National Survey of Student Engagement

Executive Summary

Lynn University

Here are some key findings from your 2006 NSSE report.

To see all your results, review the NSSE 2006 Institutional Report we sent in August to Emad Wajeeh, Institutional Research, Planning, & Assessment.

Respondent Characteristics

Your reports are based on students randomly selected from all your eligible first-year students and seniors (except where a census administration was conducted). The following display shows how many students responded to the survey, response rates, sampling errors and percent female and full-time. To more accurately represent your overall student population, NSSE responses are weighted to compensate for lower response rates of men and part-time students. The female and full-time proportions of your population are presented in parentheses.

	Number of Respondents	Response Rate	Sampling Error	% Female Resp. (Pop.)	% Full-time Resp. (Pop.)
First-Year Students	131	18%	+/- 7.8%	63% (49%)	97% (94%)
Seniors	54	24%	+/- 11.6%	69% (57%)	80% (84%)

Benchmarks of Effective Educational Practice

This display compares your first-year and senior benchmark (BM) scores (100-point scales) with those of three reference groups: (a) your selected peers or consortium[1], (b) your selected Carnegie type[1], and (c) all NSSE 2006 institutions. The **'+'** symbol indicates a score that is statistically higher than the respective comparison group ($p<.05$), the **'-'** symbol indicates a score statistically lower than the comparison group, and a blank space indicates no significant difference. See your Benchmark Comparisons report for the actual scores.

	First-Year comparisons				Senior comparisons			
	BM Score	Select Peers	Carn. Type	NSSE 2006	***BM Score***	Select Peers	Carn. Type	NSSE 2006
Level of Academic Challenge (LAC) *Challenging intellectual and creative work is central to student learning. Institutions promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.*	**52**	–			**59**			
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 on academic work prepares students for the difficult problems they will encounter after college.*	**48**		+	+	**51**	–		
Student-Faculty Interaction (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.*	**44**	+	+	+	**45**			
Enriching Educational Experiences (EEE) *Complementary learning opportunities enhance academic programs. Diversity experiences, technology, internships, community service, and senior capstone courses improve communication skills and provide opportunities to integrate and apply knowledge.*	**32**		+	+	**38**	–		
Supportive Campus Environment (SCE) *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.*	**65**		+	+	**67**		+	+

Notes

[1] Lists of your selected peers, consortium, and selected Carnegie Classification institutions can be found in the Respondent Characteristics section of your *NSSE 2006 Institutional Report*.

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NSSE 2006 Item Comparisons

Benchmark scores indicate how engaged your students are in each of the five areas of effective educational practice. By examining individual items, you can better understand what contributes to this level of performance. Even for a benchmark on which your institution performed well, there may be specific items that contribute to the measure where your institution could improve.

This section features the five areas where your first-year and senior students scored the highest and the five areas where they scored the lowest, *in relation to students at your selected peer or consortium institutions.*[2] While these items were chosen to represent the largest percentage differences, they may not be the most important to your institutional mission or current program or policy goals. We encourage you to review your *NSSE 2006 Institutional Report* for additional results of specific interest to your campus.

Highest Performing Areas

	Item #	BM[3]	*Percent of students who...*	Lynn University	Select Peers	Carn. Type	NSSE 2006
First-Year Students	3c.	LAC	Wrote at least one paper or report of 20 pages or more	**33%**	20%	20%	18%
	1b.	ACL	Made a class presentation[4]	**64%**	48%	37%	31%
	1u.	EEE	Had serious conversations w/ students of another race or ethnicity[4]	**66%**	54%	47%	49%
	10c.	EEE	Said the institution substantially encourages contacts among diverse peers[6]	**70%**	58%	52%	52%
	10d.	SCE	Said the institution substantially helps students cope w/ non-academic matters[6]	**52%**	39%	35%	32%
Seniors	3c.	LAC	Wrote at least one paper or report of 20 pages or more	**72%**	57%	57%	52%
	3d.	LAC	Wrote more than 4 papers or reports between 5 and 19 pages	**72%**	58%	53%	48%
	1l.	EEE	Used an electronic medium to discuss or complete an assignment[4]	**77%**	65%	61%	62%
	8c.	SCE	Positively rated their relationships with admin. personnel and offices[5]	**79%**	60%	56%	52%
	10d.	SCE	Said the institution substantially helps students cope w/ non-academic matters[6]	**43%**	32%	27%	23%

Lowest Performing Areas

	Item #	BM[3]	*Percent of students who...*	Lynn University	Select Peers	Carn. Type	NSSE 2006
First-Year Students	3a.	LAC	Read more than 10 assigned books or book-length packs of readings	**30%**	47%	42%	36%
	9a.	LAC	Spent more than 10 hours/week preparing for class (studying, etc.)	**39%**	60%	56%	54%
	10a.	LAC	Said the institution emphasizes studying and academic work[6]	**65%**	80%	78%	78%
	7e.	EEE	Completed foreign language coursework	**18%**	39%	23%	22%
	9d.	EEE	Spent more than 5 hours/week participating in co-curricular activities	**27%**	42%	32%	27%
Seniors	1b.	ACL	Made a class presentation[4]	**59%**	80%	69%	61%
	1s.	SFI	Worked with faculty members on activities other than coursework[4]	**11%**	34%	24%	21%
	7a.	EEE	Did a practicum, internship, field exp., clinical assgmt	**31%**	69%	57%	53%
	7h.	EEE	Completed a culminating senior experience (capstone, thesis, comp. exam)	**24%**	53%	40%	32%
	9d.	EEE	Spent more than 5 hours/week participating in co-curricular activities	**9%**	36%	26%	24%

Notes

[2] Only the 41 items that comprise the five benchmarks are used for this report. Highest and lowest items are those with the greatest percentage differences from your selected peers/consortium.

[3] LAC=Level of Academic Challenge; ACL=Active and Collaborative Learning; SFI=Student Faculty Interaction; EEE=Enriching Educational Experiences; SCE=Supportive Campus Environment

[4] Combination of students responding 'very often' or 'often'

[5] Rated at least 5 on a 7-point scale

[6] Combination of students responding 'very much' or 'quite a bit'