

NSSE Benchmark Report

November 2005

York University



National Survey
of Student Engagement



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. Using approximately 225,000 randomly selected students from 518 institutions that participated in NSSE 2005, this Benchmark Report compares the performance of your institution with its selected peer group, Carnegie group, and the 2005 national norms. In addition, page 8 provides two other comparisons between your school and above-average institutions with benchmarks in the top 50% nationally and high-performing institutions with benchmarks in the top 10% nationally. 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 in the 2005 annual report and on the NSSE website at nsse.iub.edu.

Guide to Your Benchmark Report

Class

Means are reported for first-year students and seniors. Only students who were part of the base random sample or random oversample are included in these analyses. Students in targeted 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 theoretical rationale for measuring 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 (like those seen with NSSE data) tend to produce more statistically significant results even though the magnitude of mean differences may be inconsequential.

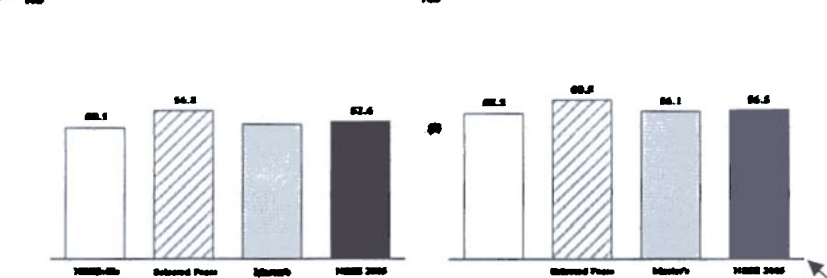
Effect Size

Effect size indicates the "practical significance" of the mean difference. It is calculated by dividing the mean difference by the standard deviation of the group with which the institution is being compared (selected peers, Carnegie type, or 2005 national norm). 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

Benchmark Mean Comparisons

	NSSEville				Selected Peer				Master's				NSSE 2005			
	Mean	Std. Dev.	Significance	Effect Size	Mean	Std. Dev.	Significance	Effect Size	Mean	Std. Dev.	Significance	Effect Size	Mean	Std. Dev.	Significance	Effect Size
First-Year	50.1				56.8		***	-.31	51.7		***	-.17	52.6		***	-.24
Seniors	55.2				60.5		***	-.42	56.1		**	-.12	56.5		***	-.15



Level of Academic Challenge 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 pieces 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, original relationships
- Coursework emphasizing the making of judgments about the value of information, arguments, or methods
- Coursework emphasizing application of theories or concepts to new or novel situations
- Working toward new goals, thoughts, or results to meet an instructor's standards or expectations
- Campus environments emphasizing class 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.



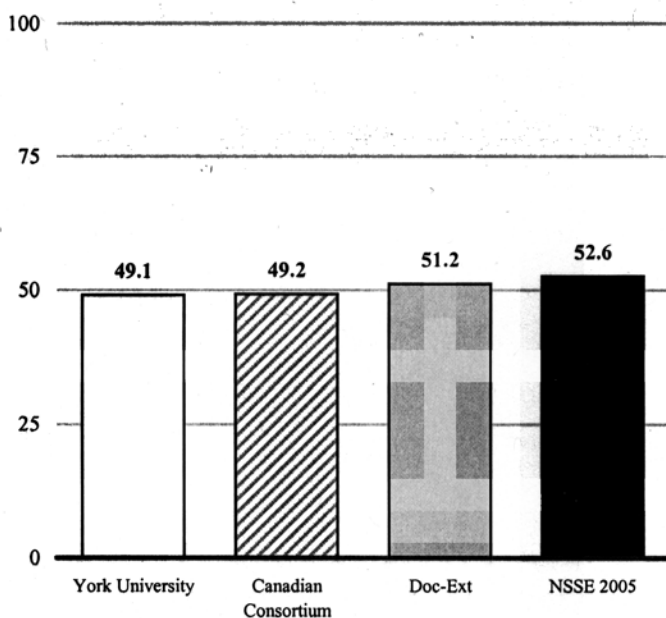
Level of Academic Challenge

Benchmark Mean Comparisons

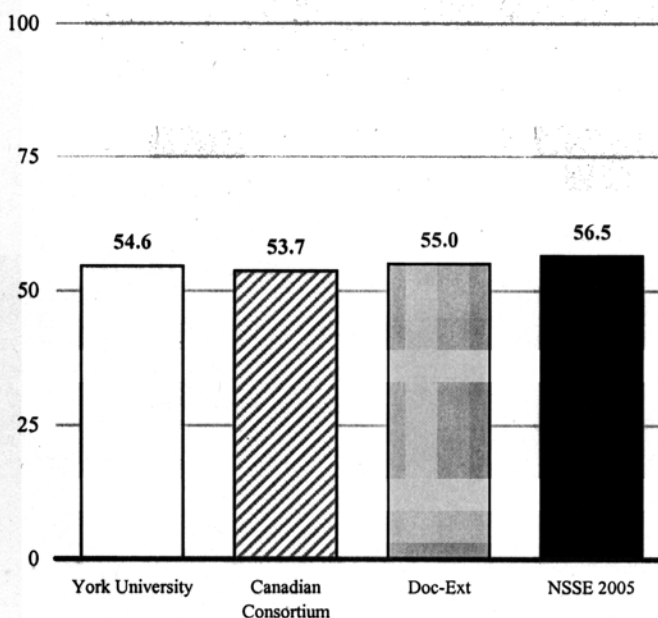
York University compared with:

Class	York University	Canadian Consortium			Doc-Ext			NSSE 2005		
	Mean	Mean	Sig. ^a	Effect Size ^b	Mean	Sig. ^a	Effect Size ^b	Mean	Sig. ^a	Effect Size ^b
First-Year	49.1	49.2		-.01	51.2	***	-.16	52.6	***	-.26
Seniors	54.6	53.7		.06	55.0		-.03	56.5	***	-.14

First-Year



Seniors



Level of Academic Challenge 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 * p<.05 ** p<.01 ***p<.001 (2-tailed).

b Effect size = mean difference divided by comparison group standard deviation.

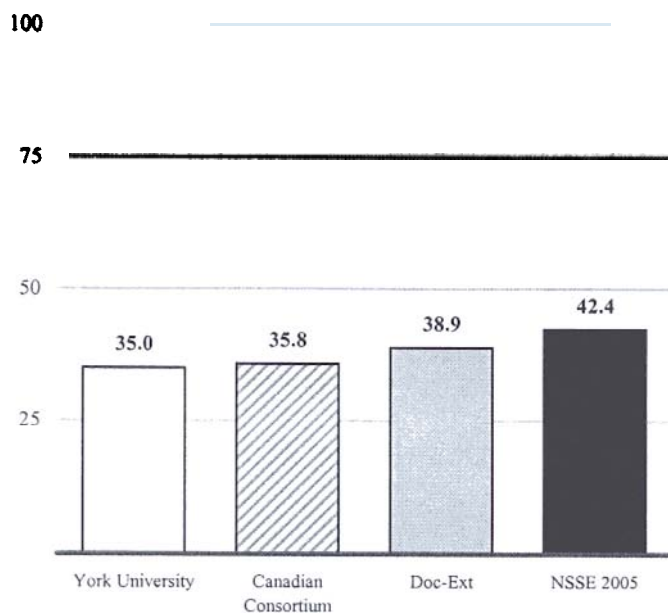


Active and Collaborative Learning

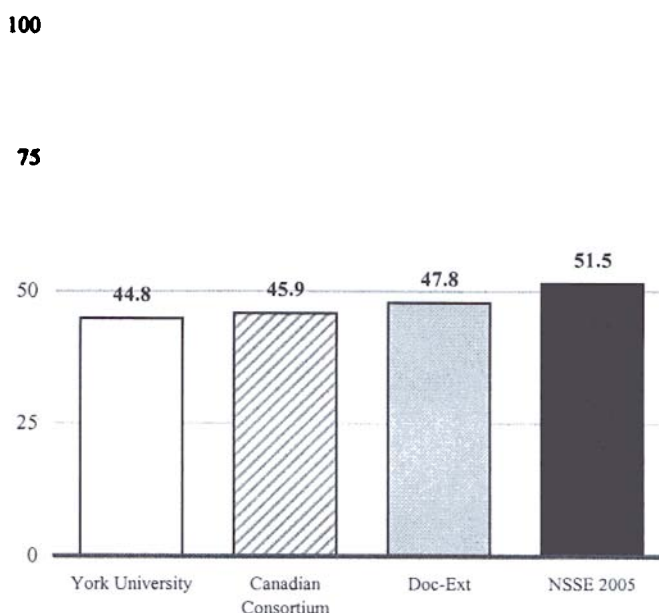
Benchmark Mean Comparisons

		York University compared with:								
York University		Canadian Consortium			Doc-Ext			NSSE 2005		
	Mean	Mean	Sig. ^a	Effect Size ^b	Mean	Sig. ^a	Effect Size ^b	Mean	Sig. ^a	Effect Size ^b
First-Year	35.0	35.8		-.05	38.9	***	-.25	42.4	***	-.47
Seniors	44.8	45.9		-.07	47.8	***	-.18	51.5	***	-.39

First-Year



Seniors



Active and Collaborative Learning 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 * p<.05 ** p<.01 ***p<.001 (2-tailed).

b Effect size = mean difference divided by comparison group standard deviation.



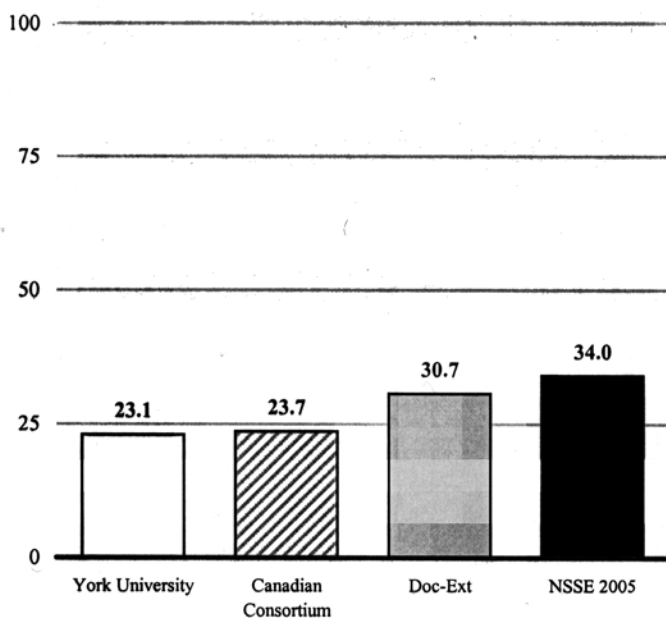
Student-Faculty Interaction

Benchmark Mean Comparisons

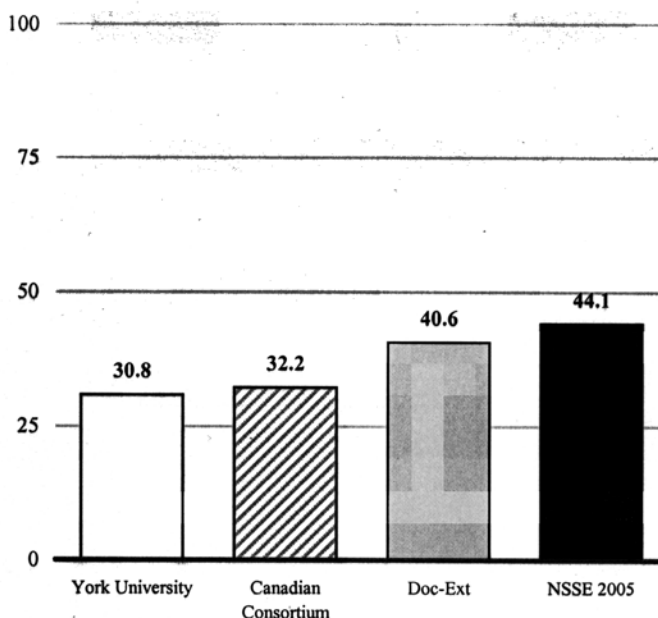
York University compared with:

Class	York University	Canadian Consortium			Doc-Ext			NSSE 2005		
	Mean	Mean	Sig. ^a	Effect Size ^b	Mean	Sig. ^a	Effect Size ^b	Mean	Sig. ^a	Effect Size ^b
First-Year	23.1	23.7		-.04	30.7	***	-.46	34.0	***	-.62
Seniors	30.8	32.2		-.07	40.6	***	-.48	44.1	***	-.63

First-Year



Seniors



Student-Faculty Interaction 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 feedback from faculty on your academic performance (written or oral)
- Worked with a faculty member on a research project outside of course or program requirements

^a * $p < .05$ ** $p < .01$ *** $p < .001$ (2-tailed).

^b Effect size = mean difference divided by comparison group standard deviation.



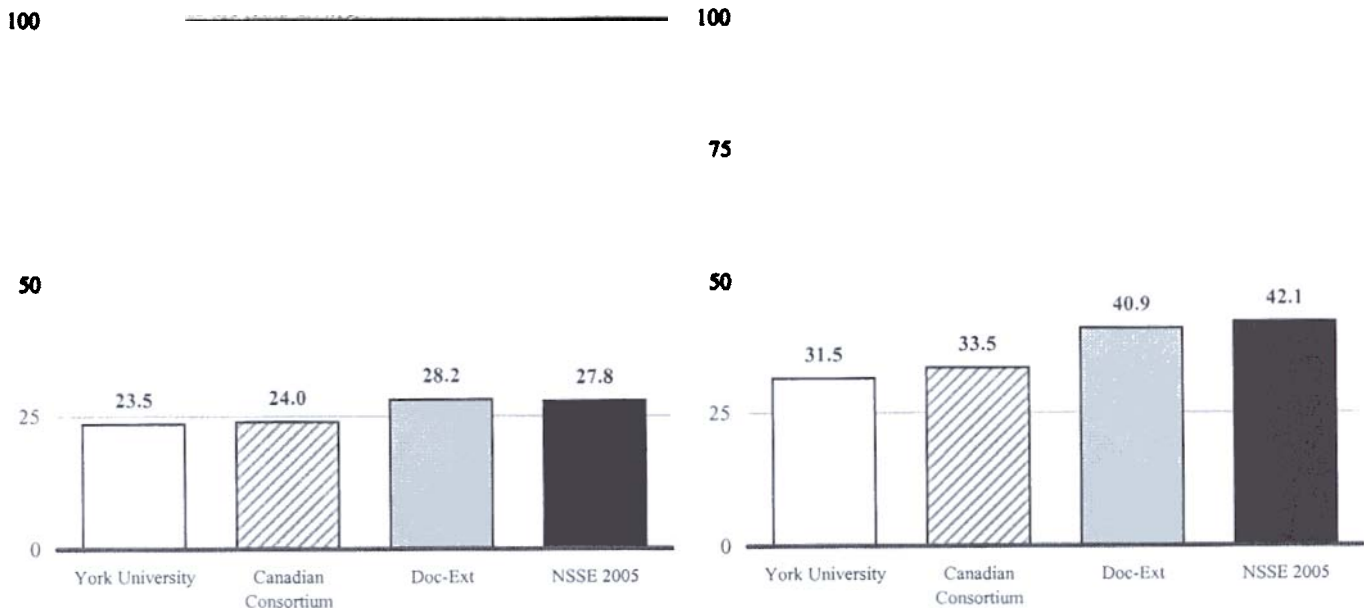
Enriching Educational Experiences

Benchmark Mean Comparisons

York University compared with:										
	York University	Canadian Consortium			Doc-Ext			NSSE 2005		
Class	Mean	Mean	Sig. ^a	Effect Size ^b	Mean	Sig. ^a	Effect Size ^b	Mean	Sig. ^a	Effect Size ^b
First-Year	23.5	24.0		-.04	28.2	***	-.36	27.8	***	-.33
Seniors	31.5	33.5	**	-.13	40.9	***	-.54	42.1	***	-.58

First-Year

Seniors



Enriching Educational Experiences Items

Complementary learning opportunities in and out of class augment 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 (comprehensive exam, capstone course, thesis, project, 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 * p<.05 ** p<.01 ***p<.001 (2-tailed).

b Effect size = mean difference divided by comparison group standard deviation



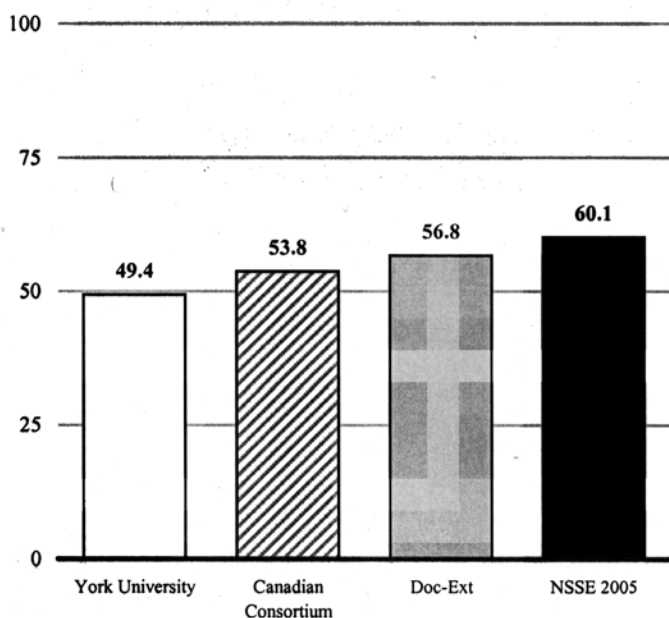
Supportive Campus Environment

Benchmark Mean Comparisons

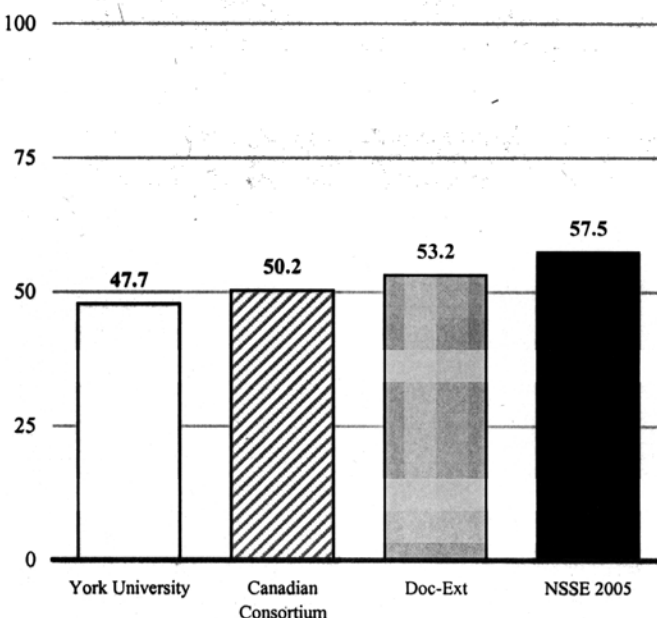
York University compared with:

Class	York University	Canadian Consortium			Doc-Ext			NSSE 2005		
	Mean	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b
First-Year	49.4	53.8	***	-.25	56.8	***	-.42	60.1	***	-.60
Seniors	47.7	50.2	***	-.14	53.2	***	-.30	57.5	***	-.53

First-Year



Seniors



Supportive Campus Environment 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 * $p < .05$ ** $p < .01$ *** $p < .001$ (2-tailed).

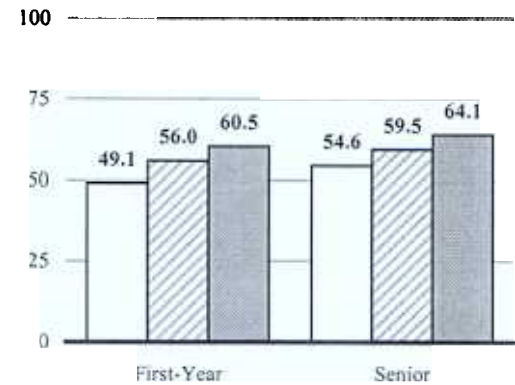
^b Effect size = mean difference divided by comparison group standard deviation.



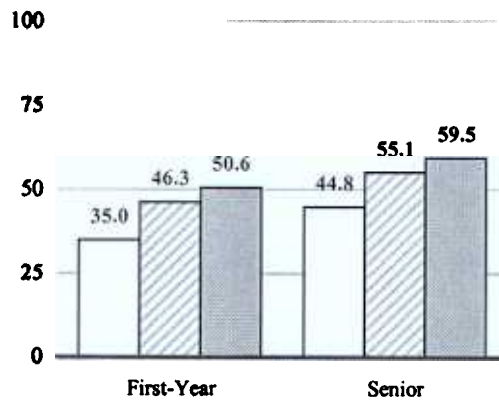
York University compared with

	York University	NSSE 2005 Top 50%			NSSE 2005 Top 10%		
		mean	sig ^a	effect size ^b	mean	sig ^a	effect size ^b
First-Year	LAC	49.1			60.5	***	-.95
	ACL	35.0			50.6	***	-.98
	SFI	23.1			42.4	***	-1.05
	EEE	23.5			33.9	***	-.84
	SCE	49.4			69.5	***	-1.22
Senior	LAC	54.6			64.1		-.75
	ACL	44.8			59.5		-.88
	SFI	30.8			56.9		-1.22
	EEE	31.5			55.9		-1.49
	SCE	47.7			67.0		-1.12

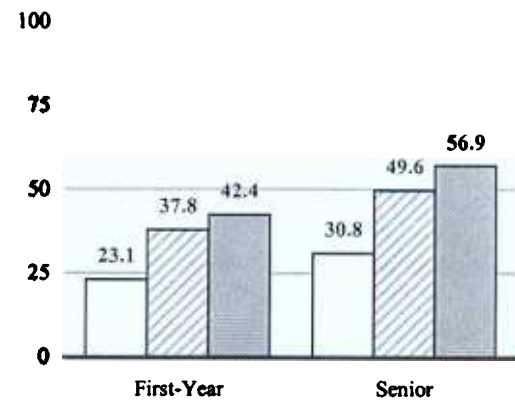
Level of Academic Challenge



Active and Collaborative Learning



Student-Faculty Interaction

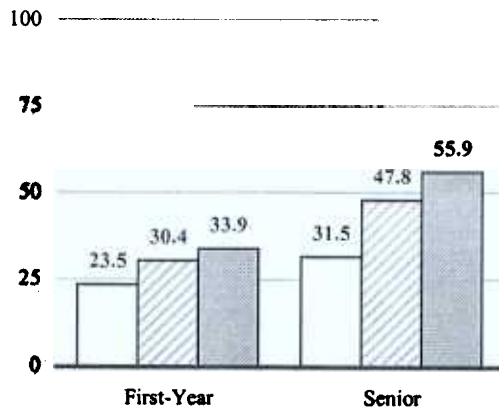


Legend

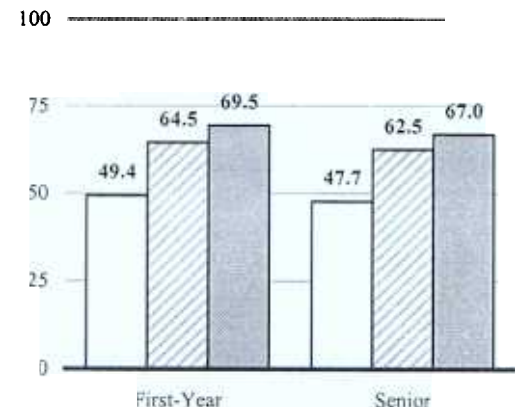
- York University
- Top 50%
- Top 10%

This display compares your students with those attending schools that scored in the top 50% and top 10% of all NSSE 2005 institutions on the benchmark.

Enriching Educational Experiences



Supportive Campus Environment



^a * p<.05 ** p<.01 ***p<.001 (2-tailed).

^b Effect size = mean difference divided by comparison group standard deviation.



National Survey of Student Engagement

NSSE 2005 Benchmark Report Detailed Benchmark Statistics and Effect Sizes York University

First-Year Students

	N	Mean Statistics					Distribution Statistics					Reference Group Comparison Statistics							
		Mean	SD	SE	Conf. Interval		Percentile Distribution					Mean Diff.	SE	Conf. Interval		Sig.	Effect size	Conf. Interval	
					Lower	Upper	5	25	50	75	95			Lower	Upper			Lower	Upper
LEVEL OF ACADEMIC CHALLENGE																			
York University	665	49.1	13.4	.5	48.1	50.1	27	40	49	58	70								
Canadian Consortium	3,677	49.2	13.0	.2	48.8	49.6	29	40	49	58	71	-.1	.6	-1.2	.9	.794	-.01	-.09	
Doc-Ext	22,174	51.2	13.2	.1	51.0	51.4	30	42	51	60	73	-2.1	.5	-3.1	-1.1	.000	-.16	-.24	-.08
NSSE 2005	106,407	52.6	13.4	.0	52.5	52.7	31	44	53	62	75	-3.5	.5	-4.6	-2.5	.000	-.26	-.34	-.19
Top 50%	52,055	56.0	12.8	.1	55.9	56.1	35	47	56	65	77	-7.0	.5	-7.9	-6.0	.000	-.54	-.62	-.47
Top 10%	12,161	60.5	12.0	.1	60.3	60.7	40	52	61	69	80	-11.5	.5	-12.5	-10.4	.000	-.95	-1.04	-.87
ACTIVE AND COLLABORATIVE LEARNING																			
York University	726	35.0	15.9	.6	33.9	36.2	10	24	33	43	62								
Canadian Consortium	3,915	35.8	15.7	.3	35.3	36.3	14	24	33	43	62	-.8	.6	-2.0	.5	.229	-.05	-.13	.03
Doc-Ext	24,242	38.9	15.5	.1	38.7	39.1	14	29	38	48	67	-3.9	.6	-5.0	-2.7	.000	-.25	-.32	-.18
NSSE 2005	114,422	42.4	15.8	.0	42.3	42.5	19	33	43	52	71	-7.4	.6	-8.5	-6.2	.000	-.47	-.54	-.39
Top 50%	49,532	46.3	15.6	.1	46.1	46.4	24	33	43	57	75	-11.3	.6	-12.4	-10.1	.000	-.72	-.79	-.65
Top 10%	10,896	50.6	15.9	.2	50.3	50.9	29	38	48	62	76	-15.6	.6	-16.8	-14.4	.000	-.98	-1.06	-.91
STUDENT-FACULTY INTERACTION																			
York University	677	23.1	16.2	.6	21.8	24.3	6	11	22	33	56								
Canadian Consortium	3,717	23.7	15.7	.3	23.1	24.2	6	11	22	33	56	-.6	.7	-1.9	.7	.371	-.04	-.12	.04
Doc-Ext	22,414	30.7	16.6	.1	30.5	30.9	11	17	28	39	61	-7.6	.6	-8.9	-6.3	.000	-.46	-.53	-.38
NSSE 2005	107,532	34.0	17.6	.1	33.9	34.1	11	22	33	44	67	-11.0	.6	-12.2	-9.7	.000	-.62	-.69	-.55
Top 50%	44,956	37.8	18.2	.1	37.7	38.0	11	22	33	50	72	-14.8	.6	-16.0	-13.5	.000	-.81	-.88	-.74
Top 10%	8,844	42.4	18.5	.2	42.0	42.8	17	28	39	56	78	-19.3	.7	-20.6	-18.1	.000	-1.05	-1.11	-.98
ENRICHING EDUCATIONAL EXPERIENCES																			
York University	650	23.5	12.5	.5	22.6	24.5	6	14	22	31	45								
Canadian Consortium	3,591	24.0	12.3	.2	23.6	24.4	6	15	22	31	46	-.4	.5	-1.5	.6	.398	-.04	-.12	.05
Doc-Ext	21,601	28.2	12.7	.1	28.0	28.3	10	19	27	36	50	-4.6	.5	-5.6	-3.6	.000	-.36	-.44	-.29
NSSE 2005	103,816	27.8	12.8	.0	27.7	27.9	8	19	26	36	50	-4.3	.5	-5.2	-3.3	.000	-.33	-.41	-.26
Top 50%	55,533	30.4	12.7	.1	30.3	30.5	11	22	30	38	52	-6.9	.5	-7.8	-5.9	.000	-.54	-.62	-.46
Top 10%	10,423	33.9	12.4	.1	33.7	34.2	15	25	33	42	55	-10.4	.5	-11.4	-9.4	.000	-.84	-.92	-.76
SUPPORTIVE CAMPUS ENVIRONMENT																			
York University	634	49.4	18.1	.7	47.9	50.8	19	36	47	61	81								
Canadian Consortium	3,529	53.8	17.5	.3	53.2	54.4	25	42	53	67	83	-4.4	.8	-5.9	-2.9	.000	-.25	-.34	-.17
Doc-Ext	21,183	56.8	17.8		56.5	57.0	28	44	58	69	86	-7.4	.7	-8.8	-6.0	.000	-.42	-.49	-.34
NSSE 2005	102,091	60.1	18.1		60.0	60.3	31	47	61	72	89	-10.8	.7	-12.2	-9.4	.000	-.60	-.68	-.52
Top 50%	46,610	64.5	17.3	.1	64.3	64.6	36	53	64	78	92	-15.1	.7	-16.5	-13.8	.000	-.87	-.95	-.79
Top 10%	8,245	69.5	16.5	.2	69.1	69.8	42	58	69	81	97	-20.1	.7	-21.6	-18.7	.000	-1.22	-1.30	-1.13



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Senior Students

	Mean Statistics						Distribution Statistics					Reference Group Comparison Statistics							
	N	Mean	SD	SE	Conf. Interval		Percentile Distribution					Mean Diff.	SE	Conf. Interval		Sig.	Effect size	Conf. Interval	
					Lower	Upper	5	25	50	75	95			Lower	Upper			Lower	Upper
LEVEL OF ACADEMIC CHALLENGE																			
York University	809	54.6	13.6	.5	53.6	55.5	32	46	55	64	76								
Canadian Consortium	3,833	53.7	13.6	.2	53.3	54.1	31	45	54	63	76	.9	.5	-2	1.9	.106	.06	-.01	.14
Doc-Ext	22,238	55.0	13.9		54.8	55.2	32	46	55	65	78	-.5	.5	-1.4	.5	.346	-.03	-.10	.04
NSSE 2005	105,095	56.5	14.1	.0	56.4	56.6	33	47	57	67	79	-2.0	.5	-2.9	-1.0	.000	-.14	-.21	-.07
Top 50%	46,242	59.5	13.6	.1	59.3	59.6	37	50	60	69	81	-4.9	.5	-5.8	-4.0	.000	-.36	-.43	-.29
Top 10%	9,096	64.1	12.7		63.8	64.3	42	56	65	73	84	-9.5	.5	-10.5	-8.5	.000	-.75	-.82	-.67
ACTIVE AND COLLABORATIVE LEARNING																			
York University	842	44.8	16.0	.6	43.7	45.9	19	33	43	57									
Canadian Consortium	3,976	45.9	16.3	.3	45.4	46.4	19	33	43	57	75	-1.1	.6	-2.3	.1	.085	-.07	-.14	.01
Doc-Ext	23,374	47.8	16.6	.1	47.6	48.0	24	38	48	57	76	-3.0	.6	-4.2	-1.9	.000	-.18	-.25	-.11
NSSE 2005	109,136	51.5	16.9	.1	51.4	51.6	24	38	52	62	81	-6.7	.6	-7.8	-5.5	.000	-.39	-.46	
Top 50%	45,628	55.1	16.5	.1	55.0	55.3	29	43	52	67	86	-10.3	.6	-11.4	-9.2	.000	-.62	-.69	.56
Top 10%	9,597	59.5	16.6	.2	59.2	59.8	33	48	57	71	86	-14.7	.6	-15.9	-13.5	.000	-.88	-.95	
STUDENT-FACULTY INTERACTION																			
York University	820	30.8	18.3	.6	29.5	32.0	6	17	28	44	67								
Canadian Consortium	3,861	32.2	18.9	.3	31.6	32.8	6	17	28	44	67	-1.4	.7	-2.8	.0	.054	-.07	-.15	.00
Doc-Ext	22,410	40.6	20.4		40.3	40.9	11	28	39	56	78	-9.8	.7	-11.1	-8.5	.000	-.48	-.54	-.42
NSSE 2005	105,876	44.1	21.0		44.0	44.2	17	28	39	56	83	-13.3	.6	-14.5	-12.0	.000	-.63	-.69	-.57
Top 50%	42,492	49.6	21.1		49.4	49.8	17	33	50	67	89	-18.8	.6	-20.1	-17.6	.000	-.89	-.95	-.83
Top 10%	7,126	56.9	21.4	.3	56.4	57.4	22	39	56	72	94	-26.1	.7	-27.5	-24.8	.000	-1.22	-1.28	-1.16
ENRICHING EDUCATIONAL EXPERIENCES																			
York University	791	31.5	16.1	.6	30.4	32.6	8	19	30	42	60								
Canadian Consortium	3,767	33.5	15.5	.3	33.0	34.0	11	22	32	43	61	-2.0	.6	-3.2	-.8	.001	-.13	-.20	-.05
Doc-Ext	21,834	40.9	17.4	.1	40.7	41.2	14	28	40	53	71	-9.4	.6	-10.6	-8.3	.000	-.54	-.61	-.48
NSSE 2005	103,551	42.1	18.1	.1	42.0	42.2	14	28	42	55	73	-10.6	.6	-11.7	-9.5	.000	-.58	-.65	-.52
Top 50%	49,935	47.8	17.5	.1	47.7	48.0	18	36	48	60	76	-16.3	.6	-17.4	-15.2	.000	-.93	-.99	-.86
Top 10%	9,212	55.9	16.3	.2	55.6	56.3	28	46	57	67	82	-24.4	.6	-25.6	-23.2	.000	-1.49	-1.57	-1.42
SUPPORTIVE CAMPUS ENVIRONMENT																			
York University	786	47.7	18.6	.7	46.4	49.0	19	33	47	61	81								
Canadian Consortium	3,714	50.2	17.5	.3	49.7	50.8	22	39	50	61	78	-2.5	.7	-3.9	-1.1	.001	-.14	-.22	-.06
Doc-Ext	21,548	53.2	18.4	.1	52.9	53.4	22	42	53	67	83	-5.4	.7	-6.7	-4.1	.000	-.30	-.37	-.22
NSSE 2005	102,362	57.5	18.5	.1	57.4	57.6	28	44	58	69	89	-9.7	.7	-11.0	-8.4	.000	-.53	-.60	-.46
Top 50%	39,784	62.5	17.6	.1	62.3	62.7	33	50	64	75	92	-14.8	.7	-16.1	-13.5	.000	-.84	-.91	-.76
Top 10%	7,281	67.0	17.1	.2	66.6	67.4	36	56	67	78	94	-19.2	.7	-20.6	-17.9	.000	-1.12	-1.20	-1.04

York University IPEDS: 35021001



National Survey of Student Engagement

NSSE 2005 Selected Peer Institutions York University

This report displays the 2005 comparison institutions for York University. The institutions listed below are represented in the 'Canadian Consortium' column of the Respondent Characteristics, Mean Comparisons, Frequency Distributions, and Benchmark reports.

Institution Name	City	ST/Prov.
Acadia University	Wolfville	
Carleton University	Ottawa	
Ryerson University	Toronto	
University of New Brunswick - Fredericton Campus	Fredericton	
University of Ottawa	Ottawa	
University of Regina	Regina	
University of Windsor	Windsor	