



# National Survey of Student Engagement

Stetson University

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## Benchmark Comparisons

August 2006

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To focus discussions about the importance of student engagement and guide institutional improvement efforts, NSSE created five clusters of "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.<sup>1</sup> In addition, page 8 provides two other comparisons between your school and above-average U.S. institutions with benchmarks in the top 10% 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 allow you to determine if the engagement of your typical student differs in a statistically significant, meaningful way from the average 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](http://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.

**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.

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

**Statistical Significance**

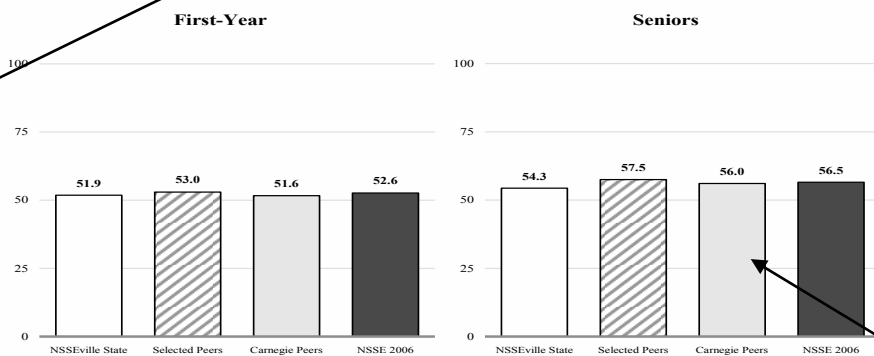
Benchmarks with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, denoting one of three significance levels ( $p < .05$ ,  $p < .01$ , and  $p < .001$ ). The smaller the significance level, the smaller the likelihood that the difference 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 magnitude of the mean difference. It is calculated by dividing the mean difference by the standard deviation of the comparison group to which the institution is being compared (selected Carnegie peers, or all 2006 schools). In practice, an effect size of .2 is often considered small, .5 medium, and .8 large. A positive effect size indicates that your institution's mean was greater than the comparison group mean, thus an affirmative result for your institution. A negative effect size indicates the institution's mean was lower than the comparison group mean. Look for patterns of effect sizes that point to areas of institutional performance that warrant attention.

**Level of Academic Challenge (LAC)**

**Benchmark Mean Comparisons**

Class	NSSEville State compared with:			
	NSSEville State	Selected Peers	Carnegie Peers	NSSE 2006
	Mean <sup>a</sup>	Mean <sup>a</sup> Sig. <sup>b</sup> Effect Size <sup>c</sup>	Mean <sup>a</sup> Sig. <sup>b</sup> Effect Size <sup>c</sup>	Mean <sup>a</sup> Sig. <sup>b</sup> Effect Size <sup>c</sup>
First-Year	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

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

<sup>1</sup> U.S. institution reports include U.S. schools only. Canadian institution reports include U.S. and Canadian institutions.

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<sup>1</sup> U.S. institution reports include U.S. schools only. Canadian institution reports include U.S. and Canadian institutions.



## Level of Academic Challenge (LAC)

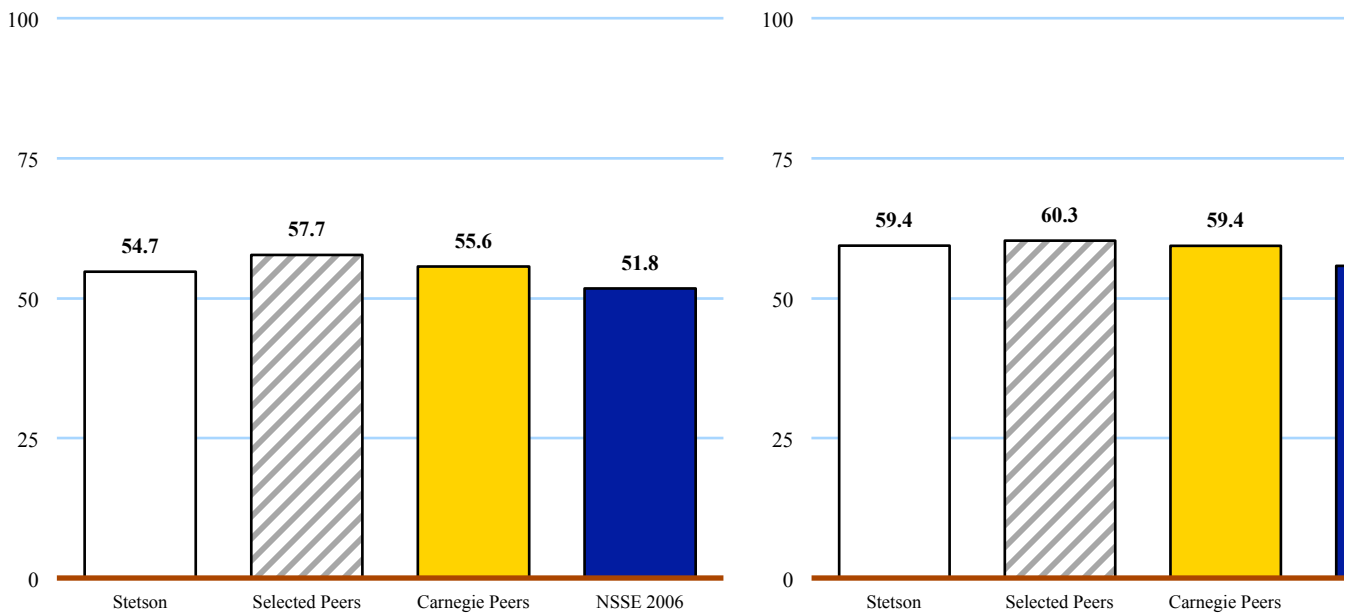
### Benchmark Comparisons

Class	Stetson Mean <sup>a</sup>	Selected Peers			Carnegie Peers			NSS Mean <sup>a</sup>
		Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	
First-Year	54.7	57.7	*	-.24	55.6		51.8	
Senior	59.4	60.3			59.4		55.8	

Stetson compared with:

First-Year

Senior



### Level of Academic Challenge (LAC) Items

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high level 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

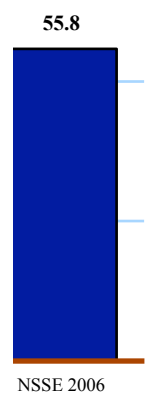
<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by comparison group standard deviation.

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NSSE 2006

Sig <sup>b</sup>	Effect Size <sup>c</sup>
*	.22
*	.25



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r, enrollment status, and institutional size.

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

<sup>c</sup> Mean difference divided by comparison group standard deviation.

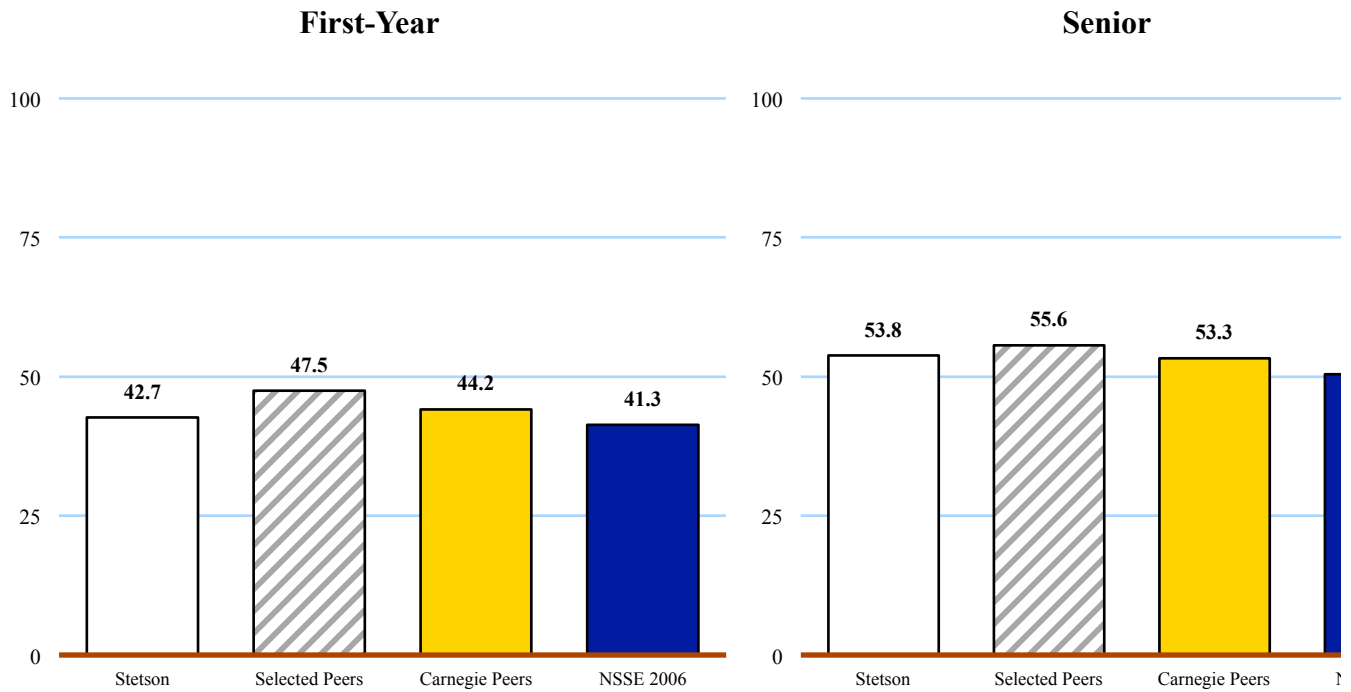


## Active and Collaborative Learning (ACL)

### Benchmark Comparisons

Class	Stetson Mean <sup>a</sup>	Selected Peers			Carnegie Peers			NSS Mean <sup>a</sup>
		Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	
First-Year	42.7	47.5	**	-.31	44.2		41.3	
Senior	53.8	55.6			53.3		50.4	

Stetson compared with:



### 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 with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily 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.)

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

<sup>c</sup> Mean difference divided by comparison group standard deviation.

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NSSE 2006

Sig <sup>b</sup>	Effect Size <sup>c</sup>
*	.20



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r, enrollment status, and institutional size.

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

<sup>c</sup> Mean difference divided by comparison group standard deviation.



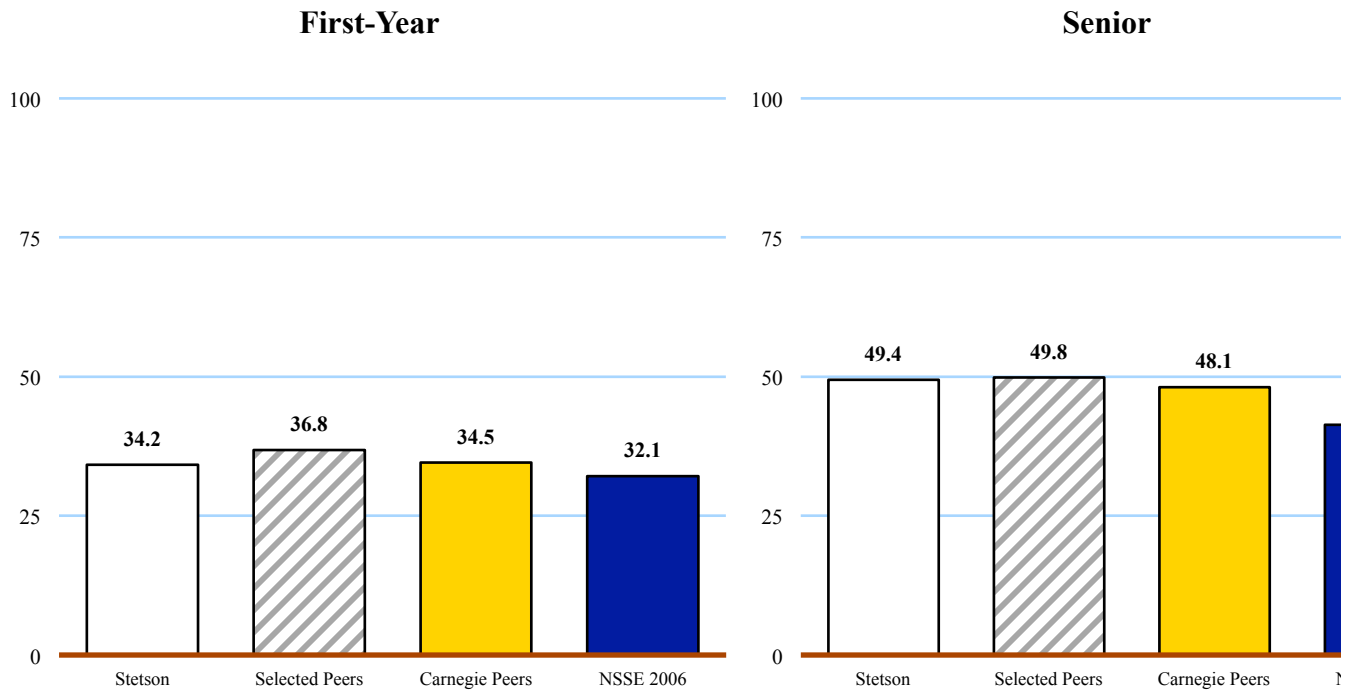


## Student-Faculty Interaction (SFI)

### Benchmark Comparisons

Class	Stetson Mean <sup>a</sup>	Selected Peers			Carnegie Peers			NSS Mean <sup>a</sup>
		Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	
First-Year	34.2	36.8			34.5			32.1
Senior	49.4	49.8			48.1			41.3

Stetson compared with:



### 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

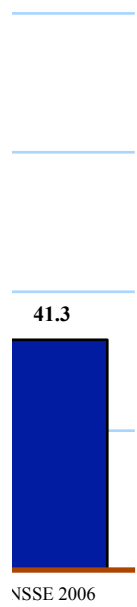
<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by comparison group standard deviation.

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NSSE 2006

Sig <sup>b</sup>	Effect Size <sup>c</sup>
***	.39



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r, enrollment status, and institutional size.

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

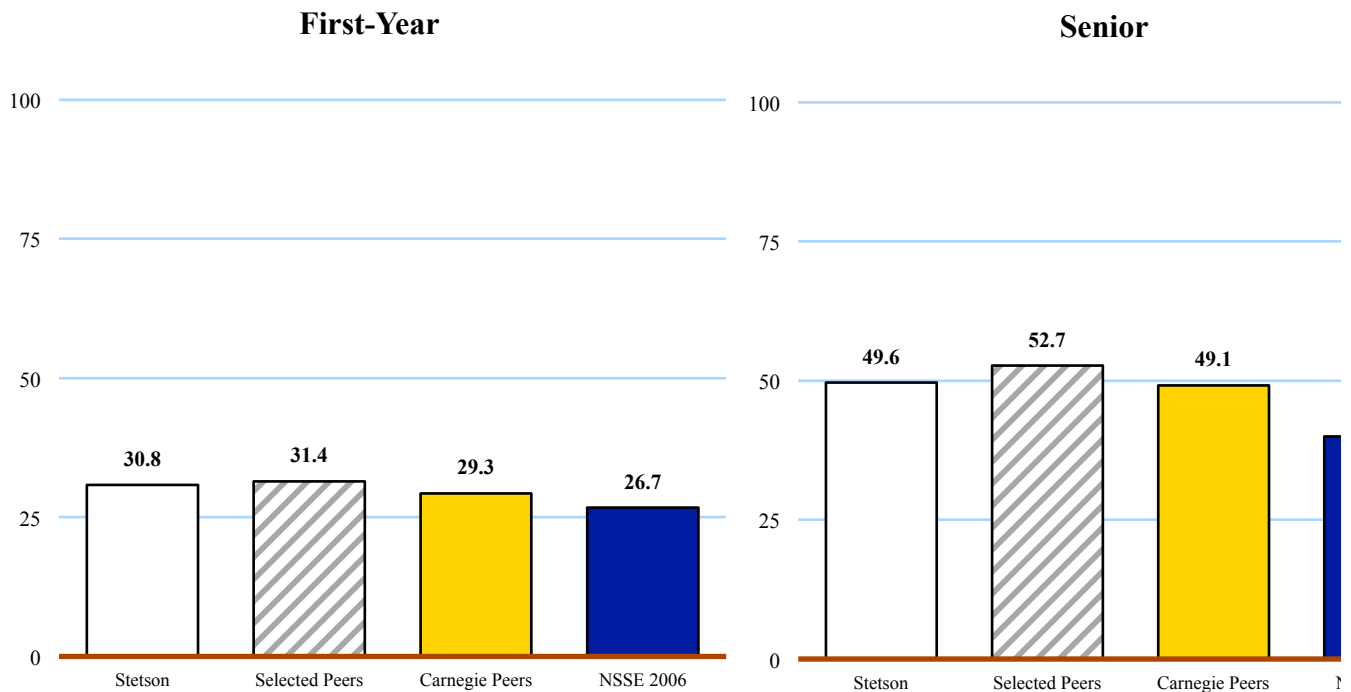
<sup>c</sup> Mean difference divided by comparison group standard deviation.



## Enriching Educational Experiences (EEE)

### Benchmark Comparisons

Class	Stetson Mean <sup>a</sup>	Stetson compared with:			NSS Mean <sup>a</sup>
		Selected Peers Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	
First-Year	30.8	31.4			26.7
Senior	49.6	52.7			39.9



### Enriching Educational Experiences (EEE) Items

Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves. 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

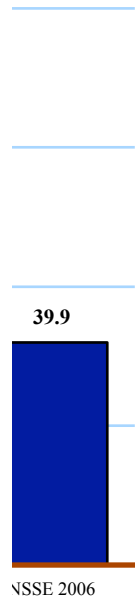
<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by comparison group standard deviation.

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<i>Sig</i> <sup>b</sup>	<i>Effect Size</i> <sup>c</sup>
**	.31
***	.54



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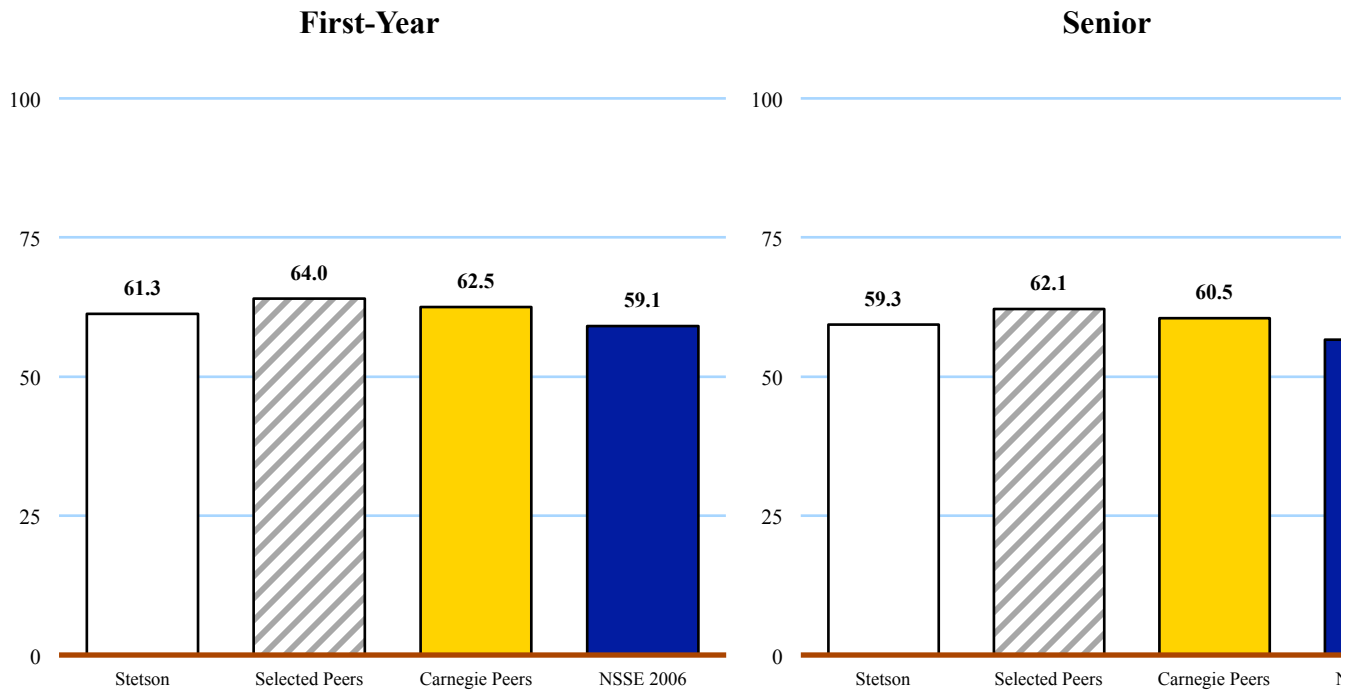
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<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).  
<sup>c</sup> Mean difference divided by comparison group standard deviation.



## Supportive Campus Environment (SCE)

### Benchmark Comparisons

Class	Stetson Mean <sup>a</sup>	Selected Peers			Carnegie Peers			NSS Mean <sup>a</sup>
		Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	
First-Year	61.3	64.0			62.5			59.1
Senior	59.3	62.1			60.5			56.6



### 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 relationships among different groups on campus.

- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices

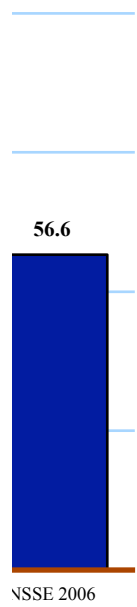
<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by comparison group standard deviation.

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NSSE 2006

Sig<sup>b</sup> Effect Size<sup>c</sup>



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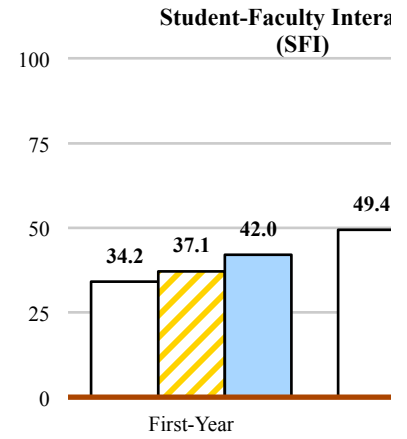
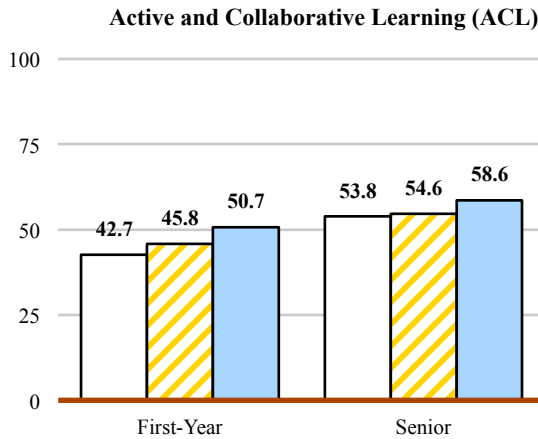
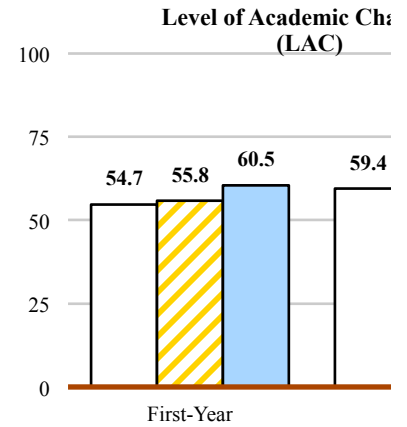
<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by comparison group standard deviation.



*Stetson compared with*

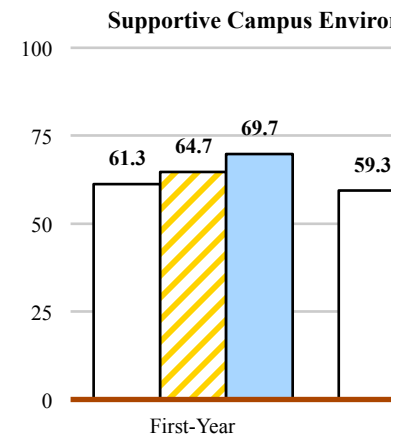
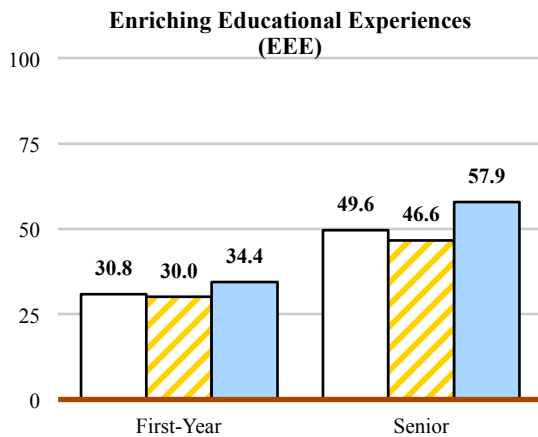
	Stetson	NSSE 2006 Top 50%			NSSE 2006 Top 10%		
		Mean <sup>a</sup>	Sig <sup>b</sup>	Effect size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect size <sup>c</sup>
<b>First-Year</b>	LAC	54.7			60.5	***	-.47
	ACL	42.7	*	-.20	50.7	***	-.50
	SFI	34.2			42.0	***	-.40
	EEE	30.8			34.4	**	-.28
	SCE	61.3	*	-.19	69.7	***	-.47
<b>Senior</b>	LAC	59.4			64.1	***	-.37
	ACL	53.8			58.6	**	-.29
	SFI	49.4			56.9	***	-.34
	EEE	49.6			57.9	***	-.52
	SCE	59.3			67.7	***	-.46



**Legend**

- Stetson
- ▨ Top 50%
- Top 10%

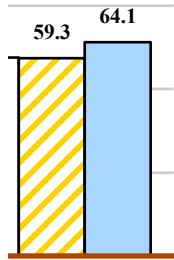
This display compares your students with those attending schools that scored in the top 50% and top 10% of all NSSE 2006 U.S. institutions on the benchmark.



<sup>a</sup> Weighted by gender, enrollment status, and institutional size.  
<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).  
<sup>c</sup> Mean difference divided by comparison group standard deviation.

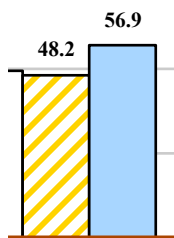
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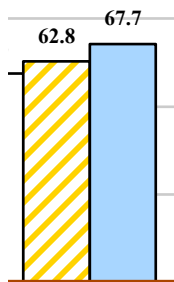
Senior

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Senior

**nment (SCE)**



Senior

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

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

<sup>c</sup> Mean difference divided by comparison group standard deviation.





***First-Year Students***

	N	Mean Statistics			Distribution Statistics					Reference Comparison	
		Mean	SD	SE	Percentiles					Mean Diff.	SE
					5	25	50	75	95		
<b>LEVEL OF ACADEMIC CHALLENGE (LAC)</b>											
Stetson	112	54.7	13.8	1.3	34	44	54	65	75		
Selected Peers	1,431	57.7	12.4	.3	37	50	57	66	78	-3.0	1.3
Carnegie Peers	4,664	55.6	12.8	.2	35	47	56	64	77	-.9	1.2
NSSE 2006	120,618	51.8	13.4	.0	30	43	52	61	74	3.0	1.3
Top 50%	38,442	55.8	12.9	.1	34	47	56	65	77	-1.0	1.2
Top 10%	5,824	60.5	12.2	.2	40	52	60	69	80	-5.8	1.3
<b>ACTIVE AND COLLABORATIVE LEARNING (ACL)</b>											
Stetson	118	42.7	14.5	1.3	19	33	43	52	67		
Selected Peers	1,546	47.5	15.6	.4	24	38	48	57	76	-4.8	1.5
Carnegie Peers	4,996	44.2	15.1	.2	24	33	43	52	71	-1.5	1.4
NSSE 2006	130,807	41.3	16.0	.0	19	29	38	52	71	1.3	1.5
Top 50%	38,001	45.8	15.9	.1	24	33	43	57	75	-3.1	1.5
Top 10%	5,004	50.7	16.0	.2	29	38	48	62	81	-8.0	1.5
<b>STUDENT-FACULTY INTERACTION (SFI)</b>											
Stetson	112	34.2	17.1	1.6	11	22	33	44	67		
Selected Peers	1,448	36.8	17.9	.5	11	22	33	44	72	-2.6	1.7
Carnegie Peers	4,700	34.5	17.2	.3	11	22	33	44	67	-.3	1.6
NSSE 2006	121,916	32.1	17.6	.1	11	20	28	44	67	2.0	1.7
Top 50%	27,964	37.1	18.3	.1	11	22	33	50	72	-3.0	1.7
Top 10%	3,887	42.0	19.4	.3	17	28	39	56	78	-7.8	1.9
<b>ENRICHING EDUCATIONAL EXPERIENCES (EEE)</b>											
Stetson	109	30.8	12.6	1.2	12	22	30	39	52		
Selected Peers	1,405	31.4	12.8	.3	12	22	30	40	53	-.6	1.3
Carnegie Peers	4,567	29.3	12.4	.2	11	21	29	37	51	1.5	1.2
NSSE 2006	117,938	26.7	13.0	.0	8	17	25	35	50	4.1	1.2
Top 50%	47,992	30.0	13.1	.1	11	21	29	38	52	.8	1.3
Top 10%	6,485	34.4	12.9	.2	14	25	34	43	56	-3.6	1.2
<b>SUPPORTIVE CAMPUS ENVIRONMENT (SCE)</b>											
Stetson	107	61.3	17.4	1.7	33	50	61	72	89		
Selected Peers	1,387	64.0	16.9	.5	36	53	64	75	92	-2.7	1.7
Carnegie Peers	4,504	62.5	17.3	.3	33	53	64	75	89	-1.3	1.7
NSSE 2006	116,047	59.1	18.5	.1	28	47	58	72	89	2.2	1.8
Top 50%	33,535	64.7	18.0	.1	33	53	64	78	94	-3.5	1.7
Top 10%	5,852	69.7	17.7	.2	39	58	69	83	97	-8.4	1.7

<sup>a</sup> 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.

**arisons**  
**Sizes <sup>a</sup>**

**nce Group**  
**son Statistics**

Sig.	Effect size
.028	-.24
.468	-.07
.018	.22
.395	-.08
.000	-.47
.001	-.31
.292	-.10
.368	.08
.033	-.20
.000	-.50
.131	-.15
.835	-.02
.219	.12
.085	-.16
.000	-.40
.619	-.05
.214	.12
.001	.31
.539	.06
.004	-.28
.109	-.16
.454	-.07
.222	.12
.047	-.19
.000	-.47

<sup>a</sup> 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.



**Seniors**

	N	Mean Statistics			Distribution Statistics					Reference Group Comparison Statistics		
		Mean	SD	SE	Percentiles					Mean Diff.	SE	Sig.
					5	25	50	75	95			
<b>LEVEL OF ACADEMIC CHALLENGE (LAC)</b>												
Stetson	98	59.4	14.2	1.4	36	50	60	69	81			
Selected Peers	1,286	60.3	13.4	.4	38	52	61	70	81	-.9	1.4	.526
Carnegie Peers	3,964	59.4	13.4	.2	37	50	60	69	80	.0	1.4	.980
NSSE 2006	122,834	55.8	14.2	.0	32	46	56	66	79	3.6	1.4	.012
Top 50%	35,617	59.3	13.7	.1	36	50	60	69	81	.1	1.4	.953
Top 10%	4,245	64.1	12.6	.2	43	56	65	73	83	-4.7	1.3	.000
<b>ACTIVE AND COLLABORATIVE LEARNING (ACL)</b>												
Stetson	101	53.8	16.2	1.6	29	43	52	67	81			
Selected Peers	1,343	55.6	16.1	.4	29	43	57	67	83	-1.8	1.7	.276
Carnegie Peers	4,125	53.3	16.1	.3	29	43	52	62	81	.5	1.6	.751
NSSE 2006	128,352	50.4	17.0	.0	24	38	48	62	81	3.4	1.7	.043
Top 50%	36,102	54.6	16.8	.1	29	43	52	67	83	-.8	1.7	.618
Top 10%	4,958	58.6	16.7	.2	33	48	57	71	86	-4.8	1.7	.004
<b>STUDENT-FACULTY INTERACTION (SFI)</b>												
Stetson	98	49.4	21.9	2.2	17	33	44	67	89			
Selected Peers	1,293	49.8	21.8	.6	17	33	50	67	89	-.4	2.3	.854
Carnegie Peers	3,994	48.1	21.2	.3	17	33	44	61	89	1.3	2.2	.539
NSSE 2006	123,777	41.3	20.8	.1	11	28	39	56	83	8.1	2.1	.000
Top 50%	28,437	48.2	21.3	.1	17	33	44	61	89	1.2	2.2	.565
Top 10%	2,821	56.9	21.7	.4	22	39	56	72	94	-7.5	2.2	.001
<b>ENRICHING EDUCATIONAL EXPERIENCES (EEE)</b>												
Stetson	97	49.6	18.2	1.8	15	37	51	61	78			
Selected Peers	1,268	52.7	17.3	.5	22	41	54	65	81	-3.1	1.8	.094
Carnegie Peers	3,925	49.1	17.3	.3	19	37	50	61	77	.5	1.8	.773
NSSE 2006	120,967	39.9	17.9	.1	12	26	39	52	71	9.7	1.8	.000
Top 50%	41,096	46.6	17.6	.1	17	34	47	59	76	3.0	1.8	.090
Top 10%	3,828	57.9	16.0	.3	30	47	58	69	83	-8.2	1.9	.000
<b>SUPPORTIVE CAMPUS ENVIRONMENT (SCE)</b>												
Stetson	97	59.3	17.7	1.8	31	47	58	72	89			
Selected Peers	1,264	62.1	17.6	.5	33	50	64	75	89	-2.8	1.9	.131
Carnegie Peers	3,889	60.5	17.6	.3	31	50	61	72	89	-1.1	1.8	.526
NSSE 2006	119,525	56.6	18.9	.1	25	44	56	69	89	2.8	1.9	.151
Top 50%	33,171	62.8	18.3	.1	31	50	64	75	94	-3.4	1.9	.065
Top 10%	6,261	67.7	18.2	.2	36	56	69	81	97	-8.4	1.9	.000

<sup>a</sup> 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.

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Effect  
size  
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-.07  
.00  
.25  
.01  
-.37

-.11  
.03  
.20  
-.05  
-.29

-.02  
.06  
.39  
.06  
-.34

-.18  
.03  
.54  
.17  
-.52

-.16  
-.07  
.15  
-.19  
-.46  
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<sup>a</sup> 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.