47	58	69	83	-18.8	.7	.000	-1.17
<b>SUPPORTIVE CAMPUS ENVIRONMENT (SCE)</b>													
Queen's	607	55.8	17.4	.7	25	44	56	67	83				
Ontario	12,147	50.3	18.4	.2	19	36	50	64	81	5.5	.8	.000	.30
Carnegie Peers	12,704	55.2	18.0	.2	25	42	56	67	86	.6	.7	.455	.03
NSSE 2006	144,391	55.6	18.9	.0	25	42	56	69	89	.2	.7	.787	.01
Top 50%	37,003	62.5	18.4	.1	31	50	64	75	94	-6.7	.8	.000	-.37
Top 10%	6,559	67.7	18.2	.2	36	56	69	81	97	-11.9	.8	.000	-.65

<sup>a</sup> All statistics weighted by gender, enrollment status, and institutional size. The N is weighted to show the correct degrees of freedom for the statistical tests.