

WESTMONT COLLEGE

NATIONAL SURVEY OF STUDENT ENGAGEMENT

Spring 2004

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Introduction

The National Survey of Student Engagement (NSSE) was introduced to higher education in 2000. The designers of the instrument were consciously seeking to develop an assessment tool centered on Chickering's seven principles for good practice in education (1987). These practices describe a learning environment in which students are actively involved in the process of learning (student-faculty interaction, cooperation among students, active learning, prompt feedback, time on task, high expectations, and respect for diverse talents and ways of learning). Quoting the *NSSE 2001 Report* best summarizes the rationale for the development of NSSE:

What students gain from their college experience depends on a variety of factors and conditions. Among the most important of these is a concept we call student engagement.

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how the institution deploys its resources and organizes the curriculum and other learning opportunities to get students to participate in activities that decades of research studies show are linked to student learning.

Among the activities that are traditionally associated with learning are reading and writing, preparing for class, and interacting with instructors about various matters. Engagement also encompasses some other activities that are more recently recognized as being important, such as collaborating with peers on projects, problem-solving tasks, and community service.

Being engaged in these activities is valuable in and of itself. It's also an indicator of educational effectiveness. (p. 7)

Survey items fall into three broad categories that are related to student learning. **Student behavior** items focus on how students spend their time inside and outside of the classroom. **Institutional actions and requirements** items ask questions about the curriculum and about faculty behavior. **Student reactions to college** includes questions regarding students' perceptions about the quality of their own experiences and self-reported gains in skills that students believe they have developed as a result of attending college.

Specifically, NSSE focuses on five clusters of activities related to student learning in college. Five "benchmark scores" are statistically derived from survey items providing comparative standards between an institution and national norms. These benchmarks are: (1) level of academic challenge, (2) active and collaborative learning, (3) student interactions with faculty members, (4) enriching educational experiences, and (5) supportive campus environment.

Westmont administered the NSSE for the first time in 2001. Westmont fared well on the academic challenge and supportive campus environment benchmarks relative to available norms. Survey results were disappointing for the three other benchmark scores. The NSSE was administered again to Westmont students in the Spring of 2004. Most of this report focuses on

the 2004 results, but comparisons between 2001 and 2004 on the five benchmark scores are presented.

Method

One of the unique aspects of NSSE is that most of the data collection efforts are performed by Indiana University (IU). Participating colleges must provide IU with the names and addresses of all their students and then IU selects a random sample from each college's population. Students receive an invitation to complete the survey by mail and email and students can complete the survey by either paper-and-pencil or the Web.

Currently, NSSE is only administered to first-year students and seniors. The Westmont NSSE sample size was 429. The Westmont response rate was a very credible 57% (244 students) with 59% of the respondents coming from the first-year class and 55% from the senior class. Women were slightly over-represented in the respondent pool (69% of the respondents compared to 65% in the student population). This result was mirrored in the national population of NSSE respondents in that 66% of all NSSE respondents in 2004 were women.

Normative data and benchmark scores are available for three different comparison groups of interest to Westmont: (1) member institutions of the Council of Christian Colleges and Universities (CCCU), (2) Carnegie baccalaureate-liberal arts colleges, and (3) all 2004 participating institutions. Six other CCCU schools administered the NSSE in 2004 with 1194 respondents (Cedarville, Houghton, Judson, Lee, Malone and Trinity Christian). The Carnegie baccalaureate-liberal arts category was represented by 77 institutions with 14,073 respondents and finally, there were 473 colleges and universities in the 2004 NSSE study with 89,630 respondents. Nationally, 38% of the students sampled completed the survey.

Three types of summary statistics are presented:

1. Benchmark scores. Using factor analysis, patterns of responses summarized from multiple survey items have been derived and then contrasted to comparison groups. This provides a more powerful method of comparing Westmont with normative data than simply looking at individual items. The magnitude of the difference between benchmark scores is assessed by a standard score (z-score). A standard score of 0.5 indicates that Westmont's score is greater than the benchmark score of 69% of the comparison group schools, and 1.0 is greater than 84%. (A standard score of -0.5 indicates that Westmont's score is less than the benchmark score of 69% of the comparison schools.)
2. Statistical t-tests. For each survey item, statistical comparisons between means are presented contrasting Westmont responses with the other three comparison groups.
3. Effect size (z-score). This method of comparing means indicates the "practical significance" of the magnitude of the mean difference. (It is calculated by dividing the mean difference by the mean standard deviation of the group with which Westmont is being compared.) An effect size of 0.2 is considered small, 0.5 is moderate, and greater than 0.8 is considered large.

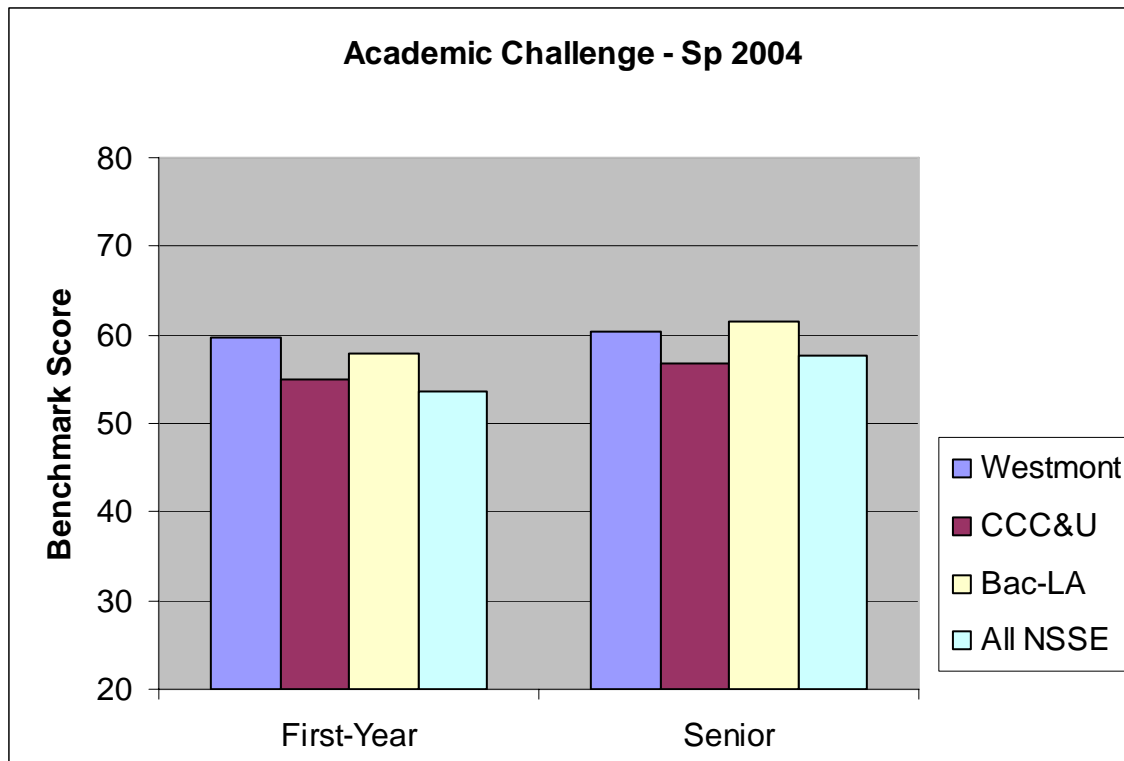
Results

Benchmark Scores

Benchmark scores have been computed separately for first-year students and seniors. Comparisons between Westmont students and Carnegie baccalaureate-liberal art colleges and all participating NSSE schools are shown. (Standard scores could not be computed for the Westmont – CCC&U comparison because Westmont was not provided with the CCC&U standard deviations.) It is also interesting to note differences in responding between first-year students and senior students.

Level of Academic Challenge

Westmont students evaluated their level of academic challenge similar to students at Carnegie baccalaureate-liberal arts colleges. Both first-year and senior students reported greater academic challenge than students at CCCU schools and the national sample. This response pattern is identical to results obtained in 2001.

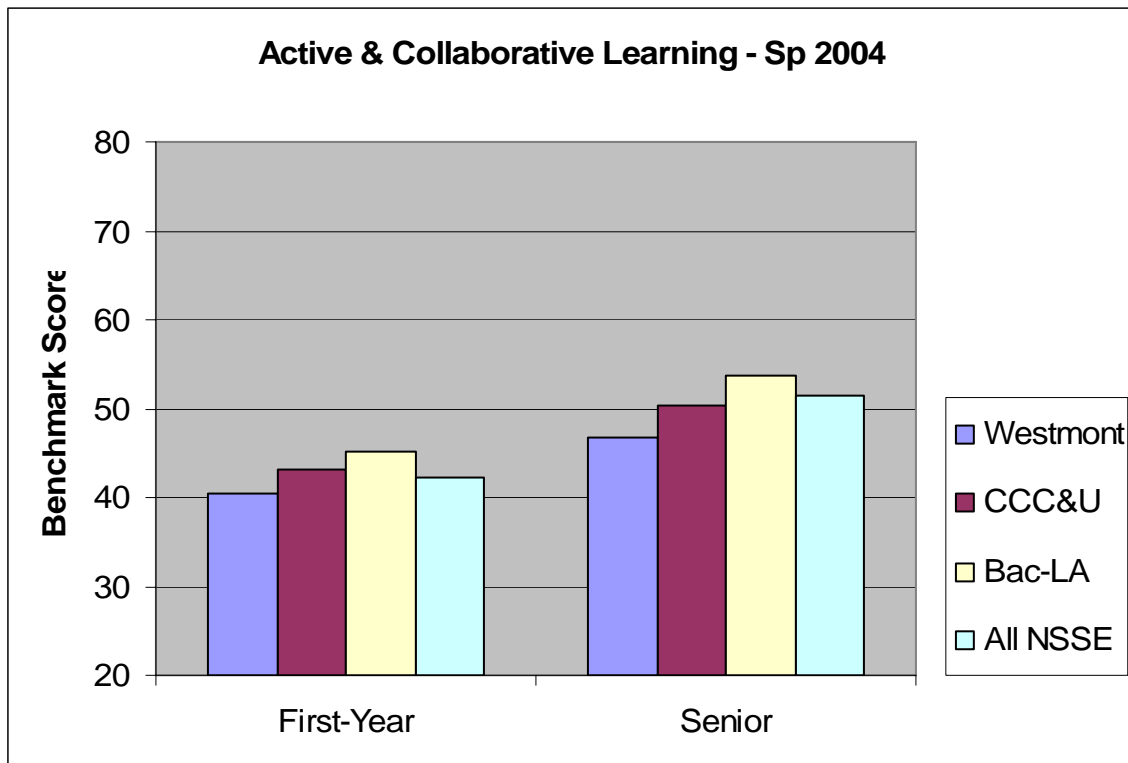


	First-Year	Senior
Westmont - Bac.Lib.Arts standard score (z-score)	0.4	-0.2
Westmont - all NSSE standard score (z-score)	1.5	0.7

Compared to the norms, Westmont students reported reading more textbooks and books, writing more short papers (less than 5 pages) and spending more time studying (see Appendix A). Conversely, Westmont seniors reported that their coursework did not emphasize applying theory and concepts to practical problems and new situations as much as students at other institutions.

Active and Collaborative Learning

First-year students at Westmont produced the lowest benchmark score for active and collaborative learning. The pattern seen below is identical to the scores of these four groups in 2001. For senior students, the 2001 and 2004 patterns are not as similar. In 2001 these four groups of seniors produced nearly identical scores with only a 2.3 spread from lowest to highest. As can be seen here the 2004 scores from seniors have greater spread, with Westmont seniors having the lowest score.

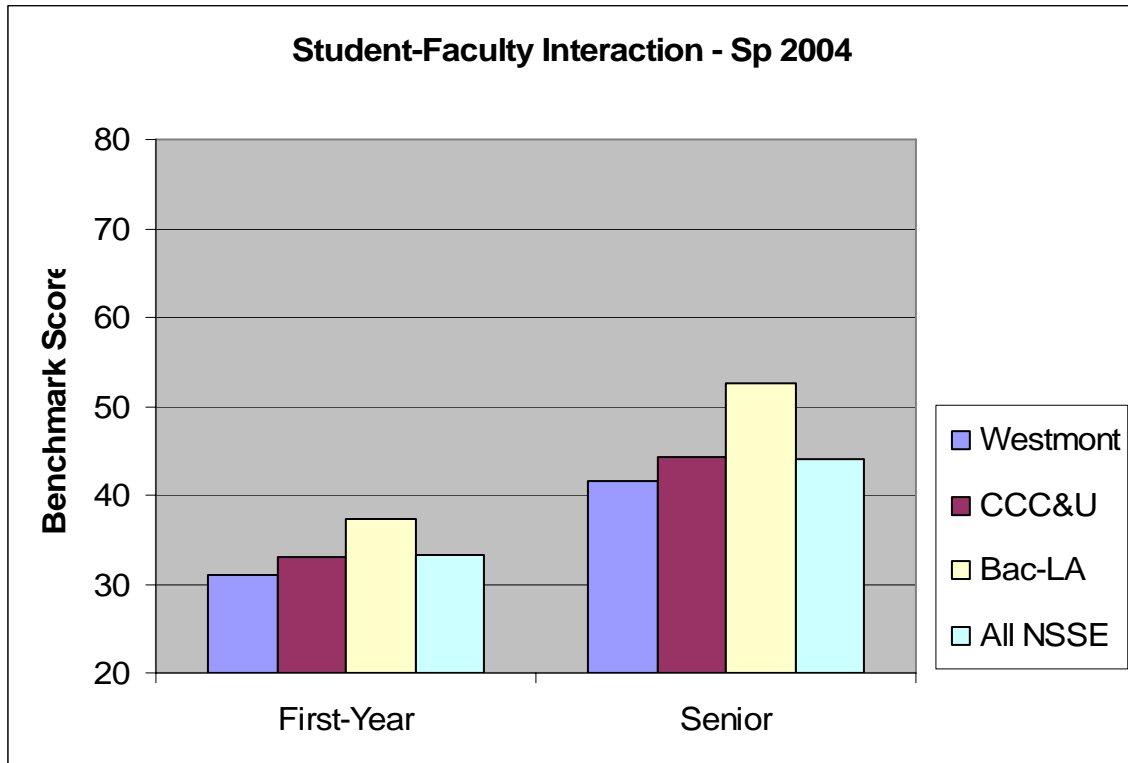


	First-Year	Senior
Westmont - Bac.Lib.Arts standard score (z-score)	-1.4	-1.8
Westmont - all NSSE standard score (z-score)	-0.4	-1.1

Westmont students are less likely to ask questions and participate in class discussions (see Appendix B.) They also report making fewer class presentations and working less on group projects with other students. On the positive side, Westmont first-year students are more likely to discuss their class work with others outside of class and they are more likely to study in groups.

Student Interactions with Faculty Members

As in 2001, first-year and senior students at Carnegie liberal arts colleges report the greatest contact with their faculty. On every survey item in this category, scores from students in this group were statistically greater than scores from Westmont students (see Appendix C).



	First-Year	Senior
Westmont - Bac.Lib.Arts standard score (z-score)	-1.3	-1.9
Westmont - all NSSE standard score (z-score)	-0.5	-0.4

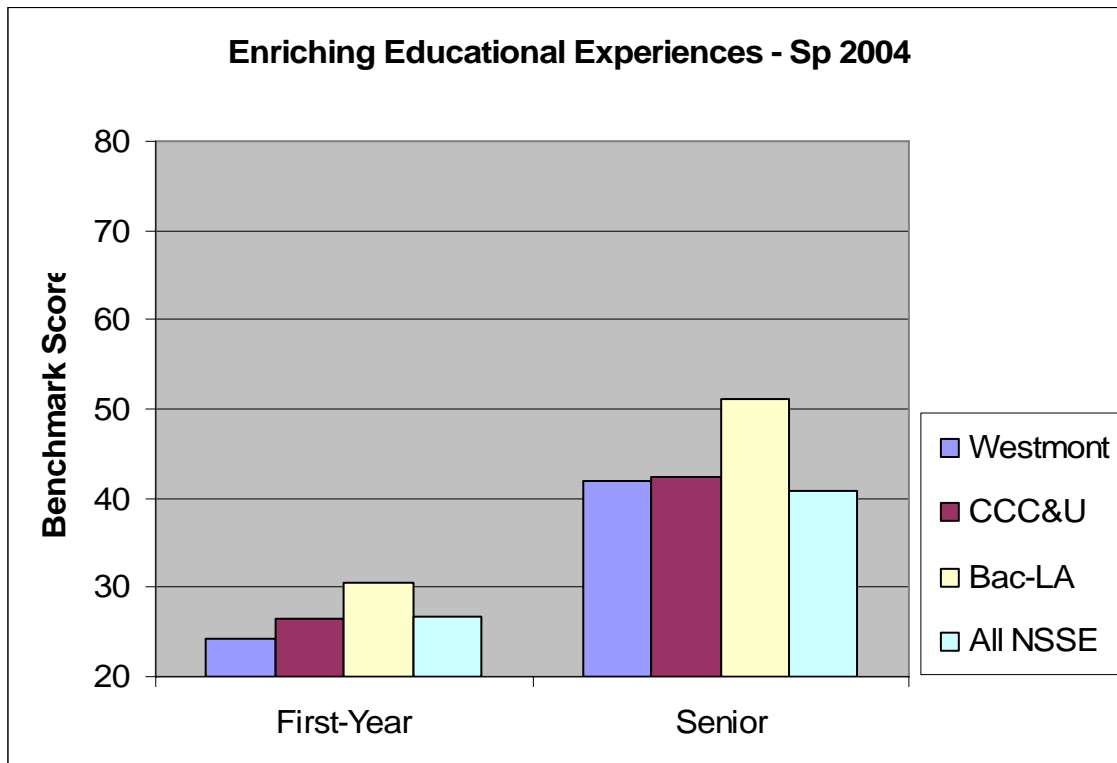
Although there were fewer item specific statistical differences between Westmont students and the entire NSSE student population, the standard scores listed above indicate less interaction outside of the class room is taking place between Westmont students and professors than at most other institutions.

Enriching Educational Experiences

The first thing to note about the bar graphs below that display the enriching educational experiences data is how different the scores are between first-year students and seniors for all institutional groups. If you look at the items in this category in Appendix D, you will note that several of the items reference educational experiences not likely to have been engaged in by first-year students (study abroad, internships, independent study and capstone courses). Therefore, little should be attributed to this large difference between first-year and senior students.

Westmont seniors did distinguish themselves on several of the enriching educational experiences items. Seniors at Westmont in greater numbers study abroad (54%) and enroll in a practicum or internship (78%). Despite these positive signs on a few items, the national sample of liberal arts college seniors reported greater engagement on the majority of the survey items.

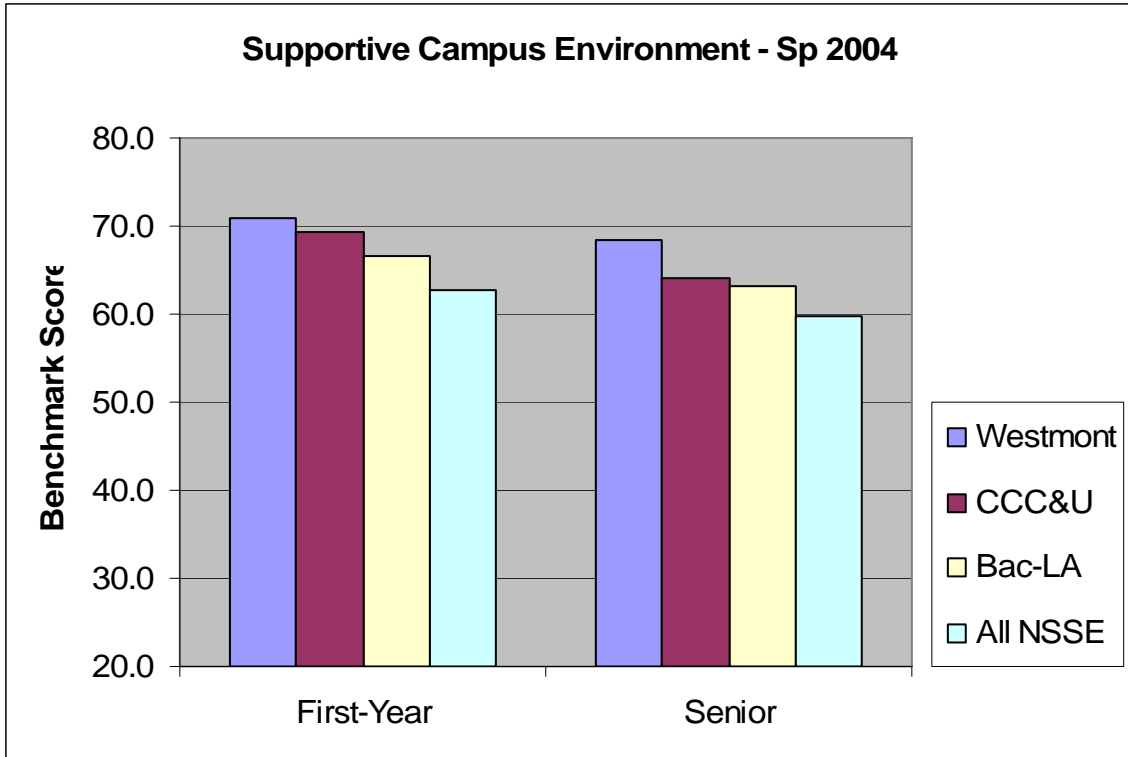
Perhaps one item worth watching in the next few years will be the “senior capstone” survey item. At the baccalaureate liberal art colleges, 57% of seniors report having had a culminating senior experience, whereas at Westmont, only 23% report the same experience (see Appendix D). Under the new G.E. program, we would expect by 2008 that Westmont seniors will be reporting having had this type of educational experience in greater numbers.



	First-Year	Senior
Westmont - Bac.Lib.Arts standard score (z-score)	-1.9	-1.3
Westmont - all NSSE standard score (z-score)	-0.6	0.1

Supportive Campus Environment

Westmont students were quite positive in describing their college as providing a supportive environment. For many of the survey items, there were little or no differences between how Westmont and CCC&U students responded. The greatest differences were found between Westmont students and the entire NSSE population (see Appendix E).



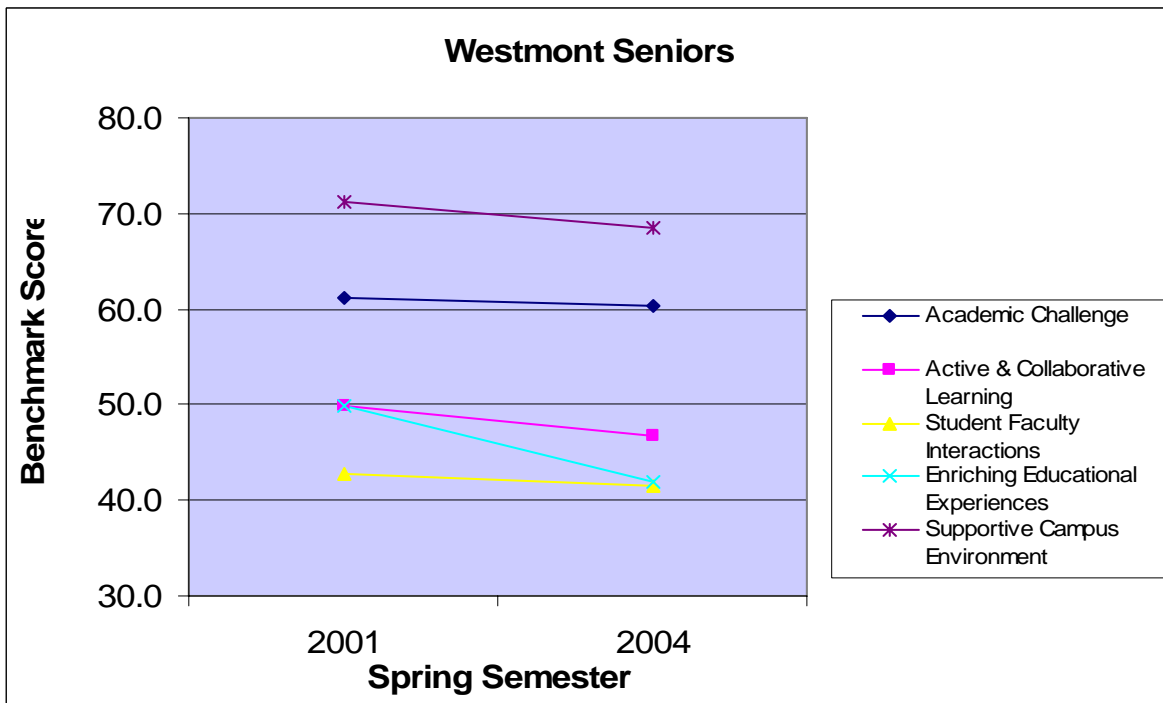
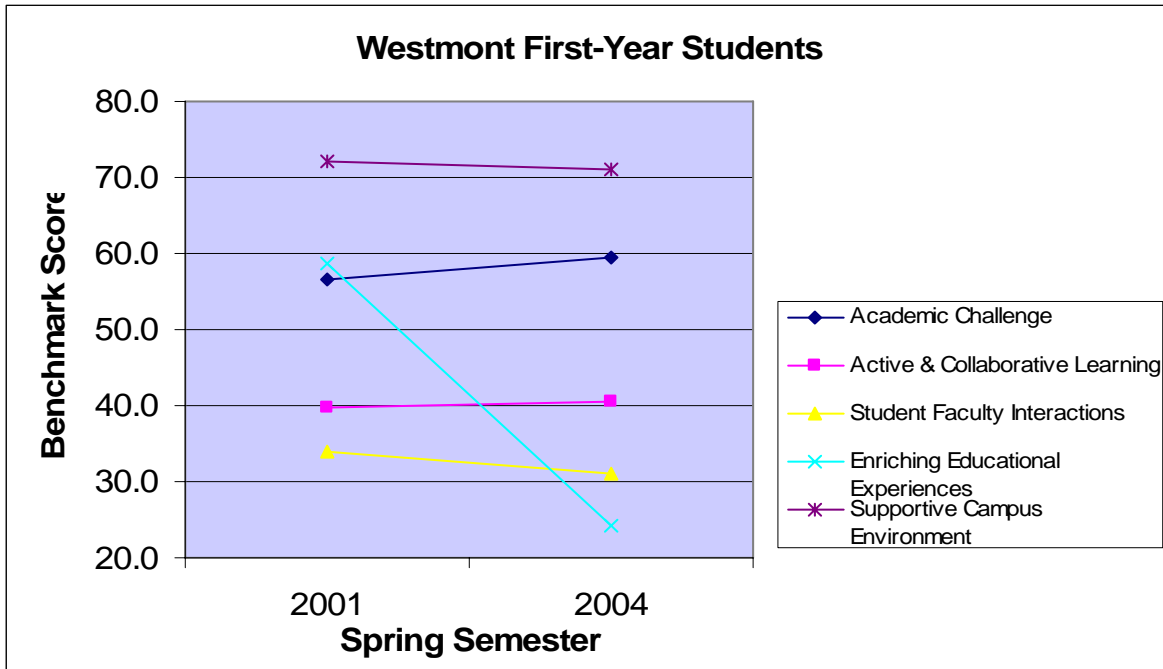
	First-Year	Senior
Westmont - Bac.Lib.Arts standard score (z-score)	0.9	1.1
Westmont - all NSSE standard score (z-score)	1.9	1.6

As you will note in reviewing the survey items in Appendix A, supportive campus environment is broadly defined to include relationships between students and students, students and faculty, and students and the administration. Also, the focus includes non-academic and social concerns in addition to support in academic areas.

Comparison of Westmont Students in 2001 and 2004

The next two graphs compare Westmont students' responses in 2004 with 2001. For most of the benchmark categories, the response pattern is fairly similar. The most dramatic "change" is with first-year students on the variable of enriching educational experiences. However, no significance should be attributed to this difference because the survey response choices were changed between 2001 and 2004. A review of Appendix A survey items will show that many of these items refer to educational events that first-year students will not have encountered yet. In 2001, students were asked to indicate whether they "had or planned to" participate in one of these activities (ex. internship). In 2004, the data does not reflect the future possibility but only displays what the student actually reports they have already done. Therefore, the drop in the benchmark score for 2004 first-year students is not surprising. (The exact same thing happened with all the norm groups.)

Although the changes are mostly modest, every benchmark score for seniors is lower in 2004 compared to 2001.



Items Administered only by Westmont and CCC&U Colleges

Westmont and six other CCC&U colleges administered 20 additional survey items, most of which focused on issues related to the Christian faith. There were few differences between Westmont and CCC&U students. Students' responses from Westmont and the CCC&U schools describe an active Christian faith. Items on which Westmont students' responses varied significantly from the CCC&U sample differed in a direction that Westmont would consider positive. For instance, on the item "This institution has challenged me to critically evaluate and reconsider values that I have always held," Westmont seniors scored significantly higher than the CCC&U students. The complete results can be found in Appendix F.

One item worth noting (which has nothing to do with faith) was the question related to classroom technology, "My institution does a good job using technology to improve classroom instruction." On this item, Westmont students gave their college lower scores than did the other CCC&U students.

Results from Individual Survey Items

Not all of the survey items are used in computing the five benchmark scores that have been described. Appendix G has all of the remaining survey items with summary statistics for Westmont students and the comparison groups. A few of the items where Westmont students' responses were statistically different from one or more of the norms are listed below.

Westmont students:

- Are more likely to state they were required to memorize facts and ideas and then repeat them in the same form.
- Spend less time working on problem sets.
- Exercise and participate in physical activity with greater frequency.
- Have less responsibility for the care of other family members (parents, children, spouse).
- Attend more campus events and activities.
- Are less likely to report that they are required to use computers in their academic work.
- Believe that they are acquiring a broad general education.
- State the college is contributing to the development of critical and analytical thinking skills.
- Are less confident that the college is contributing to their knowledge of using computers and information technology.
- Are more likely to report that they were learning to understand themselves, develop a personal code of ethics, learning to contribute to the welfare of their community and developing a deepened sense of spirituality.
- Evaluate their entire education experience more positively.
- State that they would attend the same institution if they were starting over again.

Conclusions

Quoting from the 2004 NSSE Annual Survey Report (p.2):

NSSE has become known, and widely used, for its attention to more meaningful and relevant indicators of quality (in the full article the writer is making a contrast to US News & World Report ratings) such as the extent to which students find the academic work challenging, the degree to which they are active learners, the extent of student-faculty interactions, the richness of the out-of-class experiences, the overall campus environment, the exposure to diverse cultural experiences, and the scope of technology uses. NSSE offers a particular powerful tool for college and university leaders to identify aspects of their undergraduate programs that are not as strong as they might wish and also to compare their programs with those in peer institutions.

After preparing this report and also reviewing the 2001 survey data, it is clear little has changed at Westmont in the past three years in the areas that the NSSE survey assesses. In both 2001 and 2004, Westmont fared well in the areas of “level of academic challenge” and “supportive campus environment.” Conversely, the 2001 and 2004 results are disappointing in the areas of “active and collaborative learning,” “student interactions with faculty,” and “enriching educational experiences.”

Quoting from The College Student Report: NSSE 2001 Overview (p.16):

NSSE reports point to areas where a college or university can take action almost immediately to begin to improve student learning and institutional effectiveness.

NSSE should not be used to set our institutional priorities. The survey provides us with an indication of how our students perceive and evaluate their educational experiences. The value of NSSE is that it can help us identify those elements of our program that we value and that students indicate we are not doing as well as we would like. It is these areas of the survey results that ought to get our attention and move us to action.

Appendix A	Westmont College	Westmont College compared with:									
		CCC&U			Bac-LA			NSSE 2004			
		Mean	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b

Level of Academic Challenge Items

In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often

Worked harder than you thought you could to meet an instructor's standards or expectations	FY	2.75	2.58	*	.20	2.66			2.60	*	.18
	SR	2.62	2.59			2.78	*	-.19	2.72		

During the current school year, how much has your coursework emphasized the following mental activities? 1=very little, 2=some, 3=quite a bit, 4=very much

Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	FY	3.25	3.11			3.32			3.13		
	SR	3.34	3.15	*	.25	3.44			3.30		
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FY	2.92	2.79			3.07	*	-.18	2.88		
	SR	3.15	2.98	*	.21	3.28			3.09		
Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	FY	2.92	2.76	*	.19	2.96			2.84		
	SR	3.05	2.91	*	.17	3.11			2.99		
Applying theories or concepts to practical problems or in new situations	FY	3.10	3.01			3.11			3.03		
	SR	3.03	3.21	*	-.23	3.30	***	-.34	3.23	**	-.25

During the current school year, about how much reading and writing have you done?

1=none, 2=between 1 and 4, 3=between 5 and 10, 4=between 11 and 20, 5=more than 20

Number of assigned textbooks, books, or book-length packs of course readings	FY	3.94	3.50	***	.49	3.79	*	.16	3.42	***	.53
	SR	3.86	3.36	***	.51	3.71			3.32	***	.52
Number of written papers or reports of 20 pages or more	FY	1.31	1.15	**	.34	1.23			1.25		
	SR	1.61	1.56			1.78	**	-.26	1.66		
Number of written papers or reports between 5 and 19 pages	FY	2.48	2.39			2.63	*	-.18	2.40		
	SR	2.79	2.67			2.92			2.66		
Number of written papers or reports of fewer than 5 pages	FY	3.72	3.66			3.45	**	.26	3.24	***	.45
	SR	3.68	3.40	**	.27	3.23	***	.40	3.11	***	.48

About how many hours do you spend in a typical 7-day week doing each of the following? 1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=more than 30 hrs/wk

Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other activities related to your academic program)	FY	4.88	4.41	**	.27	4.52	**	.21	4.00	***	.53
	SR	4.35	4.16			4.52			4.08		

To what extent does your institution emphasize each of the following?

1=very little, 2=some, 3=quite a bit, 4=very much

Spending significant amounts of time studying and on academic work	FY	3.46	3.20	***	.37	3.27	**	.26	3.14	***	.42
	SR	3.47	3.13	***	.45	3.29	*	.24	3.13	***	.43

^ap<0.05 **P<0.01 ***P<0.001 (2-tailed).

Appendix B	Westmont College	Westmont College compared with:									
		CCC&U			Bac-LA			NSSE 2004			
Active and Collaborative Learning Items		Mean	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b
In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often											
Asked questions in class or contributed to class discussions	FY	2.72	2.75			3.08	***	-.44	2.84		
	SR	3.05	3.07			3.36	***	-.40	3.16		
Made a class presentation	FY	1.98	2.17	**	-.28	2.28	***	-.42	2.24	***	-.32
	SR	2.57	2.77	*	-.25	2.89	***	-.40	2.86	***	-.34
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	FY	3.08	2.84	**	.29	2.92	*	.19	2.73	***	.40
	SR	3.05	2.95			3.09			2.90	*	.18
Worked with other students on projects during class	FY	1.96	2.13	*	-.23	2.25	***	-.36	2.33	***	-.47
	SR	1.89	2.29	***	-.49	2.28	***	-.47	2.44	***	-.64
Worked with classmates outside of class to prepare class assignments	FY	2.67	2.44	**	.32	2.58			2.39	***	.34
	SR	2.80	2.67			2.76			2.73		
Tutored or taught other students (paid or voluntary)	FY	1.75	1.65			1.73			1.66		
	SR	1.77	1.91			2.09	***	-.31	1.91		
Participated in a community-based project as part of a regular course	FY	1.34	1.92	***	-.63	1.61	***	-.32	1.56	***	-.26
	SR	1.70	1.88	*	-.20	1.80			1.74		

^a*p<0.05 **P<0.01 ***P<0.001 (2-tailed).

^b Effect size = mean difference divided by comparison group standard deviation.

Appendix C	Westmont College	Westmont College compared with:										
		CCC&U			Bac-LA			NSSE 2004				
		Mean	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b	
Student-Faculty Interaction Items		<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>										
Discussed grades or assignments with an instructor	FY	2.56	2.49			2.72	*	-.19	2.59			
	SR	2.54	2.75	*	-.25	2.98	***	-.51	2.84	***	-.35	
Talked about career plans with a faculty member or advisor	FY	2.01	2.13			2.21	**	-.23	2.15	*	-.16	
	SR	2.48	2.64			2.82	***	-.36	2.50			
Discussed ideas from your readings or classes with faculty members outside of class	FY	1.82	1.71			2.00	*	-.22	1.81			
	SR	2.15	2.15			2.39	**	-.26	2.11			
Received prompt feedback from faculty on your academic performance (written or oral)	FY	2.60	2.71			2.84	***	-.30	2.63			
	SR	2.74	2.88			3.02	***	-.37	2.84			
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FY	1.58	1.64			1.73	*	-.18	1.57			
	SR	1.91	2.02			2.24	***	-.33	1.90			
<i>During the current school year, about how much reading and writing have you done? 1=none, 2=between 1 and 4, 3=between 5 and 10, 4=between 11 and 20, 5=more than 20</i>												
Work on a research project with a faculty member outside of course or program requirements	FY	.00	.03	***	-.17	.03	***	-.18	.03	***	-.19	
	SR	.21	.16			.33	**	-.26	.20			

^ap<0.05 **P<0.01 ***P<0.001 (2-tailed).

^b Effect size = mean difference divided by comparison group standard deviation.

Appendix D	Westmont College	Westmont College compared with:									
		CCC&U			Bac-LA			NSSE 2004			
		Mean	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b

Enriching Educational Experiences Items

In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often

Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	FY	2.47	2.57			2.70	*	-.23	2.63		
	SR	2.17	2.65	***	-.45	2.75	***	-.55	2.78	***	-.58
Had serious conversations with students of a different race or ethnicity than your own	FY	2.74	2.41	***	.33	2.70			2.56	*	.18
	SR	2.49	2.41			2.75	**	-.27	2.62		
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	FY	2.58	2.45			2.97	***	-.43	2.74	*	-.16
	SR	2.47	2.38			2.95	***	-.52	2.72	**	-.26

Which of the following have you done or do you plan to do before you graduate from your institution? (Recoded: 0=have not decided, do not plan to do, plan to do; 1=done. Thus, the mean is the proportion responding "done" among all valid respondents.)

Practicum, internship, field experience, co-op experience, or clinical assignment	FY	.04	.04			.06			.06		
	SR	.78	.62	***	.33	.68	*	.21	.56	***	.44
Community service or volunteer work	FY	.26	.54	***	-.58	.45	***	-.38	.37	**	-.25
	SR	.70	.71			.74			.60	*	.20
Foreign language coursework	FY	.19	.18			.42	***	-.46	.23		
	SR	.33	.46	**	-.26	.69	***	-.76	.43	*	-.20
Study abroad	FY	.00	.03	***	-.19	.02	***	-.13	.02	***	-.14
	SR	.54	.23	***	.72	.37	***	.34	.16	***	1.01
Independent study or self-designed major	FY	.02	.01			.02			.02		
	SR	.24	.28			.40	***	-.33	.23		
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	FY	.00	.00			.01			.01	***	-.10
	SR	.23	.43	***	-.40	.57	***	-.69	.35	**	-.25

About how many hours do you spend in a typical 7-day week doing each of the following? 1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=more than 30 hrs/wk

Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	FY	2.56	2.32			2.69			2.21	**	.23
	SR	2.71	2.37	*	.24	2.72			2.14	***	.37

To what extent does your institution emphasize each of the following? 1=very little, 2=some, 3=quite a bit, 4=very much

Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FY	2.72	2.71			2.73			2.60		
	SR	2.26	2.41			2.51	**	-.26	2.41		

^ap<0.05 ^{**}P<0.01 ^{***}P<0.001 (2-tailed).

^bEffect size = mean difference divided by comparison group standard deviation.

Appendix E	Westmont College	Westmont College compared with:									
		CCC&U			Bac-LA			NSSE 2004			
		Mean	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b
Supportive Campus Environment Items		Mark the box that best represents the quality of your relationships with people at your institution. 1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging									
Relationships with other students	FY	6.00	6.04			5.79	*	.17	5.68	***	.25
	SR	5.91	5.85			5.79			5.75		
<i>1=unavailable, unhelpful, unsympathetic to 7=available, helpful, sympathetic</i>											
Relationships with faculty members	FY	5.91	5.90			5.90			5.58	***	.28
	SR	6.08	5.86	*	.19	6.06			5.73	***	.29
<i>1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible</i>											
Relationships with administrative personnel and offices	FY	5.53	5.60			5.31	*	.16	5.13	***	.28
	SR	5.36	5.08			4.88	***	.29	4.81	***	.33
<i>To what extent does your institution emphasize each of the following? 1=very little, 2=some, 3=quite a bit, 4=very much</i>											
Providing the support you need to help you succeed academically	FY	3.30	3.19			3.31			3.10	**	.26
	SR	3.22	2.97	**	.31	3.21			2.97	**	.30
Helping you cope with your non-academic responsibilities (work, family, etc.)	FY	2.56	2.45			2.26	***	.34	2.14	***	.45
	SR	2.26	2.17			2.05	*	.24	1.92	***	.37
Providing the support you need to thrive socially	FY	2.71	2.64			2.49	**	.25	2.36	***	.38
	SR	2.63	2.38	**	.29	2.24	***	.43	2.12	***	.56

^ap<0.05 **P<0.01 ***P<0.001 (2-tailed).

^b Effect size = mean difference divided by comparison group standard deviation.

Appendix F

NSSE 2004 Means Comparison Report Council for Christian Colleges & Universities Consortium Questions

How much do you agree or disagree with the following statements?

1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strong Agree

		Westmont College	<i>Westmont College compared with CCC&U</i>			
		<i>Class</i>	<i>Mean</i>	<i>CCC&U Mean</i>	<i>Sig^a</i>	<i>Effect size^b</i>
1.	I have a personally meaningful relationship with God.	FY	4.65	4.66		
		SR	4.61	4.62		
2.	My relationship with God contributes to my sense of well-being.	FY	4.73	4.72		
		SR	4.61	4.69		
3.	The way I do things from day to day is often affected by my relationship with God.	FY	4.40	4.45		
		SR	4.40	4.45		
4.	Even if the people around me were opposed to my Christian convictions, I would still hold fast to them.	FY	4.42	4.58	*	-.26
		SR	4.49	4.57		
5.	I feel as if I need to be open to consider new insights and truths about my faith.	FY	4.30	4.24		
		SR	4.41	4.28		
6.	General education courses at this institution help students develop good values.	FY	4.01	3.93		
		SR	3.85	3.72		
7.	Courses in my major have helped me think about how values relate to my future profession.	FY	3.96	4.11		
		SR	4.18	4.29		
8.	When appropriate, professors here take time to talk about their values and personal beliefs in class.	FY	4.20	4.21		
		SR	4.21	4.20		
9.	Faculty here interact with students outside of class in ways that help us clarify our personal values.	FY	3.83	3.73		
		SR	3.95	3.87		
10.	There is an environment on this campus that encourages me to develop values which reflect my faith in Jesus Christ.	FY	4.57	4.41	*	.21
		SR	4.30	4.25		

^a*p<0.05 **P<0.01 ***P<0.001 (2-tailed).

^b Effect size = mean difference divided by comparison group standard deviation.

Appendix F

NSSE 2004 Means Comparison Report Council for Christian Colleges & Universities Consortium Questions

11.	This institution has helped me to "live out" my values through community service or ministry.	FY	3.84	3.91		
		SR	3.91	3.70	*	.22
12.	This institution has helped me to critically evaluate whether or not my behavior is consistent with Christian values.	FY	4.10	4.15		
		SR	4.06	3.95		
13.	This institution encourages students to worship God in meaningful ways.	FY	4.52	4.48		
		SR	4.45	4.23	*	.26
14.	As a result of my experience at this institution, I am more aware of what my own personal values are.	FY	4.18	4.19		
		SR	4.37	4.26		
15.	As a result of my experience at this institution, my values are more consistent with a Christian world and life view.	FY	3.92	4.00		
		SR	3.95	3.91		
16.	This institution has reinforced values that I have always held.	FY	4.14	4.13		
		SR	3.77	3.97	*	-.21
17.	This institution has challenged me to critically evaluate and reconsider values that I have always held.	FY	3.90	3.76		
		SR	4.09	3.77	***	.31
18.	My values have changed significantly since I enrolled at this institution.	FY	2.42	2.41		
		SR	3.03	2.63	***	.35
19.	My institution does a good job using technology to improve classroom instruction.	FY	3.54	4.07	***	-.68
		SR	3.36	3.97	***	-.68
20.	I would take classes over the Internet if institutions like mine would provide them.	FY	2.95	3.11		
		SR	2.91	3.25	**	-.27

^ap<0.05 **P<0.01 ***P<0.001 (2-tailed).

^b Effect size = mean difference divided by comparison group standard deviation.

Appendix G	Westmont College	<i>Westmont College compared with:</i>								
		CCC&U			Bac-LA			NSSE 2004		

Survey Items Not Part of Benchmark Categories

Class Mean Mean Sig^a Effect Size^b Mean Sig^a Effect Size^b Mean Sig^a Effect Size^b

Academic and Intellectual Experiences

In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often

Prepared two or more drafts of a paper or assignment before turning it in	FY	2.53	2.69		2.64			2.70		
	SR	2.19	2.12		2.44	**	-.25	2.51	***	-.32
Worked on a paper or project that required integrating ideas or information from various sources	FY	3.10	3.10		3.15			3.05		
	SR	3.35	3.30		3.49	*	-.21	3.35		
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	FY	2.72	2.62		2.89	*	-.19	2.73		
	SR	2.84	2.70		2.99			2.81		
Come to class without completing readings or assignments	FY	2.05	2.01		1.99			2.01		
	SR	2.25	2.16		2.07	*	.24	2.07	*	.24
Put together ideas or concepts from different courses when completing assignments or during class discussions	FY	2.62	2.46	*	2.58			2.47	*	.18
	SR	2.78	2.74		2.95	*	-.21	2.86		
Used e-mail to communicate with an instructor	FY	2.91	3.01		3.20	***	-.36	2.98		
	SR	3.06	3.20		3.46	***	-.56	3.24	*	-.22

During the current school year, how much has your coursework emphasized the following mental activities?

1=very little, 2=some, 3=quite a bit, 4=very much

Mental Activities

Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	FY	3.07	2.96		2.73	***	.38	2.91	*	.19
	SR	2.84	2.70		2.53	***	.32	2.74		

Examinations

1=very little to 7=very much

To what extent have your examinations during the current school year challenged you to do your best work?	FY	5.82	5.66		5.65			5.54	**	.26
	SR	5.60	5.26	**	5.52		.30	5.48		

Reading and Writing

During the current school year, about how much reading and writing have you done?

1=none, 2=between 1 and 4, 3=between 5 and 10, 4=between 11 and 20, 5=more than 20

Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	FY	2.08	2.09		2.09			2.03		
	SR	2.15	2.29		2.25			2.21		

Problem Sets

In a typical week, how many homework problem sets do you complete?

1=none, 2=1-2, 3=3-4, 4=5-6, 5=more than 6

Number of <i>problem sets</i> that take you more than an hour to complete	FY	2.20	2.62	***	2.61	***	-.36	2.59	***	-.36
	SR	1.88	2.37	***	2.29	***	-.35	2.49	***	-.52
Number of <i>problem sets</i> that take you less than an hour to complete	FY	2.02	2.80	***	2.54	***	-.44	2.68	***	-.56
	SR	1.71	2.40	***	2.05	**	-.30	2.29	***	-.49

^ap<0.05 **P<0.01 ***P<0.001 (2-tailed).

^bEffect size = mean difference divided by comparison group standard deviation.

Appendix G Survey Items Not Part of Benchmark Categories	Westmont College	Westmont College compared with:									
		CCC&U			Bac-LA			NSSE 2004			

Class	Mean	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b
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Additional Collegiate Experiences

In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often

Attended an art exhibit, gallery, play, dance, or other theatre performance	FY	2.10	2.29	**	-.22	2.41	***	-.34	2.12		
	SR	2.27	2.19			2.40			2.03	**	.27
Exercised or participated in physical fitness activities	FY	3.42	3.02	***	.42	3.00	***	.41	2.72	***	.64
	SR	3.21	2.83	***	.37	2.94	**	.26	2.57	***	.57
Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	FY	3.57	3.48			2.06	***	1.40	2.08	***	1.33
	SR	3.35	3.21			2.02	***	1.25	2.07	***	1.14

Enriching Educational Experiences

Which of the following have you done or do you plan to do before you graduate from your institution? (Recoded: 0=have not decided, do not plan to do, plan to do; 1=done. Thus, the mean is the proportion responding "done" among all valid respondents.)

Participate in a learning community or some other formal program where groups of students take two or more classes together	FY	.03	.10	***	-.23	.09	***	-.20	.12	***	-.27
	SR	.22	.27			.23			.23		

Time Usage

About how many hours do you spend in a typical 7-day week doing each of the following? 1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=more than 30 hrs/wk

Working for pay on campus	FY	1.63	1.91	**	-.21	1.79			1.63		
	SR	1.83	2.10			2.27	***	-.30	1.92		
Working for pay off campus	FY	1.34	1.66	***	-.22	1.46			2.28	***	-.44
	SR	2.30	2.54			2.20			3.54	***	-.45
Relaxing and socializing (watching TV, partying, exercising, etc.)	FY	3.70	3.71			3.78			3.82		
	SR	3.54	3.46			3.73			3.54		
Providing care for dependents living with you (parents, children, spouse, etc.)	FY	1.03	1.22	***	-.22	1.18	***	-.19	1.60	***	-.37
	SR	1.13	1.54	***	-.29	1.42	***	-.21	2.26	***	-.50
Commuting to class (driving, walking, etc.)	FY	1.71	1.91	*	-.24	1.84			2.15	***	-.43
	SR	2.03	2.12			1.93			2.30	***	-.25

Institutional Environment

To what extent does your institution emphasize each of the following? 1=very little, 2=some, 3=quite a bit, 4=very much

Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	FY	3.32	3.20			3.07	***	.30	2.83	***	.53
	SR	3.10	2.94			2.93	*	.19	2.59	***	.54
Using computers in academic work	FY	3.24	3.42	*	-.25	3.37			3.32		
	SR	3.28	3.47	**	-.27	3.49	**	-.29	3.45	*	-.23

^ap<0.05 **P<0.01 ***P<0.001 (2-tailed).

Appendix G Survey Items Not Part of Benchmark Categories	Westmont College	Westmont College compared with:											
		CCC&U				Bac-LA				NSSE 2004			
Class	Mean	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b	Mean	Sig ^a	Effect Size ^b

Educational and Personal Growth

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much

Acquiring a broad general education	FY	3.53	3.33	**	.30	3.34	***	.26	3.16	***	.49
	SR	3.63	3.42	**	.30	3.57			3.32	***	.40
Acquiring job or work-related knowledge and skills	FY	2.65	2.75			2.64			2.67		
	SR	2.89	3.03			2.87			3.02		
Writing clearly and effectively	FY	3.08	3.00			3.14			2.97		
	SR	3.26	3.04	**	.27	3.35			3.12		
Speaking clearly and effectively	FY	2.60	2.76			2.77	*	-.18	2.73		
	SR	3.10	2.96			3.16			3.01		
Thinking critically and analytically	FY	3.36	3.25			3.35			3.17	**	.24
	SR	3.61	3.39	***	.32	3.57			3.37	***	.33
Analyzing quantitative problems	FY	2.65	2.51			2.65			2.64		
	SR	2.59	2.64			2.85	**	-.28	2.87	***	-.31
Using computing and information technology	FY	2.48	2.79	***	-.34	2.76	***	-.30	2.85	***	-.40
	SR	2.74	2.92	*	-.21	3.01	**	-.30	3.13	***	-.44
Working effectively with others	FY	2.90	2.88			2.89			2.85		
	SR	3.17	3.13			3.20			3.14		
Voting in local, state, or national elections	FY	1.74	1.76			1.97	**	-.23	1.88	*	-.15
	SR	1.91	1.69	*	.25	1.95			1.84		
Learning effectively on your own	FY	2.98	2.87			3.02			2.91		
	SR	3.17	3.00	*	.21	3.26			3.09		
Understanding yourself	FY	3.22	2.95	**	.32	2.86	***	.38	2.74	***	.50
	SR	3.31	3.07	**	.27	3.14	*	.19	2.88	***	.44
Understanding people of other racial and ethnic backgrounds	FY	2.38	2.56	*	-.20	2.58	*	-.21	2.53		
	SR	2.41	2.44			2.65	**	-.24	2.58	*	-.16
Solving complex real-world problems	FY	2.46	2.53			2.57			2.50		
	SR	2.69	2.65			2.74			2.69		
Developing a personal code of values and ethics	FY	3.34	3.12	**	.26	2.72	***	.64	2.60	***	.75
	SR	3.46	3.23	*	.26	2.86	***	.61	2.72	***	.72
Contributing to the welfare of your community	FY	2.88	2.76			2.52	***	.38	2.32	***	.57
	SR	3.05	2.67	***	.40	2.62	***	.44	2.42	***	.62
Developing a deepened sense of spirituality	FY	3.62	3.38	***	.30	2.05	***	1.49	2.09	***	1.42
	SR	3.48	3.24	**	.27	1.97	***	1.44	1.99	***	1.37

^ap<0.05 **P<0.01 ***P<0.001 (2-tailed).

^b Effect size = mean difference divided by comparison group standard deviation.

Appendix G Survey Items Not Part of Benchmark Categories	Westmont College	Westmont College compared with:								
		CCC&U			Bac-LA			NSSE 2004		

Class Mean Mean Sig ^a Effect
Size ^b Mean Sig ^a Effect
Size ^b Mean Sig ^a Effect
Size ^b

Academic Advising

1=poor, 2=fair, 3=good, 4=excellent

Overall, how would you evaluate the quality of academic advising you have received at your institution?	FY	3.06	3.20	*	-.20	3.14		3.02		
	SR	3.15	3.05			3.23		2.95	*	.21

Satisfaction

1=poor, 2=fair, 3=good, 4=excellent

How would you evaluate your entire educational experience at this institution?	FY	3.63	3.41	***	.34	3.38	***	.36	3.22	***	.59
	SR	3.66	3.34	***	.46	3.46	***	.29	3.25	***	.56

1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes

If you could start over again, would you go to the <i>same institution</i> you are now attending?	FY	3.55	3.50			3.30	***	.31	3.22	***	.40
	SR	3.57	3.29	***	.33	3.28	***	.35	3.18	***	.47

^ap<0.05 ^{**}P<0.01 ^{***}P<0.001 (2-tailed).