



SANTA CLARA UNIVERSITY

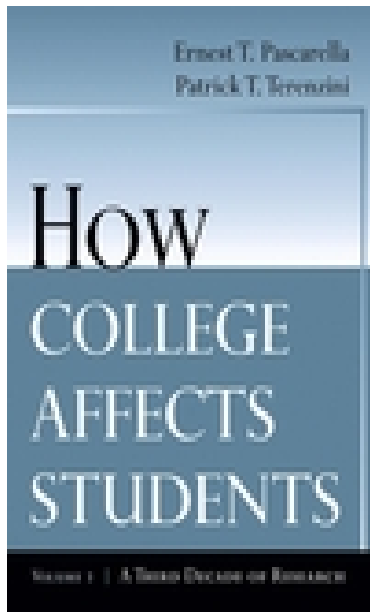
# What are Transfer Students Saying about their Experience at Santa Clara?

*Presented by the SCU Office of Assessment  
and the Office of Student Life*

**June 3, 2009**



## What Really Matters in College: Student Engagement



Because individual effort and involvement are the critical determinants of impact, institutions should focus on the ways they can shape their academic, interpersonal, and extracurricular offerings to encourage *student engagement*.

Pascarella & Terenzini, *How College Affects Students*, 2005, p. 602



## Goals for this Presentation

- **Brief overview of the NSSE survey**
- **Similarities & Differences with full-time freshmen peers in Four Main Areas**
  - Activities in and out of the classroom
  - Quality of relationship
  - Interactions with others from diverse backgrounds
  - Perceived level of support
- **Stimulate Discussion – What can we do to close the gap?**



## What is the NSSE?

- A national effort to assess student behavior and effective educational practice (four-year institutions)
- 610 colleges and universities participated in the spring 2007 administration.
- All first-year and graduating seniors invited to complete the survey (about 1/3 of these students do so).
- Peer comparison group of other NSSE-participating Jesuit universities (i.e. the Jesuit consortium) selected in 2005. Consortium-specific questions administered starting in 2006.
- USA Today:  
[http://www.usatoday.com/news/education/2007-11-04-nsse-how-to\\_N.htm](http://www.usatoday.com/news/education/2007-11-04-nsse-how-to_N.htm)



## Scales and Benchmarks

- **Level of Academic Challenge**
- **Active and Collaborative Learning**
- **Student – Faculty Interaction**
- **Enriching Educational Experiences**
- **Supportive Campus Environment**
- **Jesuit Consortium**
- **Carnegie Peers**
- **NSSE 2007**
- **“Above Average”:  
Benchmarks in top 50%  
of all NSSE Institutions**
- **“High Performing”:  
Benchmarks in top 10%  
of all NSSE Institutions**



## Transfer Students – Who responded?

- **Only using SENIOR responses from 2007**
  - 70 Transfer and Non-FFF
  - 310 FFF (started as first-year freshmen)
- **24% males; 76% females (27% / 73% for FFF)**
- **42% Caucasian; 48% Students of Color (10% no report); (64% / 32% / 4% for FFF)**
- **63% College of Arts & Science; 30% Business; 7% Engineering (same for FFF)**
- **0% living in SCU housing, only 30% within walking distance (compared to FFF: 20% SCU housing plus 65% within walking distance)**

**A subset of students from SCU –  
not randomly selected so must interpret with caution...**



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## Parents' Educational Background

<b>Did not finish High School</b>		
<b>Graduated from High School</b>		
<b>Attended College</b>		
<b>Completed Associate's Degree</b>		
<b>Completed Bachelor's Degree</b>		
<b>Complete Master's Degree</b>		
<b>Completed Doctoral Degree</b>		
<b>Total</b>	<b>100%</b>	<b>100%</b>



## Activities Inside and Outside of Class

### **SOME DIFFERENCES ~ less likely to:**

- **Attend an art exhibit, play, dance, music, theatre or other performance**
- **Exercise or participate in physical fitness activities**
- **Participate in activities to enhance spirituality**
- **Participate in co-curricular programs**

### **SOME SIMILARITIES ~ just as likely to:**

- **Discuss grades or assignments with an instructor**
- **Work with other students on projects during class and outside of class**
- **Participate in community-based projects as part of a course**
- **Include diverse perspectives (different races, religions, genders, political beliefs) in class discussions or writing assignments**
- **Spend comparable amounts of time each week preparing for class**

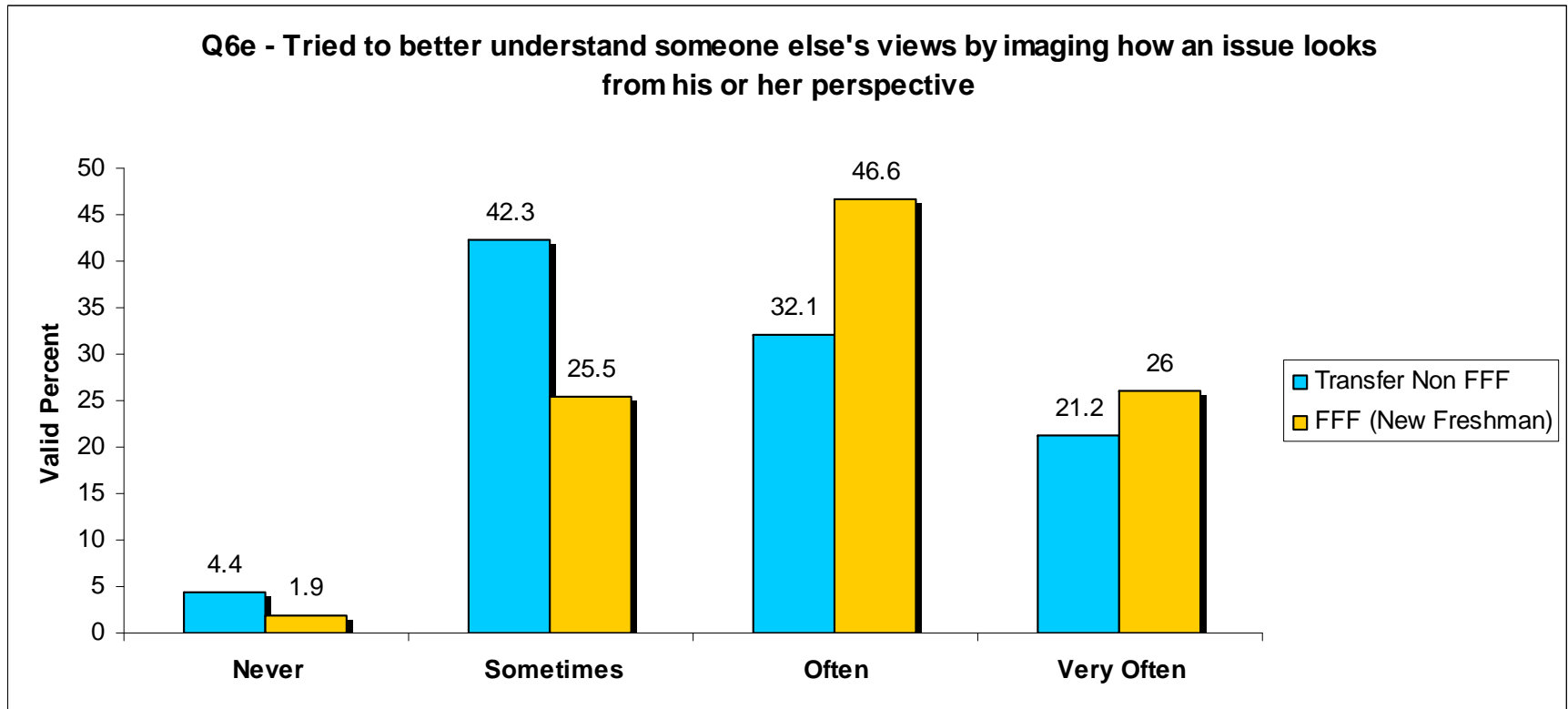


## How do Transfer Students Spend their Time?

- Significantly LESS likely to spend time working at ON CAMPUS jobs
- Significantly MORE likely to spend time working at OFF CAMPUS jobs
- Significantly MORE likely to spend time caring for dependents living with them (parents, children, spouse, etc.)
- Significantly MORE time spent commuting to class

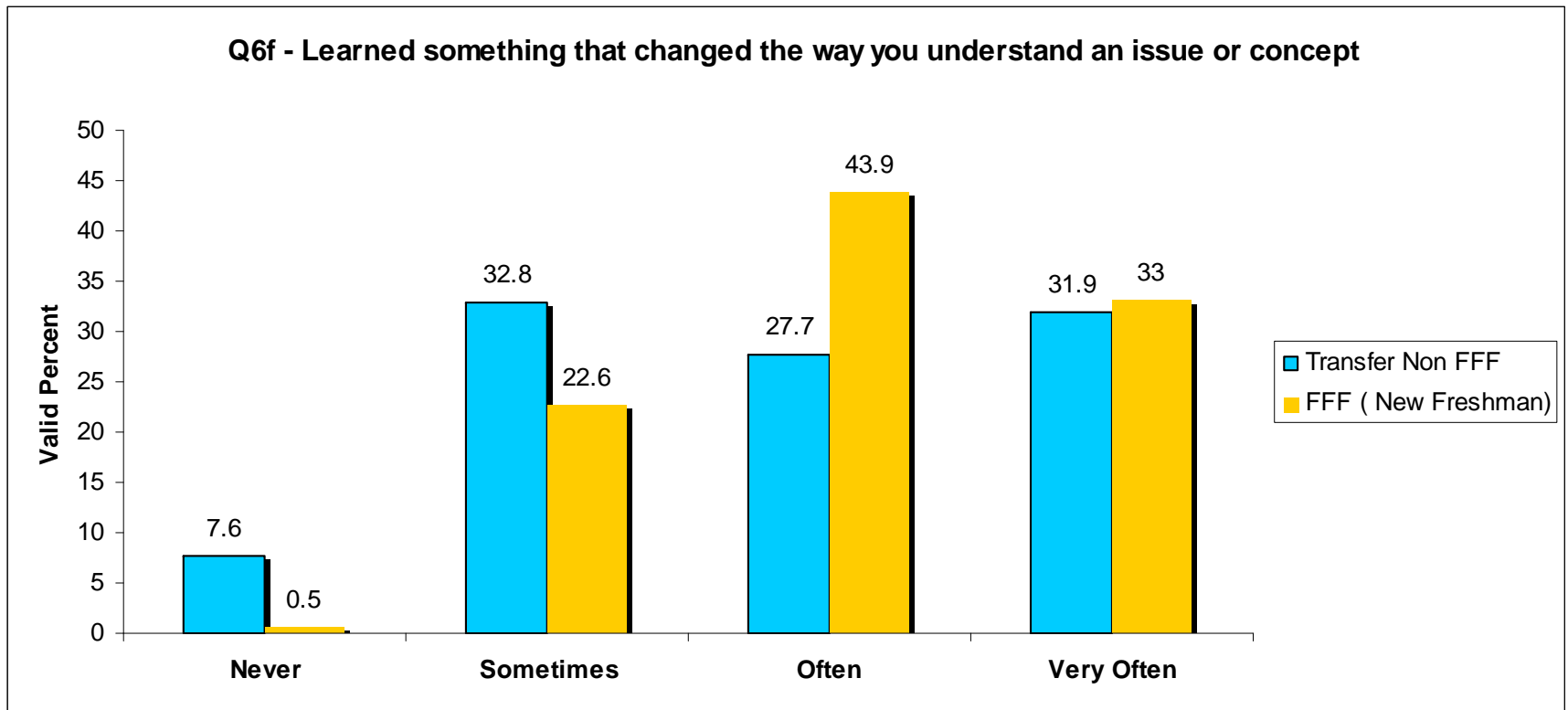


## Perspective Taking & Changing One's Own Perspective... a significant difference





## Perspective Taking & Changing One's Own Perspective... a significant difference





## Quality of Relationships with Other Students?

On a scale of

**1   2   3   4   5   6   7**

**Unavailable, Unhelpful,  
Unsympathetic**

**Available, Helpful,  
Sympathetic**

- Transfer Non FFF average rating of 5.09
- New Freshmen average rating of 5.99

**Both groups' averages are ABOVE the middle rating of "4" but a statistically significant difference**



## Quality of Relationships with Faculty?

On a scale of

**1   2   3   4   5   6   7**

**Unavailable, Unhelpful,  
Unsympathetic**

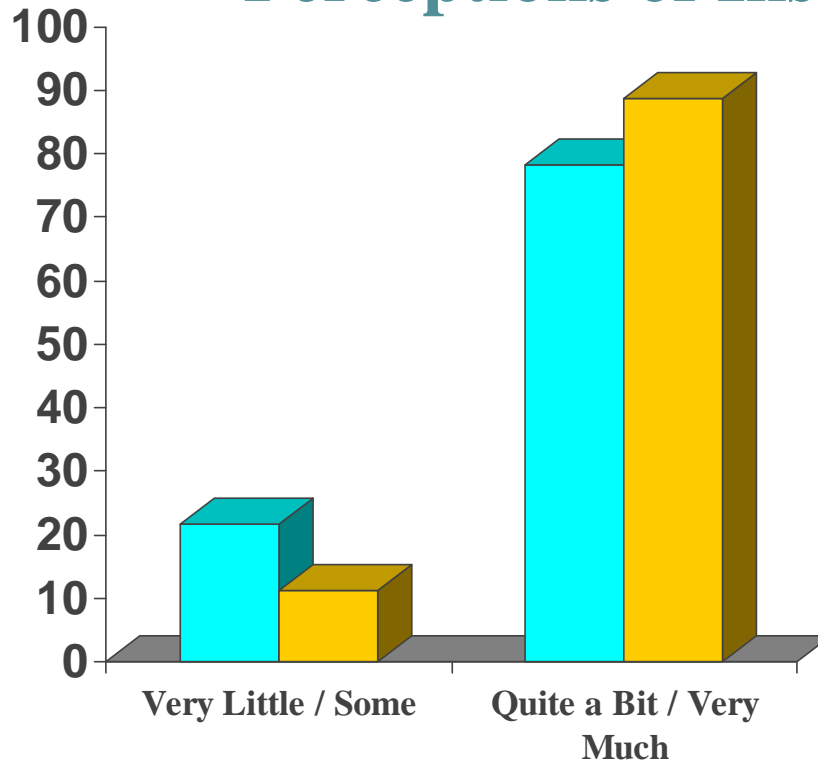
**Available, Helpful,  
Sympathetic**

- Transfer Non FFF average rating of 5.34
- New Freshmen average rating of 5.83

**Both groups' averages are ABOVE the middle rating of "4" but a statistically significant difference**



## Perceptions of Institutional “Emphases”



*Difference is statistically significant*

■ Transfer Non FFF

■ FFF New Freshmen

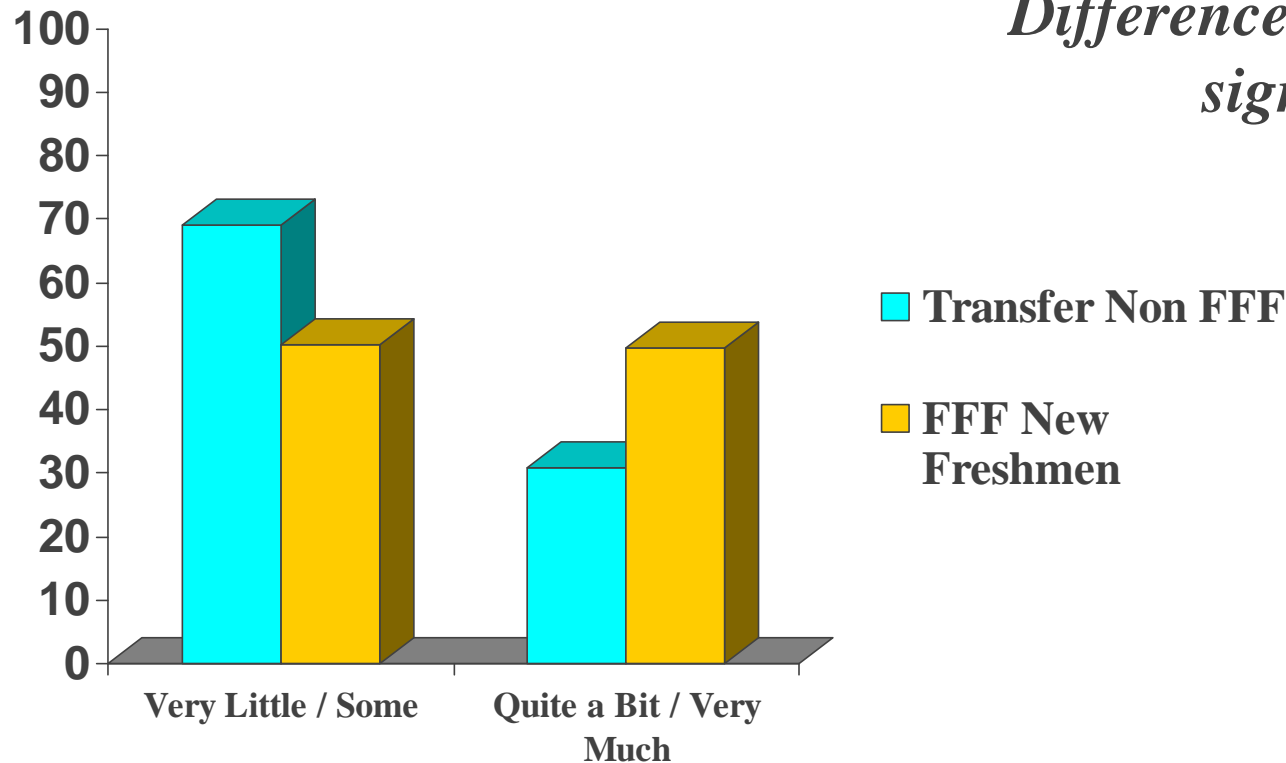
**Q10b - Providing the support you need to help you succeed academically**



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## Perceptions of Institutional “Emphases”

*Difference is statistically significant*

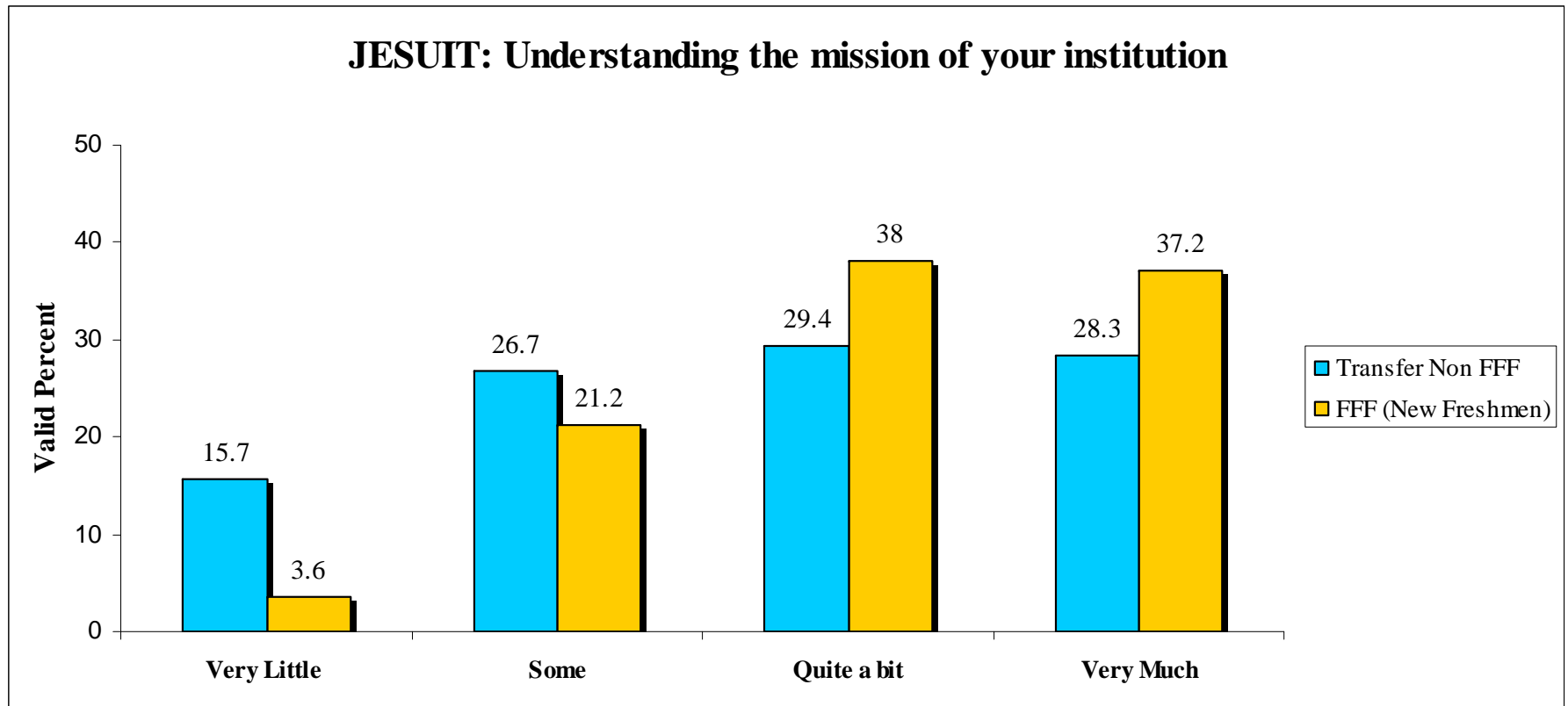


**Q10e - Providing the support you need to thrive socially?**



## Jesuit Consortium Questions

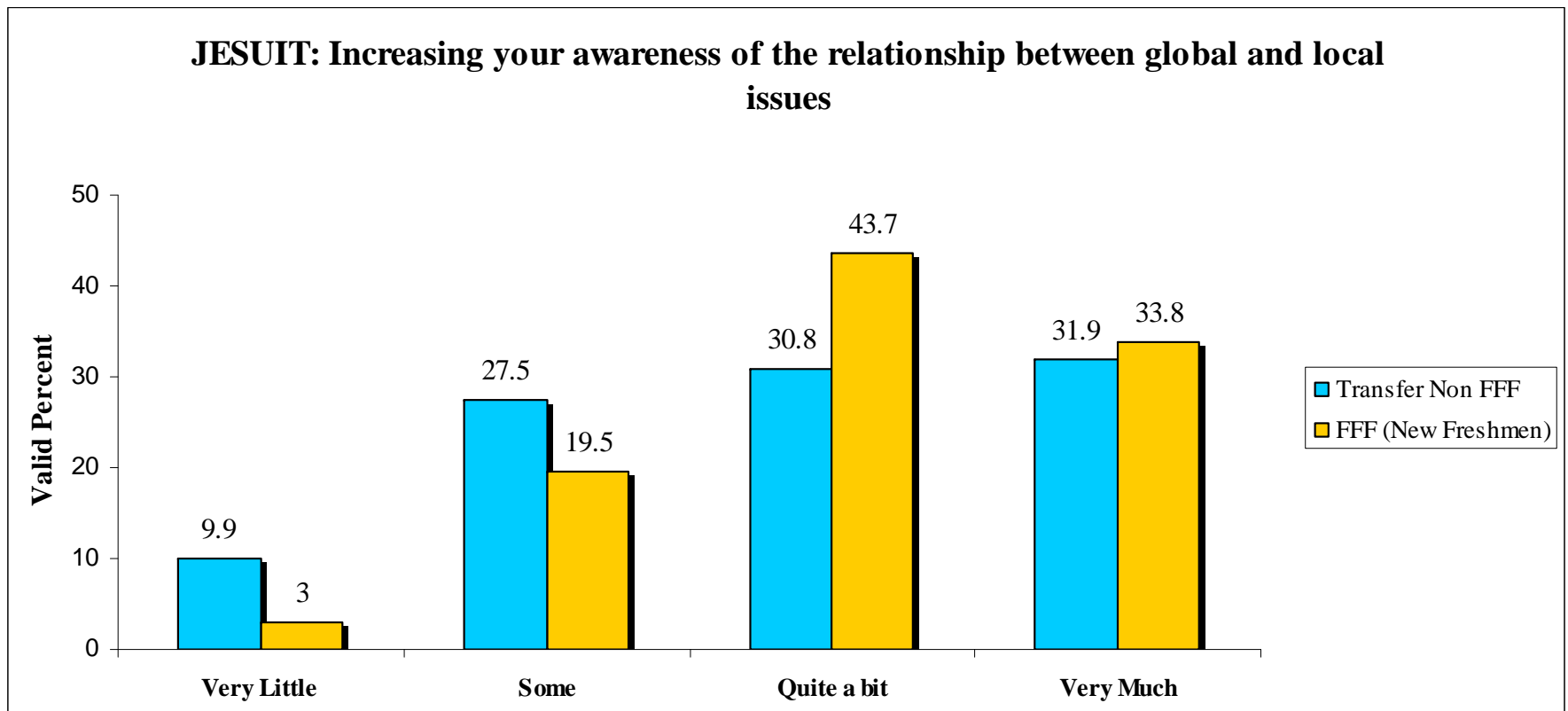
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## Jesuit Consortium Questions

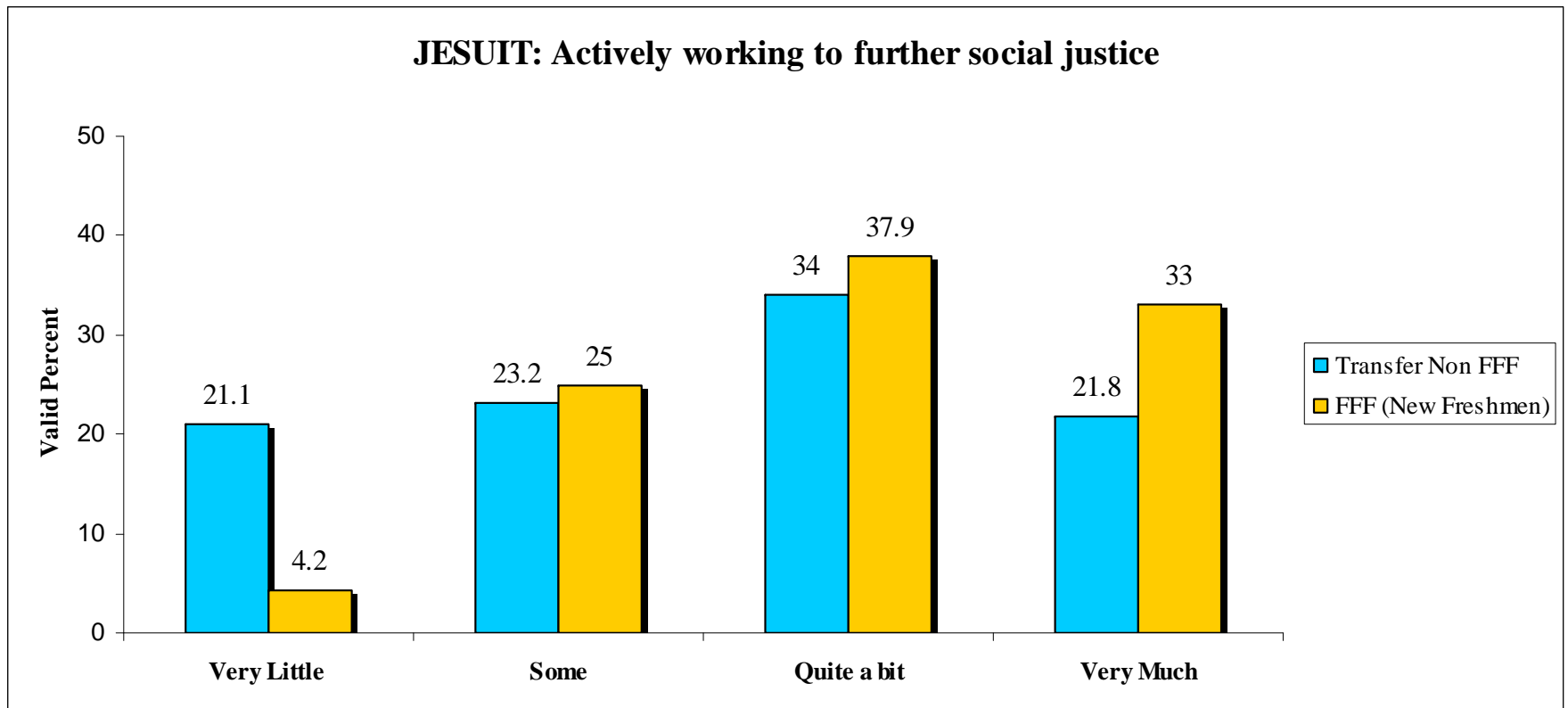
*No significant difference!*





## Jesuit Consortium Questions

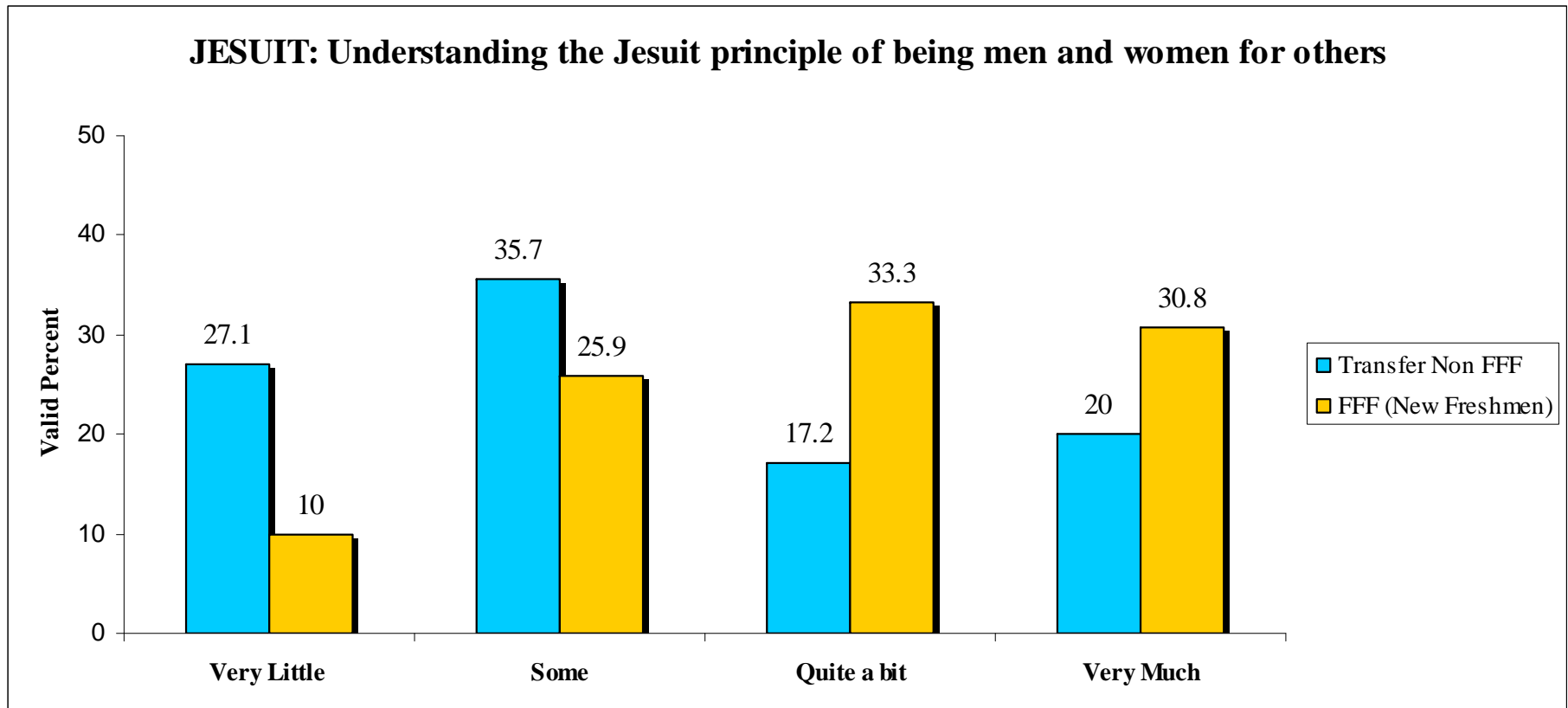
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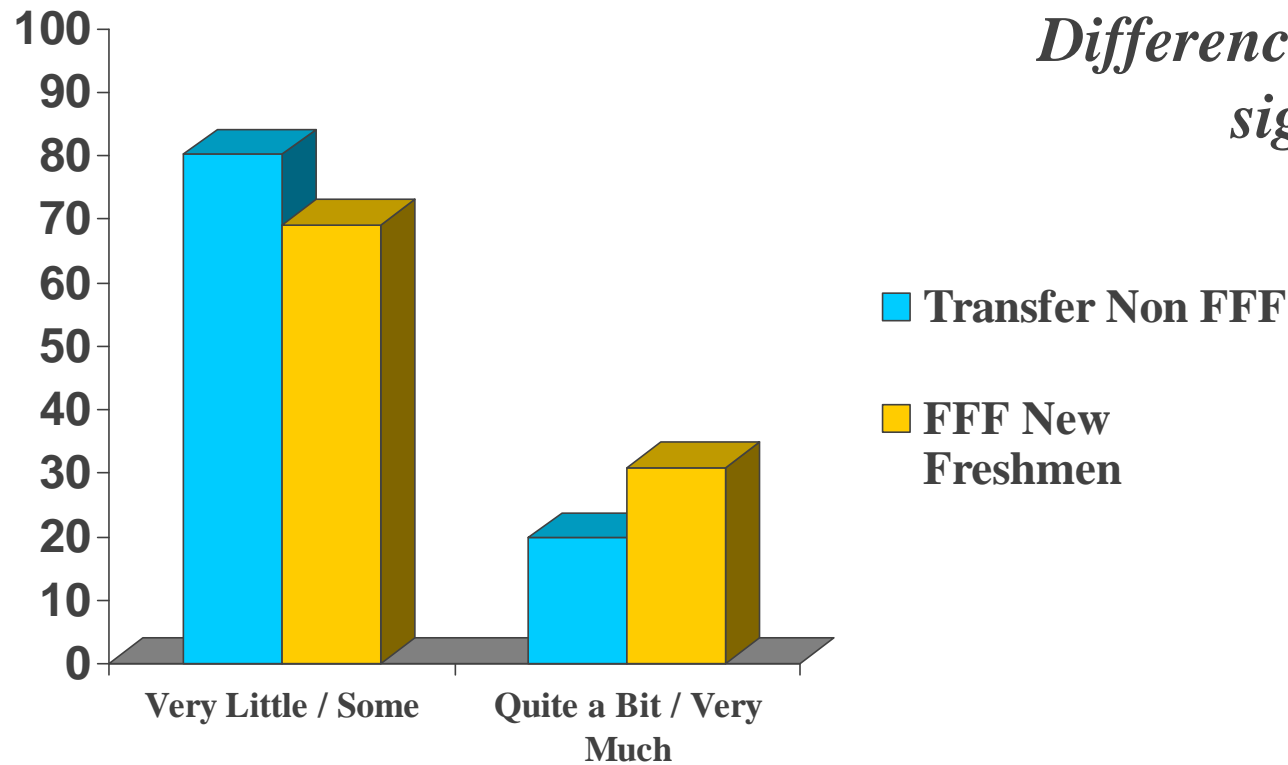
## Jesuit Consortium Questions

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## Perceptions of Institutional “Emphases”

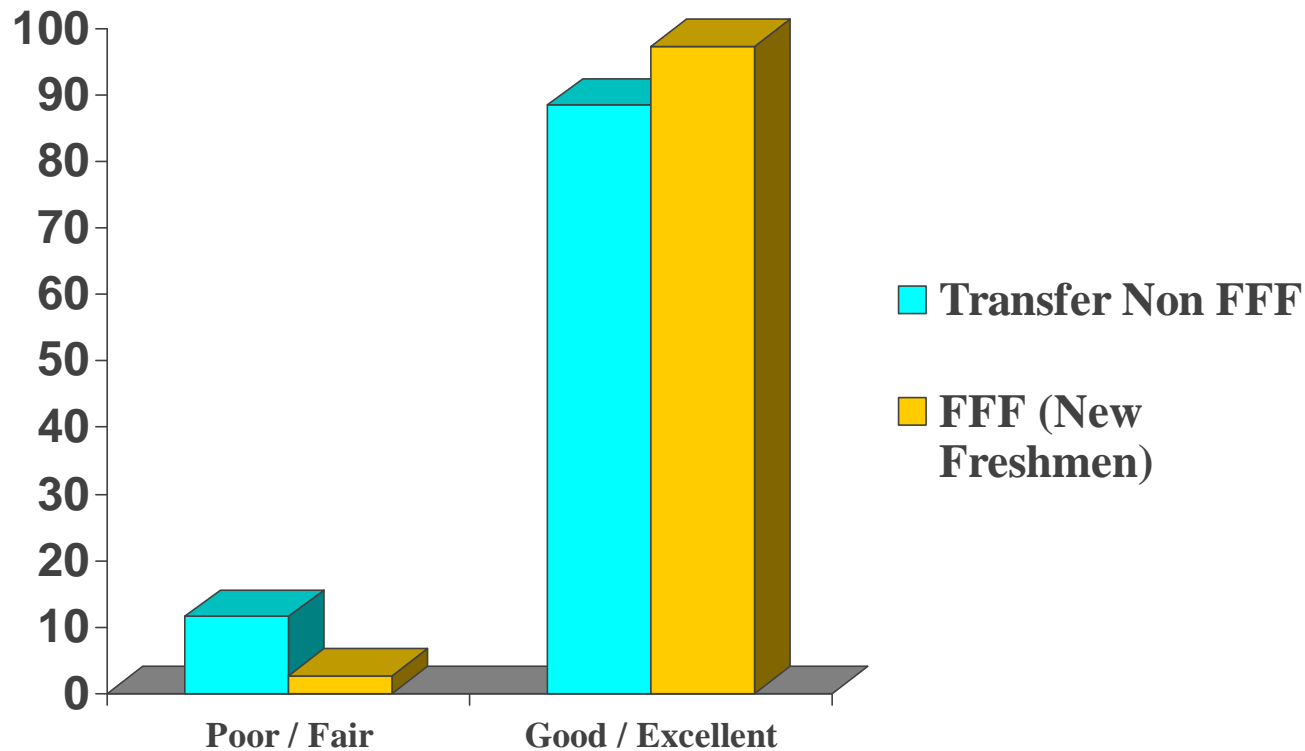


**Q10d – Helping you cope with your non-academic responsibilities work, family, etc.)**



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## How would you evaluate your entire educational experience at this institution?

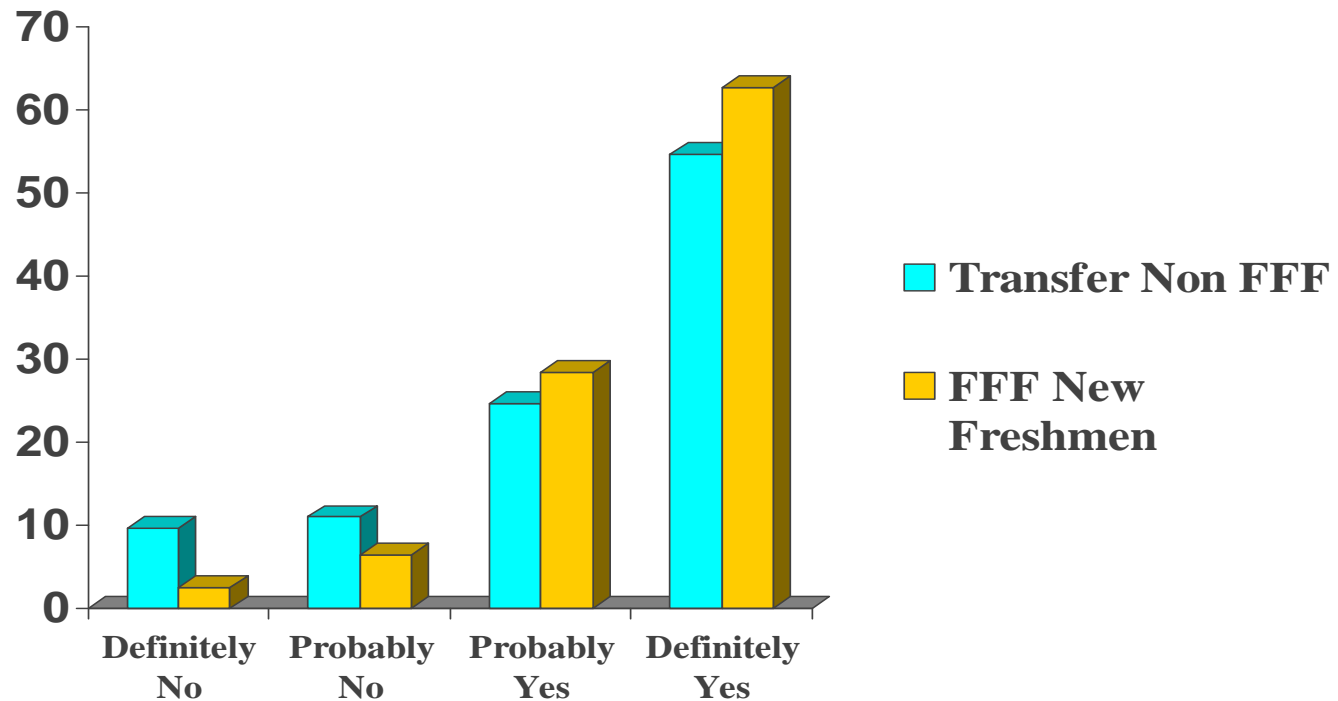




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## If you could start over, would you go to SCU?

*Similar profile but statistically different regarding the likelihood of choosing SCU*





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# Thank you!

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