National Survey
of Student Engagement

Carleton University

Benchmark Comparisons

August 2006

National Survey of Student Engagement

Interpreting the Benchmark Comparisons Report

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.[1] 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.

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.

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.

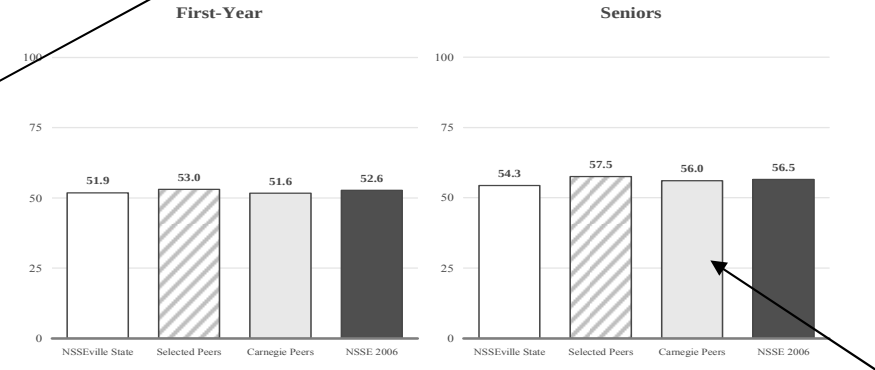
Effect Size
Effect size indicates the *practical significance* of the mean difference. It is calculated by dividing the mean difference by the standard deviation of the group to which the institution is being compared (selected peers, Carnegie peers, or all NSSE 2006 schools). In practice, an effect 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.

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.

Level of Academic Challenge (LAC)

Benchmark Mean Comparisons

	NSSEville State	NSSEville State compared with: Selected Peers			Carnegie Peers			NSSE 2006		
Class	Mean [a]	Mean [a]	Sig [b]	Effect Size [c]	Mean [a]	Sig [b]	Effect Size [c]	Mean [a]	Sig [b]	Effect Size [c]
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

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

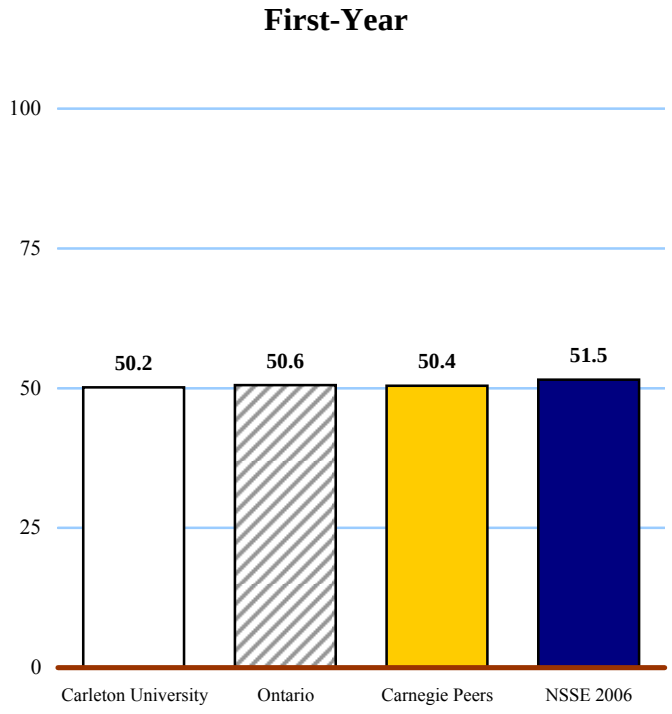
Bar Charts
A visual display of first-year and senior mean benchmark scores for your institution and three reference groups.

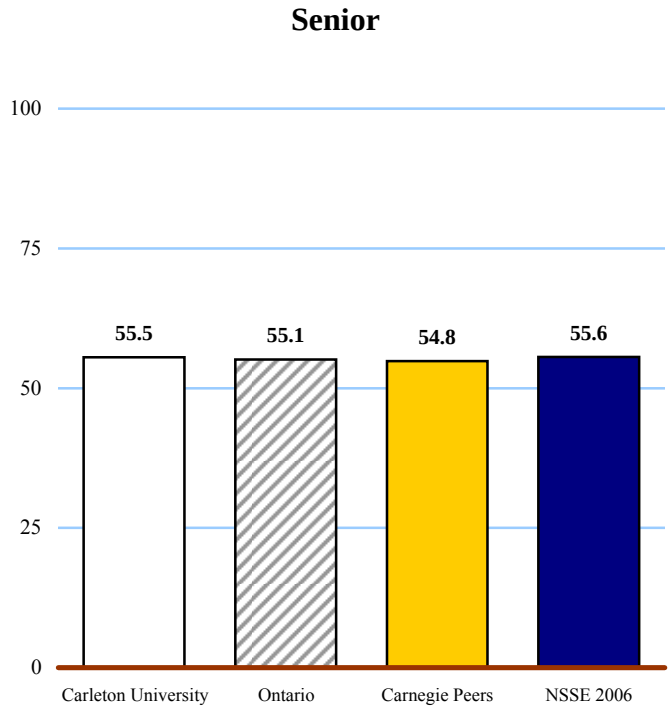
[1] U.S. institution reports include U.S. schools only. Canadian institution reports include U.S. and Canadian institutions.

Level of Academic Challenge (LAC)

Benchmark Comparisons

		Carleton University compared with:								
	Carleton University	**Ontario**			**Carnegie Peers**			**NSSE 2006**		
Class	*Mean* [a]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]
First-Year	50.2	50.6			50.4			51.5	**	-.10
Senior	55.5	55.1			54.8			55.6		





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

[a] Weighted by gender, enrollment status, and institutional size.

[b] * p<.05 ** p<.01 ***p<.001 (2-tailed).

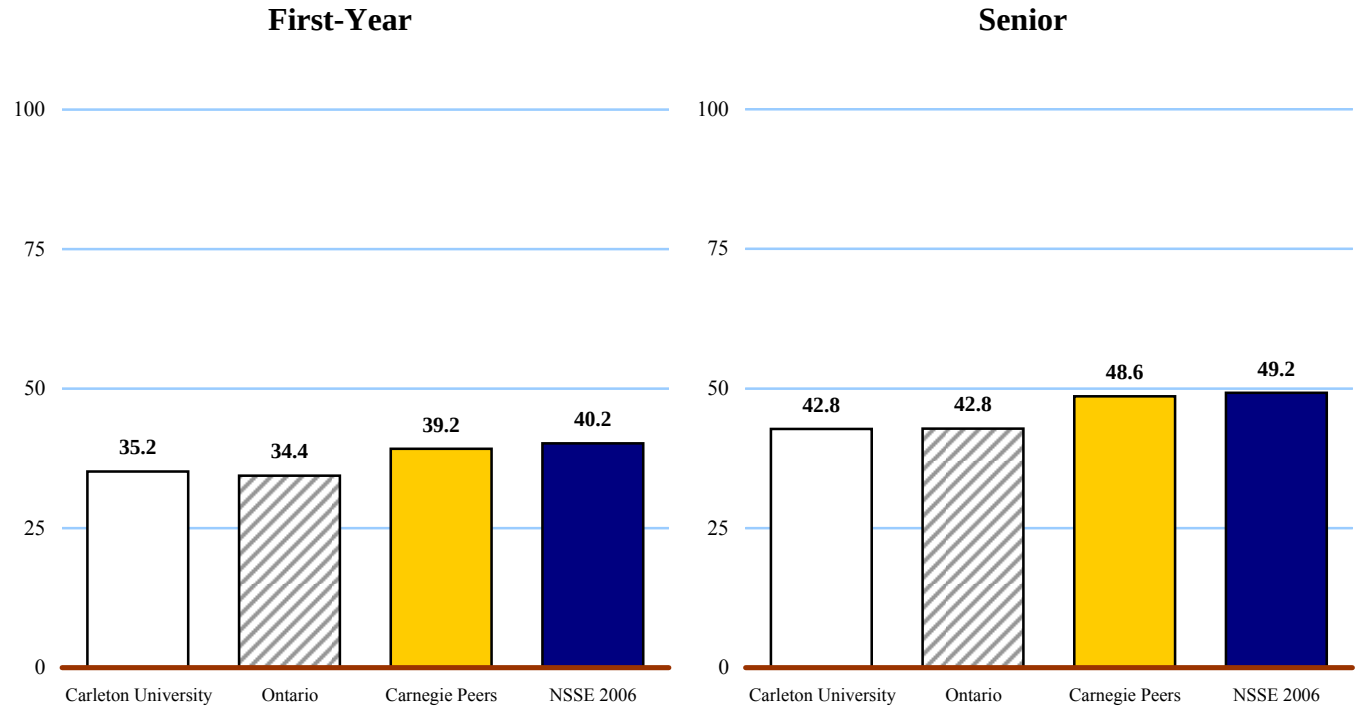
[c] Mean difference divided by comparison group standard deviation.

Active and Collaborative Learning (ACL)

Benchmark Comparisons

Carleton University compared with:

	Carleton University	Ontario			Carnegie Peers			NSSE 2006		
Class	*Mean* [a]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]
First-Year	35.2	34.4			39.2	***	-.25	40.2	***	-.31
Senior	42.8	42.8			48.6	***	-.33	49.2	***	-.38



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.)

[a] Weighted by gender, enrollment status, and institutional size.

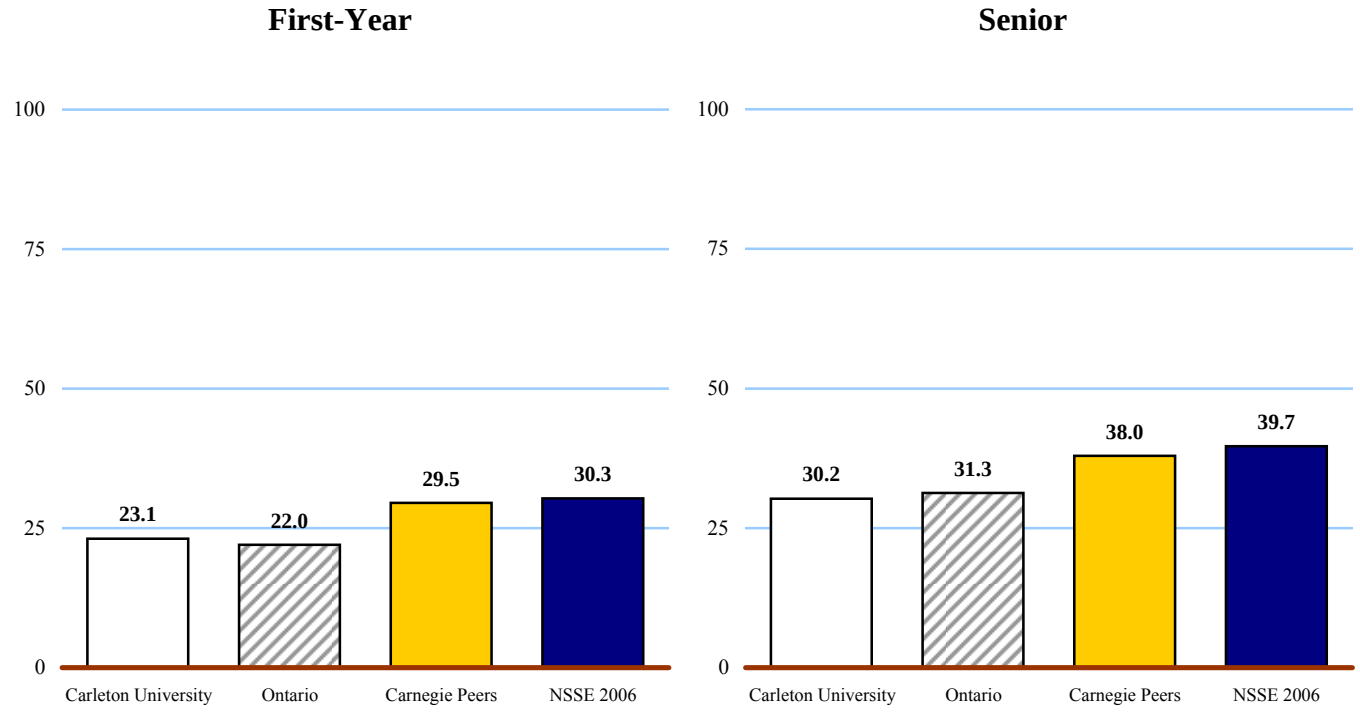
[b] * p<.05 ** p<.01 ***p<.001 (2-tailed).

[c] Mean difference divided by comparison group standard deviation.

Student-Faculty Interaction (SFI)

Benchmark Comparisons

		Carleton University compared with:								
	Carleton University	**Ontario**			**Carnegie Peers**			**NSSE 2006**		
Class	*Mean* [a]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]
First-Year	23.1	22.0	*	.07	29.5	***	-.37	30.3	***	-.41
Senior	30.2	31.3			38.0	***	-.38	39.7	***	-.45



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

[a] Weighted by gender, enrollment status, and institutional size.

[b] * p<.05 ** p<.01 ***p<.001 (2-tailed).

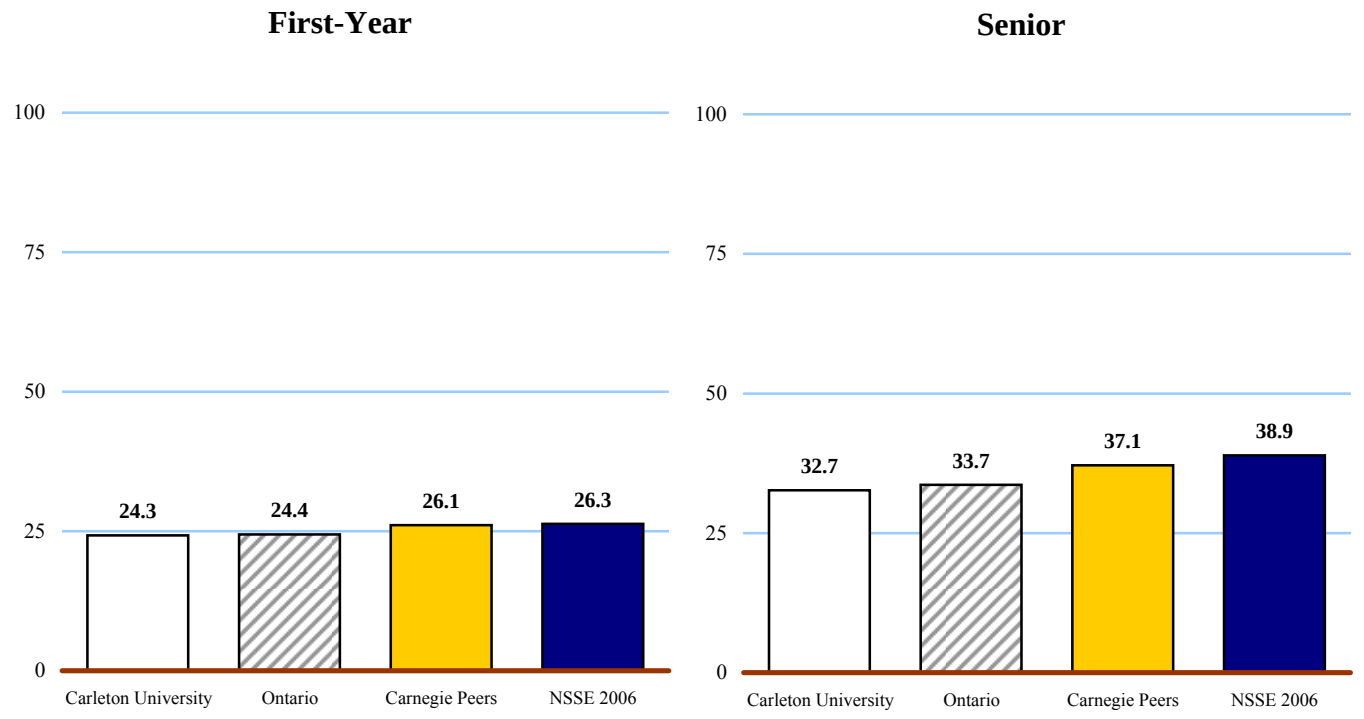
[c] Mean difference divided by comparison group standard deviation.

Enriching Educational Experiences (EEE)

Benchmark Comparisons

Carleton University compared with:

	Carleton University	Ontario			Carnegie Peers			NSSE 2006		
Class	*Mean* [a]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]
First-Year	24.3	24.4			26.1	***	-.14	26.3	***	-.16
Senior	32.7	33.7			37.1	***	-.26	38.9	***	-.35



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

[a] Weighted by gender, enrollment status, and institutional size.

[b] * p<.05 ** p<.01 ***p<.001 (2-tailed).

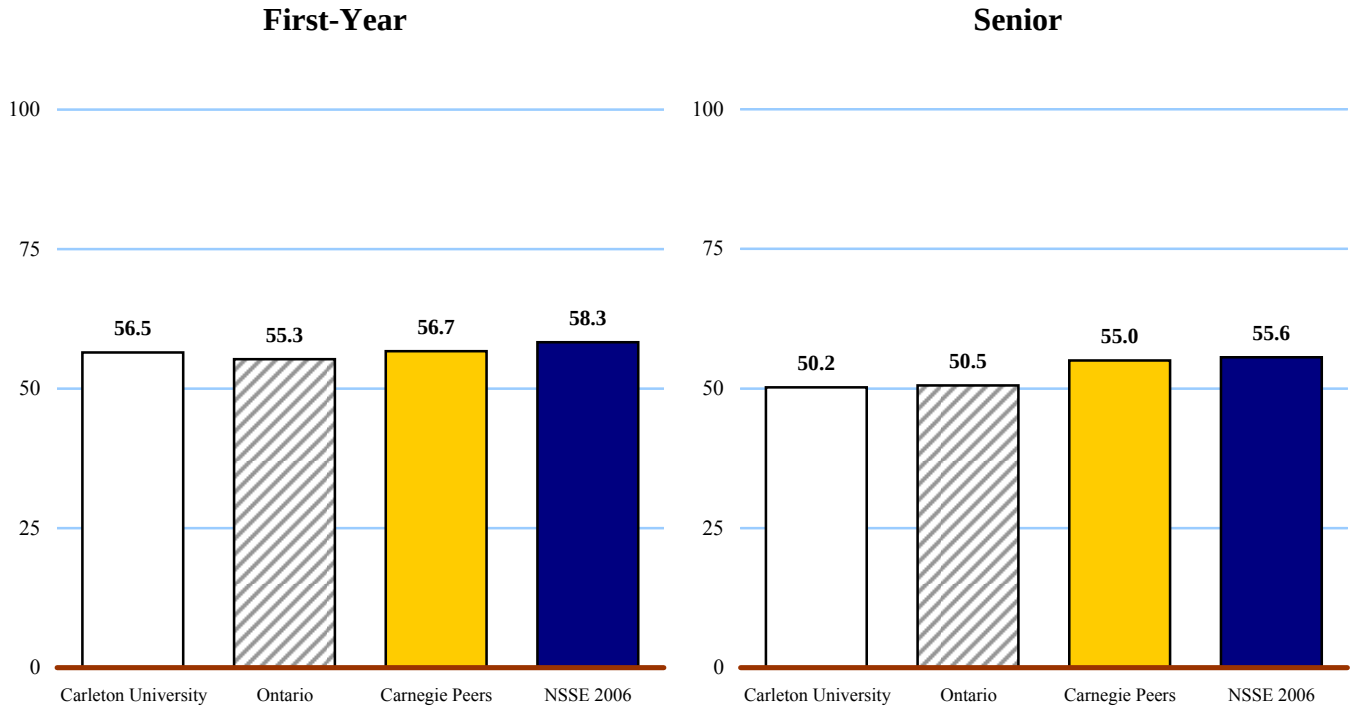
[c] Mean difference divided by comparison group standard deviation.

Supportive Campus Environment (SCE)

Benchmark Comparisons

Carleton University compared with:

	Carleton University	Ontario			Carnegie Peers			NSSE 2006		
Class	*Mean* [a]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]
First-Year	56.5	55.3	*	.06	56.7			58.3	**	-.10
Senior	50.2	50.5			55.0	***	-.25	55.6	***	-.29



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

[a] Weighted by gender, enrollment status, and institutional size.

[b] * p<.05 ** p<.01 ***p<.001 (2-tailed).

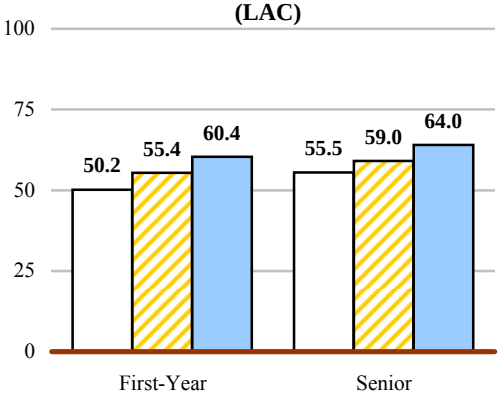
[c] Mean difference divided by comparison group standard deviation.

National Survey of Student Engagement

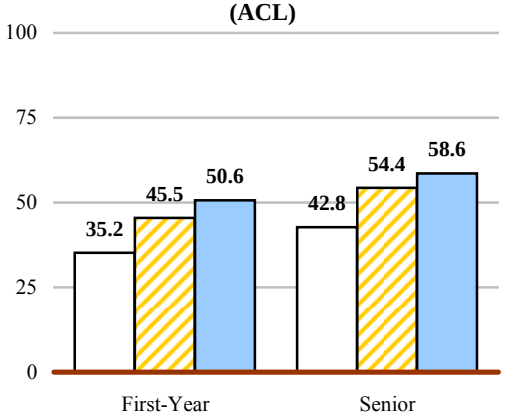
NSSE 2006 Benchmark Comparisons With Highly Engaging Institutions
Carleton University

		Carleton University	Carleton University compared with NSSE 2006 Top 50%			Carleton University compared with NSSE 2006 Top 10%		
		Mean [a]	Mean [a]	Sig [b]	Effect size [c]	Mean [a]	Sig [b]	Effect size [c]
First-Year	LAC	50.2	55.4	***	-.40	60.4	***	-.84
	ACL	35.2	45.5	***	-.65	50.6	***	-.97
	SFI	23.1	36.9	***	-.76	42.0	***	-.98
	EEE	24.3	29.8	***	-.42	34.0	***	-.76
	SCE	56.5	64.5	***	-.45	69.5	***	-.74
Senior	LAC	55.5	59.0	***	-.26	64.0	***	-.68
	ACL	42.8	54.4	***	-.69	58.6	***	-.95
	SFI	30.2	47.7	***	-.82	56.8	***	-1.22
	EEE	32.7	45.9	***	-.75	57.7	***	-1.56
	SCE	50.2	62.5	***	-.67	67.7	***	-.96

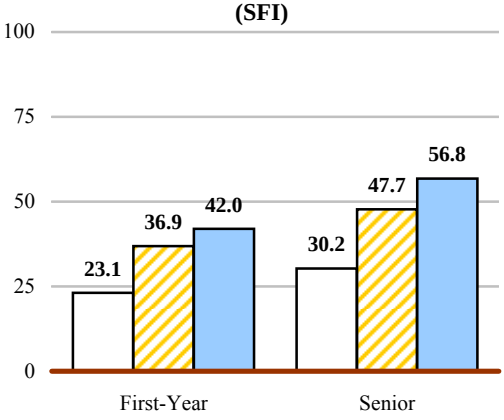
Level of Academic Challenge (LAC)



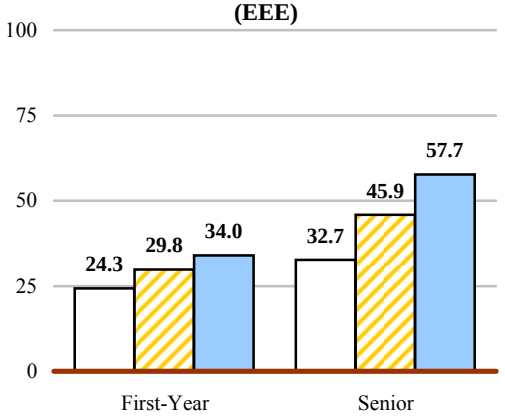
Active and Collaborative Learning (ACL)



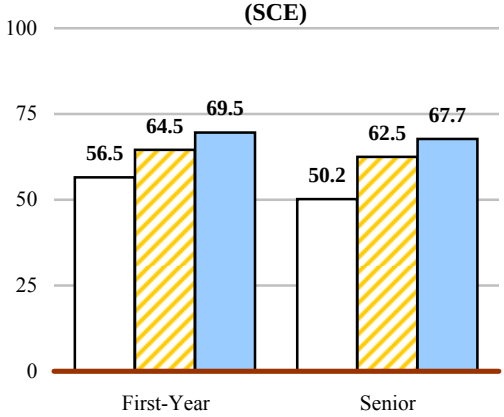
Student-Faculty Interaction (SFI)



Enriching Educational Experiences (EEE)



Supportive Campus Environment (SCE)



Legend

- Carleton University
- 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 2006 U.S. institutions on the benchmark.

[a] Weighted by gender, enrollment status, and institutional size.

[b] * p<.05 ** p<.01 ***p<.001 (2-tailed).

[c] Mean difference divided by comparison group standard deviation.

National Survey of Student Engagement

NSSE 2006 Benchmark Comparisons
Detailed Statistics and Effect Sizes [a]
Carleton University

First-Year Students

		Mean Statistics			Distribution Statistics					Reference Group Comparison Statistics			
					Percentiles					Mean			Effect
	N	Mean	SD	SE	5	25	50	75	95	Diff.	SE	Sig.	size
LEVEL OF ACADEMIC CHALLENGE (LAC)													
Carleton University	907	50.2	12.6	.4	30	42	50	59	71				
Ontario	15,647	50.6	12.9	.1	30	42	50	59	72	-.4	.4	.378	-.03
Carnegie Peers	14,872	50.4	13.2	.1	29	41	50	60	72	-.3	.4	.551	-.02
NSSE 2006	147,388	51.5	13.3	.0	30	43	51	61	74	-1.3	.4	.002	-.10
Top 50%	45,152	55.4	12.9	.1	34	47	55	64	76	-5.2	.4	.000	-.40
Top 10%	6,332	60.4	12.2	.2	40	52	60	69	80	-10.2	.4	.000	-.84
ACTIVE AND COLLABORATIVE LEARNING (ACL)													
Carleton University	952	35.2	15.1	.5	14	24	33	43	62				
Ontario	16,888	34.4	15.6	.1	10	24	33	43	62	.7	.5	.155	.05
Carnegie Peers	16,057	39.2	16.0	.1	14	29	38	48	67	-4.0	.5	.000	-.25
NSSE 2006	159,366	40.2	16.1	.0	17	29	38	50	67	-5.0	.5	.000	-.31
Top 50%	43,714	45.5	15.9	.1	24	33	43	57	75	-10.3	.5	.000	-.65
Top 10%	5,253	50.6	16.0	.2	29	38	48	62	81	-15.5	.5	.000	-.97
STUDENT-FACULTY INTERACTION (SFI)													
Carleton University	912	23.1	16.0	.5	6	11	20	33	56				
Ontario	15,791	22.0	15.7	.1	0	11	17	28	50	1.1	.5	.039	.07
Carnegie Peers	15,016	29.5	17.4	.1	6	17	28	39	61	-6.4	.5	.000	-.37
NSSE 2006	148,900	30.3	17.7	.0	6	17	28	39	67	-7.2	.5	.000	-.41
Top 50%	31,197	36.9	18.2	.1	11	22	33	50	72	-13.8	.5	.000	-.76
Top 10%	3,999	42.0	19.4	.3	17	28	39	56	78	-18.9	.6	.000	-.98
ENRICHING EDUCATIONAL EXPERIENCES (EEE)													
Carleton University	896	24.3	11.6	.4	8	17	23	31	44				
Ontario	15,283	24.4	12.1	.1	8	17	23	31	46	-.2	.4	.703	-.01
Carnegie Peers	14,588	26.1	12.9	.1	8	17	25	34	48	-1.8	.4	.000	-.14
NSSE 2006	144,172	26.3	12.9	.0	8	17	25	34	49	-2.0	.4	.000	-.16
Top 50%	54,087	29.8	13.0	.1	11	21	29	37	52	-5.5	.4	.000	-.42
Top 10%	8,191	34.0	12.8	.1	14	25	33	42	55	-9.7	.4	.000	-.76
SUPPORTIVE CAMPUS ENVIRONMENT (SCE)													
Carleton University	882	56.5	17.5	.6	28	44	56	67	86				
Ontario	15,017	55.3	18.7	.2	25	42	56	69	86	1.2	.6	.050	.06
Carnegie Peers	14,360	56.7	18.5	.2	25	44	56	69	89	-.2	.6	.725	-.01
NSSE 2006	141,896	58.3	18.6	.0	28	44	58	72	89	-1.8	.6	.002	-.10
Top 50%	36,329	64.5	18.0	.1	33	53	64	78	94	-8.0	.6	.000	-.45
Top 10%	6,207	69.5	17.7	.2	39	58	69	83	97	-13.1	.6	.000	-.74

[a] 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.

National Survey of Student Engagement

NSSE 2006 Benchmark Comparisons
Detailed Statistics and Effect Sizes [a]
Carleton University

Seniors

		Mean Statistics			Distribution Statistics					Reference Group Comparison Statistics			
					Percentiles					Mean			Effect
	N	Mean	SD	SE	5	25	50	75	95	Diff.	SE	Sig.	size
LEVEL OF ACADEMIC CHALLENGE (LAC)													
Carleton University	642	55.5	13.9	.5	33	47	55	65	79				
Ontario	12,500	55.1	13.7	.1	32	46	55	65	77	.4	.6	.427	.03
Carnegie Peers	17,913	54.8	14.4	.1	31	45	55	65	78	.7	.6	.199	.05
NSSE 2006	148,330	55.6	14.1	.0	32	46	56	65	78	.0	.6	.935	.00
Top 50%	41,230	59.0	13.6	.1	36	50	59	69	81	-3.5	.5	.000	-.26
Top 10%	4,545	64.0	12.6	.2	43	56	65	73	83	-8.5	.6	.000	-.68
ACTIVE AND COLLABORATIVE LEARNING (ACL)													
Carleton University	664	42.8	16.0	.6	19	33	43	52	71				
Ontario	12,990	42.8	16.7	.1	19	29	43	52	71	.0	.7	.946	.00
Carnegie Peers	18,591	48.6	17.4	.1	24	38	48	62	76	-5.8	.6	.000	-.33
NSSE 2006	154,714	49.2	17.1	.0	24	38	48	62	81	-6.5	.6	.000	-.38
Top 50%	41,328	54.4	16.7	.1	29	43	52	67	83	-11.6	.6	.000	-.69
Top 10%	5,314	58.6	16.7	.2	33	48	57	71	86	-15.8	.7	.000	-.95
STUDENT-FACULTY INTERACTION (SFI)													
Carleton University	649	30.2	17.4	.7	6	17	28	39	61				
Ontario	12,587	31.3	19.0	.2	6	17	28	40	67	-1.0	.7	.145	-.05
Carnegie Peers	18,018	38.0	20.5	.2	11	22	33	50	78	-7.7	.7	.000	-.38
NSSE 2006	149,414	39.7	20.9	.1	11	22	39	50	78	-9.4	.7	.000	-.45
Top 50%	33,270	47.7	21.3	.1	17	33	44	61	89	-17.5	.7	.000	-.82
Top 10%	3,072	56.8	21.7	.4	22	39	56	72	94	-26.5	.8	.000	-1.22
ENRICHING EDUCATIONAL EXPERIENCES (EEE)													
Carleton University	633	32.7	15.6	.6	10	21	31	43	61				
Ontario	12,300	33.7	15.8	.1	11	22	32	44	62	-1.0	.6	.116	-.06
Carnegie Peers	17,715	37.1	17.2	.1	11	25	36	48	67	-4.5	.6	.000	-.26
NSSE 2006	146,090	38.9	17.8	.0	11	25	38	51	69	-6.3	.6	.000	-.35
Top 50%	48,015	45.9	17.7	.1	17	33	46	58	75	-13.3	.6	.000	-.75
Top 10%	4,115	57.7	16.0	.3	30	47	58	69	83	-25.1	.7	.000	-1.56
SUPPORTIVE CAMPUS ENVIRONMENT (SCE)													
Carleton University	624	50.2	17.4	.7	22	39	50	61	81				
Ontario	12,131	50.5	18.4	.2	19	39	50	64	81	-.3	.7	.637	-.02
Carnegie Peers	17,508	55.0	19.5	.1	22	42	56	69	89	-4.8	.7	.000	-.25
NSSE 2006	144,374	55.6	18.9	.0	25	42	56	69	89	-5.4	.7	.000	-.29
Top 50%	37,003	62.5	18.4	.1	31	50	64	75	94	-12.3	.7	.000	-.67
Top 10%	6,559	67.7	18.2	.2	36	56	69	81	97	-17.5	.8	.000	-.96

[a] 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.