

NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE) 2008 BENCHMARK SUMMARY FOR LAKEHEAD UNIVERSITY

The National Survey of Student Engagement (NSSE) is a survey tool/instrument used to measure the quality of the undergraduate post-secondary educational experience across North America. Universities and baccalaureate-degree colleges in Canada and the United States use NSSE to measure the extent to which students engage in effective educational practices that are empirically linked with learning, personal development and other desired outcomes such as student satisfaction, persistence, and graduation. The NSSE survey is distributed to a random sample of first and senior year students at each participating institution to gather information about the nature of their undergraduate experience. NSSE data are used by faculty, administrators, researchers, and other leaders in higher education for institutional improvement, accountability, and other purposes.

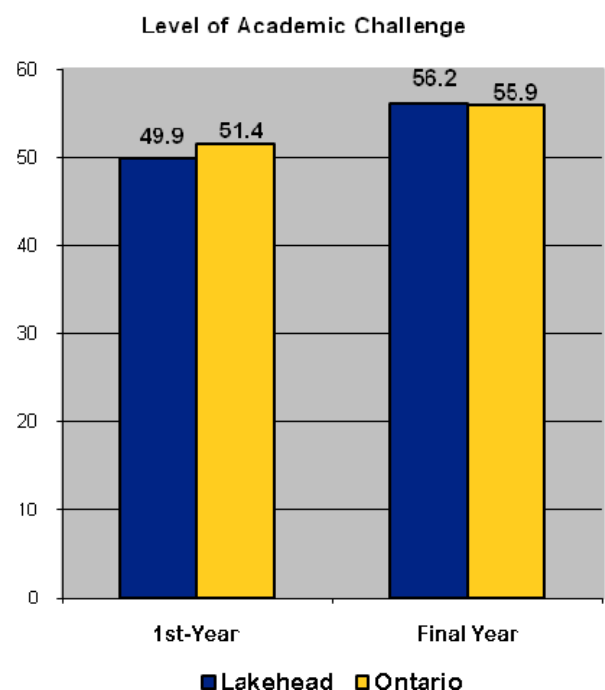
For each of the five benchmarks of effective educational practice we present the mean scores of first and senior year students at Lakehead University and compare them to the mean scores of students in the rest of the Ontario University System¹. Where there is a statistically significant difference between the Lakehead University score and the Ontario University System score, it is indicated by the appropriate significance level (i.e., $p < 0.001$, $p < 0.01$ or $p < 0.05$). Where there is a significant difference in scores, the effect size, which is a measure of practical significance, is presented. Effect sizes between 0.2 and 0.5 are considered small, between 0.5 and 0.8 are considered medium and greater than 0.8 are considered large. Effect sizes of 0.2 or less are negligible.

Benchmark Scores

Level of Academic Challenge (LAC)

Challenging intellectual and creative work is central to student learning and collegiate quality. Universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

Items measured by this benchmark include:



¹ Includes all publicly funded universities in Ontario

- 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

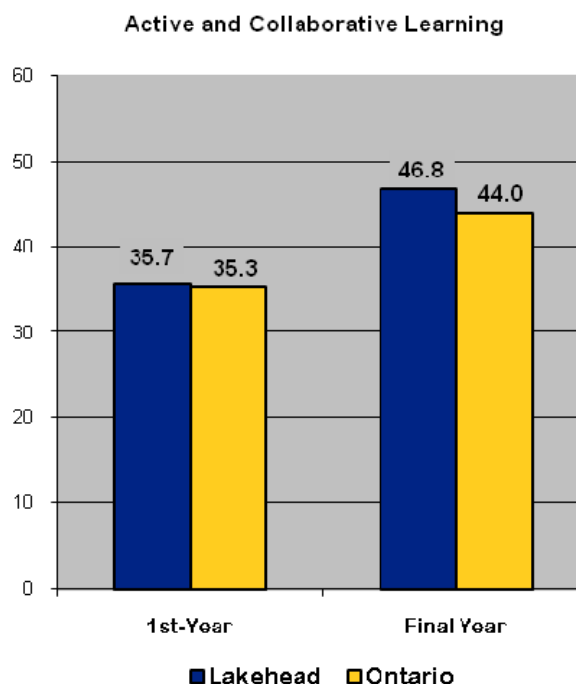
LAC	Lakehead	Ontario	Significant Difference	Effect Size
<i>First Year</i>	49.9	51.4	$p < 0.01$	-.12 (negligible)
<i>Senior Year</i>	56.2	55.9	No	

Active and Collaborative Learning (ACL)

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 university.

Items measured by this benchmark include:

- 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 readings or classes with others outside of class (students, family members, co-workers, etc.)



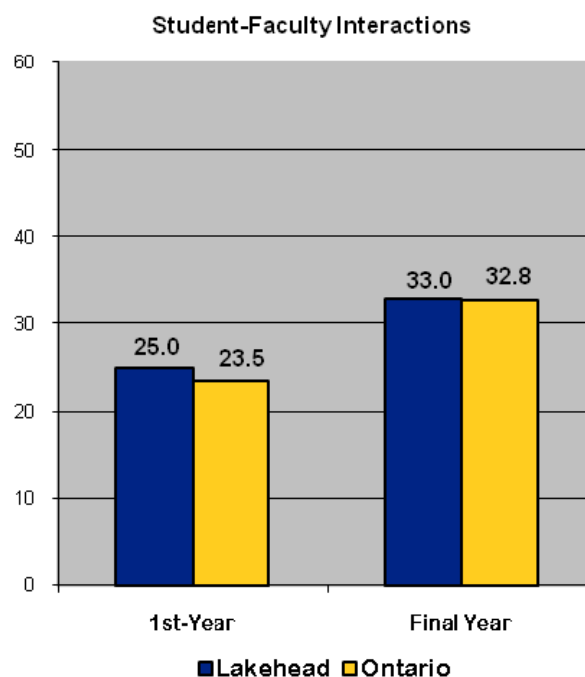
ACL	Lakehead	Ontario	Significant Difference	Effect Size
<i>First Year</i>	35.7	35.3	No	
<i>Senior Year</i>	46.8	44.0	$p < 0.001$.17 (negligible)

Student-Faculty Interactions (SFI)

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.

Items measured by this benchmark include:

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from 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 academic performance
- Worked with a faculty member on a research project outside of course or program requirements



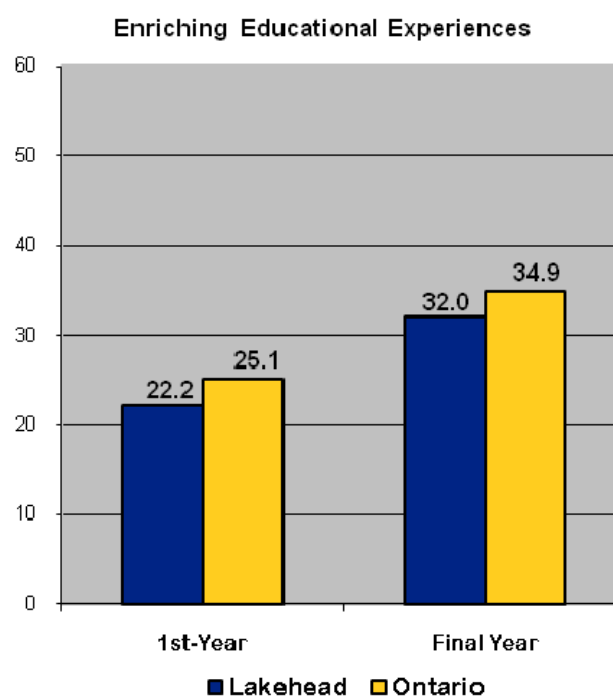
SFI	Lakehead	Ontario	Significant Difference	Effect Size
<i>First Year</i>	25.0	23.5	$p < 0.05$.09 (negligible)
<i>Senior Year</i>	33.0	32.8	No	

Enriching Educational Experiences (EEE)

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.

Items measured by this benchmark include:

- 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 and / or 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
- Participating in a learning community or some other formal program where groups of students take two or more classes together



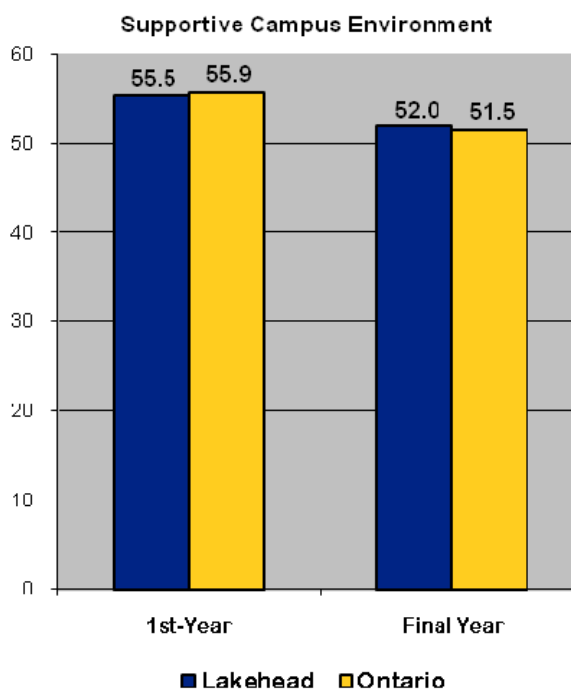
<i>EEE</i>	<i>Lakehead</i>	<i>Ontario</i>	<i>Significant Difference</i>	<i>Effect Size</i>
<i>First Year</i>	22.2	25.1	$p < 0.001$	-.24 (small)
<i>Senior Year</i>	32.0	34.9	$p < 0.001$	-.18 (negligible)

Supportive Campus Environment (SCE)

Students perform better and are more satisfied at universities that are committed to their success and cultivate positive working and social relations among different groups on campus.

Items measured by this benchmark include:

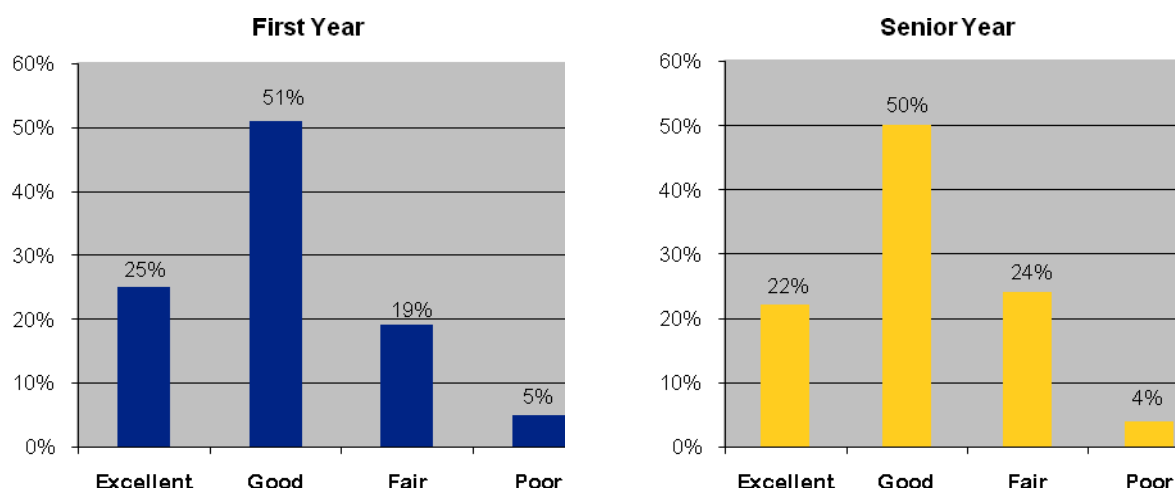
- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality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



<i>SCE</i>	<i>Lakehead</i>	<i>Ontario</i>	<i>Significant Difference</i>	<i>Effect Size</i>
<i>First Year</i>	55.5	55.9	No	
<i>Senior Year</i>	52.0	51.5	No	

Frequency Distributions - Lakehead University

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

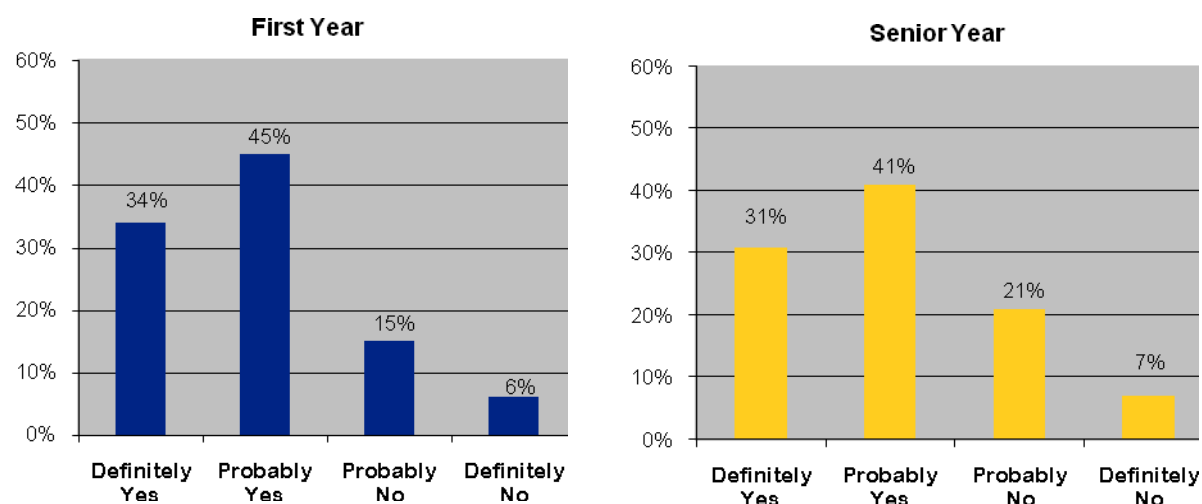


How would you evaluate your entire educational experience at this institution?

1=Poor, 2=Fair, 3=Good, 4=Excellent

	Lakehead	Ontario	Significant Difference	Effect Size
First Year	2.95	3.06	$p < 0.001$	-.14 (negligible)
Senior Year	2.90	3.03	$p < 0.001$	-.17 (negligible)

If you could start over again, would you go to the same institution you are now attending?



If you could start over again, would you go to the same institution you are now attending?

1=Definitely no, 2=Probably no, 3=Probably yes, 4=Definitely yes

	Lakehead	Ontario	Significant Difference	Effect Size
First Year	3.07	3.21	$p < 0.001$	-.18 (negligible)
Senior Year	2.96	3.07	$p < 0.01$	-.13 (negligible)

Supplemental Questions (for Ontario Universities only) Items for Improvement

A4: Select up to 2 items you believe your university most needs to address to improve the student/academic/learning experience in the classroom.		
	Lakehead University	
	1st-Year	Final Year
a) Improving the quality of classrooms or lecture halls	35%	36%
b) Improving the quality of course instruction by professors	21%	25%
c) Improving the quality of teaching assistants	11%	5%
d) Ensuring a better fit between course content, assignments, and tests/exams	19%	15%
e) Increasing the number or variety of course offerings in your major	29%	37%
f) Increasing the number or variety of course offerings outside your major	12%	8%
g) Reducing class sizes overall	5%	18%
h) Improving the quality of labs	6%	13%
i) Improving student access to information technology	6%	8%
j) Providing more current/relevant courses and curriculum	7%	10%
k) Changing the mix of lectures, seminars, tutorials, and labs	9%	4%
l) Increasing opportunities to learn more about global issues	8%	7%
A5: Select up to 2 items you believe your university most needs to address to improve the student/academic/learning experience outside the classroom.		
	Lakehead University	
	1st-Year	Final Year
a) Increasing contact with professors outside of class	25%	19%
b) Expanding and/or improving the quality of academic support services	29%	21%
c) Expanding and/or improving the quality of personal support services	10%	9%
d) Providing students with more opportunities to undertake research with faculty	14%	21%
e) Improving the library collection	15%	19%
f) Improving library services	8%	9%
g) Improving the quality/availability of study spaces	28%	36%
h) Increasing opportunities for international experiences	14%	10%
i) Working to provide a better social environment for students	19%	15%