



Office of Assessment, Planning and Institutional Research

MEMORANDUM

TO: Members of the Scripps College Community

FR: Mark Figueroa, Director *Mf*

RE: National Survey of Student Engagement 2009 Survey Results

DT: September 21, 2009

During Spring 2009, first-year and senior students were invited to participate in the National Survey of Student Engagement (NSSE) along with students from over 640 other colleges and universities. While the national NSSE 2009 response rate was 31%, Scripps' response rate was 42% with 45% (108 of 242) of first-year students and 38% (83 of 217) of seniors responding. This reflects a slight decrease from an overall response rate of 45% when Scripps last participated in NSSE in 2007.

The National Survey of Student Engagement queries students about their participation in activities that support the educational goals of the College. It is currently the most nationally-recognized instrument for collecting, measuring and comparing information pertaining to student activities and their support of academic endeavors. In particular, the NSSE survey focuses on activities which research has consistently shown support student's intellectual and social development.

To help institutions "focus discussions about the importance of student engagements and guide institutional improvement efforts" NSSE aggregates the responses to these questions into five benchmark measurements. The five benchmarks, called Benchmarks of Effective Educational Practice, are: *Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, and Supportive Campus Environment*. A description of the five benchmarks can be found at: http://nsse.iub.edu/pdf/nsse_benchmarks.pdf.

To allow institutions to compare their students' experiences with those at other institutions, NSSE provides comparative data for institutions that scored in the top 50 percent nationally (termed as above-average institutions) and those that scored in the top 10 percent nationally (termed as high-performing institutions) on the five benchmark indicators. The data in the table below provides an estimate of the performance of the average Scripps student as compared to the

average student at other institutions in the 10% and 50% peer groups as identified by NSSE. Furthermore, NSSE provides comparative data from a consortium of 14 self-selected women's colleges who elected to participate in this year's NSSE.

The most recent data indicate that Scripps seniors report higher levels of engagement than those at other institutions. However, first-year students at Scripps report lower levels of engagement.

2009 NSSE Benchmark Comparisons with Highly Engaging Institutions

		<i>Scripps Mean</i>	<i>Women's Colleges Mean</i>	<i>Top 50% Mean</i>	<i>Top 10% Mean</i>
First-Year	Level of Academic Challenge	61.7	57.0***	56.8***	58.8**
	Active and Collaborative Learning	41.1	46.3**	47.8***	51.7***
	Student-Faculty Interaction	32.9	38.7***	39.1***	43.7***
	Enriching Educational Experiences	30.8	29.9	31.0	32.8
	Supportive Campus Environment	65.1	65.5	66.2	69.1*
Senior	Level of Academic Challenge	65.1	61.6*	60.1***	62.8
	Active and Collaborative Learning	54.0	56.5	55.7	59.1**
	Student-Faculty Interaction	57.1	50.4*	48.8***	54.1
	Enriching Educational Experiences	58.9	47.7***	48.0***	54.1*
	Supportive Campus Environment	63.8	63.8	64.1	67.5

Note. *p<.05; ** p<.01; *** p<.001 (2-tailed)

From the data above, we can conclude the following:

- Level of academic challenge: The average score for first-year Scripps students is significantly above that of the average student attending the institutions outlined in the table above. This holds true for senior students although the difference between the *top 10%* is not significant.
- Active and collaborative learning: The average score for Scripps first-year students was significantly lower than the three institutional categories listed above. The score for Scripps seniors was also lower in comparison to the listed institutional categories with a significant difference between Scripps and the *top 10%* of institutions.
- Student-faculty interaction: The average score for Scripps seniors is significantly above that of the average student in *women's colleges* and the *top 50%* of institutions. However, first-year Scripps students scored significantly lower than the average students at *women's colleges* and the *top 50%* and *top 10%* institutions.
- Enriching educational experience: The average score for Scripps seniors is significantly higher than that of the average student in all three institutional categories listed above. However, the same does not hold true for Scripps first-year students.
- Supportive campus environment: Scores for Scripps first-year students and seniors were lower than the comparative institutional categories listed above. The difference between Scripps first-year students and the average student in the *top 10%* was significant.

Detailed results from NSSE may be obtained from our office. If you have any questions, please do not hesitate to contact me at X73884 or mark.figueroa@scrippscollege.edu.

Level of Academic Challenge (LAC)

Mean Comparisons

Scripps College compared with:

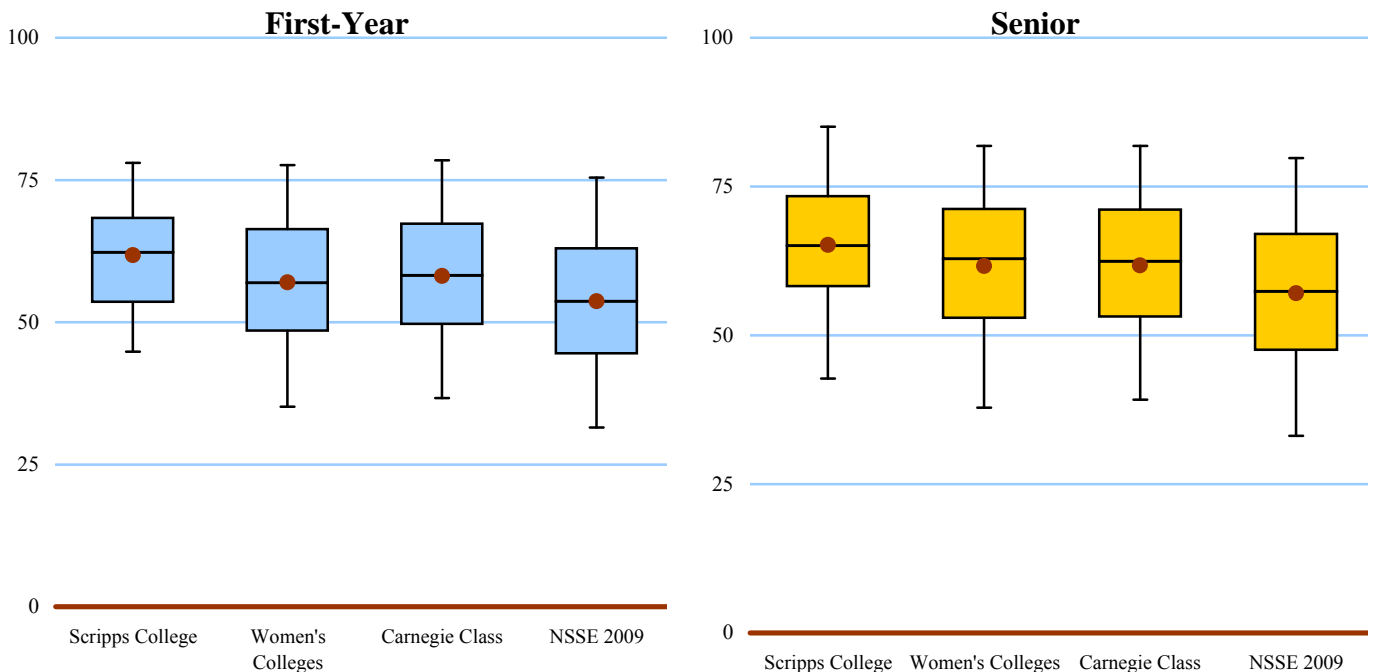
Class	Scripps College		Women's Colleges			Carnegie Class			NSSE 2009		
	Mean ^a		Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	61.7		57.0	***	.38	58.1	***	.28	53.7	***	.60
Senior	65.1		61.6	*	.26	61.7	*	.26	57.0	***	.57

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by the pooled standard deviation.

Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

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, doing homework or lab work, 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 emphasizes: **Analysis** of the basic elements of an idea, experience or theory
- Coursework emphasizes: **Synthesis** and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizes: **Making of judgments** about the value of information, arguments, or methods
- Coursework emphasizes: **Applying** 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 emphasizes: Spending significant amount of time studying and on academic work.

Active and Collaborative Learning (ACL)

Mean Comparisons

Scripps College compared with:

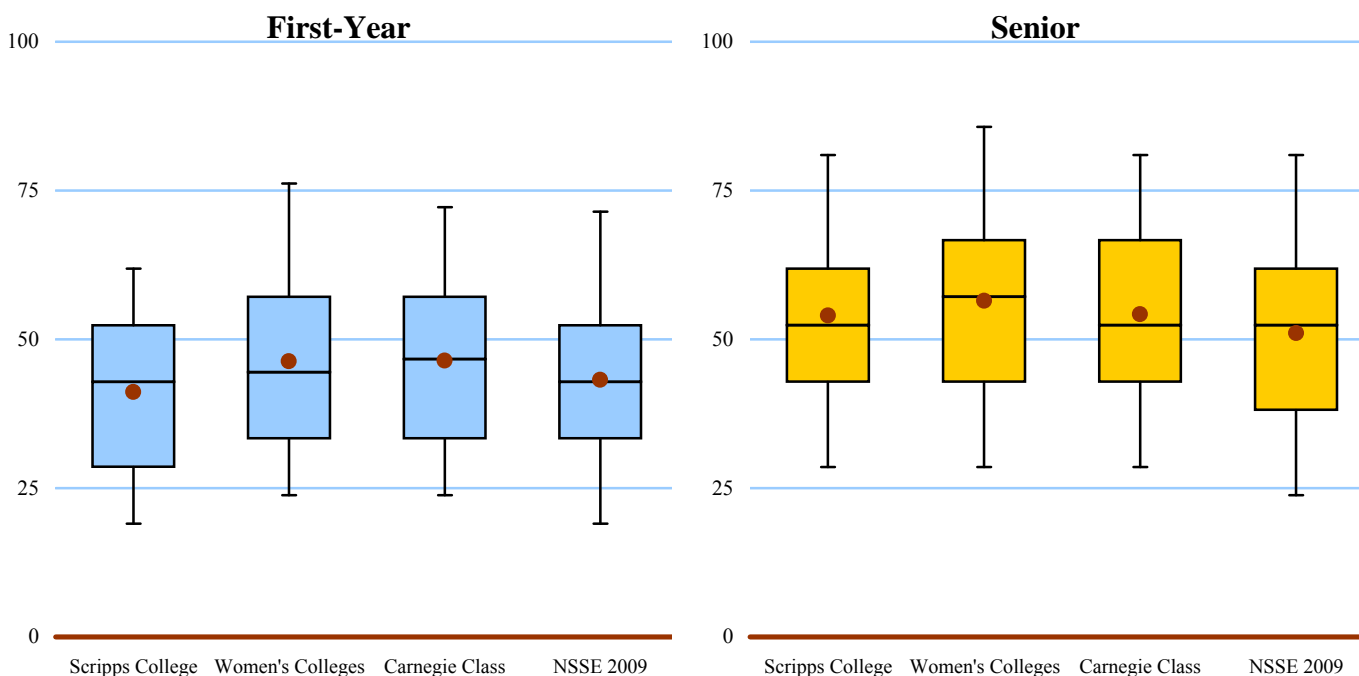
Class	Scripps College	Women's Colleges			Carnegie Class			NSSE 2009		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	41.1	46.3	**	-.32	46.4	***	-.35	43.2		-.12
Senior	54.0	56.5		-.14	54.2		-.01	51.0		.17

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by the pooled standard deviation.

Distributions of Student Benchmark Scores



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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 (paid or voluntary)
- Participated in a community-based project (e.g., service learning) as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

Student-Faculty Interaction (SFI)

Mean Comparisons

Scripps College compared with:

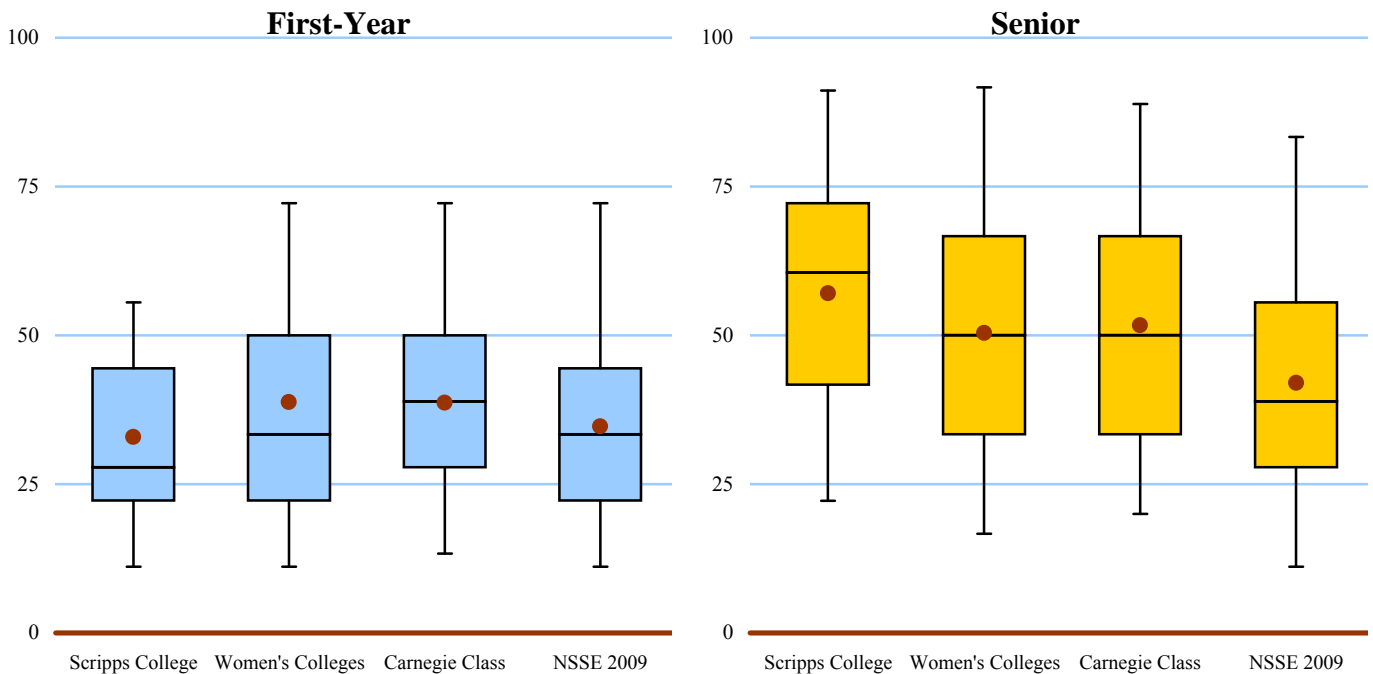
Class	Scripps College		Women's Colleges			Carnegie Class			NSSE 2009		
	Mean ^a		Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	32.9		38.7	***	-.32	38.6	***	-.32	34.7		-.10
Senior	57.1		50.4	*	.30	51.6	*	.25	42.0	***	.72

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by the pooled standard deviation.

Distributions of Student Benchmark Scores



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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 on a research project with a faculty member outside of course or program requirements

Enriching Educational Experiences (EEE)

Mean Comparisons

Scripps College compared with:

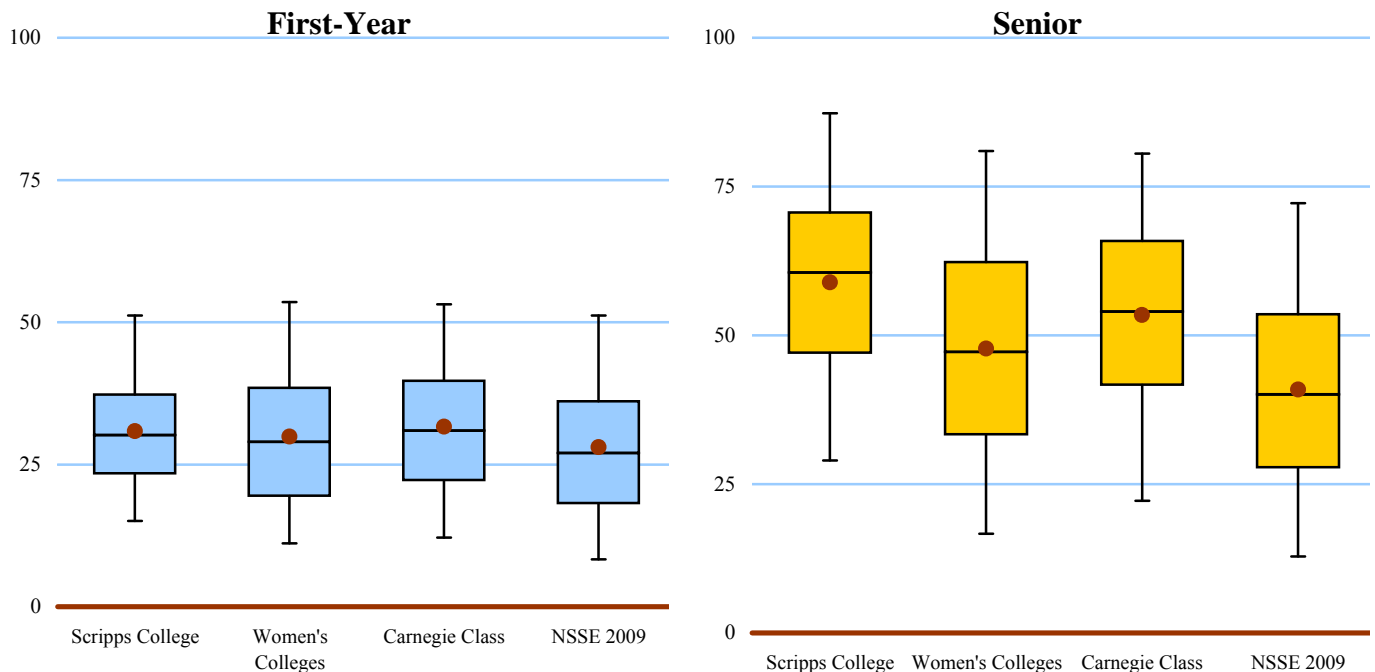
Class	Scripps College	Women's Colleges			Carnegie Class			NSSE 2009		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	30.8	29.9		.07	31.6		-.06	28.0	*	.21
Senior	58.9	47.7	***	.58	53.4	**	.31	40.8	***	.99

^a Weighted by gender, enrollment status, and institutional size.

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

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Distributions of Student Benchmark Scores



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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, campus publications, student government, social fraternity or sorority, 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 than your own
- Using electronic medium (e.g., listserv, chat group, Internet, instant messaging, etc.) 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

Supportive Campus Environment (SCE)

Mean Comparisons

Scripps College compared with:

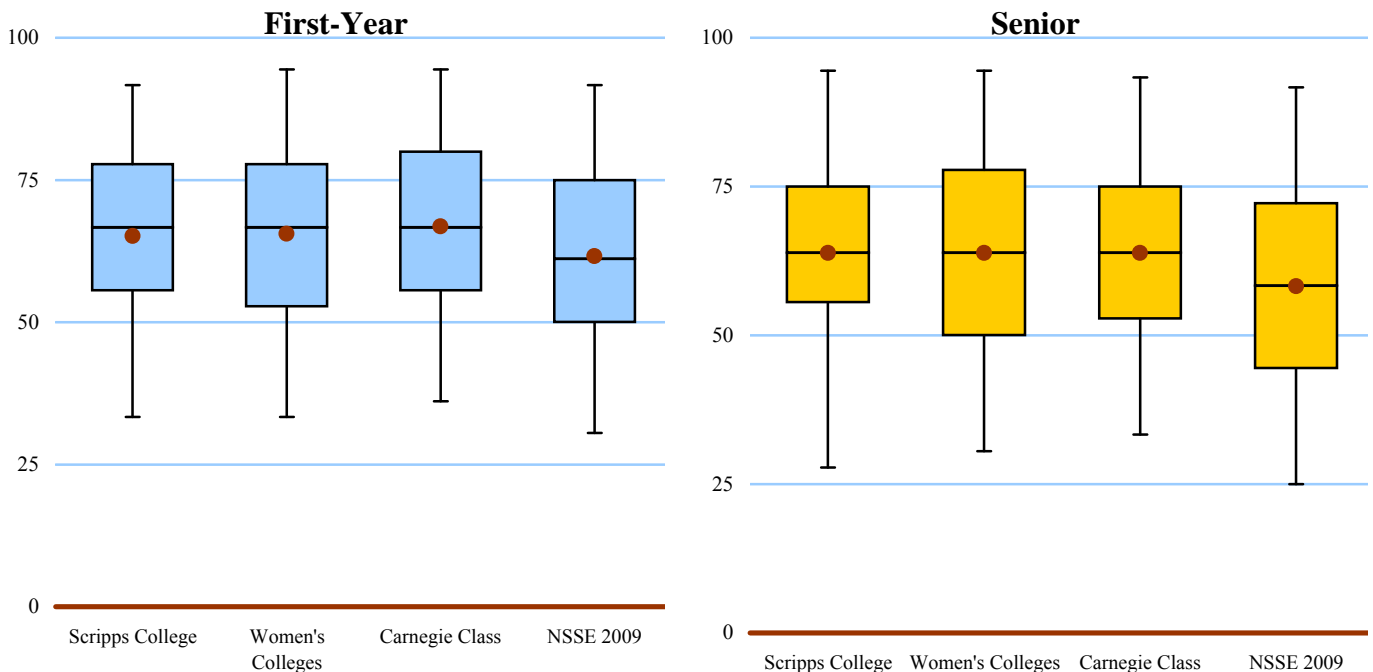
Class	Scripps College	Women's Colleges			Carnegie Class			NSSE 2009		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	65.1	65.5		-.02	66.8		-.10	61.6		.19
Senior	63.8	63.8		.00	63.8		.00	58.2	*	.29

^a Weighted by gender, enrollment status, and institutional size.

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Distributions of Student Benchmark Scores



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Supportive Campus Environment (SCE) Items

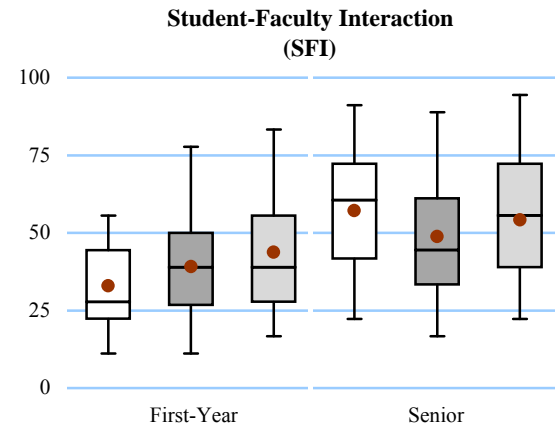
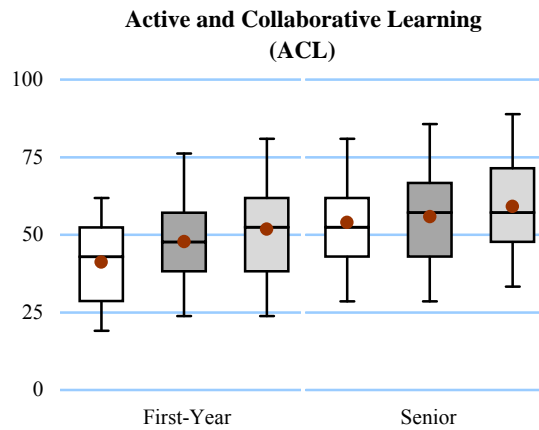
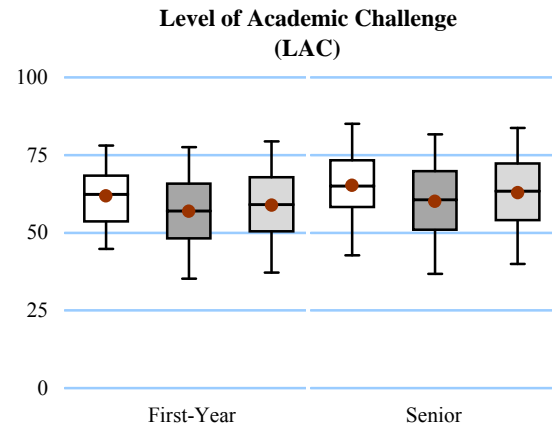
Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

- 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



Scripps College compared with

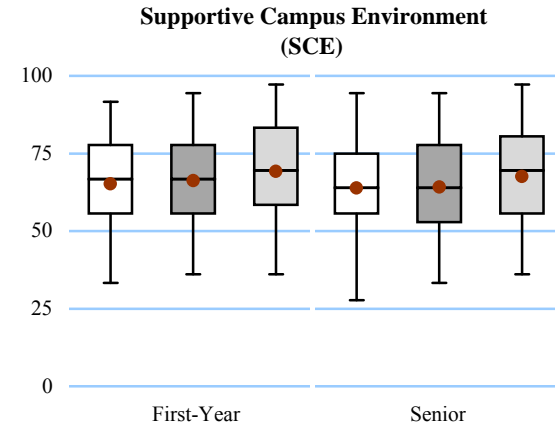
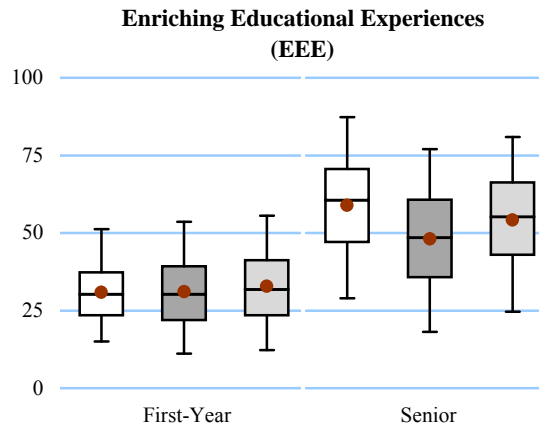
	Scripps College	NSSE 2009 Top 50%			NSSE 2009 Top 10%		
		Mean ^a	Sig ^b	Effect size ^c	Mean ^a	Sig ^b	Effect size ^c
First-Year	LAC	61.7			58.8	**	.22
	ACL	41.1	***	-.40	51.7	***	-.61
	SFI	32.9	***	-.32	43.7	***	-.52
	EEE	30.8		-.01	32.8		-.15
	SCE	65.1		-.06	69.1	*	-.22
Senior	LAC	65.1	***	.37	62.8		.18
	ACL	54.0	***	-.10	59.1	**	-.30
	SFI	57.1	***	.39	54.1		.13
	EEE	58.9	***	.61	54.1	*	.28
	SCE	63.8		-.02	67.5		-.20



Legend

- Scripps College
- 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 2009 institutions on a particular benchmark.



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

^c Mean difference divided by the pooled standard deviation.