



**National Survey
of Student Engagement**

Westminster College (UT)

Benchmark Comparisons

August 2006

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.

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.

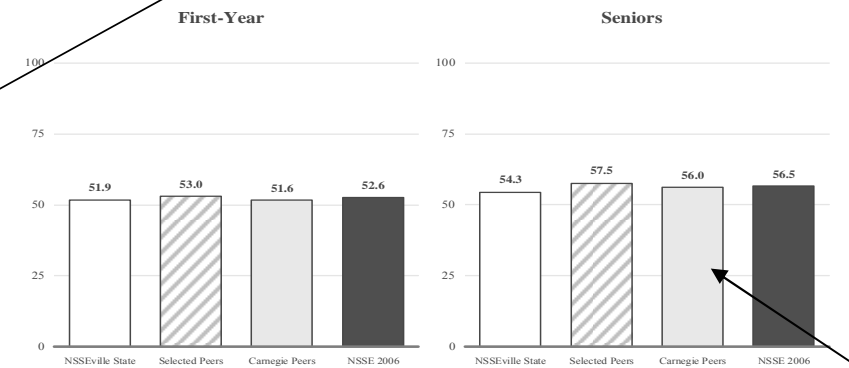
Effect Size

Effect size indicates the *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

Class	NSSEville State compared with:											
	NSSEville State			Selected Peers			Carnegie Peers			NSSE 2006		
	Mean ^a	Sig. ^b	Effect Size ^c	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		



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.

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

Level of Academic Challenge (LAC)

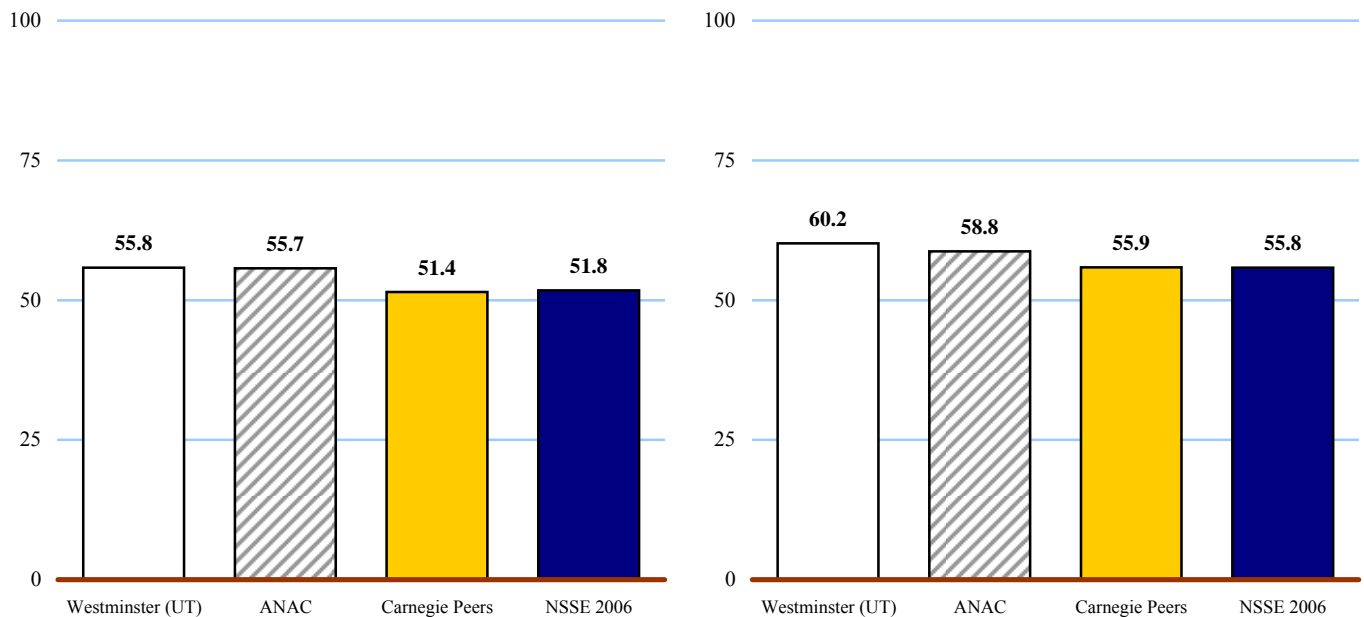
Benchmark Comparisons

Westminster (UT) compared with:

Class	Westminster (UT)	ANAC			Carnegie Peers			NSSE 2006		
	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	55.8	55.7			51.4	**	.32	51.8	**	.30
Senior	60.2	58.8			55.9	**	.30	55.8	**	.31

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 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).

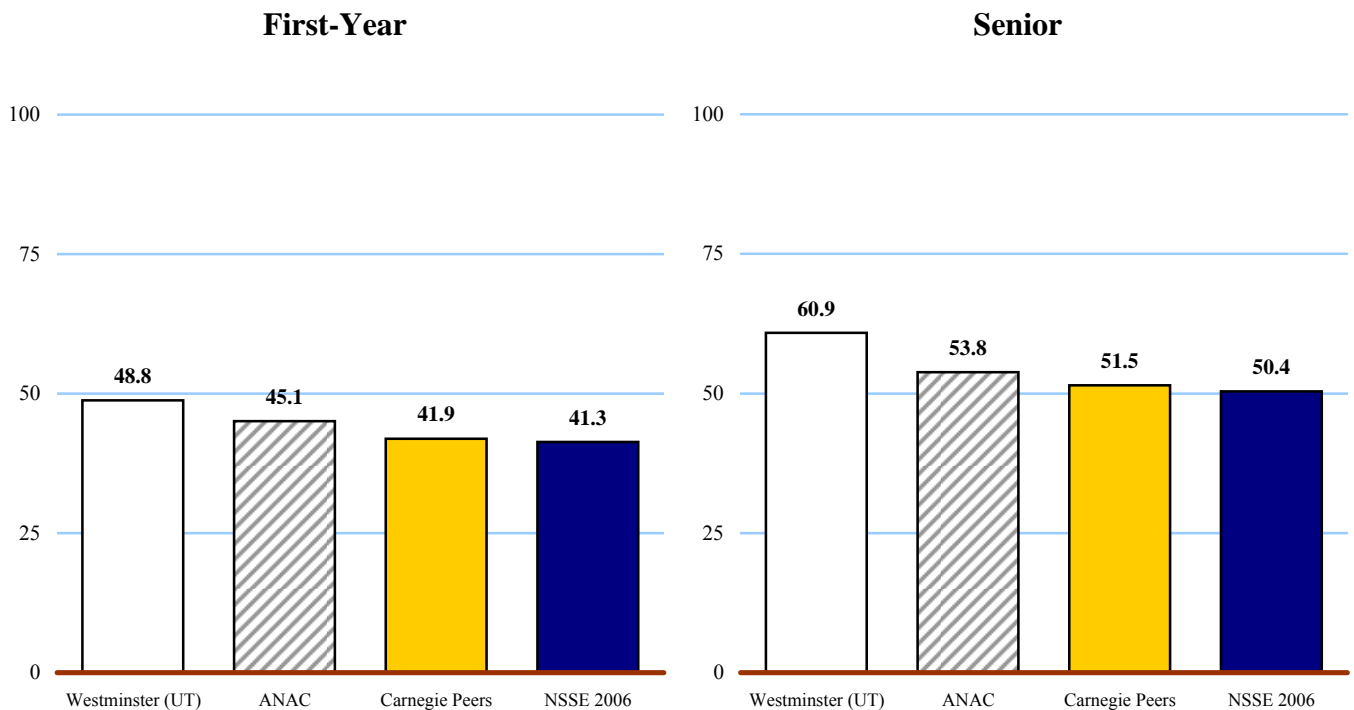
^c Mean difference divided by comparison group standard deviation.

Active and Collaborative Learning (ACL)

Benchmark Comparisons

Westminster (UT) compared with:

Class	Westminster (UT) Mean ^a	ANAC			Carnegie Peers			NSSE 2006		
		Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	48.8	45.1	*	.24	41.9	***	.42	41.3	***	.47
Senior	60.9	53.8	***	.43	51.5	***	.55	50.4	***	.62



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.

Student-Faculty Interaction (SFI)

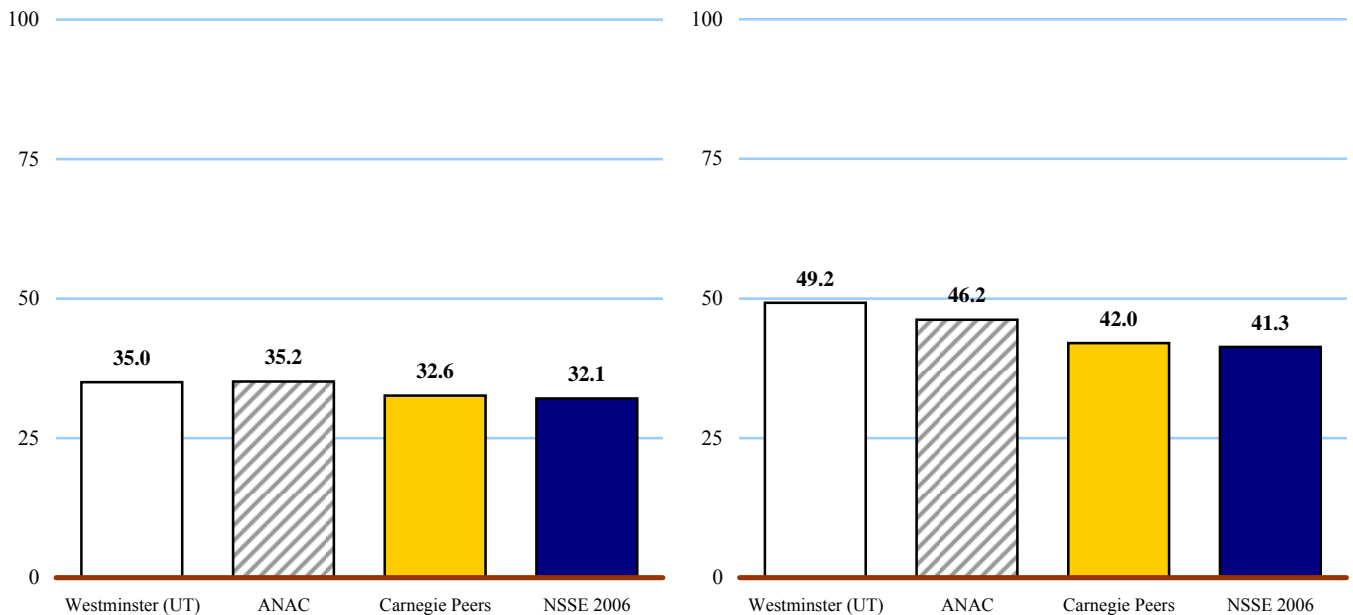
Benchmark Comparisons

Westminster (UT) compared with:

Class	Westminster (UT) Mean ^a	ANAC			Carnegie Peers			NSSE 2006		
		Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	35.0	35.2			32.6			32.1		
Senior	49.2	46.2			42.0	***	.34	41.3	***	.38

First-Year

Senior



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).

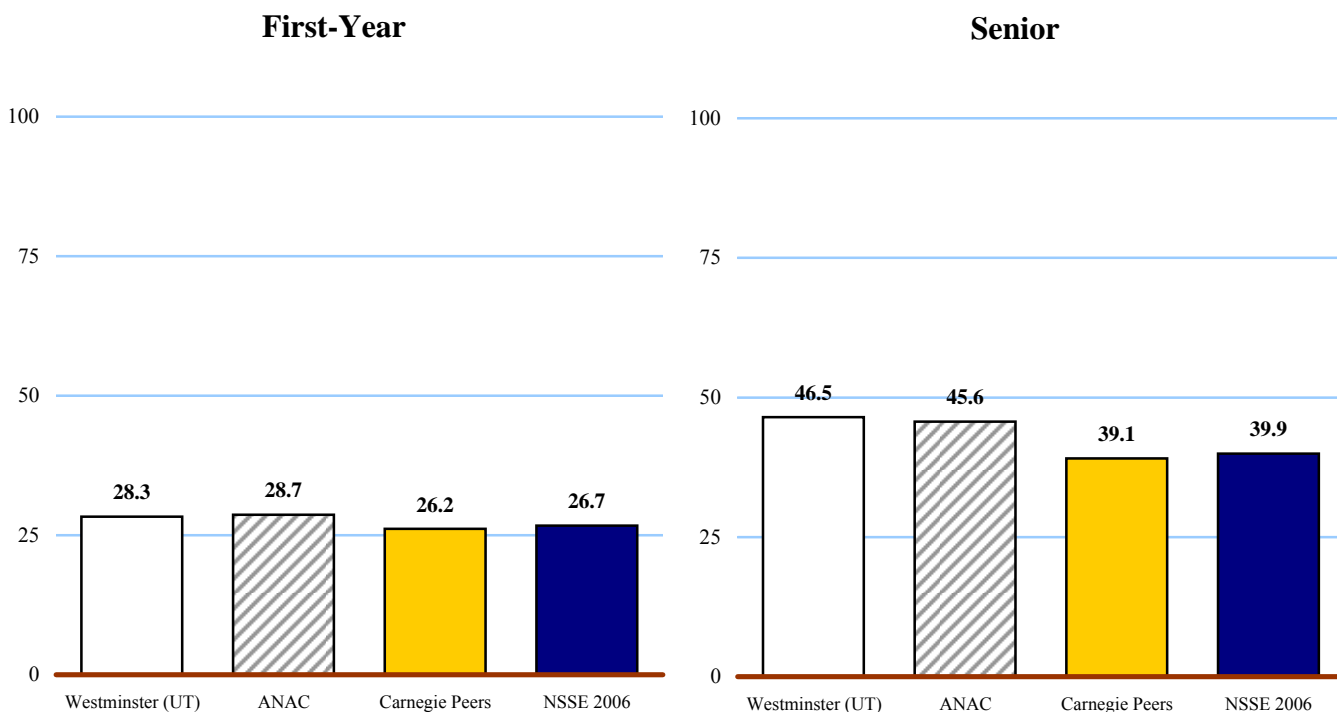
^c Mean difference divided by comparison group standard deviation.

Enriching Educational Experiences (EEE)

Benchmark Comparisons

Westminster (UT) compared with:

Class	Westminster (UT)	ANAC			Carnegie Peers			NSSE 2006		
	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	28.3	28.7			26.2			26.7		
Senior	46.5	45.6			39.1 ***	.41		39.9 ***	.37	



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).

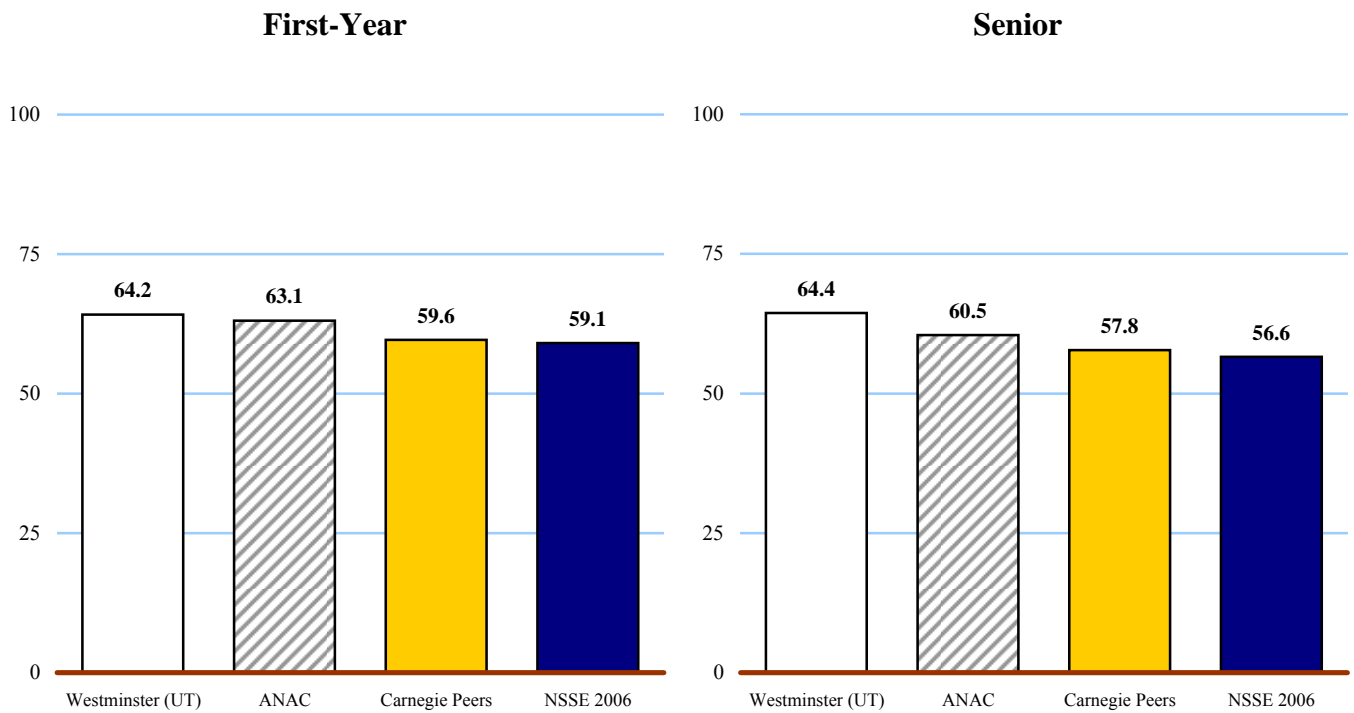
^c Mean difference divided by comparison group standard deviation.

Supportive Campus Environment (SCE)

Benchmark Comparisons

Westminster (UT) compared with:

Class	Westminster (UT)	ANAC			Carnegie Peers			NSSE 2006		
	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	64.2	63.1			59.6	*	.24	59.1	*	.28
Senior	64.4	60.5	*	.22	57.8	***	.35	56.6	***	.41



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.

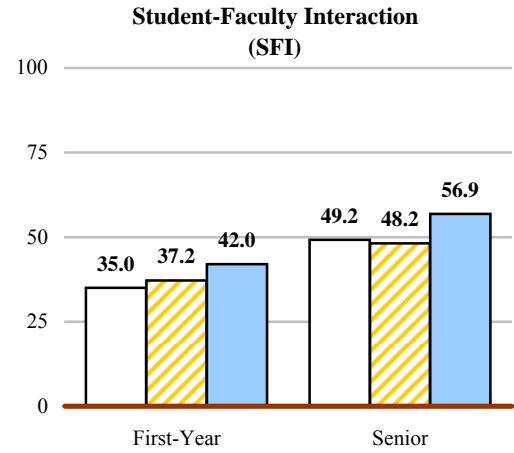
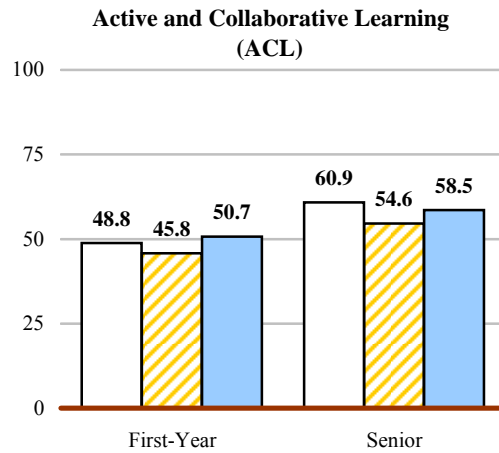
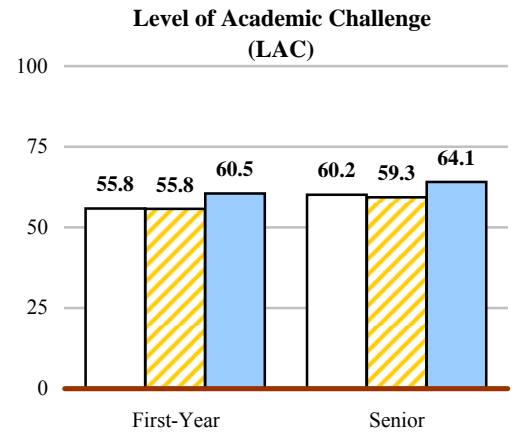
^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by comparison group standard deviation.



Westminster (UT) compared with

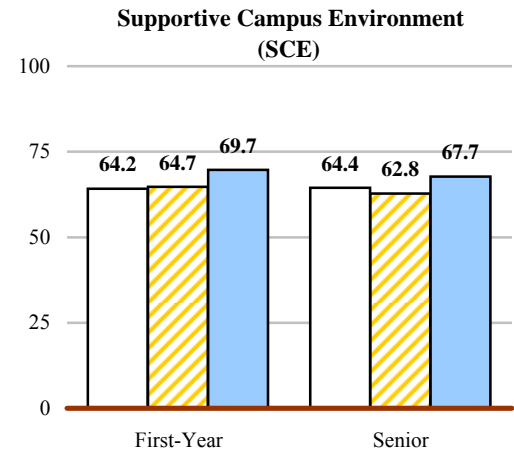
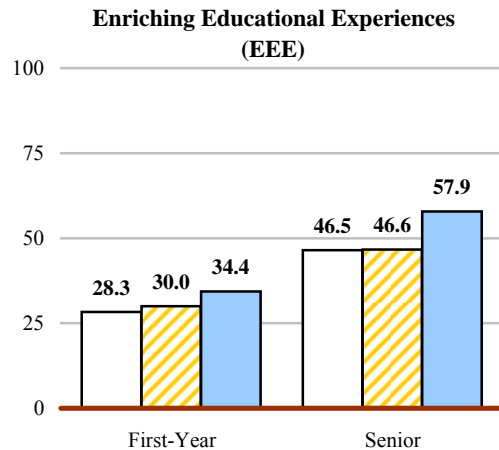
	Westminster (UT)	NSSE 2006 Top 50%			NSSE 2006 Top 10%		
		Mean ^a	Sig ^b	Effect size ^c	Mean ^a	Sig ^b	Effect size ^c
First-Year	LAC	55.8			60.5	***	-.38
	ACL	48.8			50.7		
	SFI	35.0			42.0	**	-.36
	EEE	28.3			34.4	***	-.47
	SCE	64.2			69.7	**	-.31
Senior	LAC	60.2			64.1	**	-.31
	ACL	60.9	***	.37	58.5		
	SFI	49.2			56.9	***	-.35
	EEE	46.5			57.9	***	-.71
	SCE	64.4			67.7		



Legend

- Westminster (UT)
- 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.

First-Year Students

	N	Mean Statistics			Distribution Statistics					Reference Group Comparison Statistics			
		Mean	SD	SE	Percentiles					Mean Diff.	SE	Sig.	Effect size
					5	25	50	75	95				
LEVEL OF ACADEMIC CHALLENGE (LAC)													
Westminster (UT)	81	55.8	13.0	1.4	34	46	56	63	80				
ANAC	2,140	55.7	12.3	.3	35	48	56	64	76	.1	1.4	.919	.01
Carnegie Peers	25,504	51.4	13.6	.1	29	42	51	61	74	4.4	1.5	.004	.32
NSSE 2006	120,648	51.8	13.4	.0	30	43	52	61	74	4.1	1.5	.007	.30
Top 50%	38,473	55.8	12.9	.1	34	47	56	65	77	.0	1.4	.982	.00
Top 10%	5,824	60.5	12.2	.2	40	52	60	69	80	-4.7	1.4	.001	-.38
ACTIVE AND COLLABORATIVE LEARNING (ACL)													
Westminster (UT)	86	48.8	15.3	1.6	24	38	48	57	76				
ANAC	2,276	45.1	15.2	.3	24	33	43	52	71	3.7	1.7	.026	.24
Carnegie Peers	27,883	41.9	16.2	.1	19	29	42	52	71	6.9	1.7	.000	.42
NSSE 2006	130,838	41.3	16.0	.0	19	29	38	52	71	7.4	1.7	.000	.47
Top 50%	37,915	45.8	15.9	.1	24	33	43	57	75	3.0	1.7	.079	.19
Top 10%	5,004	50.7	16.0	.2	29	38	48	62	81	-1.9	1.7	.273	-.12
STUDENT-FACULTY INTERACTION (SFI)													
Westminster (UT)	82	35.0	18.1	2.0	11	22	33	44	67				
ANAC	2,160	35.2	17.2	.4	11	22	33	44	67	-.1	1.9	.943	-.01
Carnegie Peers	25,782	32.6	17.7	.1	11	22	28	44	67	2.4	2.0	.223	.14
NSSE 2006	121,946	32.1	17.6	.1	11	20	28	44	67	2.9	2.0	.137	.16
Top 50%	27,883	37.2	18.3	.1	11	22	33	50	72	-2.1	2.0	.293	-.12
Top 10%	3,887	42.0	19.4	.3	17	28	39	56	78	-7.0	2.2	.001	-.36
ENRICHING EDUCATIONAL EXPERIENCES (EEE)													
Westminster (UT)	78	28.3	13.0	1.5	8	18	29	39	48				
ANAC	2,113	28.7	12.1	.3	11	20	28	36	50	-.3	1.4	.802	-.03
Carnegie Peers	24,873	26.2	13.1	.1	8	17	25	34	50	2.2	1.5	.144	.17
NSSE 2006	117,969	26.7	13.0	.0	8	17	25	35	50	1.6	1.5	.276	.12
Top 50%	48,022	30.0	13.1	.1	11	21	29	38	52	-1.7	1.5	.253	-.13
Top 10%	6,485	34.4	12.9	.2	14	25	34	43	56	-6.0	1.5	.000	-.47
SUPPORTIVE CAMPUS ENVIRONMENT (SCE)													
Westminster (UT)	78	64.2	17.7	2.0	31	53	67	78	92				
ANAC	2,081	63.1	16.8	.4	36	53	64	75	89	1.1	1.9	.576	.06
Carnegie Peers	24,419	59.6	18.7	.1	28	47	61	72	92	4.6	2.1	.031	.24
NSSE 2006	116,076	59.1	18.5	.1	28	47	58	72	89	5.1	2.1	.015	.28
Top 50%	33,457	64.7	18.0	.1	33	53	64	78	94	-.6	2.0	.786	-.03
Top 10%	5,852	69.7	17.7	.2	39	58	69	83	97	-5.5	2.0	.007	-.31

^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.

Seniors

	N	Mean Statistics			Distribution Statistics					Reference Group Comparison Statistics			
		Mean	SD	SE	Percentiles					Mean Diff.	SE	Sig.	Effect size
					5	25	50	75	95				
LEVEL OF ACADEMIC CHALLENGE (LAC)													
Westminster (UT)	109	60.2	12.6	1.2	41	51	61	69	80				
ANAC	2,052	58.8	13.6	.3	36	50	59	69	81	1.4	1.3	.290	.10
Carnegie Peers	26,088	55.9	14.4	.1	32	46	56	66	79	4.3	1.4	.002	.30
NSSE 2006	122,823	55.8	14.2	.0	32	46	56	66	79	4.4	1.4	.001	.31
Top 50%	35,606	59.3	13.7	.1	36	50	60	69	81	.8	1.3	.522	.06
Top 10%	4,245	64.1	12.6	.2	43	56	65	73	83	-4.0	1.2	.001	-.31
ACTIVE AND COLLABORATIVE LEARNING (ACL)													
Westminster (UT)	114	60.9	14.9	1.4	38	52	62	71	86				
ANAC	2,134	53.8	16.4	.4	29	43	52	62	81	7.1	1.6	.000	.43
Carnegie Peers	27,217	51.5	17.2	.1	24	38	52	62	81	9.4	1.4	.000	.55
NSSE 2006	128,338	50.4	17.0	.0	24	38	48	62	81	10.5	1.4	.000	.62
Top 50%	36,089	54.6	16.8	.1	29	43	52	67	83	6.3	1.4	.000	.37
Top 10%	4,844	58.5	16.7	.2	33	48	57	71	86	2.3	1.6	.138	.14
STUDENT-FACULTY INTERACTION (SFI)													
Westminster (UT)	110	49.2	20.2	1.9	22	33	50	61	83				
ANAC	2,068	46.2	21.4	.5	17	28	44	61	89	3.0	2.1	.145	.14
Carnegie Peers	26,298	42.0	21.0	.1	11	28	39	56	83	7.2	2.0	.000	.34
NSSE 2006	123,765	41.3	20.8	.1	11	28	39	56	83	7.9	2.0	.000	.38
Top 50%	28,426	48.2	21.3	.1	17	33	44	61	89	1.0	2.0	.610	.05
Top 10%	2,821	56.9	21.7	.4	22	39	56	72	94	-7.7	2.1	.000	-.35
ENRICHING EDUCATIONAL EXPERIENCES (EEE)													
Westminster (UT)	107	46.5	17.4	1.7	19	31	46	60	73				
ANAC	2,030	45.6	17.9	.4	17	33	46	58	75	.8	1.8	.632	.05
Carnegie Peers	25,667	39.1	18.1	.1	11	25	38	51	71	7.4	1.8	.000	.41
NSSE 2006	120,957	39.9	17.9	.1	12	26	39	52	71	6.6	1.7	.000	.37
Top 50%	41,086	46.6	17.6	.1	17	34	47	59	76	-1	1.7	.941	-.01
Top 10%	3,828	57.9	16.0	.3	30	47	58	69	83	-11.4	1.7	.000	-.71
SUPPORTIVE CAMPUS ENVIRONMENT (SCE)													
Westminster (UT)	107	64.4	16.7	1.6	33	56	64	78	89				
ANAC	2,014	60.5	17.7	.4	31	50	61	72	89	3.9	1.7	.024	.22
Carnegie Peers	25,358	57.8	19.1	.1	25	44	58	72	89	6.7	1.8	.000	.35
NSSE 2006	119,515	56.6	18.9	.1	25	44	56	69	89	7.8	1.8	.000	.41
Top 50%	33,063	62.8	18.3	.1	31	50	64	75	94	1.6	1.8	.352	.09
Top 10%	6,261	67.7	18.2	.2	36	56	69	81	97	-3.3	1.8	.061	-.18

^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.