

NSSE

national survey of
student engagement

NSSE BENCHMARKS IN COMPARISON TO PEERS

2006-2011

INTRODUCTION

- This report gives the respondents' characteristics and the mean scores for the five Benchmarks of Effective Educational Practice for first year and senior students at LAU compared to their Carnegie and all NSSE peers from 2006 to 2011.

- These benchmarks are:
 1. Level of Academic Challenge
 2. Active and Collaborative Learning
 3. Student-Faculty Interaction
 4. Enriching Educational Experiences
 5. Supportive Campus Environment

Respondents' Characteristics

Year	Response Rate	LAU		Carnegie Peers		All NSSE Peers	
		First Year	Senior	First Year	Senior	First Year	Senior
2006	Overall	27%		35%		37%	
	By Class	26%	29%	33%	36%	36%	39%
	NSSE sample size	1,674	775	57,881	57,444	132,289	129,278
2007	Overall	23%		34%		30%	
	By Class	21%	27%	35%	33%	29%	31%
	NSSE sample size	1,678	745	7,077	5,965	504,702	473,147
2008	Overall	20%		34%		33%	
	By Class	17%	26%	31%	37%	31%	35%
	NSSE sample size	1,835	711	61,929	60,714	589,681	563,463
2009	Overall	18%		29%		31%	
	By Class	16%	24%	27%	31%	29%	34%
	NSSE sample size	1,935	906	9,423	8,324	571,258	530,444
2010	Overall	23%		33%		32%	
	By Class	21%	28%	31%	36%	30%	33%
	NSSE sample size	2,182	931	52,148	50,537	595,279	607,336
2011	Overall	31%		31%		28%	
	By Class	29%	34%	29%	34%	26%	29%
	NSSE sample size	1,683	713	53,126	58,487	943,527	965,613

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.

- 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

Level of Academic Challenge (LAC)

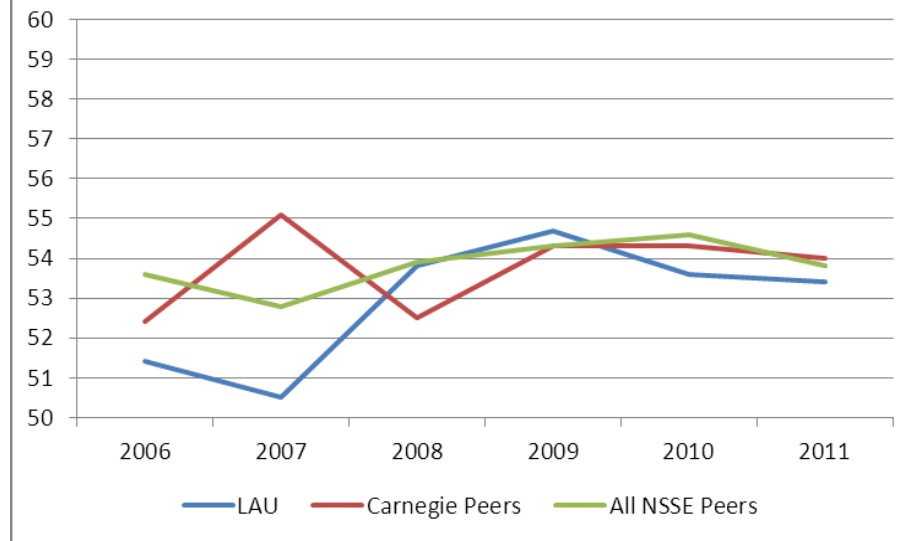
First Year Students

Academic Year	LAU	Carnegie Peers			All NSSE Peers		
	Mean	Mean	Sig	Effect size	Mean	Sig	Effect size
2006	51.4	52.4			53.6	***	-0.17
2007	50.5	55.1	***	-0.37	52.8	**	-0.18
2008	53.8	52.5		0.09	53.9		-0.01
2009	54.7	54.3		0.03	54.3		0.03
2010	53.6	54.3		-0.05	54.6		-0.07
2011	53.4	54		-0.05	53.8		-0.03

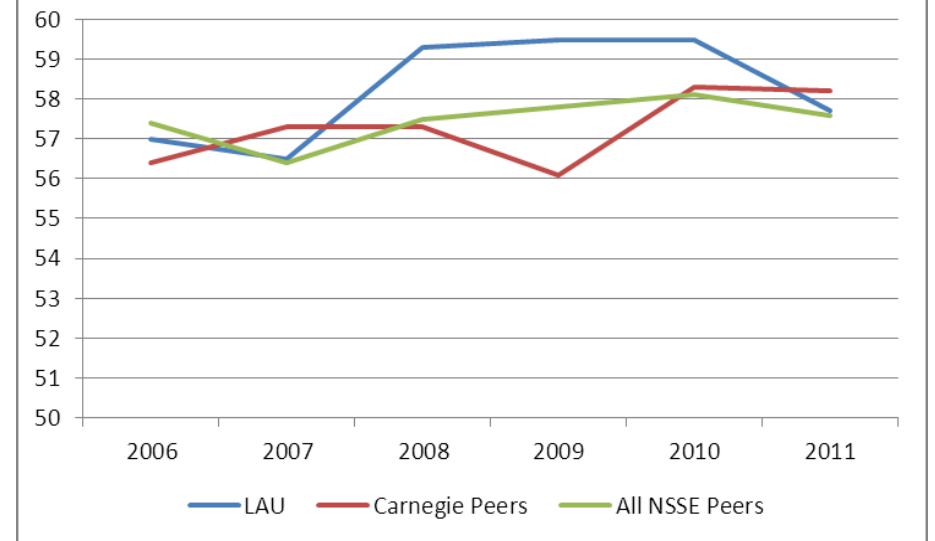
Senior Students

Academic Year	LAU	Carnegie Peers			All NSSE Peers		
	Mean	Mean	Sig	Effect size	Mean	Sig	Effect size
2006	57.0	56.4			57.4		
2007	56.5	57.3		-0.06	56.4		0.01
2008	59.3	57.3		0.15	57.5		0.13
2009	59.5	56.1	**	0.24	57.8		0.12
2010	59.5	58.3		0.09	58.1		0.10
2011	57.7	58.2		-0.04	57.6		0.00

Level of Academic Challenge (LAC)



Level of Academic Challenge (LAC)



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.

- 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.)

Active and Collaborative Learning (ACL)

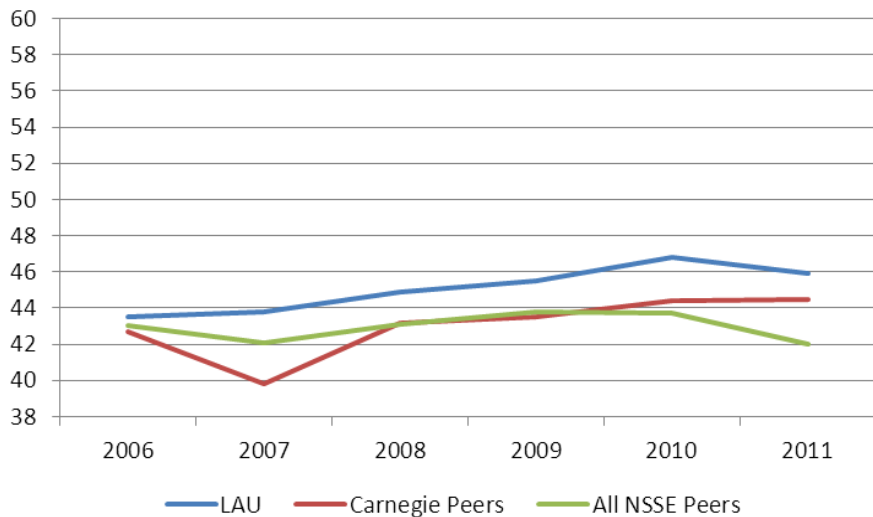
First Year Students

Academic Year	LAU	Carnegie Peers			All NSSE Peers		
	Mean	Mean	Sig	Effect size	Mean	Sig	Effect size
2006	43.5	42.7			43		
2007	43.8	39.8	***	0.26	42.1		0.1
2008	44.9	43.2		0.1	43.1		0.11
2009	45.5	43.5	*	0.12	43.8		0.11
2010	46.8	44.4	**	0.15	43.7	***	0.19
2011	45.9	44.5		0.08	42	***	0.23

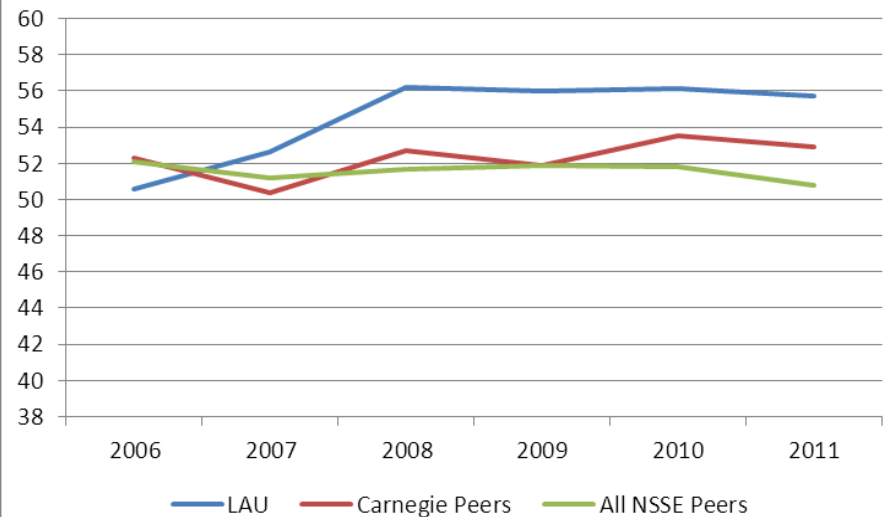
Senior Students

Academic Year	LAU	Carnegie Peers			All NSSE Peers		
	Mean	Mean	Sig	Effect size	Mean	Sig	Effect size
2006	50.6	52.3			52.1		
2007	52.6	50.4		0.13	51.2		0.08
2008	56.2	52.7	**	0.2	51.7	***	0.26
2009	56.0	51.9	***	0.24	51.9	***	0.24
2010	56.1	53.5	*	0.15	51.8	***	0.24
2011	55.7	52.9	*	0.16	50.8	***	0.28

Active and Collaborative Learning (ACL)



Active and Collaborative Learning (ACL)



Student-Faculty Interaction

Students learn firsthand how experts learn and think about and solve practical problems by interacting with faculty members inside and outside of 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

Student-Faculty Interaction (SFI)

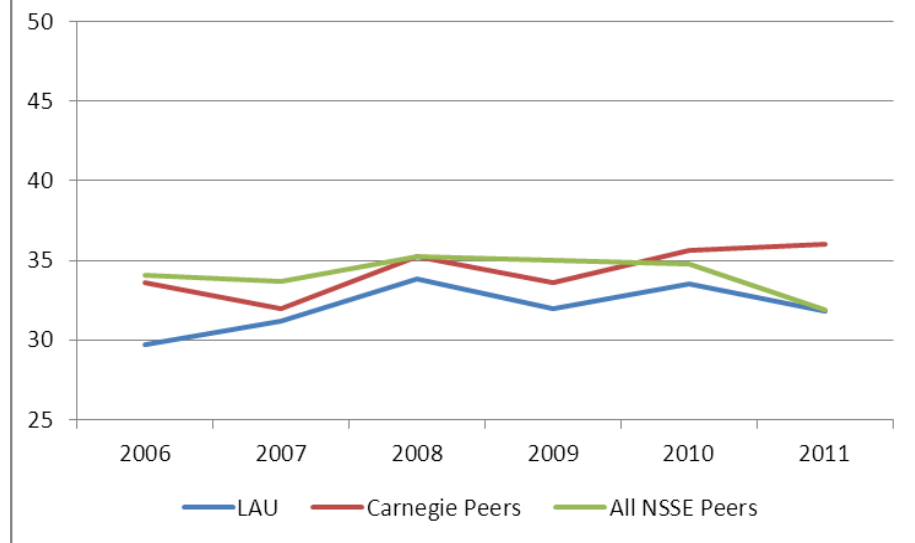
First Year Students

Academic Year	LAU	Carnegie Peers			All NSSE Peers		
	Mean	Mean	Sig	Effect size	Mean	Sig	Effect size
2006	29.7	33.6	***	-0.22	34.1	***	-0.25
2007	31.2	32		-0.04	33.7	*	-0.14
2008	33.8	35.2		-0.07	35.2		-0.08
2009	32.0	33.6		-0.09	35	**	-0.17
2010	33.5	35.6	*	-0.12	34.8		-0.07
2011	31.8	36	***	-0.22	31.9		0

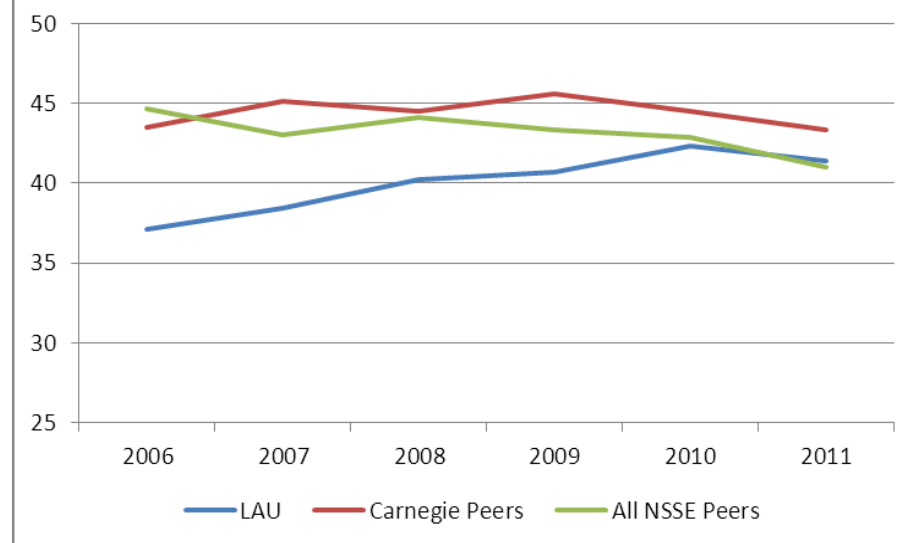
Senior Students

Academic Year	LAU	Carnegie Peers			All NSSE Peers		
	Mean	Mean	Sig	Effect size	Mean	Sig	Effect size
2006	37.1	43.5	***	-0.31	44.7	***	-0.36
2007	38.4	45.1	***	-0.32	43	**	-0.22
2008	40.2	44.5	**	-0.21	44.1	*	-0.18
2009	40.7	45.6	**	-0.22	43.3		-0.13
2010	42.3	44.5		-0.11	42.9		-0.03
2011	41.4	43.3		-0.09	41.0		-0.02

Student-Faculty Interaction (SFI)



Student-Faculty Interaction (SFI)



Enriching Educational Experiences

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.

- 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-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

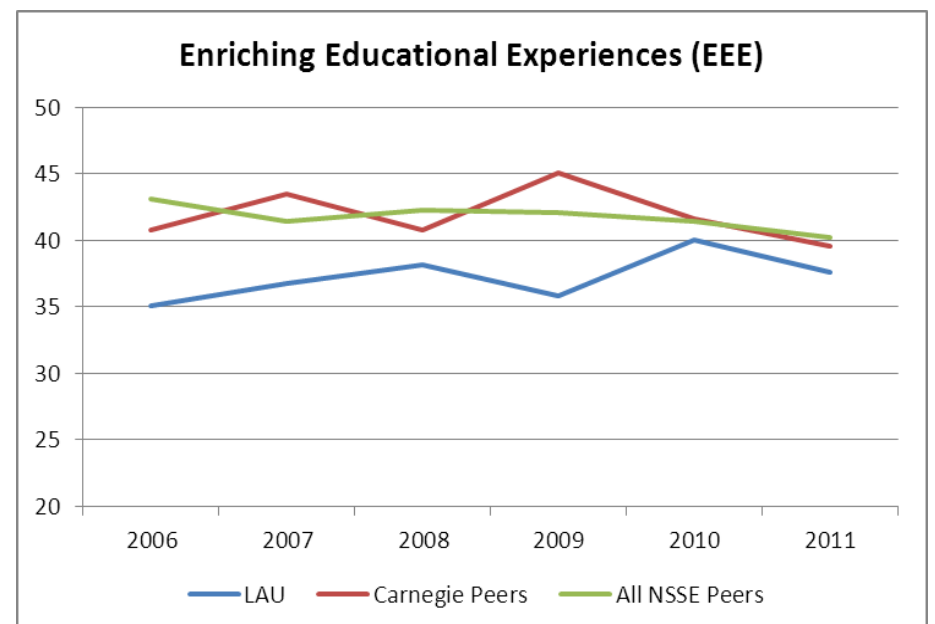
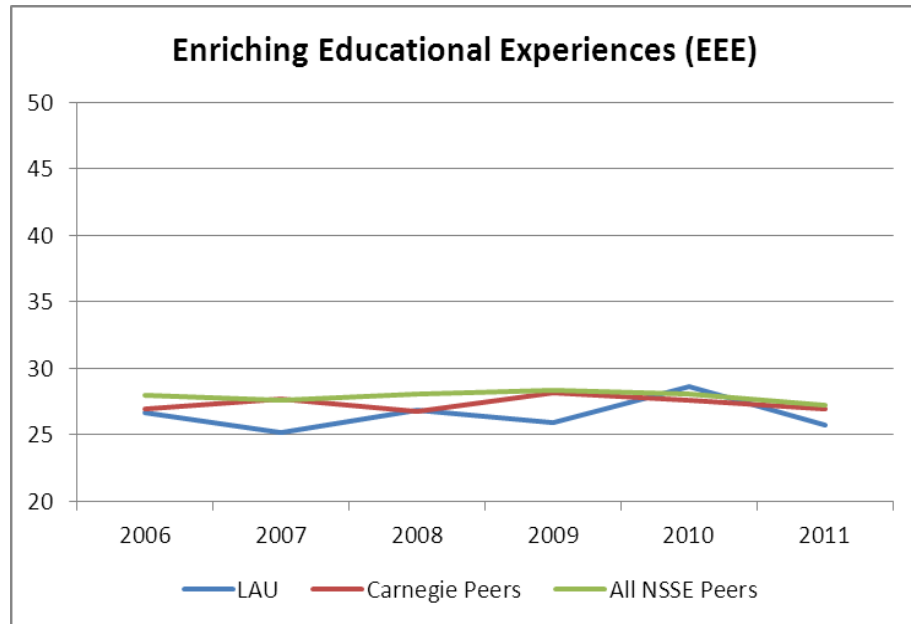
Enriching Educational Experiences (EEE)

First Year Students

Academic Year	LAU	Carnegie Peers			All NSSE Peers		
	Mean	Mean	Sig	Effect size	Mean	Sig	Effect size
2006	26.7	27			28		
2007	25.2	27.7	**	-0.2	27.6	**	-0.19
2008	26.9	26.8		0.01	28.1		-0.09
2009	25.9	28.2	*	-0.17	28.4	*	-0.18
2010	28.6	27.6		0.08	28.1		0.04
2011	25.7	27	*	-0.1	27.2	*	-0.12

Senior Students

Academic Year	LAU	Carnegie Peers			All NSSE Peers		
	Mean	Mean	Sig	Effect size	Mean	Sig	Effect size
2006	35.1	40.8	***	-0.32	43.1	***	-0.44
2007	36.8	43.5	***	-0.36	41.4	***	-0.25
2008	38.2	40.8		-0.15	42.3	**	-0.22
2009	35.8	45.1	***	-0.53	42.1	***	-0.35
2010	40.0	41.6		-0.09	41.4		-0.07
2011	37.6	39.6		-0.11	40.2		-0.14



Supportive Campus Environment

Students perform better and are more satisfied in colleges 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

Supportive Campus Environment (SCE)

First Year Students

Academic Year	LAU	Carnegie Peers			All NSSE Peers		
	Mean	Mean	Sig	Effect size	Mean	Sig	Effect size
2006	61.0	61			61.7		
2007	63.4	59.2	***	0.23	61.3		0.12
2008	66.9	62	***	0.26	62.3	***	0.25
2009	62.8	62.7		0.01	62.8		0
2010	62.2	61.4		0.04	60.1		0.11
2011	63.5	64.2		-0.04	62.2		0.07

Senior Students

Academic Year	LAU	Carnegie Peers			All NSSE Peers		
	Mean	Mean	Sig	Effect size	Mean	Sig	Effect size
2006	59.5	59.1			59.4		
2007	64.6	55.6	***	0.47	58.3	***	0.33
2008	62.0	60.3		0.09	59.2		0.15
2009	61.1	59.7		0.08	59.6		0.08
2010	62.2	61.4		0.04	60.1		0.11
2011	63.7	61.7		0.10	58.9	***	0.25

