

2011 NSSE

Summary of Selected Results
from the 2011 National Survey of
Student Engagement (NSSE)

Prepared by the Office of Institutional Research and Planning
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UNIVERSITY

The National Survey of Student Engagement (NSSE) is an annual survey which collects data on first-year and final-year undergraduate students. This survey's focus is on assessing the level of student participation and engagement in activities deemed to be educationally effective. NSSE is conducted by Indiana University's Center for Postsecondary Research.

In February 2011, Carleton took part in NSSE for the fifth time. As was done for the previous NSSE administration at Carleton, all students who were in their first or final year were invited to participate in the survey. All together, 3,275 students responded, resulting in a 40% response rate. This included 1,893 first-year respondents, and 1,382 final-year respondents (third-year students in a three-year program and fourth-year students in a four-year program).

In 2011 20 Ontario universities participated in NSSE. Throughout this summary, we compare Carleton results to those of the rest of the Ontario consortium¹, on average. Participating as part of a consortium allowed the Ontario participants to collectively add a number of supplementary questions to the standard NSSE survey. In general, the Ontario consortium is a comparison group for Carleton that is especially meaningful since all Ontario universities are subject to the same provincial policies and funding arrangements. However, it is important to keep in mind that each university has a distinct mission and program mix. In addition, while final-year at Carleton includes students in their last year of both three-year and four-year undergraduate programs, not all universities in Ontario have three-year degree programs. These factors may explain some of the variation.

A Profile of Carleton's NSSE Respondents

Fifty-five percent of first-year and 58 percent of final-year Carleton respondents were female. This indicates a slight gender response bias, since the gender distribution of students at Carleton is closer to being evenly split: 46 percent of first-year students and 52 percent of final-year students in 2010/2011 were female. The proportion of female respondents is higher for the Ontario consortium, where 63 percent for both first and final-year respondents were female.

¹ Throughout this summary, including charts and tables, any reference to the Ontario Consortium excludes Carleton (for both comparative purposes and statistical testing).

Eighty-three per cent of first-year respondents at Carleton were under the age of 19. The age distribution of first-year respondents is similar to the age distribution found in the Ontario consortium. The final-year respondents at Carleton were more likely to be slightly older than their provincial counterparts. At Carleton, 74 percent of final-year respondents were between the ages of 20 and 23, and 21 percent were between 24 and 29. In the Ontario consortium, 79 percent were between the ages of 20 and 23, and 14 percent were between 24 and 29.

Table 1 shows the breakdown of Carleton respondents by academic Faculty and year level. The distribution of respondents across Faculties is similar to the Faculty distribution of first- and final-year students at Carleton.

Table 1: Number of Respondents in 2011 by Faculty			
	First-Year	Final-Year	Total
Faculty of Arts and Social Sciences	500	465	965
Sprott School of Business	206	113	319
Faculty of Engineering and Design	372	248	620
Faculty of Public Affairs	556	406	962
Faculty of Science	259	150	409
Total	1,893	1,382	3,275

Of those who were in their final year, 18 percent were in their 3rd year of study and 82 percent were in their 4th year of study.

At the time of the survey most first-year respondents were full-time students (97 percent); this proportion was slightly lower for final-year respondents (90 percent).

Almost half of the first-year respondents (45 percent) reported living on-campus, compared to only three percent of final-year respondents.

Two Ontario consortium questions collect information on the students' parents' education. By combining the educational attainment results for both mother and father, it is possible to determine the proportion of "first-generation students" – i.e., cases where neither the student's mother nor father had any post-secondary experience. At Carleton, 12 percent of first-year respondents and 12 percent of final-year respondents can be considered first-generation students. When first-generation students are defined as neither parent having any university experience, these proportions increase to 33 and 35 percent for first-year and final-year respondents, respectively. Since individual institutions only have access to aggregate results, we could not determine the province-wide proportion of first-generation students.

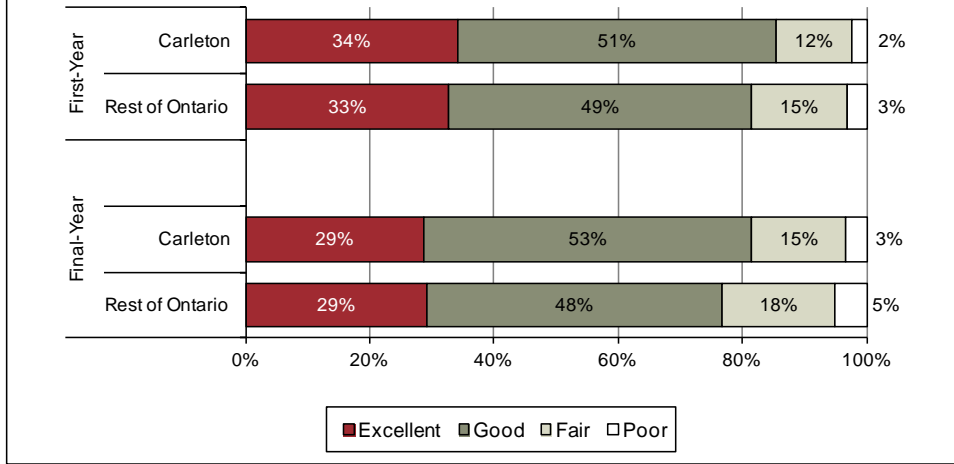
Selected Results from the 2011 NSSE

We present here the results for selected NSSE survey items, for both Carleton and the rest of the Ontario consortium. Also, this year's results will be compared to the 2008 NSSE results. Differences that are statistically significantly different will be noted. Also, please note that due to rounding, some of the result distributions in the following graphs do not add up to 100 percent.

Many of the survey items in NSSE address specific learning experiences and/or are used to construct five NSSE "benchmarks" (described later in this report). There are also a few questions that deal with a student's overall impression of their institution, such as: 'How would you evaluate your entire educational experience at this institution?'

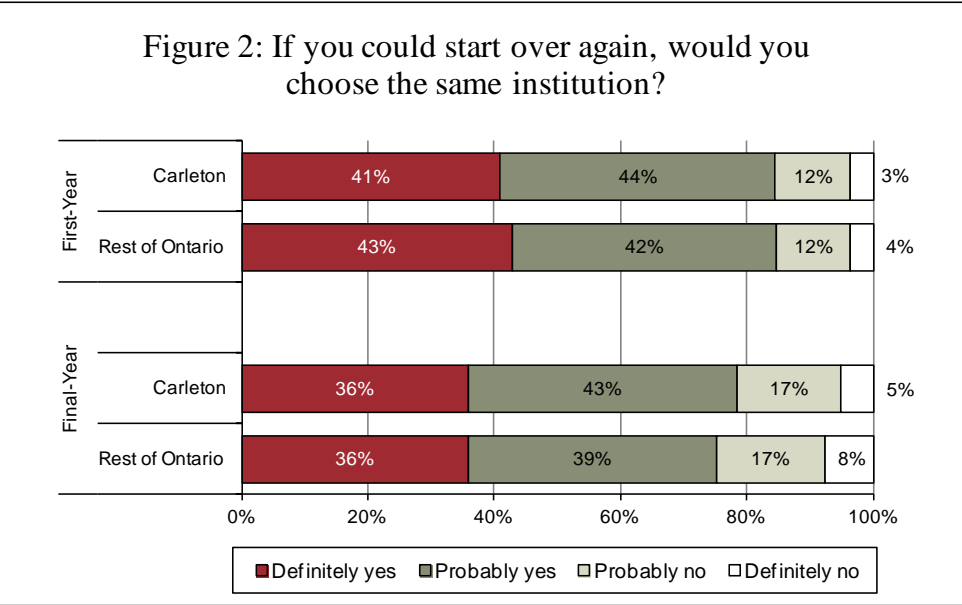
Eighty-five percent of first-year respondents and 82 percent of final-year respondents rated their overall experience at Carleton as either good or excellent. Carleton's results are higher than those of the Ontario consortium, where 81% of first-year and 77% of final-year respondents rated their overall experience at their institution as either good or excellent. Between 2008 and 2011 there was an increase in 'excellent' ratings by first-year respondents (from 29% to 34%). **Figure 1** below shows the 2011 results for Carleton, in comparison to the rest of the Ontario consortium.

Figure 1: How would you evaluate your entire educational experience at this institution?



Respondents were asked if they had to make the decision again, would they choose the same institution. Results are shown in **Figure 2**. Eighty-five percent of first-year respondents and 78 percent of final-year respondents reported that they would choose Carleton again. Compared to the Ontario Consortium, excluding Carleton, differences were statistically significant for final-year respondents, with Carleton respondents reporting that they were more likely to repeat the same choice (78% vs. 75%). Differences between 2008 and 2011 are not statistically significant.

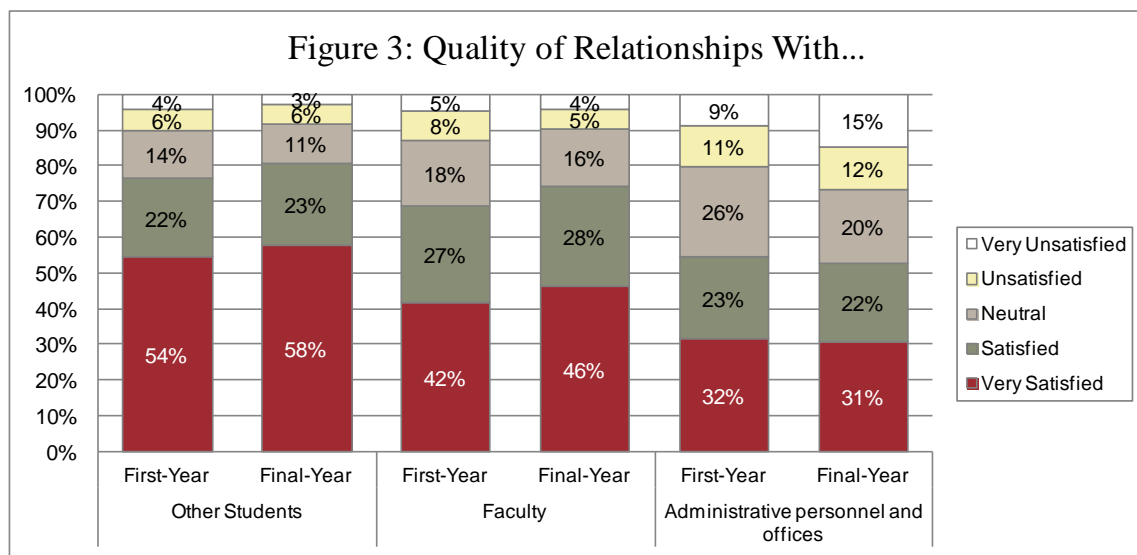
Figure 2: If you could start over again, would you choose the same institution?



There were three questions on the survey which asked about the quality of the relationships that the respondents had with others on campus. In the survey, the possible answers to these questions were on a seven-point scale ranging from 1 to 7, with the low and high values varying by question:

- Relationships with other students: from 1 (unfriendly, unsupportive, sense of alienation) to 7 (friendly, supportive, sense of belonging).
- Relationships with faculty members: from 1 (unavailable, unhelpful, unsympathetic) to 7 (available, helpful, sympathetic).
- Relationships with administrative personnel and offices: from 1 (unhelpful, inconsiderate, rigid) to 7 (helpful, considerate, flexible).

Figure 3 below summarizes the 2011 results for each of the three questions for Carleton’s first and final-year respondents. To simplify the graph, a common scale has been created (switching the terminology to satisfaction), and values 1 and 2 have been aggregated to very unsatisfied, while 6 and 7 have been combined into very satisfied.



Respondents at Carleton reported higher levels of satisfaction compared to those at other Ontario institutions, on average, in most cases. Specifically, based on a means comparison that NSSE conducts, it was shown that respondents at Carleton reported higher levels in the quality of relationships with Other Students (final-year respondents), with Faculty (both first and final-year respondents) and with Administrative personnel and offices (final-year respondents). In addition, between 2008 and 2011, there has been an increase in the the quality of the relationship with Faculty reported by first and final-year respondents, as well as with Administrative personnel and offices reported by first-year respondents.

NSSE Benchmarks

As a way of summarizing the data and establishing educational indicators, NSSE uses clusters of survey items to create five benchmarks. In the figures below, these benchmarks of effective educational practice are compared to the benchmarks of the Ontario consortium, excluding Carleton. In addition, the benchmarks for 2008 are included to track changes over time. **Any differences noted in the text are statistically significant.** In the case where a Carleton benchmark is found to be different, either over time or compared to the provincial consortium, a bulleted list will highlight the statistically significantly different items within that benchmark in an effort to understand the drivers of the differences.

The five NSSE Benchmarks are:

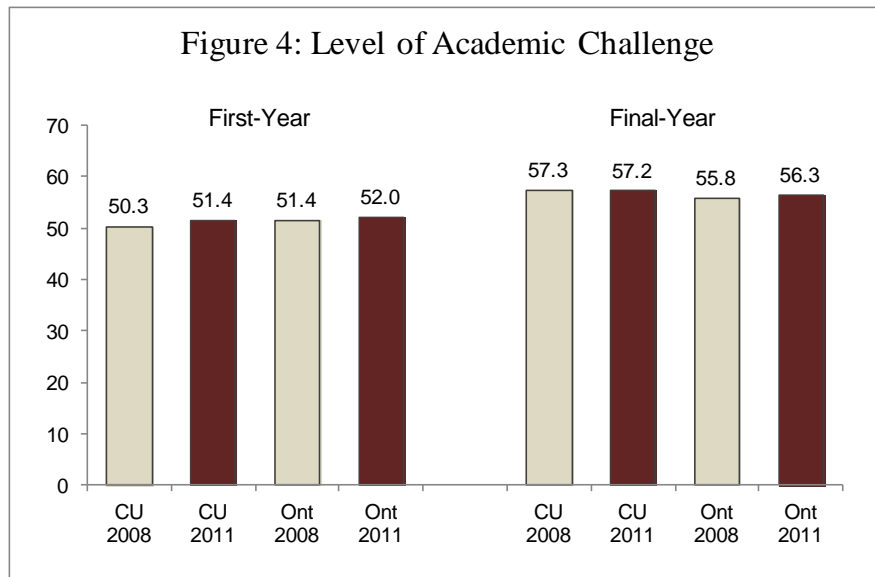
- Level of Academic Challenge
- Active and Collaborative Learning
- Student-Faculty Interaction
- Enriching Educational Experiences
- Supportive Campus Environment

NSSE's description of each benchmark is the text found italicized and in quotation marks at the beginning of each benchmark's section. **The specific survey items for each of these benchmarks can be found in Appendix A.**

Level of Academic Challenge

“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.”

As might be expected, benchmark scores for the Level of Academic Challenge (LAC) are higher for final-year respondents compared to those in their first-year (**Figure 4**).



The LAC scores are comparable between 2008 and 2011. However, compared to the rest of the Ontario consortium, Carleton’s LAC benchmark for final-year respondents is higher (57.2 vs. 56.3).

Items within Final-Year LAC benchmark found to be higher for Carleton, compared to the rest of Ontario, on average:

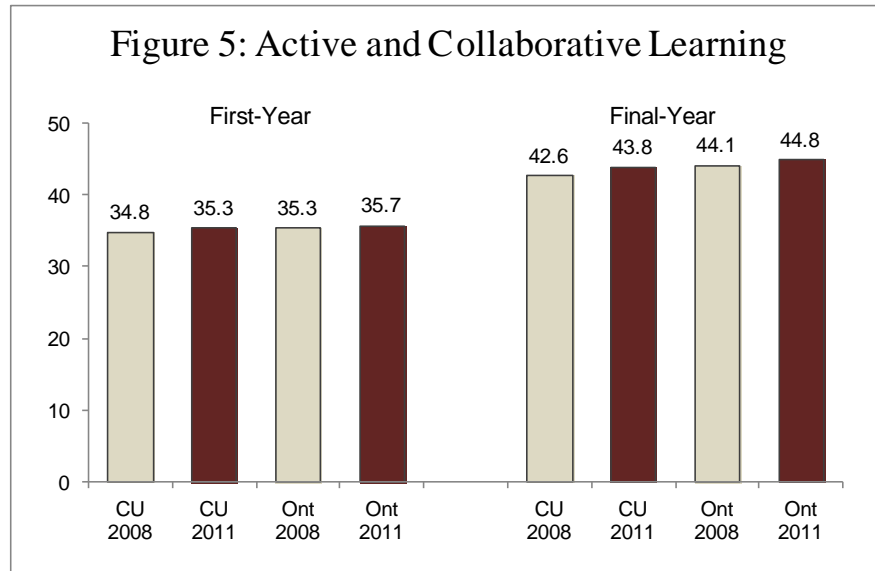
- Number of written papers or reports of 5 pages or more.
- Coursework that emphasizes: Analysis of the basic elements of an idea, experience or theory.
- Coursework that emphasizes: Synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships.
- Coursework that emphasizes: Making judgments about the value of information, arguments, or methods.

Although the benchmark is higher for Carleton final-year respondents overall, the item ‘Campus environment that emphasizes spending significant amount of time studying and on academic work’ was found to be lower, compared to the rest of the Ontario consortium, on average.

Active and Collaborative Learning

“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.”

The scores for the Active and Collaborative Learning (ACL) benchmark increase from the first to the final year of a program, as can be seen in **Figure 5**.



The ACL scores are similar between 2008 and 2011. Comparing Carleton and the rest of the Ontario consortium, Carleton’s final-year benchmark is lower (43.8 vs. 44.8).

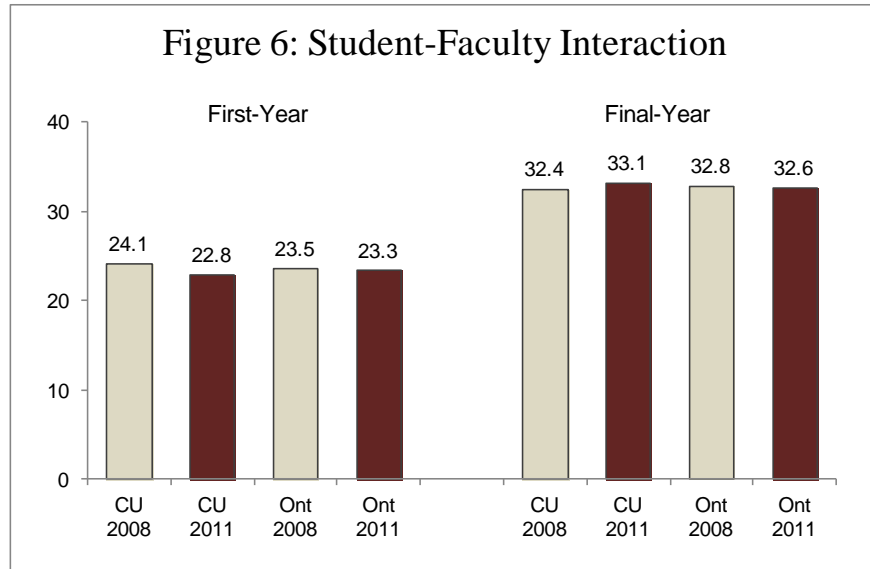
Items within Final-Year ACL benchmark found to be lower for Carleton, compared to the rest of Ontario, on average:

- Made a class presentation.
- Participated in a community-based project (e.g., service learning) as part of a regular course.

Student-Faculty Interaction

“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.”

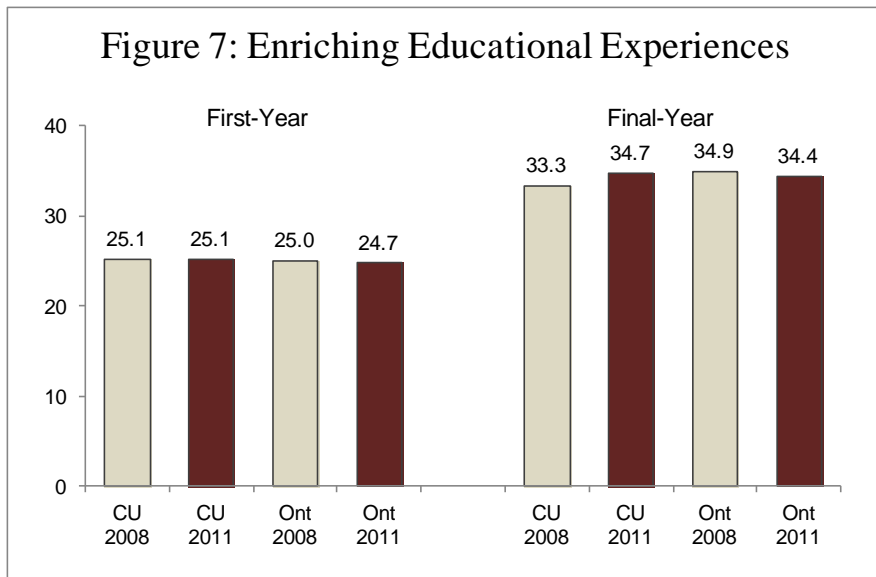
As can be seen in **Figure 6**, the interaction between students and faculty increases from first- to final-year. Differences between Carleton’s 2008 and 2011 SFI benchmark scores are not statistically significant. Carleton’s results in 2011 are similar to the benchmark score for the Ontario consortium, excluding Carleton.



Enriching Educational Experiences

“Complementary learning opportunities in and out of the class augment academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, senior capstone courses provide opportunities to integrate and apply knowledge.”

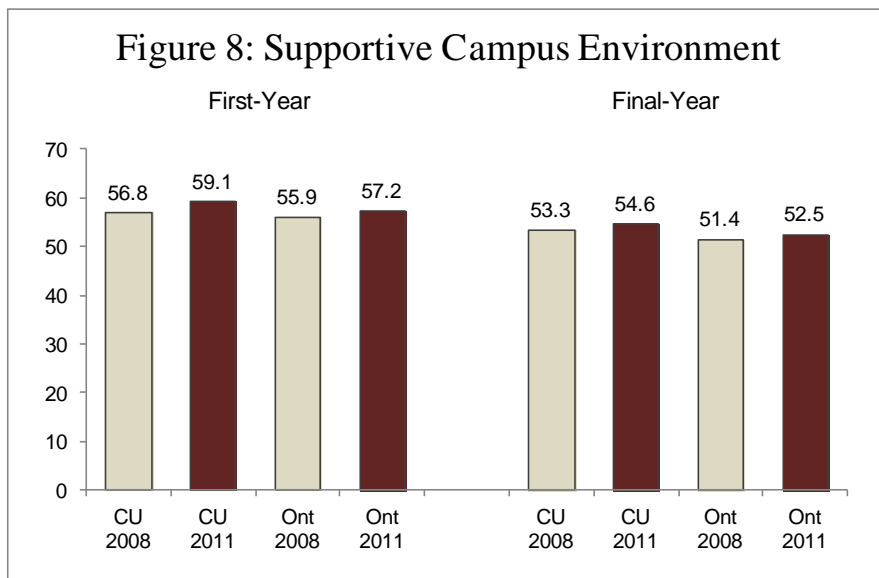
In general, the benchmark scores for Enriching Educational Experiences (EEE) increase from first-year to final-year (**Figure 7**). Between 2008 and 2011 Carleton’s EEE benchmark scores are not statistically significantly different. The 2011 Carleton’s EEE benchmark scores are comparable to those of the rest of the Ontario consortium.



Supportive Campus Environment

“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.”

The benchmark score for Supportive Campus Environment (SCE) is the only indicator that is higher for the first-year cohort in comparison to those in their final year, as shown in **Figure 8**.



For first-year respondents, Carleton's score increased between 2008 and 2011, (from 56.8 to 59.1). Compared to the rest of the Ontario consortium in 2011, Carleton's SCE benchmark score is higher for both first-year and final year.

Items within First-Year SCE benchmark found to have increased from 2008 to 2011 at Carleton are:

- Campus environment provides the support you need to help you succeed academically
- Campus environment provides the support you need to thrive socially
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices.

Items within First-Year SCE benchmark found to be higher for Carleton, compared to the rest of Ontario, on average:

- Campus environment provides the support you need to help you succeed academically
- Campus environment provides the support you need to thrive socially
- Quality of relationships with faculty members

Items within Final-Year SCE benchmark found to be higher for Carleton, compared to the rest of Ontario, on average:

- Campus environment provides the support you need to help you succeed academically
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices.

Summary of Benchmark Differences

There are a few differences found between benchmark scores (summarized in **Table 2** below). In 2011, three differences between Carleton and the Ontario consortium were positive, while one was negative. Between 2008 and 2011 at Carleton, the only statistically significant difference was an improvement in Supportive Campus Environment for first-year respondents.

Table 2: Summary of Statistically Significant Differences						
	First-Year			Final-Year		
	CU 2011	CU 2008	Ont 2011	CU 2011	CU 2008	Ont 2011
Level of Academic Challenge	51.4	Similar	Similar	57.2	Similar	56.3
Active and Collaborative Learning	35.3	Similar	Similar	43.8	Similar	44.8
Student Faculty Interaction	22.8	Similar	Similar	33.1	Similar	Similar
Enriching Educational Experiences	25.1	Similar	Similar	34.7	Similar	Similar
Supportive Campus Environment	59.1	56.8	57.2	54.6	Similar	52.5

Legend: Benchmark is statistically significantly higher than Carleton's 2011 results
 Benchmark is statistically significantly lower than Carleton's 2011 results

Most Needed Improvement

Participating as a consortium, the Ontario institutions were able to add a set of questions to the standard NSSE survey instrument. The results in this section come from these Ontario consortium questions.

The Ontario NSSE respondents were asked to select up to two items that they believed their university most needed to address to improve the student academic/learning experience, both in and out of the classroom (two separate questions).

Starting with the results of most needed improvements inside the classroom, we see in **Table 3** that first-year Carleton respondents were most likely to choose improving the quality of teaching assistants (25%), and ensuring a better fit between course content, assignments and test/exams (24%). Final-year respondents were most likely to choose increasing the number or variety of

course offerings *in their major* (33%), as well as the quality of course instruction by professors (28%). Table 3 is sorted by first-year priorities.

Table 3: Improving the Student Academic Experience <u>In the Classroom</u> at Carleton Proportion of Respondents who Selected Each Item²		
University most needs to address ...	First-Year	Final-Year
Improving the quality of teaching assistants	25%	21%
Ensuring a better fit between course content, assignments, and tests/exams	24%	17%
Improving the quality of course instruction by professors	23%	28%
Increasing the number or variety of course offerings in your major	23%	33%
Reducing class sizes overall	22%	15%
Improving the quality of classrooms or lecture halls	17%	20%
Increasing the number or variety of course offerings outside your major	12%	12%
Increasing opportunities to learn more about global issues	12%	11%
Changing the mix of lectures, seminars, tutorials, and labs	10%	8%
Providing more current/relevant courses and curriculum	9%	14%
Improving student access to information technology	7%	6%
Improving the quality of labs	5%	8%

A. When comparing Carleton respondents' 'wish list' to their counterparts at other Ontario universities, controlling for year level, we find some differences:

- Final-year Carleton respondents are more likely to feel that the university needs to improve the quality of teaching assistants: 21 percent of final-year Carleton respondents chose this as one of their items, compared to 16 percent of those at other Ontario universities, on average³.

Carleton respondents are less likely to feel that the university needs to address to improve:

- The quality of course instruction by professors (first-year CU 23% vs. Ont. 26%)
- Ensuring a better fit between course content, assignments, and tests/exams (first-year CU 24% vs. Ont. 28%; final-year CU 17% vs. Ont. 22%)

² Columns will add up to more than 100% since respondents could choose up to two items from the list.

³ Encouragingly, it is worth noting that differences between Carleton and the rest of Ontario for first-year respondents were not statistically significant in 2011. Past results had consistently indicated that, amongst first-year respondents, improving the quality of teaching assistants at Carleton was more of a priority at Carleton than for the rest of Ontario, on average.

- Increasing the course offerings in their major (final-year CU 33% vs. Ont. 36%)
- Reducing class sizes overall (final-year CU 15% vs. Ont. 17%)
- Improving the quality of labs (first-year CU 5% vs. Ont. 8%)

B. Results for any given item in 2011 cannot be readily compared to 2008 since the response pattern was different between the two surveys: respondents were asked to identify up to 2 items and respondents in 2011 were more likely to select two items compared to 2008. This led to a slight increase in almost every category. In light of this pattern of change, it is even more notable that amongst first-year respondents there has been a marked decrease in the selection of teaching assistants over time: 25% of 2011 first-year respondents chose TAs as a priority for improvement; compared to 28% in 2008 and 35% in 2006.

Table 4 shows the results of a similarly styled question that sought to find out what students felt was most needed to improve their academic/learning experience outside the classroom. There was a fair amount of variation amongst first-year Carleton respondents, although the quality/availability of study spaces was chosen most often. Responses amongst final-year respondents at Carleton were slightly more concentrated than those from first-year respondents. Specifically they reported that improving the quality/availability of study spaces and more opportunities to undertake research with faculty, were most needed.

Table 4: Improving the Student Academic Experience <u>Outside the Classroom</u> at Carleton Proportion of Respondents who Selected Each Item ⁴		
University most needs to address ...	First-Year	Final-Year
Improving the quality/availability of study spaces	31%	39%
Working to provide a better social environment for students	25%	18%
Increasing contact with professors outside of class (e.g., office hours)	23%	15%
Providing students with more opportunities to undertake research with faculty	23%	36%
Expanding and/or improving the quality of academic support services (e.g., study skills, library skills, writing/math skills, academic advising, career advising, etc.)	20%	18%
Increasing the opportunities for international experiences (e.g., exchanges, study abroad)	20%	14%
Expanding and/or improving the quality of personal support services (e.g., counselling)	15%	15%
Improving library services (e.g., circulation, staff avail., internet/computer avail., etc.)	9%	12%
Improving the library collection	7%	12%

⁴ Columns will add up to more than 100% since respondents could choose up to two items from the list.

- A. Compared to the Ontario results (excluding Carleton), some differences stood out
1. Carleton respondents are more likely to feel that the university needs to address to improve:
 - The library collection (final-year CU 12% vs. Ont. 9%)
 - Increasing opportunities for international experiences (first-year CU 20% vs. Ont. 17%)
 - Provide a better social environment for students (first-year CU 25% vs. 21%)
 2. Carleton respondents are less likely to feel that the university needs to address to improve:
 - Increasing contact with professors outside of class (first-year CU 23% vs. Ont. 27%; final-year CU 15% vs. Ont. 19%)
 - Expanding academic support services (first-year CU 20% vs. Ont. 25%; final-year CU 18% vs. Ont. 23%)
 - Providing more opportunities to undertake research with faculty (first-year CU 23% vs. Ont. 25%)
 - Improving the quality/availability of student spaces (first-year CU 31% vs. Ont. 35%)
- B. Similarly to the question of what most needs to be improved inside the classroom, this question saw a change in response pattern between 2008 and 2011, making it difficult to compare across time. Given that more respondents chose 2 items in 2011 compared to 2008, we would expect that many items would experience a modest increase. It is then notable that the proportion selecting 'Improving the library collection' decreased over time (first-year from 10% to 7%; final-year from 15% to 12%)

Obstacles to Academic Progress

Another Ontario consortium question focused on obstacles to academic progress. Given a list of potential factors which may be considered an obstacle to a student's academic progress, respondents were asked to indicate the degree to which each factor is or was an obstacle to their academic progress (respondents chose from: 'not at all', 'a minor obstacle', or 'a major obstacle'). **Table 5** shows the proportion of respondents who indicated that each factor was a major obstacle. Comparisons over time were not possible due to a structural change in this question.

Table 5: Obstacles to Academic Progress
(Proportion of respondents selecting factors as major obstacles)

Factor:	First-Year		Final-Year	
	Carleton	Ontario (excluding Carleton)	Carleton	Ontario (excluding Carleton)
Financial pressures or work obligations	34%	35%	40%	39%
Your academic performance at university	23	29*	17	22*
Personal or family problems	18	18	21	22
Course availability/scheduling	13	17*	21	29*
Lack of good academic advising	9	12*	14	20*
Difficulties with academic regulations	7	8	8	11*
Language/cultural barriers	5	5	4	4
Difficulties associated with a disability or chronic health condition	3	4	5	5
Primary care giving responsibilities for a dependent	2	3	2	4*

*Differences between Carleton and Ontario (excluding Carleton) are statistically significant.

Amongst first-year respondents, the most common obstacles are financial pressures or work obligations, and a student’s academic performance at university. For final-year respondents the most often cited obstacle is financial pressures or work obligations. There were some differences between Carleton’s results and the rest of the Ontario’s universities, on average. In all cases of statistically significant differences (as noted using asterisks in Table 5), Carleton respondents were less likely to report that the survey item was a major obstacle.

Other Results

The NSSE survey includes a number of additional, more specific questions. For example, when asked how much “emphasis they felt their institution put on providing the support they need to help them succeed academically”, 76 percent of first-year Carleton students responded ‘very much’ or ‘quite a bit’, and 66 percent of respondents in their final-year responded that way. Both of these results were statistically significantly higher than for the rest of the Ontario consortium, on average: 71% for first-year and 58% for final-year. This also represents an improvement over 2008 results at

Carleton, especially in the proportion that chose ‘very much’: from 29% in 2008 to 34% in 2011 amongst first-year respondents, and from 19% in 2008 to 24% in 2011 amongst final-year respondents.

When asked about the “quality of academic advising”, 81 percent of Carleton first-year respondents and 72 percent of final-year respondents rated it ‘good’ or ‘excellent’. These results are statistically significantly higher for Carleton compared to the Ontario consortium, excluding Carleton, on average (82% vs. 75% for first-year respondents from Carleton and Ontario, respectively, and 72% vs. 64% for final-year respondents from Carleton and Ontario). The 2011 results also show an improvement over 2008, especially those selecting ‘excellent’: (26% vs. 19% first-year respondents rated it ‘excellent’ in 2011 and 2008, respectively; and 23% vs. 18% for final-year respondents).

A number of items that deal with diversity on campus show that the Carleton respondents are somewhat more likely to take advantage of learning on a diverse campus, compared to the rest of the Ontario consortium, on average:

- “Institutional emphasis on encouraging contact among students from different economic, social, and racial or ethnic backgrounds” (52% of first-year and 42% of final-year respondents at Carleton reported ‘quite a bit’ or ‘very much’ compared to 48% and 39% on average of the rest of the Ontario consortium).
- Carleton respondents were more likely to report “having serious conversations with students of a different race or ethnicity than their own” (59% of first-year and 64% of final-year respondents at Carleton reported doing this ‘often’ or ‘very often’, compared to 56% and 60% for the rest of the Ontario consortium, on average).
- Carleton respondents were also more likely to report “having serious conversations with students who are very different from them in terms of their religious beliefs, political opinions, or personal values” (57% of first-year and 61% of final-year respondents at Carleton reported doing this ‘often’ or ‘very often’, compared to 54% and 57% for the rest of the Ontario Consortium, on average).

From this list, only “institutional emphasis on encouraging contact among students from different economic, social, and racial or ethnic backgrounds” changed over time at Carleton. Respondents in 2011 were more likely than their 2008 counterparts to report that Carleton emphasized this ‘quite a bit’ or ‘very much’: amongst first-year respondents this increased from 48% to 52%; and from 35% to 42% for final-year respondents.

Conclusion

In 2011 Carleton University invited all first-year and final-year students to participate in NSSE. Since this census approach was also used in 2008, results can be meaningfully compared between the two survey years for most items, as was done in this summary report of selected results. The results chosen for this report were those that are used for external reporting purposes, were of great interest as first results last time, or both.

Between 2008 and 2011, there was increased satisfaction with overall educational experience amongst first-year respondents at Carleton. Benchmark scores were similar, except for an increase in the ‘Supportive Campus Environment’ benchmark for first year respondents. These results are especially encouraging given that the enrolments at Carleton have steadily increased between 2008 and 2011 (for example, first-year enrolments increased by 12 percent over this period of time).

As was the case in 2008, the participation of 20 Ontario Universities in NSSE in 2011 has meant particularly meaningful comparisons can be made. For the first time, Carleton respondents gave higher marks on their overall impressions, compared to the Ontario results, excluding Carleton. Both first and final-year respondents at Carleton were more satisfied with their entire educational experience at their institution, compared to the rest of the Ontario consortium, on average. The number of final-year respondents at Carleton that would choose the same institution, if they could start over again, was higher compared to the rest of Ontario, on average.

Other areas of progress include improvements over time in the reported levels of the quality of relationships on campus, academic advising, and institutional support to succeed academically. In many instances, Carleton’s results for these areas were also higher than for the rest of the Ontario consortium, on average.

There are some differences in benchmark scores in 2011 between Carleton and the average for our provincial counterparts. For first-year respondents, Carleton was shown to have a higher benchmark score for Supportive Campus Environment. For final-year respondents, Carleton had a higher score for the Level of Academic Challenge and Supportive Campus Environment, but had a lower score for Active and Collaborative Learning.

The large sample size collected in 2011 means that we can perform further analysis beyond this summary, such as determining results for academic Faculties, as well as digging deeper into individual survey items of interest to the Carleton community.

For more information on NSSE, please go to nsse.iub.edu. The Canadian version of the NSSE survey instrument can be found at: <http://nsse.iub.edu/html/sample.cfm>.

For more information on Carleton University, and the results of the surveys in which it participates, please go to www.carleton.ca/oirp.

Level of Academic Challenge

- Hours spent 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; between 5 and 19 pages; and 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

- 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

- 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 Education Experiences

- Hours spent 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 and study abroad.
- Independent study or self-design 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

- 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.