

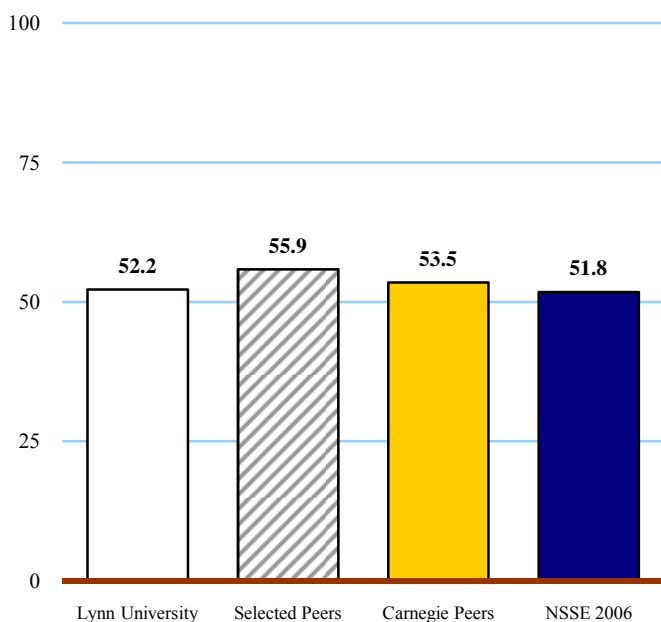
## Level of Academic Challenge (LAC)

### Benchmark Comparisons

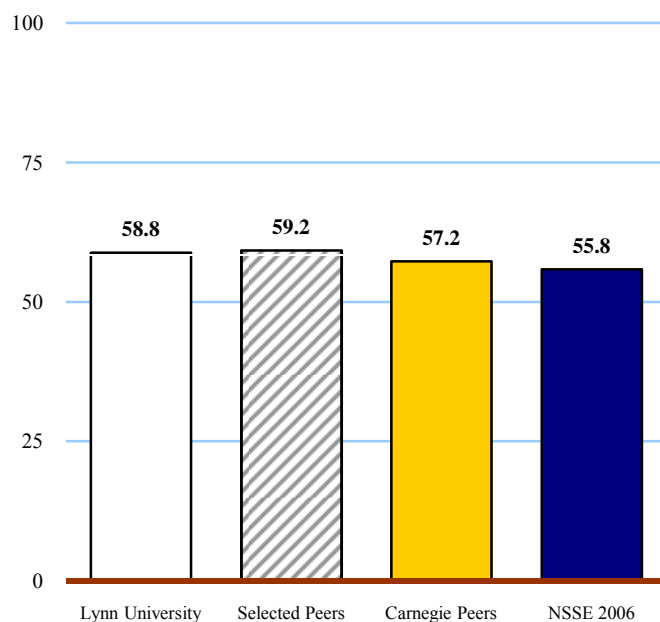
Lynn University compared with:

Class	Lynn University	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	52.2	55.9	**	-.28	53.5			51.8		
Senior	58.8	59.2			57.2			55.8		

#### 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

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

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

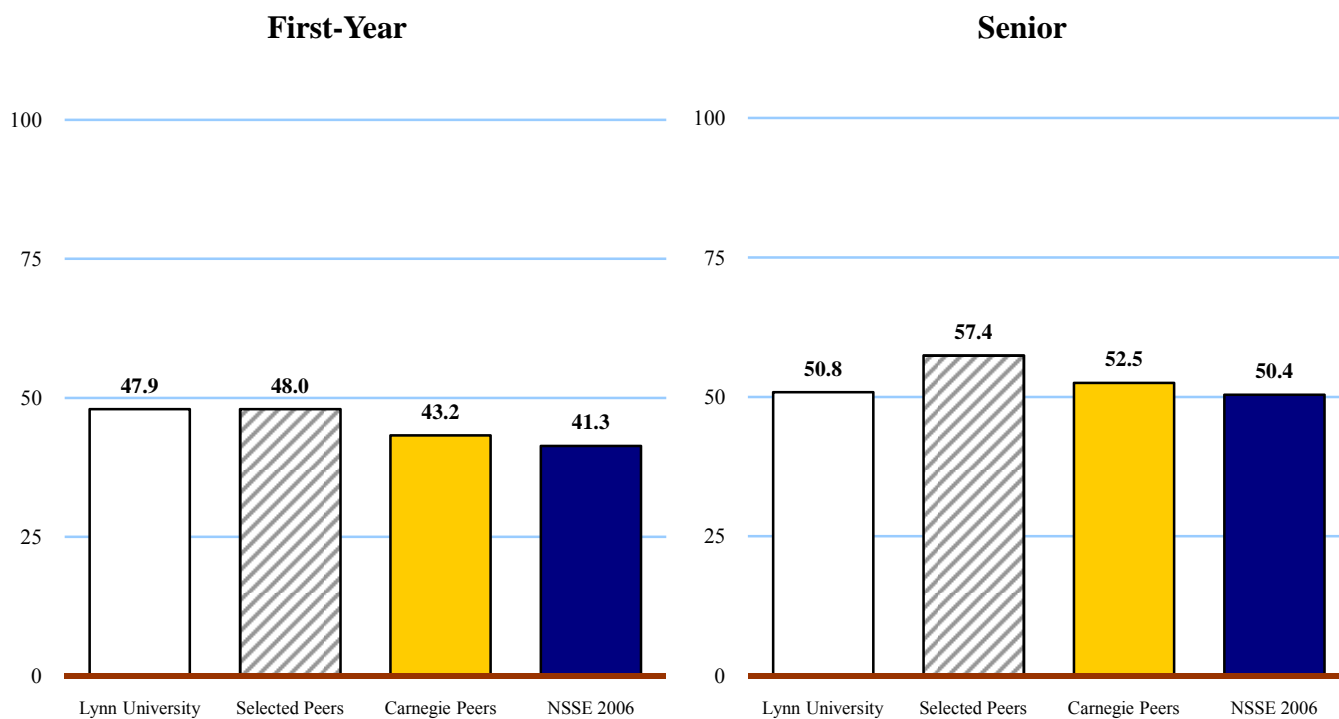
<sup>c</sup> Mean difference divided by comparison group standard deviation.

## Active and Collaborative Learning (ACL)

### Benchmark Comparisons

Lynn University compared with:

Class	Lynn University	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	47.9	48.0			43.2	**	.30	41.3	***	.41
Senior	50.8	57.4	**	-.40	52.5			50.4		



### 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.)

<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.

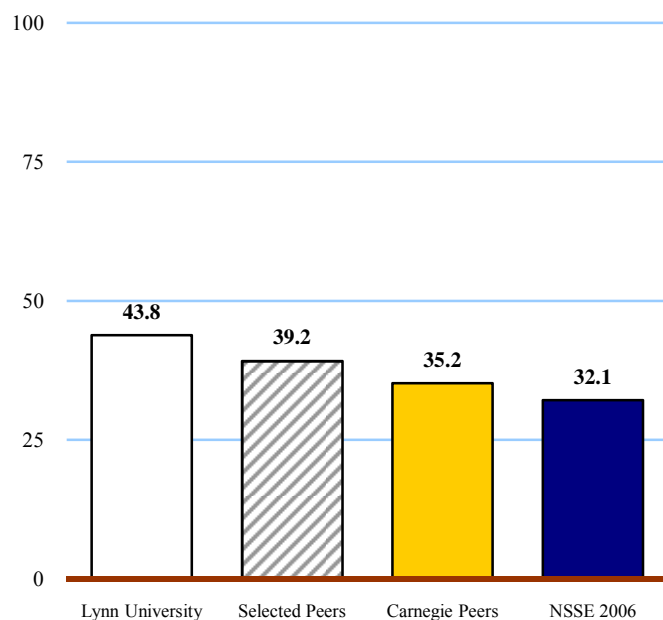
## Student-Faculty Interaction (SFI)

### Benchmark Comparisons

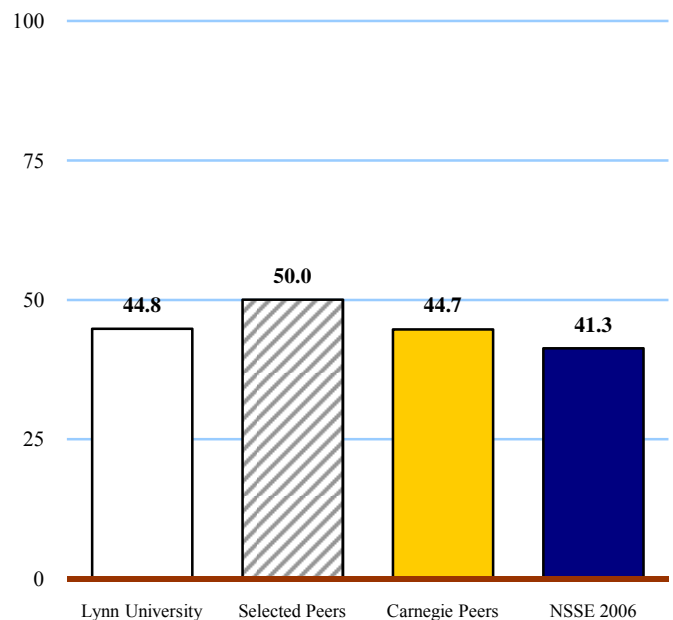
Lynn University compared with:

Class	Lynn University	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	43.8	39.2	*	.26	35.2	***	.48	32.1	***	.66
Senior	44.8	50.0			44.7			41.3		

#### 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

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

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

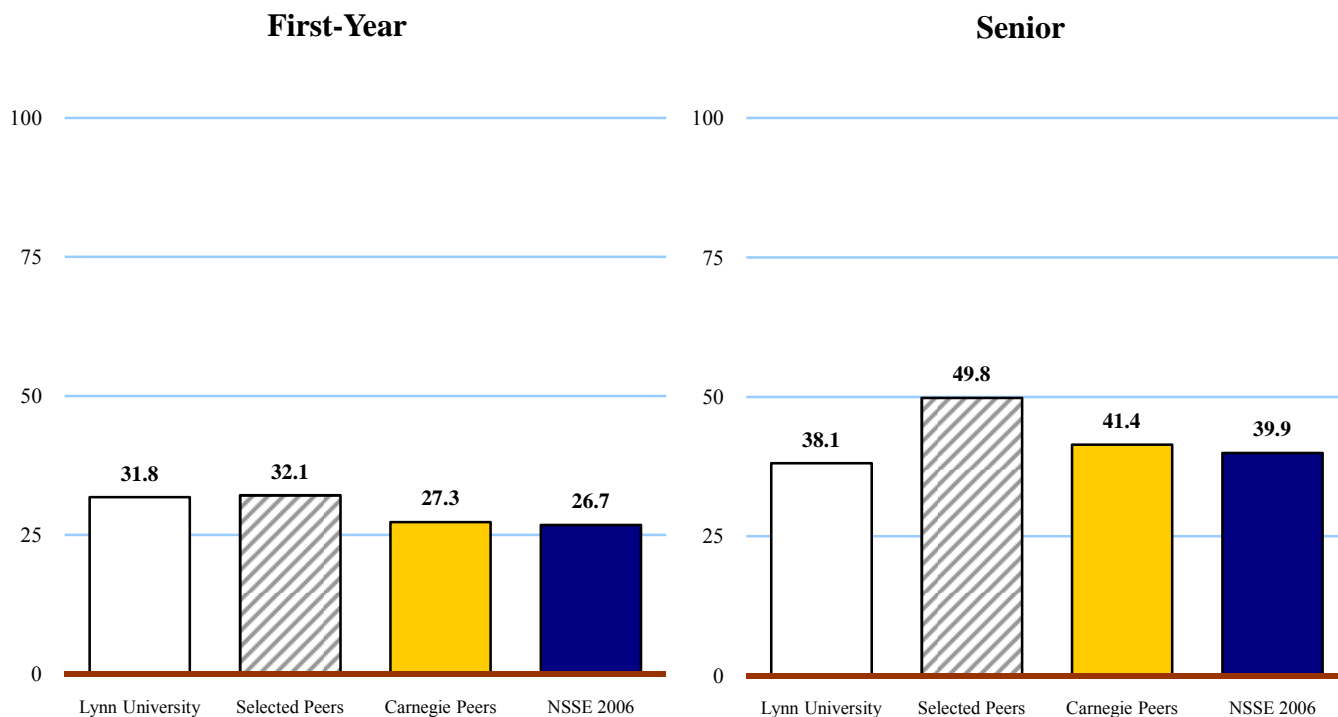
<sup>c</sup> Mean difference divided by comparison group standard deviation.

## Enriching Educational Experiences (EEE)

### Benchmark Comparisons

Lynn University compared with:

Class	Lynn University	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	31.8	32.1			27.3	**	.35	26.7	**	.39
Senior	38.1	49.8	***	-.63	41.4			39.9		



### 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

<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.

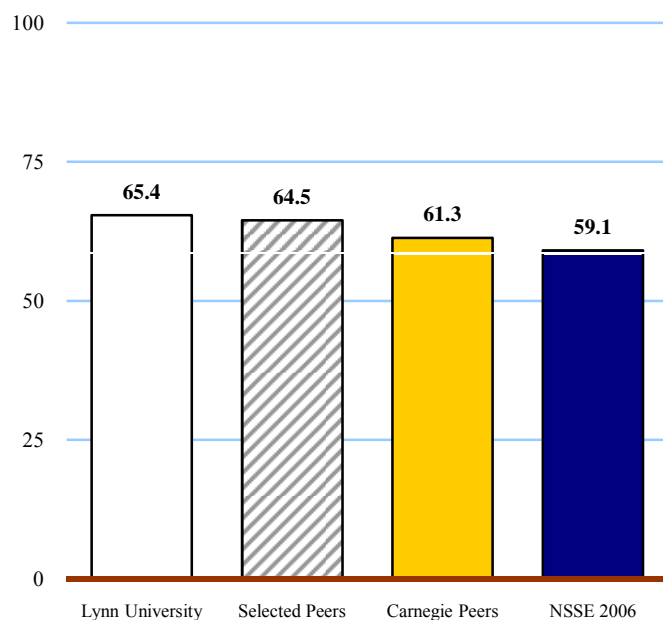
## Supportive Campus Environment (SCE)

### Benchmark Comparisons

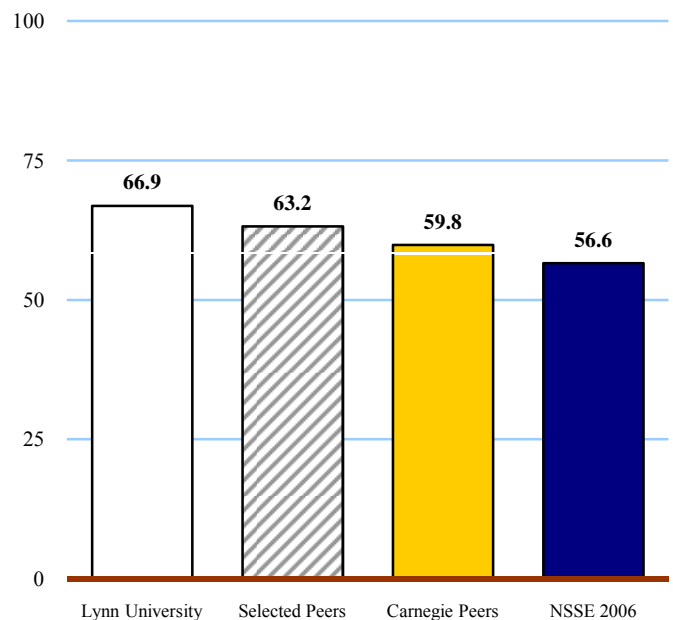
Lynn University compared with:

Class	Lynn University	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	65.4	64.5			61.3	*	.22	59.1	***	.34
Senior	66.9	63.2			59.8	*	.37	56.6	***	.54

#### First-Year



#### Senior



### 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

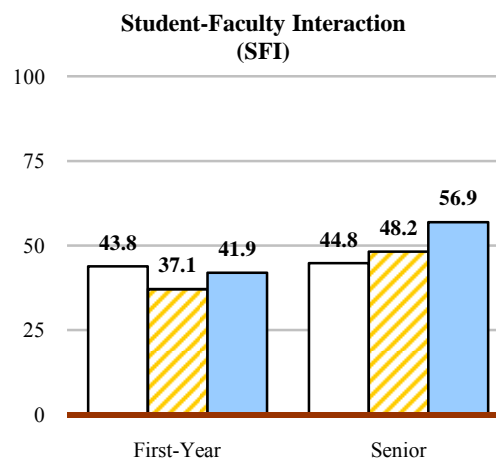
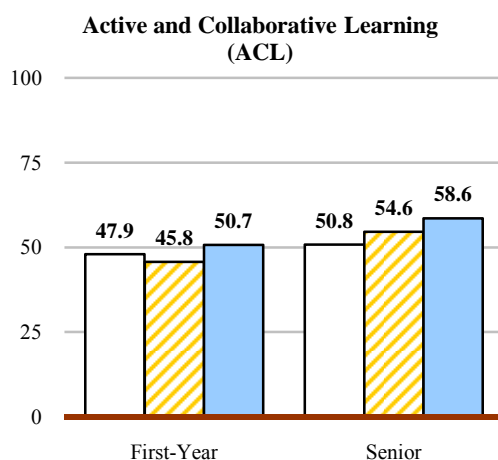
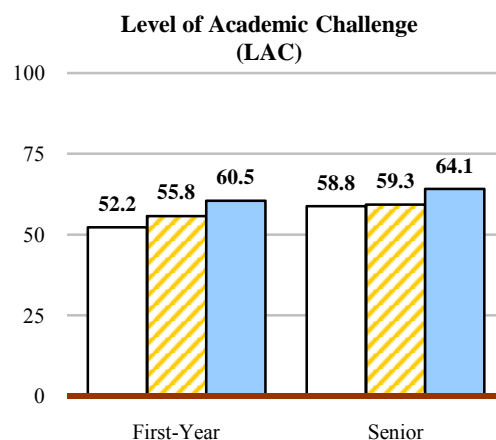
<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

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




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

*Lynn University compared with*

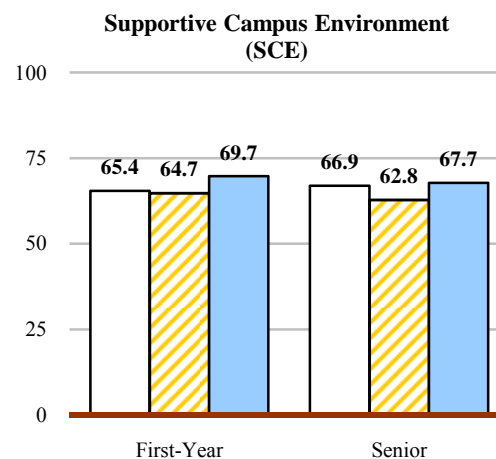
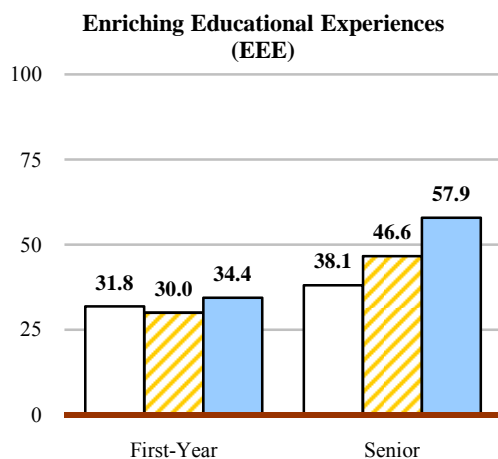
	Lynn University	NSSE 2006 Top 50%			NSSE 2006 Top 10%		
		Mean <sup>a</sup>	Sig <sup>b</sup>	Effect size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect size <sup>c</sup>
First-Year	LAC	52.2			60.5	***	-.68
	ACL	47.9			50.7	*	-.17
	SFI	43.8			41.9		
	EEE	31.8			34.4		
	SCE	65.4			69.7	**	-.24
Senior	LAC	58.8			64.1	**	-.42
	ACL	50.8			58.6	**	-.47
	SFI	44.8			56.9	***	-.56
	EEE	38.1	*	-.49	57.9	***	-1.24
	SCE	66.9			67.7		



**Legend**

-  Lynn 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.



<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 Group Comparison Statistics			
		Mean	SD	SE	Percentiles					Mean Diff.	SE	Sig.	Effect size
					5	25	50	75	95				
<b>LEVEL OF ACADEMIC CHALLENGE (LAC)</b>													
Lynn University	141	52.2	14.8	1.2	30	42	55	62	75				
Selected Peers	1,077	55.9	13.0	.4	35	47	56	65	77	-3.7	1.2	.002	-.28
Carnegie Peers	4,021	53.5	13.7	.2	31	44	54	63	76	-1.3	1.2	.288	-.09
NSSE 2006	120,588	51.8	13.4	.0	30	43	52	61	74	.4	1.1	.696	.03
Top 50%	38,554	55.8	12.9	.1	34	47	56	65	77	-3.6	1.2	.005	-.28
Top 10%	5,824	60.5	12.2	.2	40	52	60	69	80	-8.3	1.3	.000	-.68
<b>ACTIVE AND COLLABORATIVE LEARNING (ACL)</b>													
Lynn University	157	47.9	18.5	1.5	19	33	48	57	81				
Selected Peers	1,181	48.0	15.7	.5	24	38	48	57	76	.0	1.5	.983	.00
Carnegie Peers	4,315	43.2	15.9	.2	19	33	43	52	71	4.7	1.5	.002	.30
NSSE 2006	130,767	41.3	16.0	.0	19	29	38	52	71	6.6	1.5	.000	.41
Top 50%	37,844	45.8	15.9	.1	24	33	43	57	75	2.2	1.5	.145	.14
Top 10%	5,004	50.7	16.0	.2	29	38	48	62	81	-2.7	1.3	.035	-.17
<b>STUDENT-FACULTY INTERACTION (SFI)</b>													
Lynn University	145	43.8	23.4	1.9	11	28	39	56	93				
Selected Peers	1,093	39.2	18.2	.6	17	28	39	50	72	4.7	2.0	.022	.26
Carnegie Peers	4,054	35.2	18.1	.3	11	22	33	44	72	8.7	2.0	.000	.48
NSSE 2006	121,883	32.1	17.6	.1	11	20	28	44	67	11.7	1.9	.000	.66
Top 50%	27,819	37.1	18.2	.1	11	22	33	50	72	6.7	1.9	.001	.37
Top 10%	3,742	41.9	19.2	.3	17	28	39	56	78	1.9	2.0	.343	.10
<b>ENRICHING EDUCATIONAL EXPERIENCES (EEE)</b>													
Lynn University	135	31.8	18.2	1.6	8	19	29	40	67				
Selected Peers	1,053	32.1	13.4	.4	11	23	31	41	55	-.3	1.6	.835	-.03
Carnegie Peers	3,928	27.3	13.0	.2	8	18	26	35	50	4.5	1.6	.005	.35
NSSE 2006	117,912	26.7	13.0	.0	8	17	25	35	50	5.0	1.6	.002	.39
Top 50%	47,965	30.0	13.1	.1	11	21	29	38	52	1.7	1.6	.269	.13
Top 10%	6,485	34.4	12.9	.2	14	25	34	43	56	-2.6	1.6	.101	-.20
<b>SUPPORTIVE CAMPUS ENVIRONMENT (SCE)</b>													
Lynn University	127	65.4	20.4	1.8	31	56	69	78	97				
Selected Peers	1,030	64.5	17.6	.5	33	53	64	75	94	.9	1.7	.587	.05
Carnegie Peers	3,854	61.3	18.3	.3	31	50	61	75	89	4.1	1.7	.014	.22
NSSE 2006	116,027	59.1	18.5	.1	28	47	58	72	89	6.3	1.6	.000	.34
Top 50%	33,407	64.7	18.0	.1	33	53	64	78	94	.7	1.6	.669	.04
Top 10%	5,852	69.7	17.7	.2	39	58	69	83	97	-4.3	1.6	.008	-.24

<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.	Effect size
					5	25	50	75	95				
<b>LEVEL OF ACADEMIC CHALLENGE (LAC)</b>													
Lynn University	42	58.8	14.4	2.2	36	48	59	68	82				
Selected Peers	989	59.2	13.8	.4	37	50	59	69	82	-4	2.2	.855	-.03
Carnegie Peers	4,204	57.2	14.0	.2	33	48	57	67	79	1.6	2.2	.466	.11
NSSE 2006	122,891	55.8	14.2	.0	32	46	56	66	79	3.0	2.2	.166	.21
Top 50%	35,673	59.3	13.7	.1	36	50	60	69	81	-5	2.1	.814	-.04
Top 10%	4,245	64.1	12.6	.2	43	56	65	73	83	-5.3	2.0	.007	-.42
<b>ACTIVE AND COLLABORATIVE LEARNING (ACL)</b>													
Lynn University	49	50.8	17.5	2.5	24	43	48	58	81				
Selected Peers	1,035	57.4	16.3	.5	33	48	57	67	86	-6.6	2.4	.006	-.40
Carnegie Peers	4,353	52.5	16.6	.3	29	43	52	62	81	-1.6	2.4	.489	-.10
NSSE 2006	128,403	50.4	17.0	.0	24	38	48	62	81	.4	2.4	.854	.03
Top 50%	36,203	54.6	16.7	.1	29	43	52	67	83	-3.8	2.4	.111	-.23
Top 10%	4,958	58.6	16.7	.2	33	48	57	71	86	-7.8	2.4	.001	-.47
<b>STUDENT-FACULTY INTERACTION (SFI)</b>													
Lynn University	42	44.8	21.6	3.3	17	33	44	56	100				
Selected Peers	996	50.0	21.4	.7	22	33	50	67	89	-5.3	3.4	.119	-.25
Carnegie Peers	4,233	44.7	20.9	.3	17	28	44	56	83	.1	3.2	.982	.00
NSSE 2006	123,833	41.3	20.8	.1	11	28	39	56	83	3.5	3.2	.279	.17
Top 50%	28,494	48.2	21.3	.1	17	33	44	61	89	-3.4	3.3	.300	-.16
Top 10%	2,821	56.9	21.7	.4	22	39	56	72	94	-12.1	3.4	.000	-.56
<b>ENRICHING EDUCATIONAL EXPERIENCES (EEE)</b>													
Lynn University	42	38.1	22.5	3.5	8	19	35	50	82				
Selected Peers	977	49.8	18.8	.6	19	36	51	63	80	-11.8	3.0	.000	-.63
Carnegie Peers	4,135	41.4	18.6	.3	13	28	40	55	73	-3.4	2.9	.244	-.18
NSSE 2006	121,023	39.9	17.9	.1	12	26	39	52	71	-1.9	3.5	.594	-.10
Top 50%	41,194	46.6	17.6	.1	17	34	47	59	76	-8.6	3.5	.018	-.49
Top 10%	3,828	57.9	16.0	.3	30	47	58	69	83	-19.8	3.5	.000	-1.24
<b>SUPPORTIVE CAMPUS ENVIRONMENT (SCE)</b>													
Lynn University	42	66.9	19.8	3.1	39	53	64	78	100				
Selected Peers	974	63.2	18.0	.6	31	50	64	75	94	3.7	2.9	.200	.20
Carnegie Peers	4,105	59.8	18.8	.3	28	47	61	72	92	7.0	2.9	.016	.37
NSSE 2006	119,580	56.6	18.9	.1	25	44	56	69	89	10.3	2.9	.000	.54
Top 50%	33,129	62.8	18.3	.1	31	50	64	75	94	4.1	2.8	.150	.22
Top 10%	6,261	67.7	18.2	.2	36	56	69	81	97	-9	2.8	.759	-.05

<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.