National Survey
of Student Engagement

Brock University

Benchmark Comparisons

August 2006

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.

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.

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.

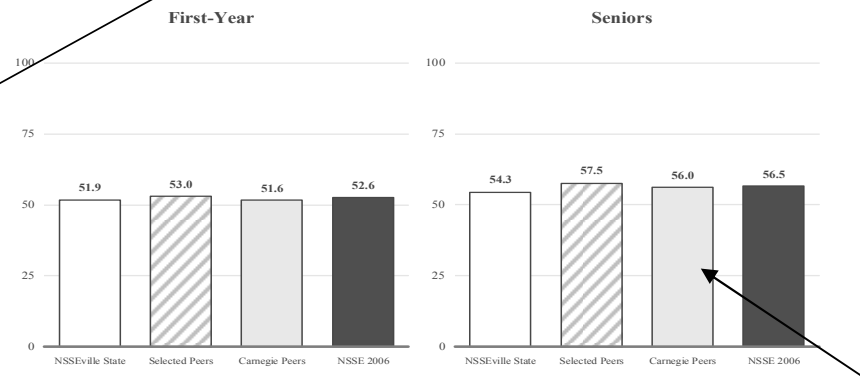
Effect Size
Effect size indicates the *practical significance* of the mean difference. It is calculated by dividing the mean difference by the standard deviation of the group to which the institution is being compared (selected peers, Carnegie peers, or all NSSE 2006 schools). In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large. A positive sign indicates that your institution's mean was greater, thus showing an affirmative result for the institution. A negative sign indicates the institution lags behind the comparison group. Look for patterns of effect sizes that point to areas of student or institutional performance that warrant attention.

Level of Academic Challenge (LAC)

Benchmark Mean Comparisons

		NSSEville State compared with:								
	NSSEville State	**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		

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.



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

Level of Academic Challenge (LAC) Items

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

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

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

National Survey of Student Engagement

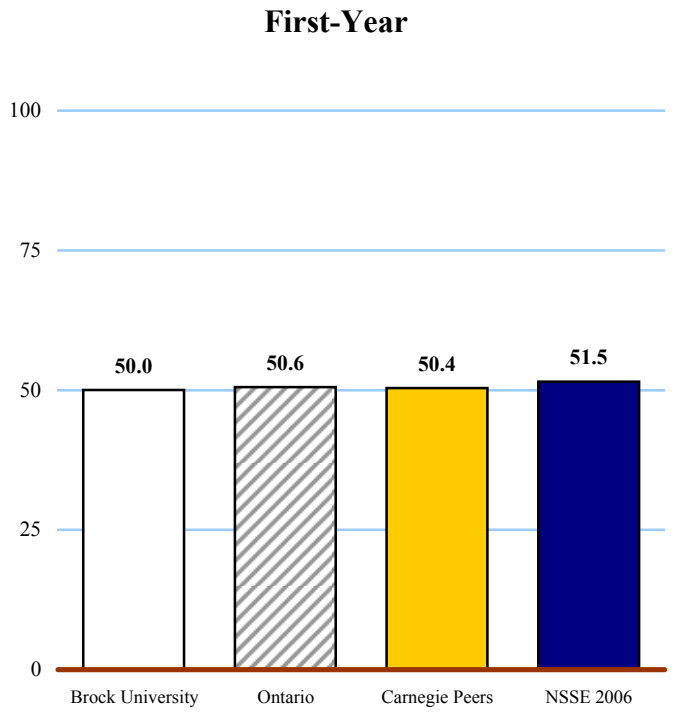
NSSE 2006 Benchmark Comparisons

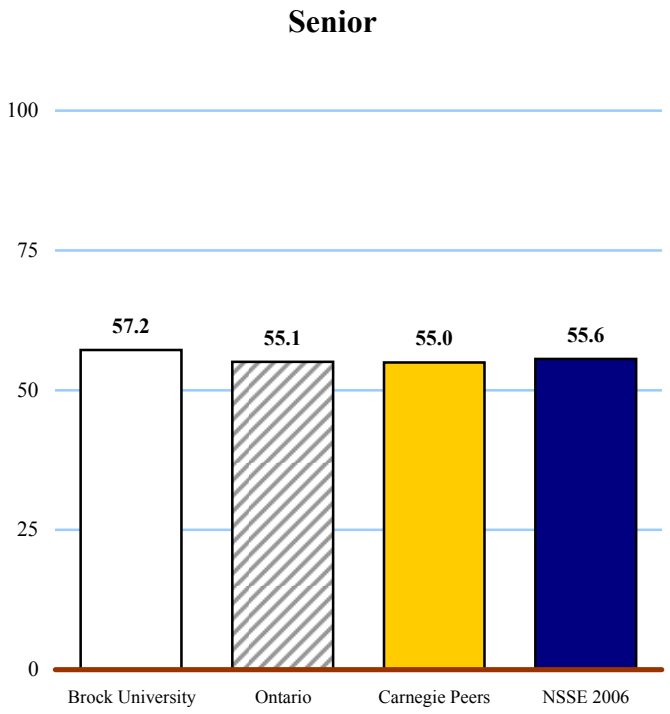
Brock University

Level of Academic Challenge (LAC)

Benchmark Comparisons

		Brock University compared with:								
	Brock 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	50.0	50.6			50.4			51.5	***	-.11
Senior	57.2	55.1	**	.16	55.0	***	.16	55.6	*	.11





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.

National Survey of Student Engagement

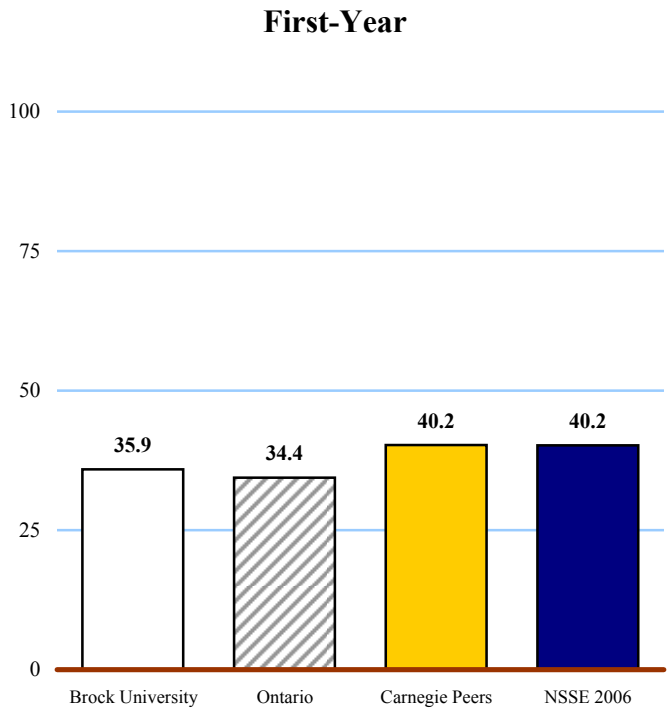
NSSE 2006 Benchmark Comparisons

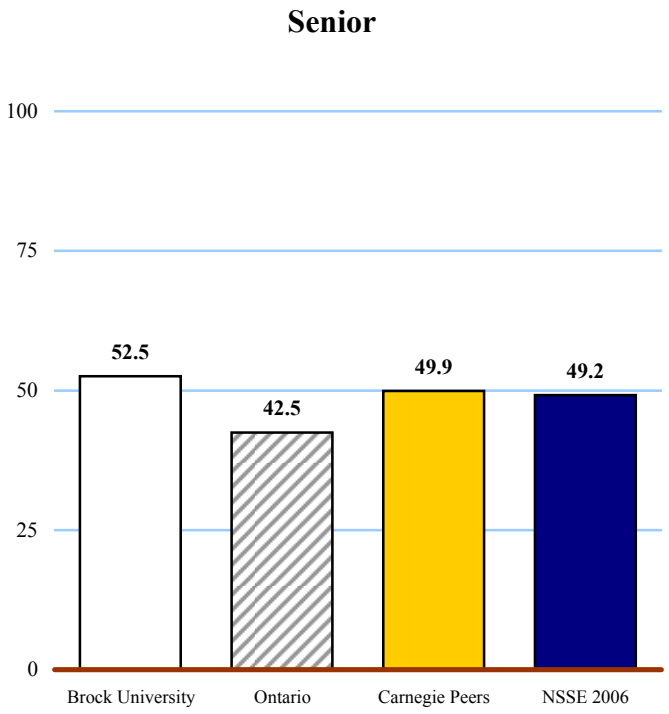
Brock University

Active and Collaborative Learning (ACL)

Benchmark Comparisons

		Brock University compared with:								
	Brock 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	35.9	34.4	**	.10	40.2	***	-.27	40.2	***	-.27
Senior	52.5	42.5	***	.61	49.9	**	.15	49.2	***	.20





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.

National Survey of Student Engagement

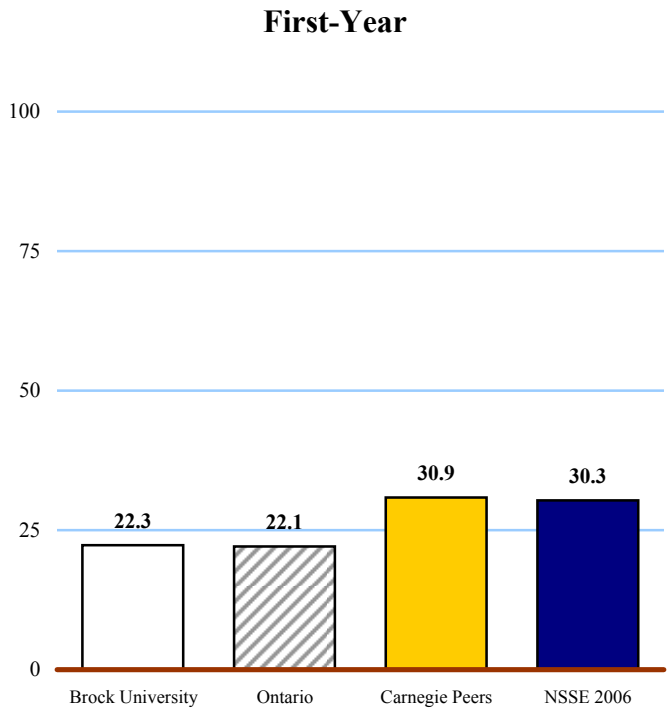
NSSE 2006 Benchmark Comparisons

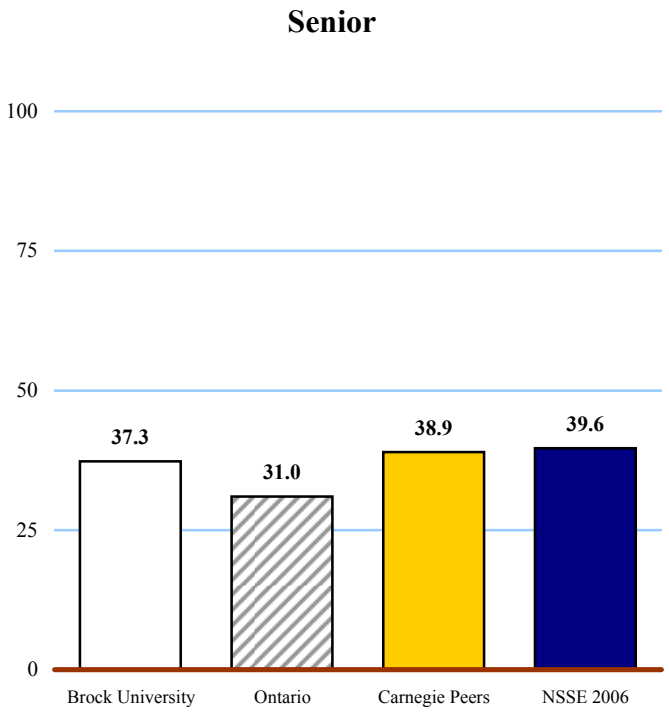
Brock University

Student-Faculty Interaction (SFI)

Benchmark Comparisons

		Brock University compared with:								
	Brock 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	22.3	22.1			30.9	***	-.47	30.3	***	-.45
Senior	37.3	31.0	***	.33	38.9			39.6	*	-.11





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.

National Survey of Student Engagement

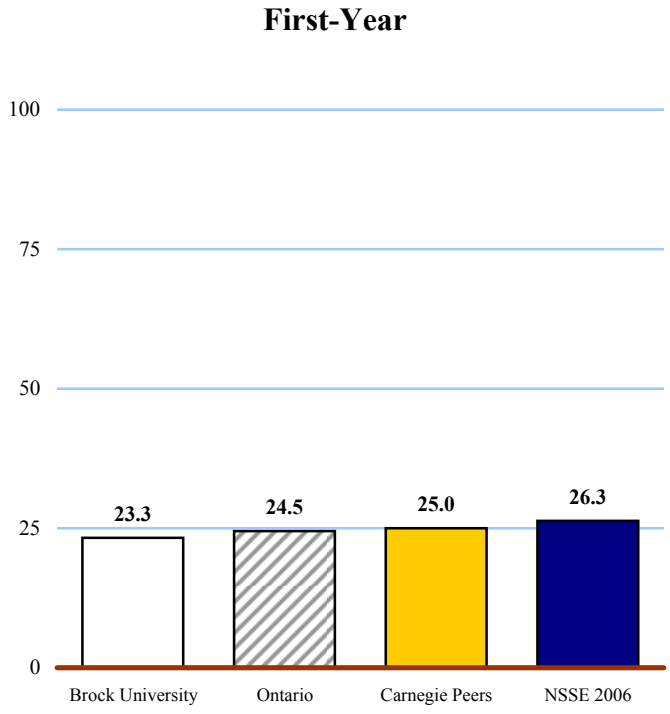
NSSE 2006 Benchmark Comparisons

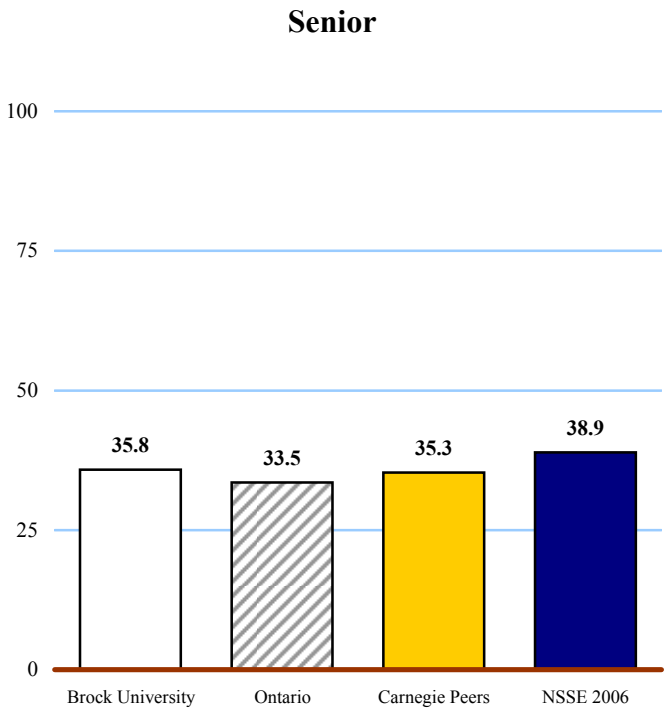
Brock University

Enriching Educational Experiences (EEE)

Benchmark Comparisons

		Brock University compared with:								
	Brock 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	23.3	24.5	**	-.10	25.0	***	-.14	26.3	***	-.23
Senior	35.8	33.5	**	.15	35.3			38.9	***	-.17





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.

National Survey of Student Engagement

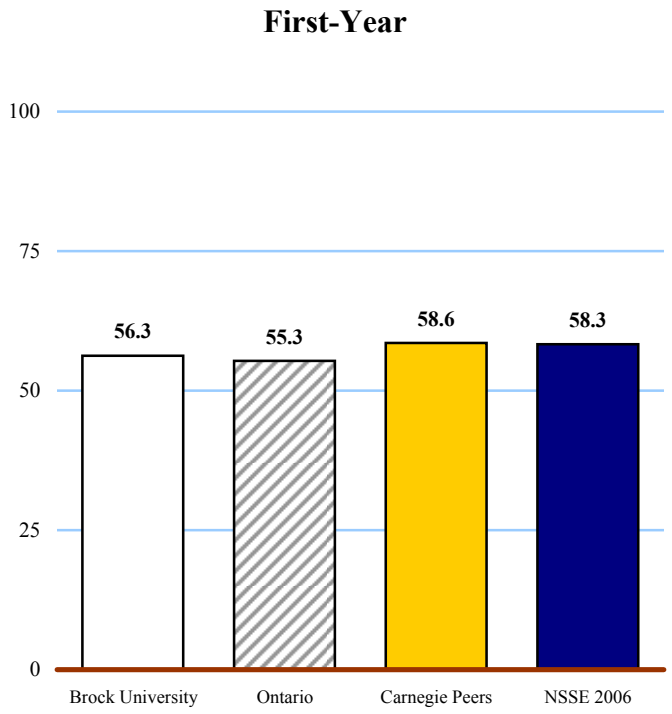
NSSE 2006 Benchmark Comparisons

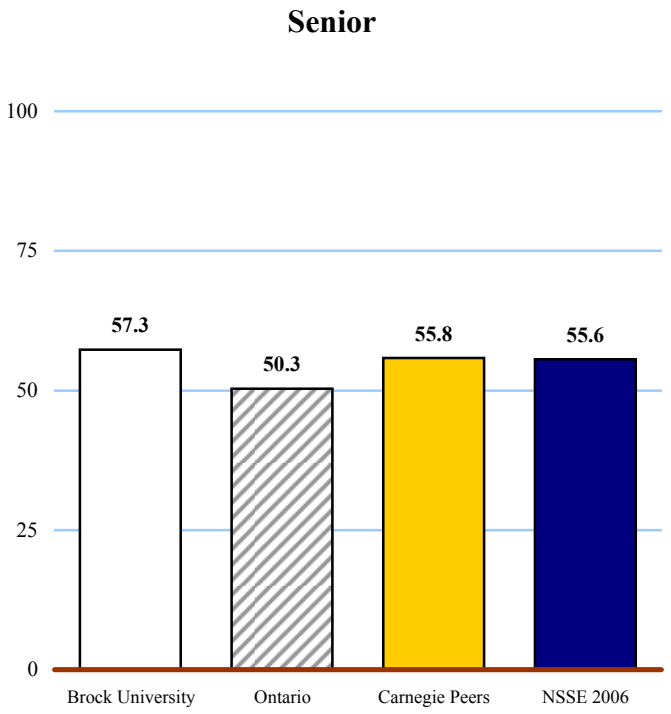
Brock University

Supportive Campus Environment (SCE)

Benchmark Comparisons

		Brock University compared with:								
	Brock 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	56.3	55.3			58.6	**	-.12	58.3	**	-.11
Senior	57.3	50.3	***	.38	55.8			55.6	*	.09





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).

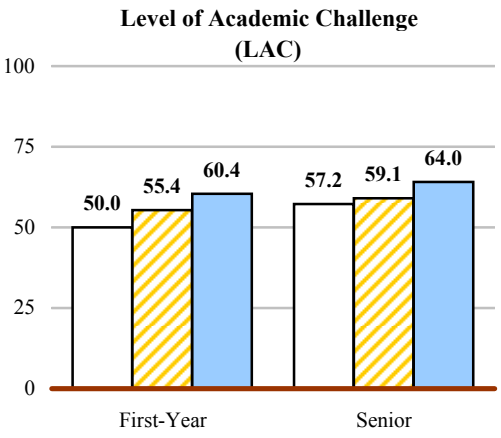
[c] Mean difference divided by comparison group standard deviation.

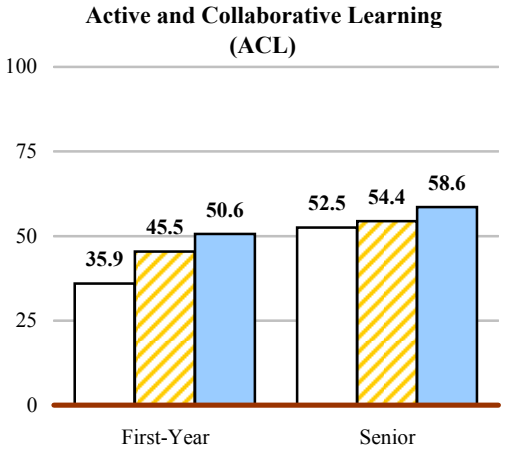
National Survey of Student Engagement

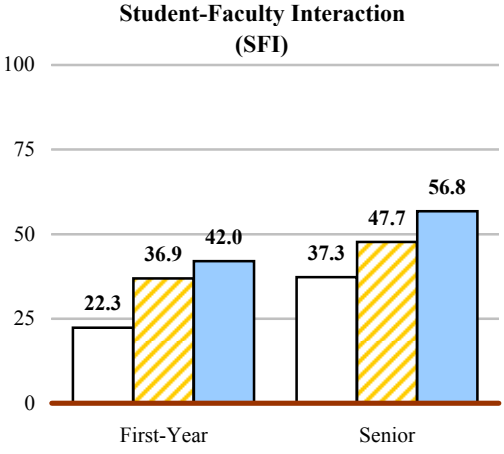
NSSE 2006 Benchmark Comparisons With Highly Engaging Institutions

Brock University

		Brock University	Brock University compared with NSSE 2006 Top 50%			Brock 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	50.0	55.4	***	-.42	60.4	***	-.85
	ACL	35.9	45.5	***	-.60	50.6	***	-.92
	SFI	22.3	36.9	***	-.80	42.0	***	-1.02
	EEE	23.3	29.8	***	-.50	34.0	***	-.83
	SCE	56.3	64.5	***	-.46	69.5	***	-.75
Senior	LAC	57.2	59.1	**	-.14	64.0	***	-.55
	ACL	52.5	54.4	*	-.11	58.6	***	-.36
	SFI	37.3	47.7	***	-.49	56.8	***	-.90
	EEE	35.8	45.9	***	-.57	57.7	***	-1.36
	SCE	57.3	62.5	***	-.28	67.7	***	-.57



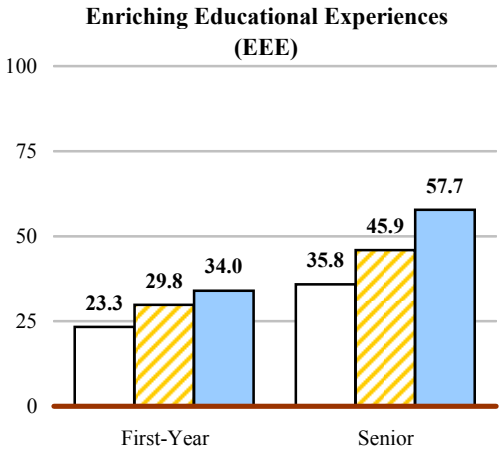


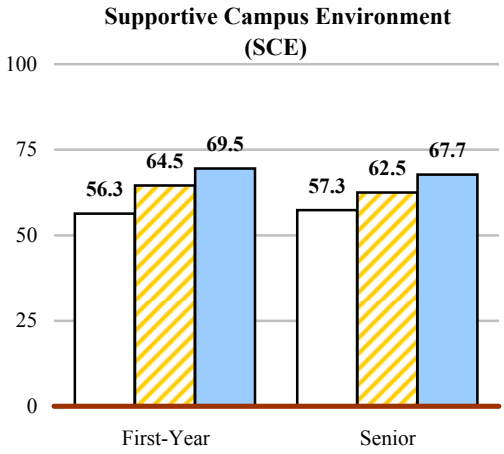


Legend

- Brock 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]
Brock University

First-Year Students

		Mean Statistics			Distribution Statistics					Reference Group Comparison Statistics			
					Percentiles								
	N	Mean	SD	SE	5	25	50	75	95	Mean Diff.	SE	Sig.	Effect size
LEVEL OF ACADEMIC CHALLENGE (LAC)													
Brock University	842	50.0	11.9	.4	31	42	49	58	71				
Ontario	15,712	50.6	13.0	.1	29	42	50	59	72	-.5	.4	.201	-.04
Carnegie Peers	5,812	50.4	13.1	.2	29	41	50	59	72	-.3	.4	.455	-.03
NSSE 2006	147,453	51.5	13.4	.0	30	43	51	61	74	-1.5	.4	.000	-.11
Top 50%	45,152	55.4	12.9	.1	34	47	55	64	76	-5.4	.4	.000	-.42
Top 10%	6,332	60.4	12.2	.2	40	52	60	69	80	-10.3	.4	.000	-.85
ACTIVE AND COLLABORATIVE LEARNING (ACL)													
Brock University	904	35.9	14.7	.5	14	24	33	43	62				
Ontario	16,936	34.4	15.6	.1	10	24	33	43	62	1.5	.5	.002	.10
Carnegie Peers	6,333	40.2	15.8	.2	19	29	38	48	67	-4.3	.5	.000	-.27
NSSE 2006	159,414	40.2	16.1	.0	17	29	38	50	67	-4.3	.5	.000	-.27
Top 50%	43,714	45.5	15.9	.1	24	33	43	57	75	-9.5	.5	.000	-.60
Top 10%	5,253	50.6	16.0	.2	29	38	48	62	81	-14.7	.5	.000	-.92
STUDENT-FACULTY INTERACTION (SFI)													
Brock University	847	22.3	14.8	.5	6	11	17	28	50				
Ontario	15,857	22.1	15.8	.1	0	11	17	28	50	.3	.5	.597	.02
Carnegie Peers	5,899	30.9	18.0	.2	6	17	28	39	67	-8.5	.6	.000	-.47
NSSE 2006	148,965	30.3	17.8	.0	6	17	28	39	67	-8.0	.5	.000	-.45
Top 50%	31,197	36.9	18.2	.1	11	22	33	50	72	-14.5	.5	.000	-.80
Top 10%	3,999	42.0	19.4	.3	17	28	39	56	78	-19.7	.6	.000	-1.02
ENRICHING EDUCATIONAL EXPERIENCES (EEE)													
Brock University	824	23.3	12.4	.4	8	15	22	30	44				
Ontario	15,356	24.5	12.0	.1	8	17	23	32	46	-1.2	.4	.007	-.10
Carnegie Peers	5,682	25.0	12.3	.2	8	17	23	33	47	-1.7	.5	.000	-.14
NSSE 2006	144,244	26.3	12.9	.0	8	17	25	34	49	-3.0	.4	.000	-.23
Top 50%	54,087	29.8	13.0	.1	11	21	29	37	52	-6.5	.4	.000	-.50
Top 10%	8,191	34.0	12.8	.1	14	25	33	42	55	-10.7	.5	.000	-.83
SUPPORTIVE CAMPUS ENVIRONMENT (SCE)													
Brock University	804	56.3	17.9	.6	28	44	56	69	86				
Ontario	15,095	55.3	18.6	.2	25	42	56	69	86	1.0	.7	.154	.05
Carnegie Peers	5,578	58.6	18.5	.2	28	47	58	69	89	-2.3	.7	.001	-.12
NSSE 2006	141,974	58.3	18.6	.0	28	46	58	72	89	-2.0	.7	.002	-.11
Top 50%	36,329	64.5	18.0	.1	33	53	64	78	94	-8.3	.6	.000	-.46
Top 10%	6,207	69.5	17.7	.2	39	58	69	83	97	-13.3	.7	.000	-.75

[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]
Brock University

Seniors

		Mean Statistics			Distribution Statistics					Reference Group Comparison Statistics			
					Percentiles								
	N	Mean	SD	SE	5	25	50	75	95	Mean Diff.	SE	Sig.	Effect size
LEVEL OF ACADEMIC CHALLENGE (LAC)													
Brock University	450	57.2	13.2	.6	35	48	58	66	79				
Ontario	12,692	55.1	13.7	.1	32	46	55	65	77	2.1	.7	.001	.16
Carnegie Peers	7,236	55.0	14.3	.2	32	45	55	65	79	2.2	.6	.001	.16
NSSE 2006	148,521	55.6	14.1	.0	32	46	56	65	78	1.6	.6	.010	.11
Top 50%	40,779	59.1	13.6	.1	36	50	59	69	81	-1.9	.6	.004	-.14
Top 10%	4,545	64.0	12.6	.2	43	56	65	73	83	-6.8	.6	.000	-.55
ACTIVE AND COLLABORATIVE LEARNING (ACL)													
Brock University	463	52.5	16.1	.7	29	43	52	62	81				
Ontario	13,191	42.5	16.6	.1	19	29	43	52	71	10.1	.8	.000	.61
Carnegie Peers	7,496	49.9	17.0	.2	24	38	48	62	81	2.6	.8	.001	.15
NSSE 2006	154,915	49.2	17.2	.0	24	38	48	62	81	3.3	.8	.000	.20
Top 50%	40,865	54.4	16.8	.1	29	43	52	67	83	-1.9	.8	.018	-.11
Top 10%	5,314	58.6	16.7	.2	33	48	57	71	86	-6.0	.8	.000	-.36
STUDENT-FACULTY INTERACTION (SFI)													
Brock University	453	37.3	21.2	1.0	11	22	33	50	78				
Ontario	12,782	31.0	18.8	.2	6	17	28	39	67	6.3	1.0	.000	.33
Carnegie Peers	7,266	38.9	20.4	.2	11	22	33	50	78	-1.7	1.0	.095	-.08
NSSE 2006	149,610	39.6	20.9	.1	11	22	39	50	78	-2.4	1.0	.016	-.11
Top 50%	33,270	47.7	21.3	.1	17	33	44	61	89	-10.4	1.0	.000	-.49
Top 10%	3,072	56.8	21.7	.4	22	39	56	72	94	-19.5	1.1	.000	-.90
ENRICHING EDUCATIONAL EXPERIENCES (EEE)													
Brock University	441	35.8	16.1	.8	11	23	36	46	62				
Ontario	12,492	33.5	15.8	.1	11	22	32	44	61	2.3	.8	.003	.15
Carnegie Peers	7,107	35.3	17.3	.2	11	22	33	47	65	.5	.8	.490	.03
NSSE 2006	146,282	38.9	17.8	.0	11	25	38	51	69	-3.1	.8	.000	-.17
Top 50%	48,015	45.9	17.7	.1	17	33	46	58	75	-10.1	.8	.000	-.57
Top 10%	4,115	57.7	16.0	.3	30	47	58	69	83	-21.9	.8	.000	-1.36
SUPPORTIVE CAMPUS ENVIRONMENT (SCE)													
Brock University	429	57.3	17.3	.8	28	44	58	69	86				
Ontario	12,325	50.3	18.4	.2	19	36	50	64	81	7.0	.9	.000	.38
Carnegie Peers	7,033	55.8	18.7	.2	25	44	56	69	89	1.5	.9	.109	.08
NSSE 2006	144,569	55.6	18.9	.0	25	42	56	69	89	1.7	.8	.040	.09
Top 50%	37,003	62.5	18.4	.1	31	50	64	75	94	-5.2	.9	.000	-.28
Top 10%	6,559	67.7	18.2	.2	36	56	69	81	97	-10.4	.9	.000	-.57

[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.