



**National Survey  
of Student Engagement**

**Queen's University**

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**Benchmark Comparisons**

August 2008

To focus discussions about the importance of student engagement and 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. More detailed information about how benchmarks are created can be found on the NSSE Web site at [www.nsse.iub.edu/2008\\_Institutional\\_Report/](http://www.nsse.iub.edu/2008_Institutional_Report/).

**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.

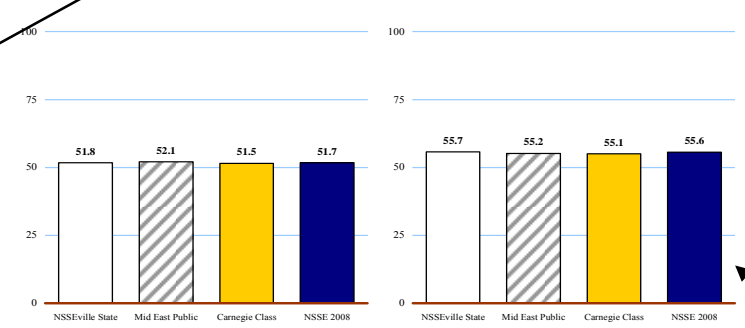
**Class and Sample**

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

**Level of Academic Challenge (LAC)**

**Benchmark Comparisons**

Class	NSSEville State compared with:							
	NSSEville State	Mid East Public	Carnegie Class	NSSE 2008	NSSEville State	Mid East Public	Carnegie Class	NSSE 2008
	Mean <sup>a</sup>	Mean <sup>a</sup>	Effect Size <sup>a</sup>	Mean <sup>a</sup>	Mean <sup>a</sup>	Effect Size <sup>a</sup>	Mean <sup>a</sup>	Effect Size <sup>a</sup>
First-Year	51.8	52.1	-.02	51.5	51.7	.02	51.7	.00
Senior	55.7	55.2	.04	55.1	55.6	.05	55.6	.01



**Mean**

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

**Benchmark Description & Survey Items**

A description of the benchmark and the individual items used in its creation are summarized.

**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 your selected peer or consortium groups.

<sup>a</sup> See the *NSSE Effect Size Interpretation Guide* at [www.nsse.iub.edu/html/effect\\_size\\_guide.cfm](http://www.nsse.iub.edu/html/effect_size_guide.cfm) for additional information.

## Level of Academic Challenge (LAC)

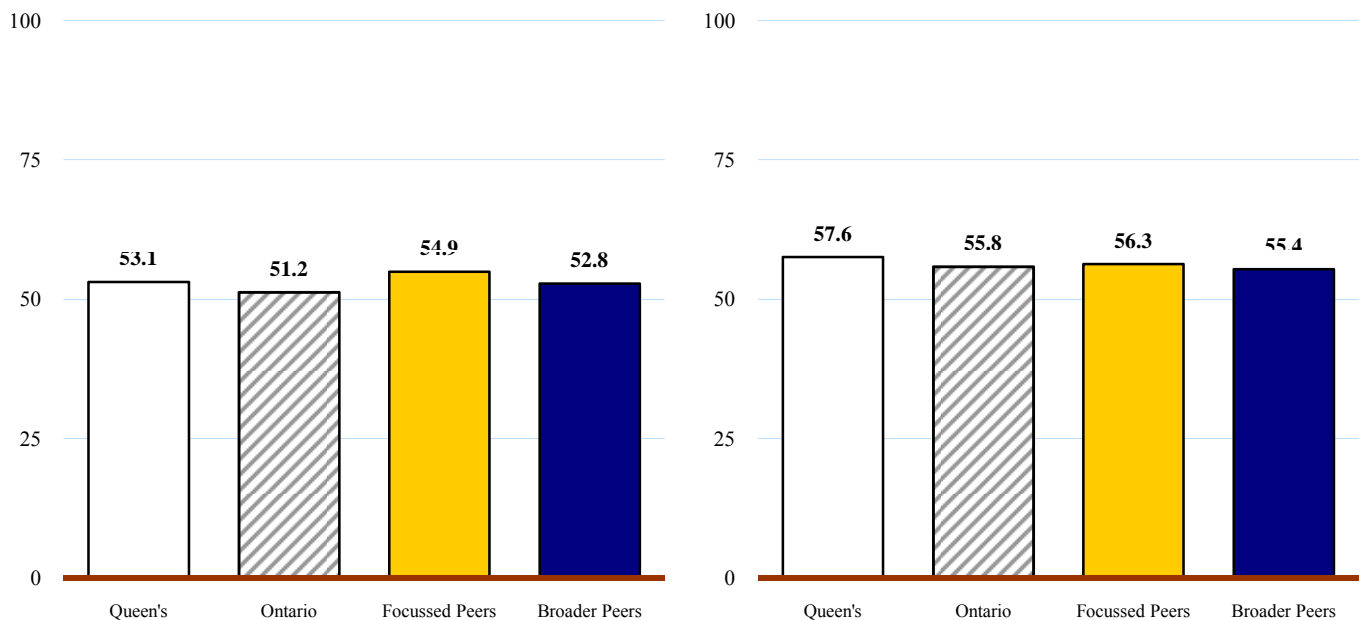
### Benchmark Comparisons

Queen's compared with:

Class	Queen's		Ontario			Focussed Peers			Broader 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	53.1		51.2	***	.14	54.9	***	-.15	52.8		.02
Senior	57.6		55.8	***	.13	56.3	**	.10	55.4	***	.16

#### 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, 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.

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

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

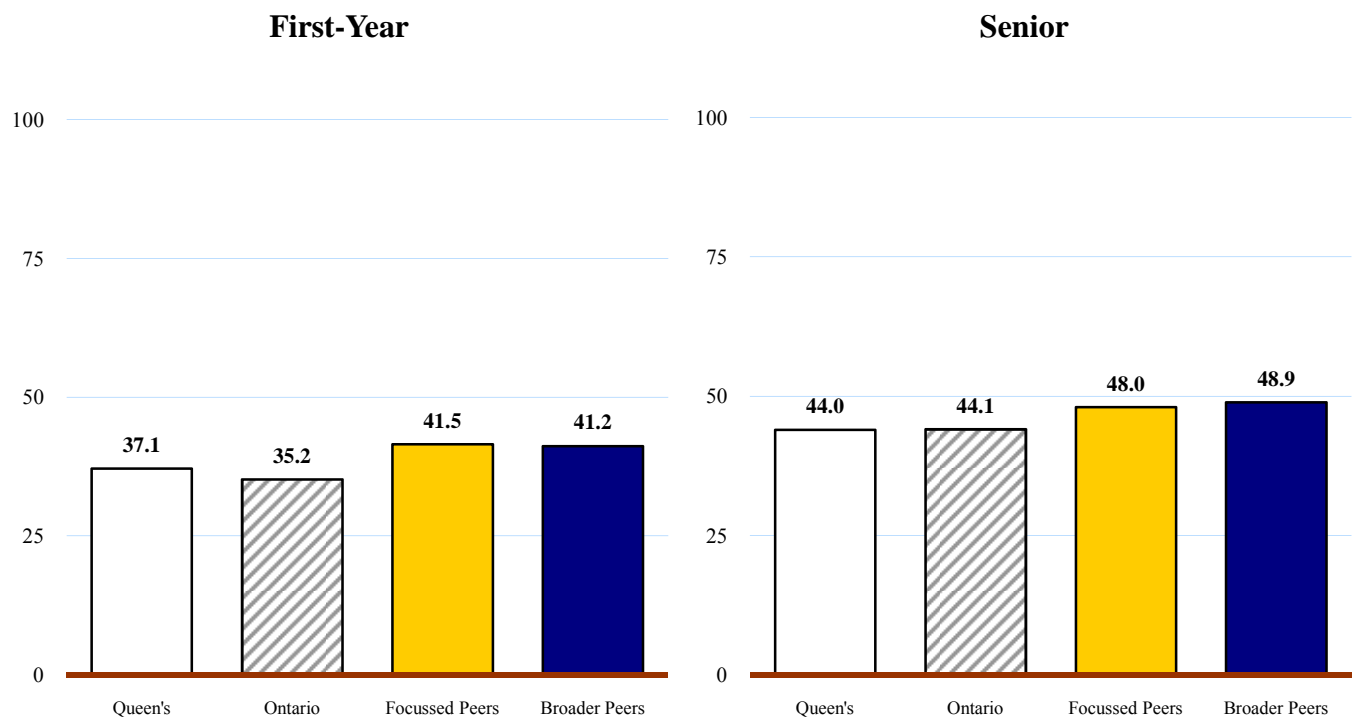
<sup>c</sup> Mean difference divided by the pooled standard deviation.

## Active and Collaborative Learning (ACL)

### Benchmark Comparisons

Queen's compared with:

Class	Queen's	Ontario			Focussed Peers			Broader 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	37.1	35.2	***	.12	41.5	***	-.28	41.2	***	-.25
Senior	44.0	44.1		-.01	48.0	***	-.25	48.9	***	-.29



### 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.)

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

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

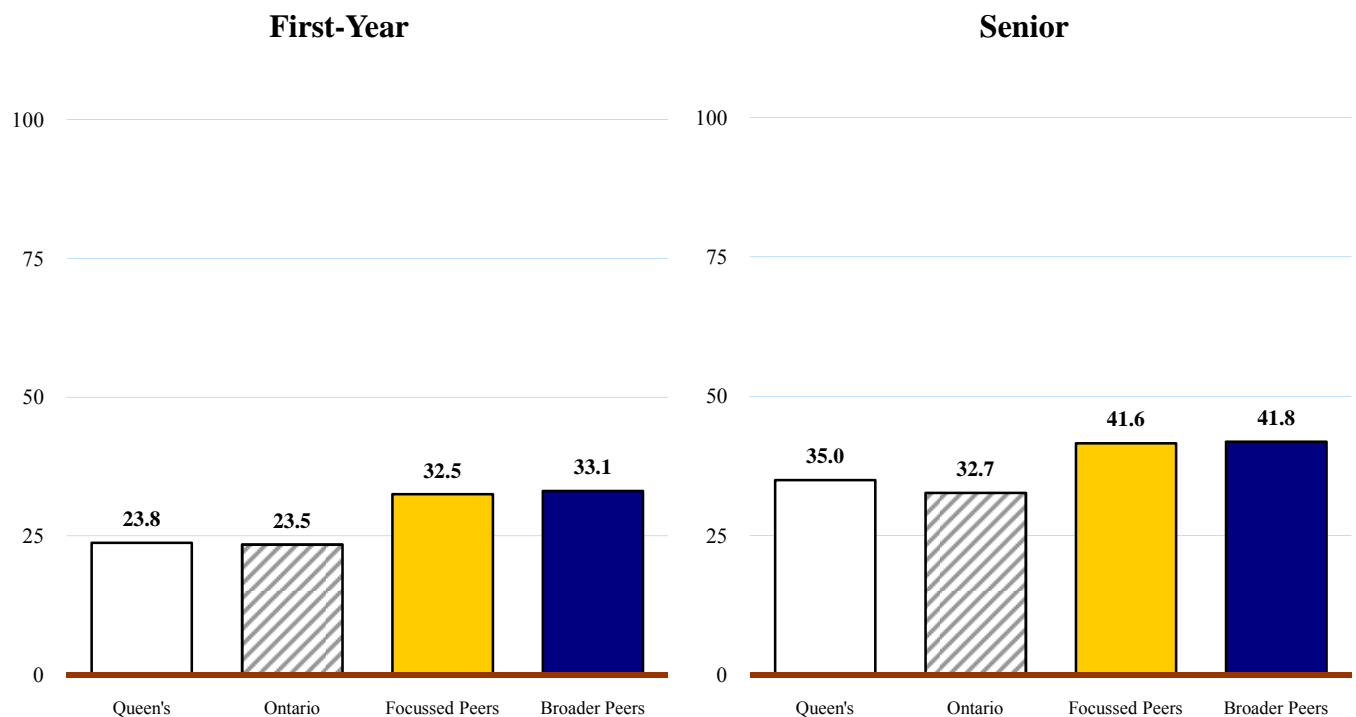
<sup>c</sup> Mean difference divided by the pooled standard deviation.

## Student-Faculty Interaction (SFI)

### Benchmark Comparisons

Queen's compared with:

Class	Queen's	Ontario			Focussed Peers			Broader 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	23.8	23.5		.02	32.5	***	-.50	33.1	***	-.52
Senior	35.0	32.7	***	.12	41.6	***	-.33	41.8	***	-.33



### 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

<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.

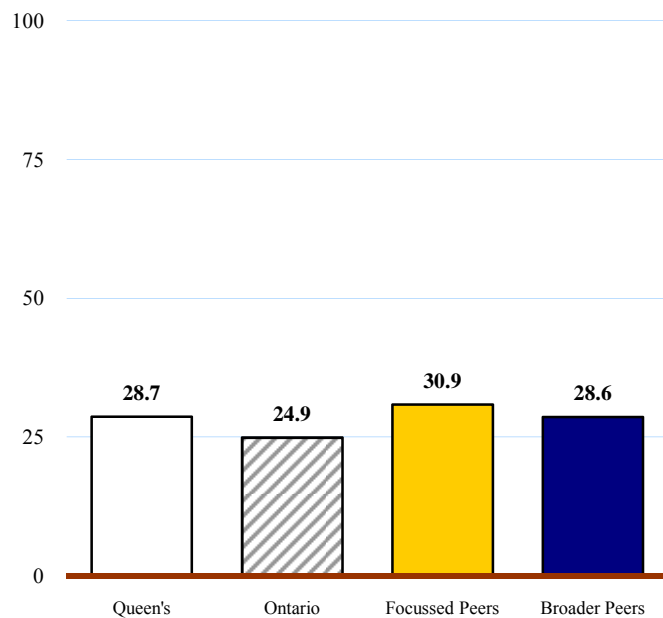
## Enriching Educational Experiences (EEE)

### Benchmark Comparisons

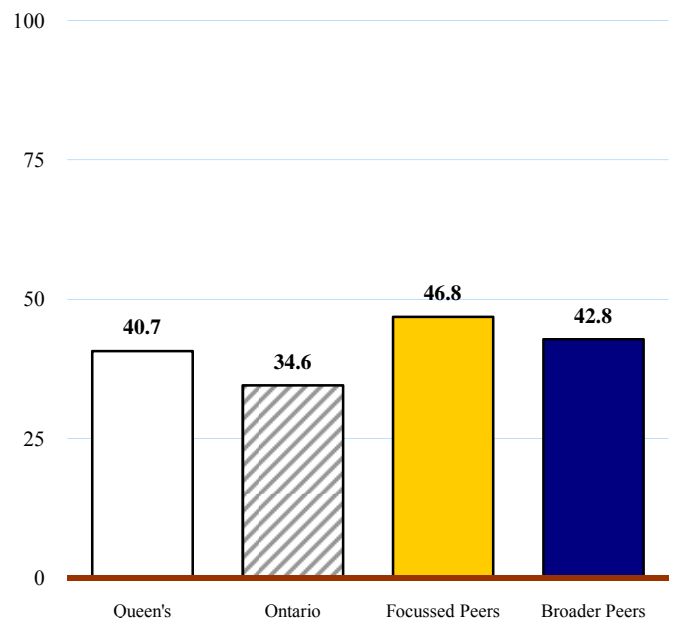
Queen's compared with:

Class	Queen's		Ontario			Focussed Peers			Broader 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	28.7		24.9	***	.31	30.9	***	-.17	28.6		.01
Senior	40.7		34.6	***	.38	46.8	***	-.36	42.8	***	-.12

#### 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, 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

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

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

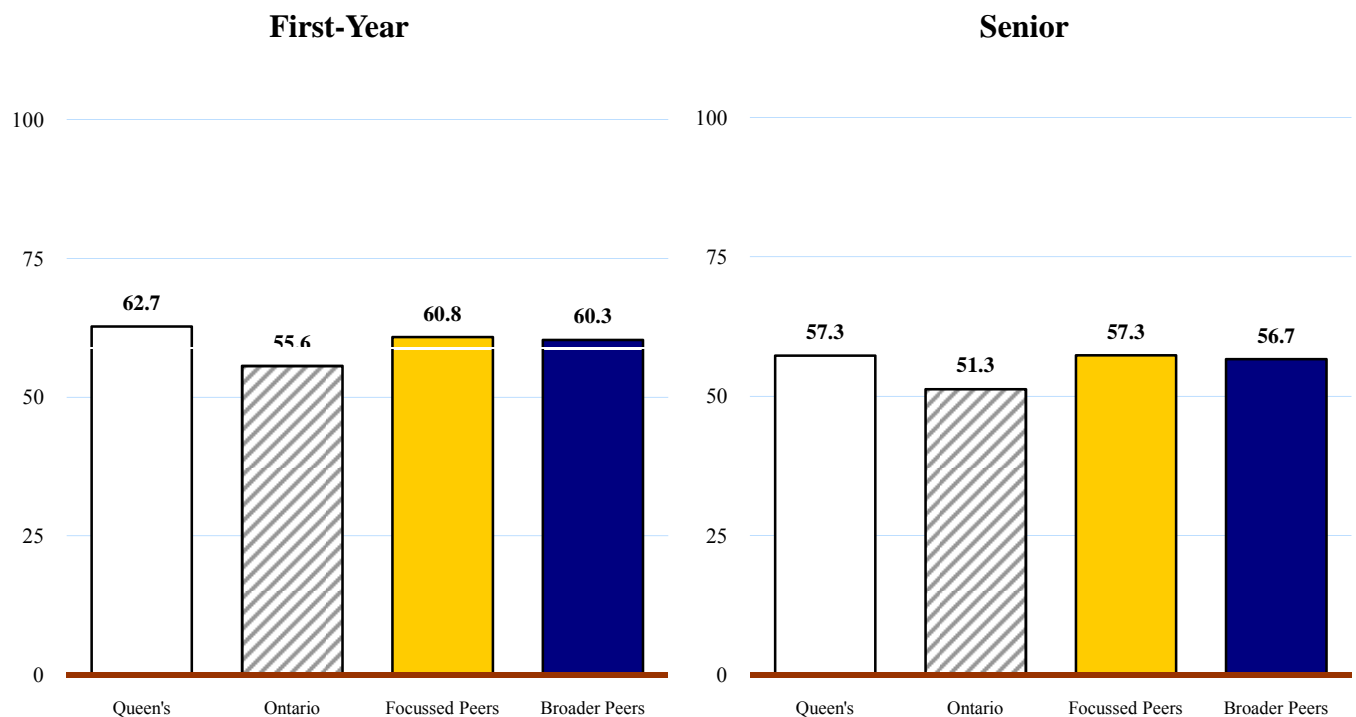
<sup>c</sup> Mean difference divided by the pooled standard deviation.

## Supportive Campus Environment (SCE)

### Benchmark Comparisons

Queen's compared with:

Class	Queen's	Ontario			Focussed Peers			Broader 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	62.7	55.6	***	.38	60.8	***	.11	60.3	***	.13
Senior	57.3	51.3	***	.32	57.3		.00	56.7		.03



### 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 the pooled standard deviation.

## 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 2008 and (b) those with benchmark scores in the top 10% for 2008.<sup>a</sup> These comparisons allow an institution to determine if their engagement of their students differs in significant, meaningful ways from these high performing peer groups.

### Example

	NSSEville State	NSSE 2008 Top 50%				NSSE 2008 Top 10%		
		Mean	Mean	Sig	Effect size	Mean	Sig	Effect size
First-Year	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 2008 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 2008 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 2008 schools for first-year students on Level of Academic Challenge (LAC) and Active and Collaborative Learning (ACL).<sup>a,b</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>b</sup>
- ◆ NSSEville State is a "top ten percent" institution on Active and Collaborative Learning (ACL) for first-year students.<sup>b</sup>

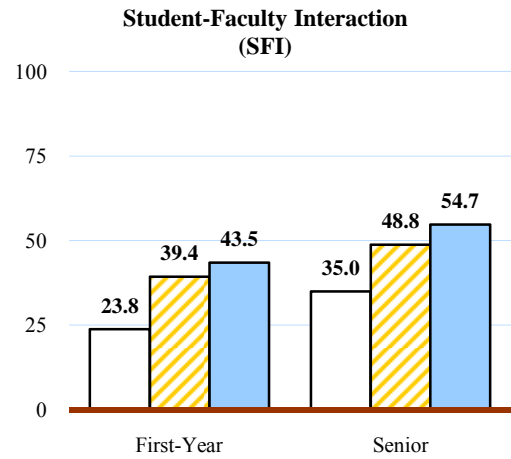
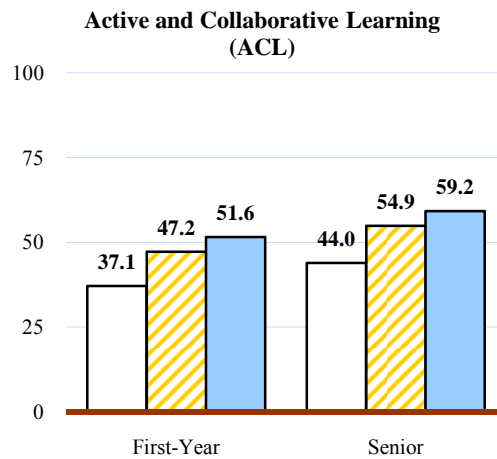
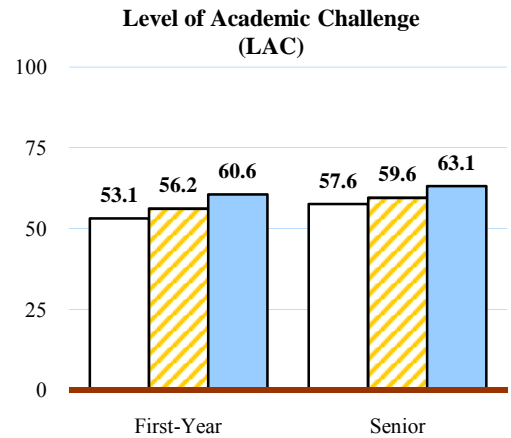
For additional information on how to understand and use the Top 50% and Top 10% section of the benchmark report, see [www.nsse.iub.edu/2008\\_Institutional\\_Report/](http://www.nsse.iub.edu/2008_Institutional_Report/).

<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.




<sup>b</sup> 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 because our policy against the ranking of institutions.

*Queen's compared with*

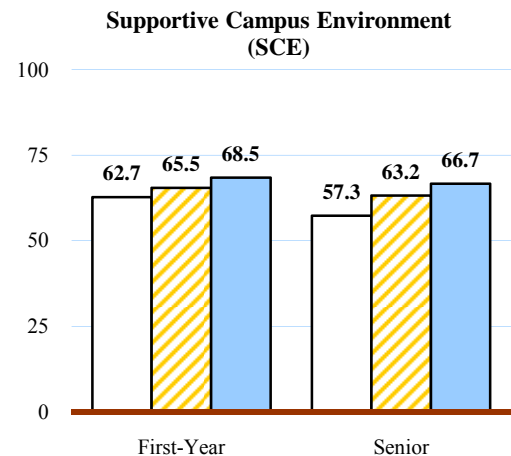
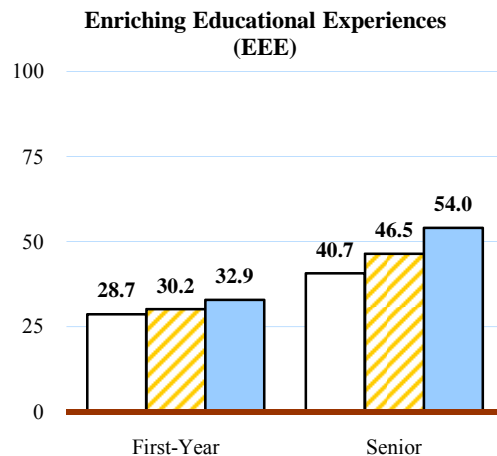
	Queen's <i>Mean</i> <sup>a</sup>	NSSE 2008 Top 50%			NSSE 2008 Top 10%			
		<i>Mean</i> <sup>a</sup>	<i>Sig</i> <sup>b</sup>	<i>Effect size</i> <sup>c</sup>	<i>Mean</i> <sup>a</sup>	<i>Sig</i> <sup>b</sup>	<i>Effect size</i> <sup>c</sup>	
<b>First-Year</b>	LAC	53.1	56.2	***	-.24	60.6	***	-.59
	ACL	37.1	47.2	***	-.60	51.6	***	-.82
	SFI	23.8	39.4	***	-.80	43.5	***	-.94
	EEE	28.7	30.2	***	-.11	32.9	***	-.30
	SCE	62.7	65.5	***	-.15	68.5	***	-.31
<b>Senior</b>	LAC	57.6	59.6	***	-.15	63.1	***	-.41
	ACL	44.0	54.9	***	-.64	59.2	***	-.88
	SFI	35.0	48.8	***	-.65	54.7	***	-.91
	EEE	40.7	46.5	***	-.33	54.0	***	-.78
	SCE	57.3	63.2	***	-.31	66.7	***	-.51



**Legend**

-  Queen's
-  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 2008 institutions on a particular benchmark.



<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***

	Mean Statistics			Distribution Statistics					Reference Group Comparison Statistics			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of Freedom <sup>e</sup>	Mean Diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>LEVEL OF ACADEMIC CHALLENGE (LAC)</b>												
Queen's (N = 1478)	53.1	12.5	.3	33	45	53	61	74				
Ontario	51.2	12.9	.1	30	43	51	60	72	1,610	1.8	.000	.14
Focussed Peers	54.9	12.6	.1	34	47	55	64	75	14,753	-1.8	.000	-.15
Broader Peers	52.8	12.9	.1	32	44	53	62	74	1,586	.3	.372	.02
Top 50%	56.2	13.1	.0	34	48	56	65	77	1,516	-3.1	.000	-.24
Top 10%	60.6	12.8	.1	38	52	61	70	80	1,695	-7.5	.000	-.59
<b>ACTIVE AND COLLABORATIVE LEARNING (ACL)</b>												
Queen's (N = 1582)	37.1	15.2	.4	14	29	38	43	67				
Ontario	35.2	15.7	.1	14	24	33	43	62	1,726	1.9	.000	.12
Focussed Peers	41.5	15.8	.1	19	29	38	52	71	1,972	-4.4	.000	-.28
Broader Peers	41.2	16.0	.1	19	29	38	52	71	1,702	-4.1	.000	-.25
Top 50%	47.2	17.0	.0	24	33	48	57	76	1,633	-10.1	.000	-.60
Top 10%	51.6	17.9	.1	24	38	50	62	83	1,887	-14.5	.000	-.82
<b>STUDENT-FACULTY INTERACTION (SFI)</b>												
Queen's (N = 1476)	23.8	16.2	.4	6	11	22	33	56				
Ontario	23.5	16.5	.1	0	11	22	33	56	37,025	.3	.464	.02
Focussed Peers	32.5	17.6	.2	11	22	28	44	67	1,883	-8.7	.000	-.50
Broader Peers	33.1	18.0	.1	11	22	28	44	67	1,601	-9.3	.000	-.52
Top 50%	39.4	19.4	.1	11	28	39	50	78	1,538	-15.6	.000	-.80
Top 10%	43.5	21.2	.2	13	28	39	56	83	1,922	-19.7	.000	-.94
<b>ENRICHING EDUCATIONAL EXPERIENCES (EEE)</b>												
Queen's (N = 1442)	28.7	11.7	.3	11	21	28	36	48				
Ontario	24.9	12.3	.1	8	17	23	32	47	1,577	3.8	.000	.31
Focussed Peers	30.9	12.8	.1	12	22	30	38	52	1,848	-2.2	.000	-.17
Broader Peers	28.6	13.2	.1	10	19	27	37	51	1,570	.1	.792	.01
Top 50%	30.2	13.7	.0	11	21	29	38	53	1,479	-1.5	.000	-.11
Top 10%	32.9	14.3	.1	11	23	32	42	58	1,652	-4.3	.000	-.30
<b>SUPPORTIVE CAMPUS ENVIRONMENT (SCE)</b>												
Queen's (N = 1429)	62.7	17.6	.5	33	50	64	75	92				
Ontario	55.6	18.8	.1	25	42	56	69	86	1,568	7.1	.000	.38
Focussed Peers	60.8	17.9	.2	31	50	61	72	92	14,084	1.9	.000	.11
Broader Peers	60.3	18.0	.1	31	47	61	72	92	42,454	2.4	.000	.13
Top 50%	65.5	18.4	.1	33	53	67	78	94	1,472	-2.7	.000	-.15
Top 10%	68.5	18.4	.1	36	56	69	81	97	1,642	-5.7	.000	-.31

<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 the product of 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**

	Mean Statistics			Distribution Statistics					Reference Group Comparison Statistics			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of Freedom <sup>e</sup>	Mean Diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>LEVEL OF ACADEMIC CHALLENGE (LAC)</b>												
Queen's (N = 1303)	57.6	13.6	.4	34	49	58	67	80				
Ontario	55.8	13.7	.1	33	47	56	65	78	29,925	1.7	.000	.13
Focussed Peers	56.3	13.2	.1	35	47	56	66	78	14,075	1.3	.001	.10
Broader Peers	55.4	13.9	.1	32	46	55	65	78	43,722	2.2	.000	.16
Top 50%	59.6	13.8	.0	36	50	60	69	81	112,207	-2.0	.000	-.15
Top 10%	63.1	13.6	.1	39	54	64	73	84	22,638	-5.5	.000	-.41
<b>ACTIVE AND COLLABORATIVE LEARNING (ACL)</b>												
Queen's (N = 1327)	44.0	15.8	.4	19	33	43	52	71				
Ontario	44.1	17.1	.1	19	33	43	56	75	1,466	-.1	.776	-.01
Focussed Peers	48.0	16.3	.1	24	38	48	57	76	1,614	-4.1	.000	-.25
Broader Peers	48.9	17.1	.1	24	38	48	62	80	1,418	-4.9	.000	-.29
Top 50%	54.9	17.2	.0	29	43	52	67	86	1,361	-11.0	.000	-.64
Top 10%	59.2	17.5	.1	33	48	57	71	90	1,520	-15.3	.000	-.88
<b>STUDENT-FACULTY INTERACTION (SFI)</b>												
Queen's (N = 1308)	35.0	19.7	.5	11	22	33	44	72				
Ontario	32.7	19.5	.1	6	17	28	44	72	30,009	2.3	.000	.12
Focussed Peers	41.6	20.3	.2	11	28	39	56	78	1,605	-6.6	.000	-.33
Broader Peers	41.8	20.7	.1	11	28	39	56	80	1,397	-6.9	.000	-.33
Top 50%	48.8	21.4	.1	17	33	44	61	89	1,356	-13.9	.000	-.65
Top 10%	54.7	21.9	.2	22	39	56	72	94	1,681	-19.7	.000	-.91
<b>ENRICHING EDUCATIONAL EXPERIENCES (EEE)</b>												
Queen's (N = 1281)	40.7	16.4	.5	17	28	40	51	69				
Ontario	34.6	16.1	.1	11	22	33	45	63	29,347	6.1	.000	.38
Focussed Peers	46.8	17.0	.2	18	35	47	58	75	13,804	-6.1	.000	-.36
Broader Peers	42.8	17.4	.1	14	31	43	55	72	1,370	-2.1	.000	-.12
Top 50%	46.5	17.8	.1	17	33	47	59	76	1,312	-5.8	.000	-.33
Top 10%	54.0	17.3	.1	23	43	55	66	81	1,484	-13.4	.000	-.78
<b>SUPPORTIVE CAMPUS ENVIRONMENT (SCE)</b>												
Queen's (N = 1255)	57.3	17.5	.5	28	47	58	69	86				
Ontario	51.3	19.0	.1	19	39	50	64	83	1,391	6.0	.000	.32
Focussed Peers	57.3	18.3	.2	28	44	58	69	89	1,549	-.1	.916	.00
Broader Peers	56.7	18.7	.1	25	44	56	69	89	1,344	.6	.225	.03
Top 50%	63.2	18.9	.1	31	50	64	75	94	1,292	-5.9	.000	-.31
Top 10%	66.7	18.5	.1	33	56	67	81	97	1,425	-9.4	.000	-.51

<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 the product of 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

## Queen's University

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### Multi-Year Benchmark Report

August 2008

For institutions that have participated in NSSE across multiple years, 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 in 2006-07, 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/2008\\_Institutional\\_Report/Multiyear\\_Data\\_Guide.pdf](http://www.nsse.iub.edu/pdf/2008_Institutional_Report/Multiyear_Data_Guide.pdf).

### Key Terms and Features in this Report

Multi-year charts  
appear on pages 4 & 6.

**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.

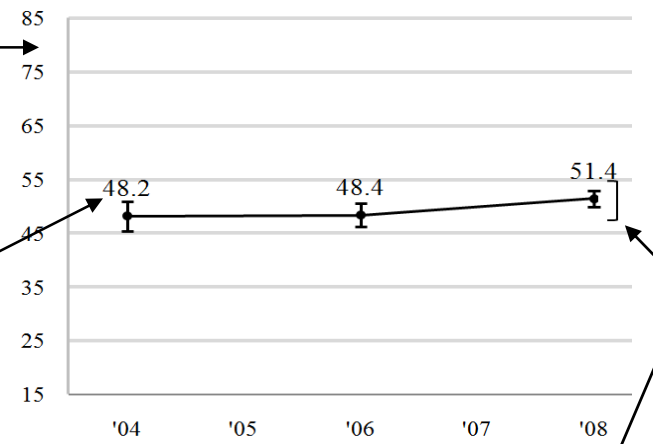
**SEM**  
*Standard error of the mean* is how much a score based on a sample may differ from the true population score. *SEM* is used to compute confidence intervals.

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

**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.

**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.



	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

Some NSSE administrations 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	Web	49%	45%	4.0%	4.1%	519	470
2005							
2006	Web	46%	58%	1.9%	1.6%	1,490	1,537
2007							
2008	Web	47%	44%	1.8%	2.0%	1,605	1,358

<sup>a</sup> All NSSE administration years since 2001 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).

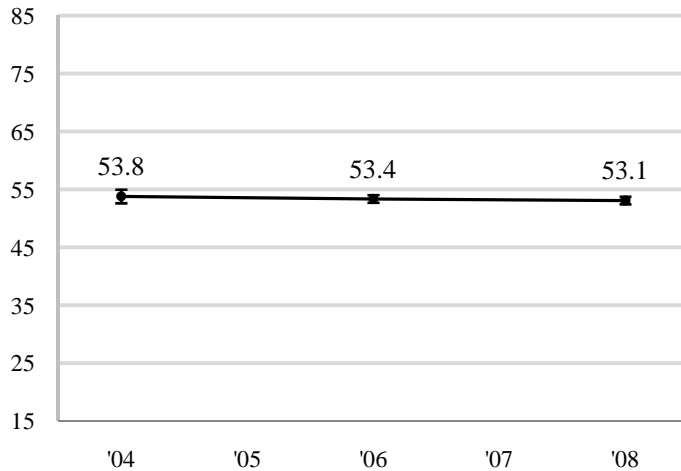
<sup>c</sup> Response rates (number of respondents divided by sample size) were adjusted for ineligibility, nondeliverable mailing addresses, and students who were unavailable during the survey administration.

<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 off hand, but any results using them should probably be interpreted more conservatively.

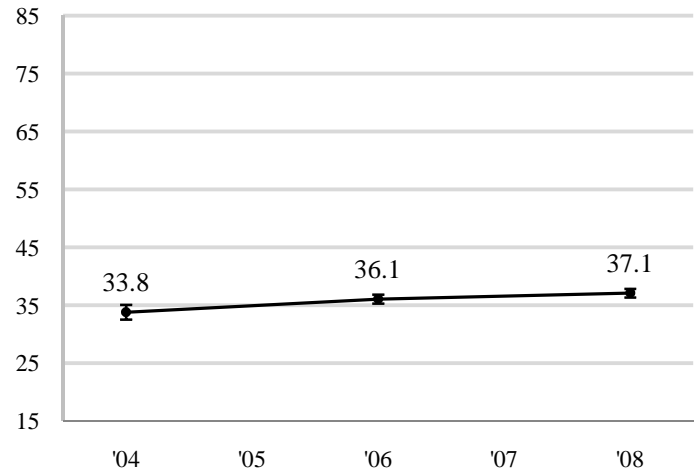
<sup>e</sup> This is the original count used to calculate response rates and sampling errors for each administration's *Respondent Characteristics* report. This number includes all randomly sampled students. In 2004 and 2005 it may also include targeted oversamples. For this reason, the counts for 2004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

**First-Year Students**

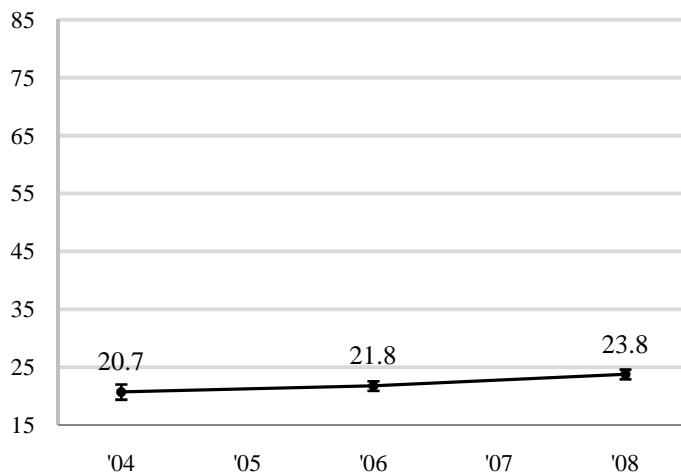
**Level of Academic Challenge (LAC)**



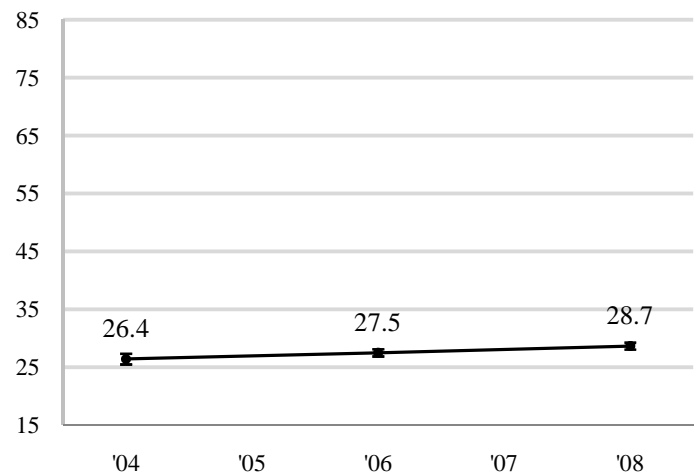
**Active and Collaborative Learning (ACL)**



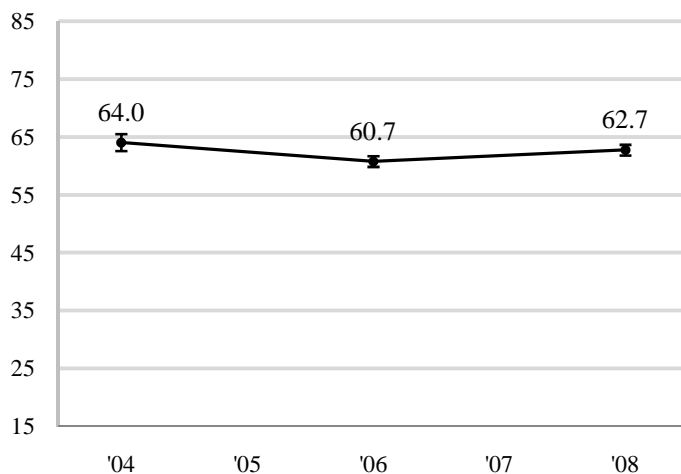
**Student-Faculty Interaction (SFI)**



**Enriching Educational Experiences (EEE)**



**Supportive Campus Environment (SCE)**



**Notes:**

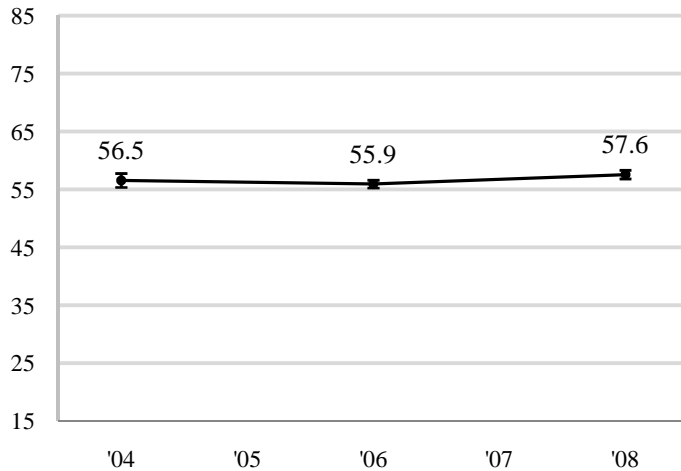
- Benchmark scores are charted for all years of participation. See page 5 for detailed statistics.
- For more information and recommendations for analyzing multi-year NSSE data, consult the *Multi-Year Data Analysis Guide*: [www.nsse.iub.edu/pdf/2008\\_Institutional\\_Report/Multiyear\\_Data\\_Guide.pdf](http://www.nsse.iub.edu/pdf/2008_Institutional_Report/Multiyear_Data_Guide.pdf).

		<b>First-Year Students</b>				
		<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>
<b>Level of Academic Challenge</b>	<b>LAC</b>	<b>53.8</b>		<b>53.4</b>		<b>53.1</b>
	n	496		1402		1478
	<i>SD</i>	13.3		12.7		12.5
	<i>SEM</i>	.60		.34		.33
	Upper	55.0		54.0		53.7
	Lower	52.6		52.7		52.5
<b>Active and Collaborative Learning</b>	<b>ACL</b>	<b>33.8</b>		<b>36.1</b>		<b>37.1</b>
	n	496		1485		1582
	<i>SD</i>	14.4		15.1		15.2
	<i>SEM</i>	.65		.39		.38
	Upper	35.1		36.8		37.9
	Lower	32.5		35.3		36.4
<b>Student Faculty Interaction</b>	<b>SFI</b>	<b>20.7</b>		<b>21.8</b>		<b>23.8</b>
	n	496		1410		1476
	<i>SD</i>	14.8		15.8		16.2
	<i>SEM</i>	.67		.42		.42
	Upper	22.0		22.6		24.6
	Lower	19.4		21.0		23.0
<b>Enriching Educational Experiences</b>	<b>EEE</b>	<b>26.4</b>		<b>27.5</b>		<b>28.7</b>
	n	496		1378		1442
	<i>SD</i>	10.6		11.9		11.7
	<i>SEM</i>	.47		.32		.31
	Upper	27.4		28.1		29.3
	Lower	25.5		26.9		28.1
<b>Supportive Campus Environment</b>	<b>SCE</b>	<b>64.0</b>		<b>60.7</b>		<b>62.7</b>
	n	494		1360		1429
	<i>SD</i>	16.6		17.4		17.6
	<i>SEM</i>	.75		.47		.47
	Upper	65.5		61.7		63.6
	Lower	62.6		59.8		61.8

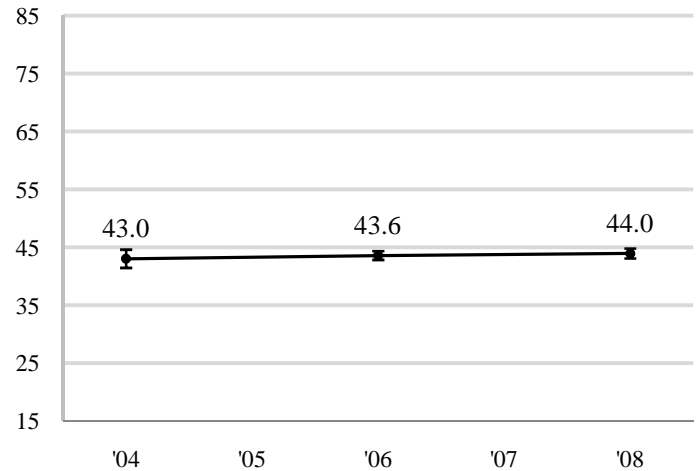
<sup>a</sup> n=number of respondents; *SD* =standard deviation; *SEM* =standard error of the mean;  
Upper/Lower=95% confidence interval limits

**Seniors**

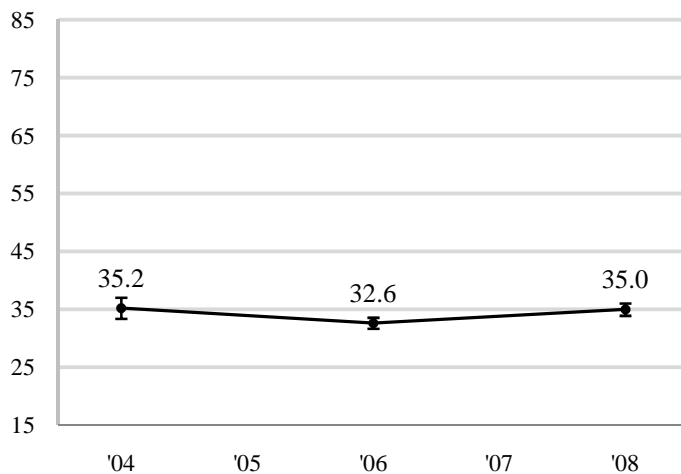
**Level of Academic Challenge (LAC)**



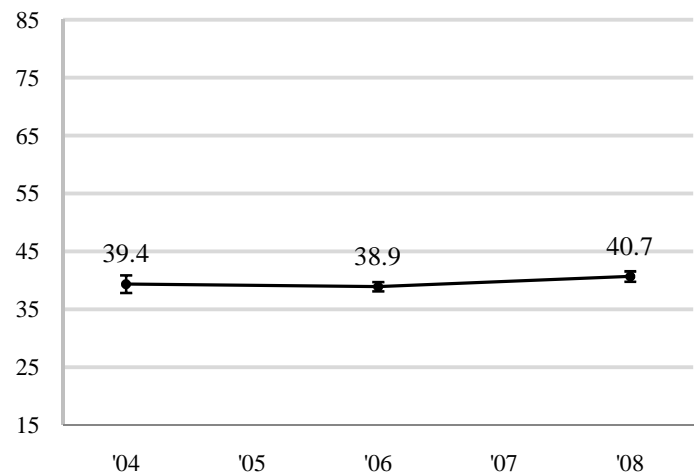
**Active and Collaborative Learning (ACL)**



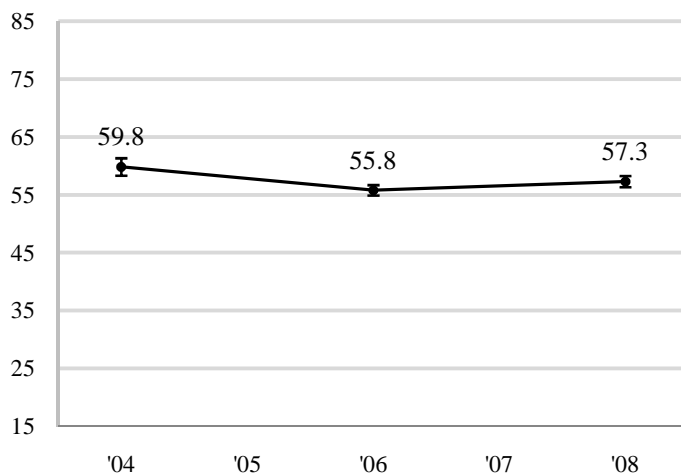
**Student-Faculty Interaction (SFI)**



**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/2008\\_Institutional\\_Report/Multiyear\\_Data\\_Guide.pdf](http://www.nsse.iub.edu/pdf/2008_Institutional_Report/Multiyear_Data_Guide.pdf).

		<b>Seniors</b>				
		<i>2004</i>	<i>2005</i>	<i>2006</i>	<i>2007</i>	<i>2008</i>
<b>Level of Academic Challenge</b>	<b>LAC</b>	<b>56.5</b>		<b>55.9</b>		<b>57.6</b>
	n	452		1489		1303
	<i>SD</i>	13.1		13.4		13.6
	<i>SEM</i>	.62		.35		.38
	Upper	57.8		56.6		58.3
	Lower	55.3		55.2		56.8
<b>Active and Collaborative Learning</b>	<b>ACL</b>	<b>43.0</b>		<b>43.6</b>		<b>44.0</b>
	n	452		1534		1327
	<i>SD</i>	17.1		15.1		15.8
	<i>SEM</i>	.80		.39		.43
	Upper	44.6		44.4		44.8
	Lower	41.5		42.8		43.1
<b>Student Faculty Interaction</b>	<b>SFI</b>	<b>35.2</b>		<b>32.6</b>		<b>35.0</b>
	n	452		1495		1308
	<i>SD</i>	19.9		18.8		19.7
	<i>SEM</i>	.94		.49		.55
	Upper	37.0		33.6		36.0
	Lower	33.4		31.7		33.9
<b>Enriching Educational Experiences</b>	<b>EEE</b>	<b>39.4</b>		<b>38.9</b>		<b>40.7</b>
	n	452		1474		1281
	<i>SD</i>	16.3		15.7		16.4
	<i>SEM</i>	.77		.41		.46
	Upper	40.9		39.7		41.6
	Lower	37.9		38.1		39.8
<b>Supportive Campus Environment</b>	<b>SCE</b>	<b>59.8</b>		<b>55.8</b>		<b>57.3</b>
	n	452		1462		1255
	<i>SD</i>	16.3		17.4		17.5
	<i>SEM</i>	.77		.46		.49
	Upper	61.3		56.7		58.2
	Lower	58.3		54.9		56.3

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