National Survey
of Student Engagement

Salem State College

Benchmark Comparisons

August 2008

National Survey of Student Engagement

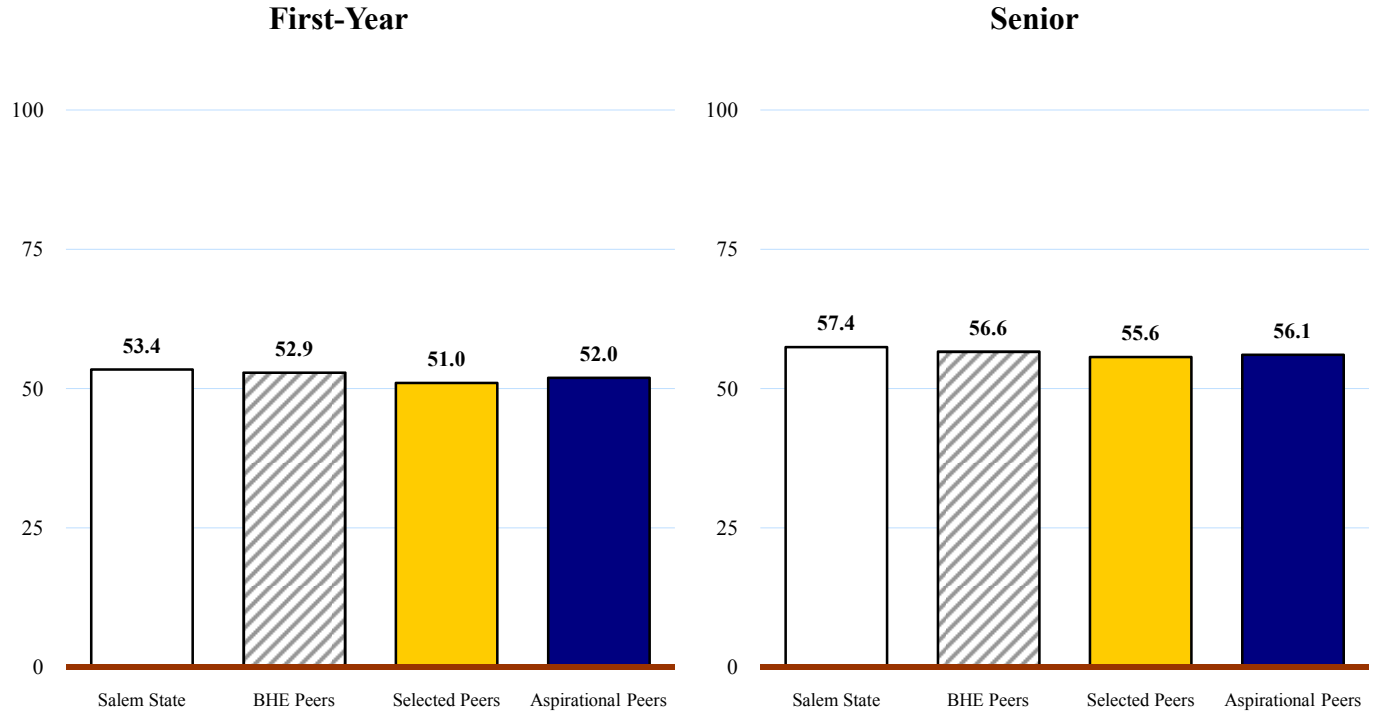
NSSE 2008 Benchmark Comparisons

Salem State College

Level of Academic Challenge (LAC)

Benchmark Comparisons

		Salem State compared with:						
	Salem State	**BHE Peers**			**Selected Peers**		**Aspirational Peers**	
Class	*Mean* [a]	*Mean* [a]	*Sig* [b]	*Effect Size* [c]	*Mean* [a]	*Effect Size* [c]	*Mean* [a]	*Effect Size* [c]
First-Year	53.4	52.9		.04	51.0	.18	52.0	.11
Senior	57.4	56.6		.06	55.6	.12	56.1	.10



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.

[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.

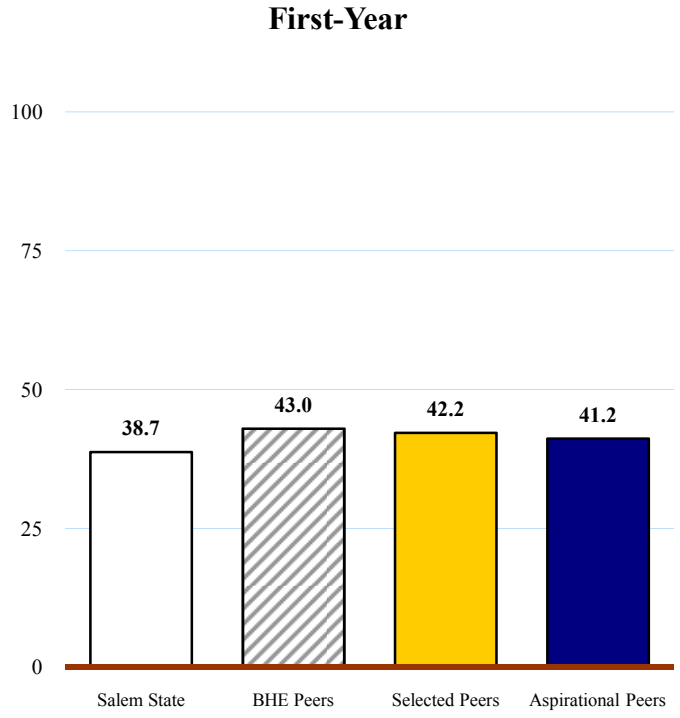
National Survey of Student Engagement

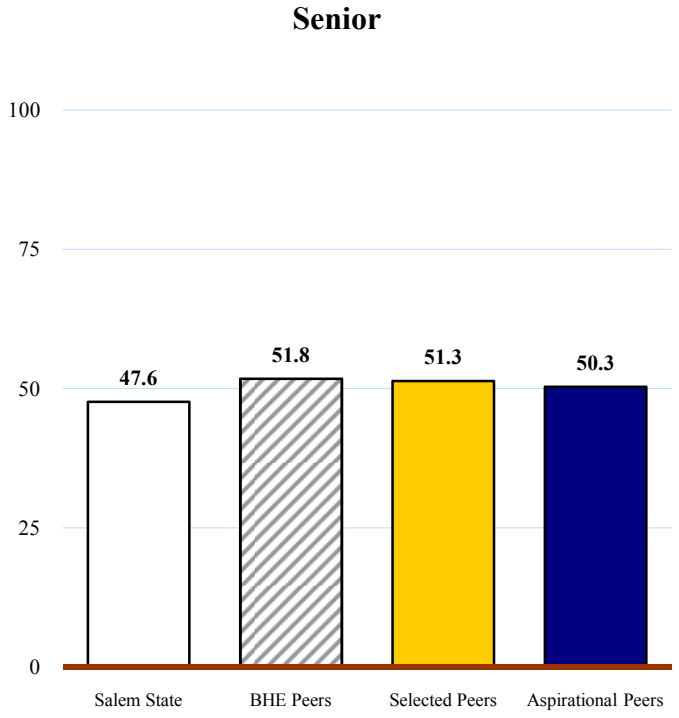
NSSE 2008 Benchmark Comparisons
Salem State College

Active and Collaborative Learning (ACL)

Benchmark Comparisons

		Salem State compared with:							
	Salem State	**BHE Peers**			**Selected Peers**			**Aspirational Peers**	
Class	*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	38.7	43.0	*	-.24	42.2		-.21	41.2		-.15
Senior	47.6	51.8	**	-.25	51.3	*	-.21	50.3		-.16





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.)

[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.

National Survey of Student Engagement

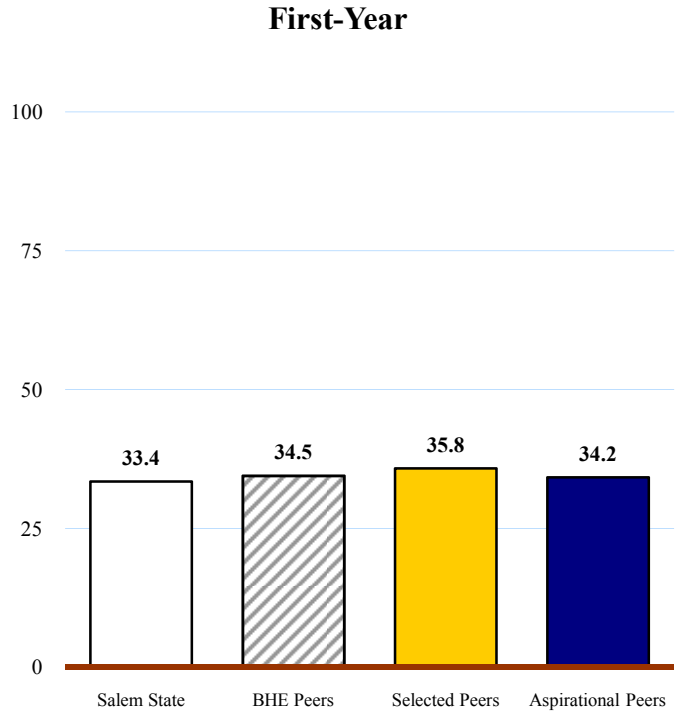
NSSE 2008 Benchmark Comparisons

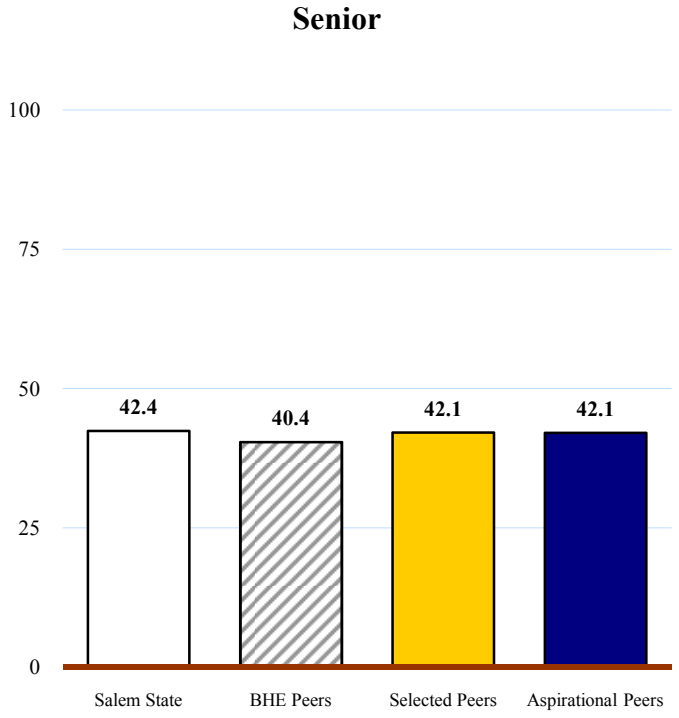
Salem State College

Student-Faculty Interaction (SFI)

Benchmark Comparisons

		Salem State compared with:							
	Salem State	**BHE Peers**			**Selected Peers**			**Aspirational Peers**	
Class	*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	33.4	34.5		-.06	35.8		-.13	34.2		-.04
Senior	42.4	40.4		.10	42.1		.01	42.1		.02





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

[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.

National Survey of Student Engagement

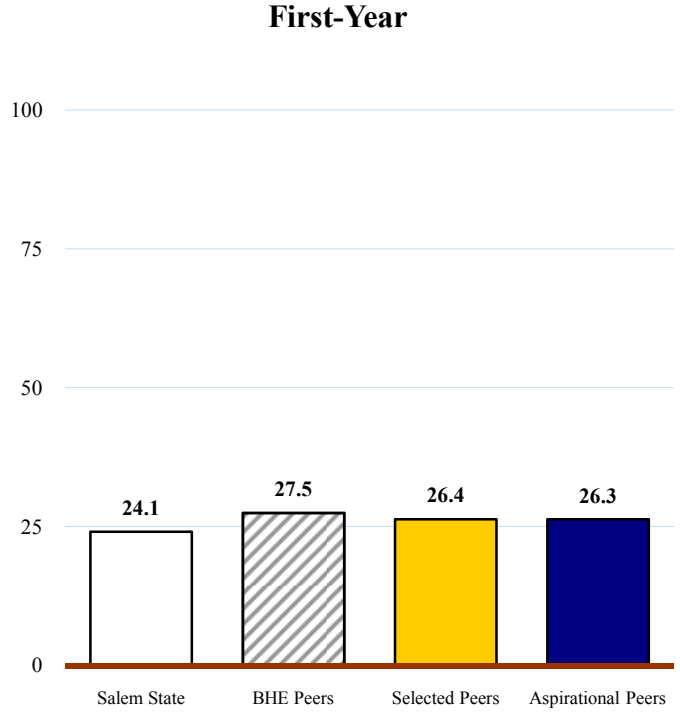
NSSE 2008 Benchmark Comparisons

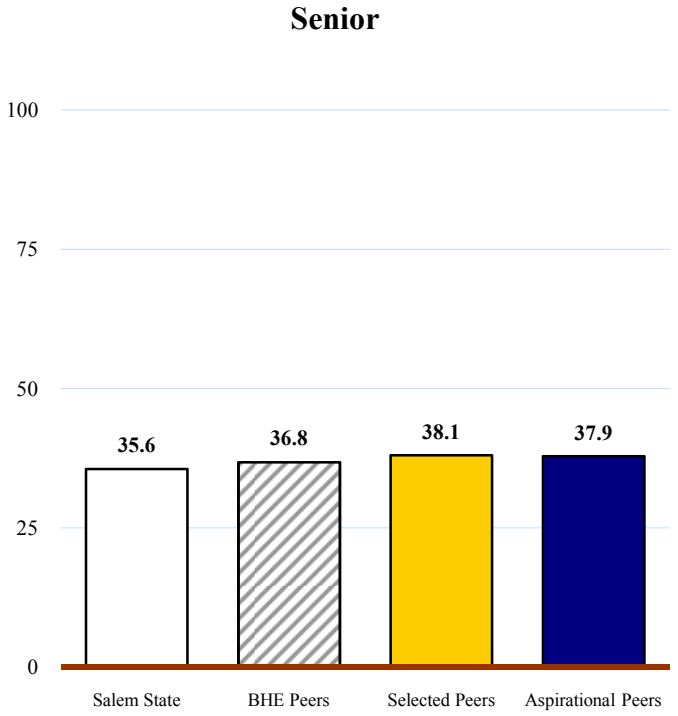
Salem State College

Enriching Educational Experiences (EEE)

Benchmark Comparisons

		Salem State compared with:							
	Salem State	**BHE Peers**			**Selected Peers**			**Aspirational Peers**	
Class	*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	24.1	27.5	*	-.24	26.4		-.17	26.3		-.18
Senior	35.6	36.8		-.07	38.1		-.14	37.9		-.13





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

[a] Weighted by gender, enrollment status, and institutional size.

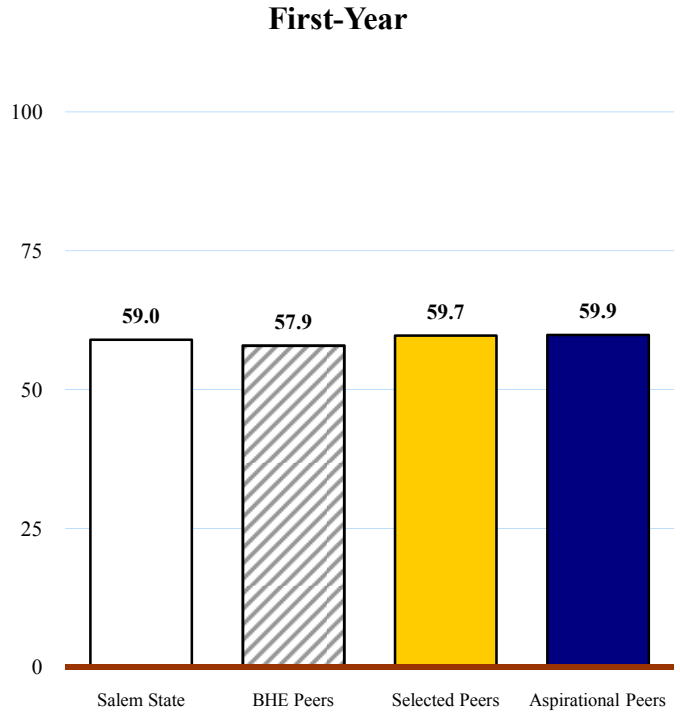
[b] * p<.05 ** p<.01 ***p<.001 (2-tailed).

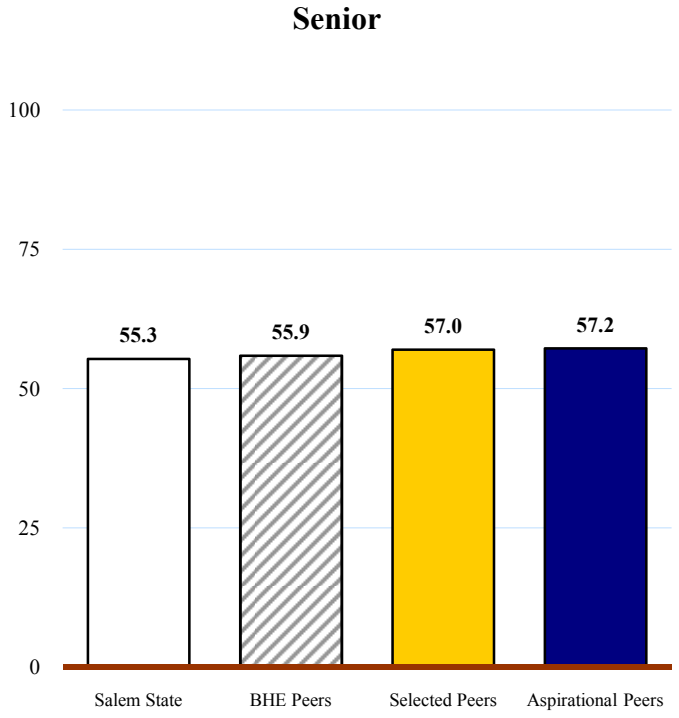
[c] Mean difference divided by the pooled standard deviation.

Supportive Campus Environment (SCE)

Benchmark Comparisons

		Salem State compared with:						
	Salem State	**BHE Peers**			**Selected Peers**		**Aspirational Peers**	
Class	*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	59.0	57.9		.05	59.7		-.04	59.9		-.05
Senior	55.3	55.9		-.03	57.0		-.09	57.2		-.10





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 the pooled standard deviation.

National Survey of Student Engagement

NSSE 2008 Benchmark Comparisons
Detailed Statistics and Effect Sizes [a]
Salem State College

First-Year Students

		Mean Statistics			Distribution Statistics					Reference Group Comparison Statistics			
					Percentiles [d]								
		Mean	SD [b]	SEM [c]	5th	25th	50th	75th	95th	Deg. of Freedom [e]	Mean Diff.	Sig. [f]	Effect size [g]
LEVEL OF ACADEMIC CHALLENGE (LAC)													
Salem State	(N = 86)	53.4	13.7	1.5	34	42	53	63	75				
BHE Peers		52.9	14.0	.4	30	44	53	62	77	1,063	.5	.744	.04
Selected Peers		51.0	13.3	.4	29	42	51	60	73	1,032	2.4	.116	.18
Aspirational Peers		52.0	12.6	.4	32	44	52	60	73	869	1.5	.313	.11
Top 50%		56.4	13.1	.1	35	48	56	66	77	18,638	-3.0	.034	-.23
Top 10%		60.7	12.8	.2	38	52	61	70	80	3,418	-7.3	.000	-.57
ACTIVE AND COLLABORATIVE LEARNING (ACL)													
Salem State	(N = 91)	38.7	15.5	1.6	14	29	33	48	67				
BHE Peers		43.0	18.0	.5	17	29	42	57	76	1,180	-4.3	.028	-.24
Selected Peers		42.2	16.9	.5	19	29	42	52	71	1,108	-3.5	.059	-.21
Aspirational Peers		41.2	15.8	.5	19	29	38	52	67	975	-2.4	.162	-.15
Top 50%		47.5	17.0	.1	24	33	48	57	76	17,677	-8.8	.000	-.52
Top 10%		51.6	17.9	.3	24	38	50	62	83	3,891	-12.8	.000	-.72
STUDENT-FACULTY INTERACTION (SFI)													
Salem State	(N = 85)	33.4	15.5	1.7	11	22	33	44	60				
BHE Peers		34.5	19.6	.6	11	22	33	44	73	108	-1.1	.553	-.06
Selected Peers		35.8	19.1	.6	11	22	33	47	72	108	-2.4	.186	-.13
Aspirational Peers		34.2	18.1	.6	11	22	33	44	67	880	-.8	.702	-.04
Top 50%		39.7	19.4	.2	11	28	39	50	78	86	-6.3	.000	-.32
Top 10%		43.6	21.2	.4	13	28	39	56	83	93	-10.1	.000	-.48
ENRICHING EDUCATIONAL EXPERIENCES (EEE)													
Salem State	(N = 84)	24.1	11.6	1.3	6	17	25	29	44				
BHE Peers		27.5	14.0	.5	8	17	26	36	53	106	-3.4	.013	-.24
Selected Peers		26.4	13.6	.4	8	17	25	33	50	105	-2.3	.090	-.17
Aspirational Peers		26.3	12.5	.5	8	17	25	33	48	836	-2.2	.117	-.18
Top 50%		30.3	13.7	.1	11	21	29	38	54	84	-6.3	.000	-.46
Top 10%		33.0	14.3	.2	11	23	32	42	58	88	-8.9	.000	-.62
SUPPORTIVE CAMPUS ENVIRONMENT (SCE)													
Salem State	(N = 84)	59.0	18.1	2.0	28	47	58	72	89				
BHE Peers		57.9	20.1	.7	25	44	58	72	92	1,009	1.1	.643	.05
Selected Peers		59.7	19.2	.6	28	47	58	72	94	982	-.8	.730	-.04
Aspirational Peers		59.9	18.7	.7	28	47	58	72	89	819	-.9	.687	-.05
Top 50%		65.8	18.4	.2	33	53	67	78	94	14,929	-6.8	.001	-.37
Top 10%		68.5	18.4	.3	36	56	69	81	97	3,502	-9.5	.000	-.51

[a] All statistics are weighted by gender, enrollment status, and institutional size.

[b] Standard Deviation is a measure of the average amount the individual scores deviate from the mean of all the scores in the distribution.

[c] The 95% confidence interval for the population mean it is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

[d] A percentile is the point in the distribution of student-level benchmark scores at or below which a given percentage of benchmark scores fall.

[e] Degrees of freedom used to compute the t-tests. Values vary for the total Ns due to weighting and the equal variance assumption.

[f] Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

[g] Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.

National Survey of Student Engagement

NSSE 2008 Benchmark Comparisons
Detailed Statistics and Effect Sizes [a]
Salem State College

Seniors

	Mean Statistics			Distribution Statistics					Reference Group Comparison Statistics			
				Percentiles [d]								
	Mean	SD [b]	SEM [c]	5th	25th	50th	75th	95th	Deg. of Freedom [e]	Mean Diff.	Sig. [f]	Effect size [g]
LEVEL OF ACADEMIC CHALLENGE (LAC)												
Salem State (N = 136)	57.4	14.9	1.3	33	49	58	69	79				
BHE Peers	56.6	14.4	.3	33	46	57	67	80	2,080	.8	.528	.06
Selected Peers	55.6	14.4	.3	31	47	56	65	78	2,061	1.8	.160	.12
Aspirational Peers	56.1	13.8	.4	33	47	56	66	79	1,635	1.4	.277	.10
Top 50%	59.9	13.8	.1	37	51	60	70	81	34,591	-2.4	.040	-.18
Top 10%	63.3	13.5	.2	40	54	64	73	84	6,881	-5.9	.000	-.44
ACTIVE AND COLLABORATIVE LEARNING (ACL)												
Salem State (N = 137)	47.6	15.9	1.4	24	33	50	62	71				
BHE Peers	51.8	17.2	.4	27	38	52	62	81	2,169	-4.2	.005	-.25
Selected Peers	51.3	17.9	.4	24	38	52	62	81	2,145	-3.7	.018	-.21
Aspirational Peers	50.3	16.8	.4	24	38	48	62	81	1,722	-2.7	.069	-.16
Top 50%	55.4	17.2	.1	29	43	56	67	86	36,164	-7.8	.000	-.45
Top 10%	59.7	17.3	.2	33	48	57	71	90	7,352	-12.0	.000	-.70
STUDENT-FACULTY INTERACTION (SFI)												
Salem State (N = 136)	42.4	20.9	1.8	11	28	44	61	78				
BHE Peers	40.4	20.5	.5	11	27	39	56	83	2,085	2.0	.278	.10
Selected Peers	42.1	21.1	.5	11	28	39	56	83	2,075	.3	.871	.01
Aspirational Peers	42.1	20.6	.5	11	28	39	56	80	1,643	.3	.864	.02
Top 50%	49.3	21.5	.1	17	33	47	67	89	26,472	-6.9	.000	-.32
Top 10%	55.3	21.7	.4	22	39	56	72	94	3,769	-12.9	.000	-.59
ENRICHING EDUCATIONAL EXPERIENCES (EEE)												
Salem State (N = 136)	35.6	17.1	1.5	8	22	33	50	65				
BHE Peers	36.8	17.1	.4	11	23	36	48	67	2,035	-1.2	.412	-.07
Selected Peers	38.1	17.8	.4	11	25	36	50	69	2,015	-2.5	.115	-.14
Aspirational Peers	37.9	17.6	.5	11	25	36	50	69	1,600	-2.3	.146	-.13
Top 50%	47.3	17.7	.1	18	35	47	60	76	37,311	-11.7	.000	-.66
Top 10%	54.3	17.3	.2	22	43	55	67	81	5,867	-18.7	.000	-1.08
SUPPORTIVE CAMPUS ENVIRONMENT (SCE)												
Salem State (N = 133)	55.3	18.6	1.6	28	44	53	67	86				
BHE Peers	55.9	19.6	.5	25	42	56	69	89	2,004	-.6	.728	-.03
Selected Peers	57.0	19.6	.5	25	44	58	69	90	1,972	-1.7	.339	-.09
Aspirational Peers	57.2	18.9	.5	25	44	58	69	89	1,562	-1.9	.259	-.10
Top 50%	63.5	18.9	.1	31	50	64	78	94	31,166	-8.2	.000	-.43
Top 10%	66.7	18.5	.2	33	56	67	81	97	7,358	-11.4	.000	-.62

[a] All statistics are weighted by gender, enrollment status, and institutional size.

[b] Standard Deviation is a measure of the average amount the individual scores deviate from the mean of all the scores in the distribution.

[c] The 95% confidence interval for the population mean it is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

[d] A percentile is the point in the distribution of student-level benchmark scores at or below which a given percentage of benchmark scores fall.

[e] Degrees of freedom used to compute the t-tests. Values vary for the total Ns due to weighting and the equal variance assumption.

[f] Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

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