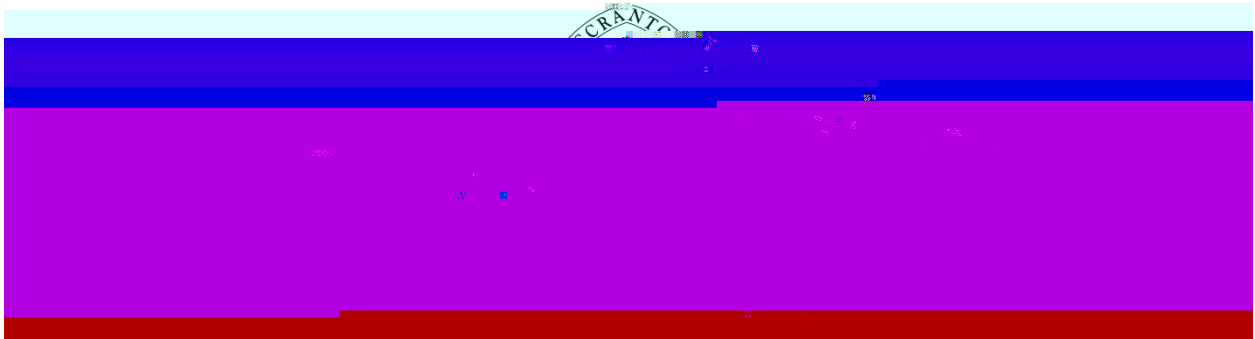


# National Survey of Student Engagement



## Table of Contents

Abstract.....	3
Respondent Characteristics.....	3
Respondent Characteristics Summaries.....	4
Student Learning Outcomes (SLO) Report.....	4

In spring 2010, the Institutional Research Office survey was administered to our freshmen and effort students put into their studies, and the analysis aims to assess student learning outcomes<sup>2</sup>. Desirable outcomes are classified

- *Variables That Describe Student*
- *Variables That Describe Course*
- *Variables That Describe Student*

This report includes benchmarking data, comparisons with other institutions within our Carnegie class, and a

The NSSE was administered to both the freshmen and sophomores, with a total of 34%, with a total of

*\*Other residence may incl*

**ep**

The demographic characteristics of respondent population is predominantly white and non-undergraduate student body is predominately loads back to a part-time status by senior year classes. The majority of freshmen students their time at Scranton, they tend to move into respondents accurately represent this trend.

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This analysis includes three variable groups: *Variables that describe student behavior: What Students [Think They] Improve?*, and *Variables* category includes variables containing dimensions. Throughout the

Variables that describe student behavior: What Do Students Do?

Favorable Student Learning Outcomes (Student responses of Often/very often, done/plan to do, quite a bit/very much, high Likert Scale answers are included.) <sup>5</sup>		
Variable	Senior	Freshman
V1.) "Academic Engagement with People"	51%	61%
V2.) "Academic Engagement with Learning Resources"	69%	74%
V3.) "Investment of Time and Effort"	35%	54%
V4.) "Use of Specific Academic Skills"	47%	68%
V5.) "Use of Specific Modes of Thinking"	71%	79%
Correlation		

*Dimensions within each variable:*

- V1. (a) academic engagement with faculty, (b) academic engagement with other students, (c) academic engagement with the community beyond the college.
- V2. (a) use of technology, (b) use of the library.
- V3. (a) amount of study time, (b) effectiveness of study time, (c) participation in classes/labs, (d) being on time/prepared for class, (e) amount of effort expended in academic work.
- V4. (a) doing research, (b) doing academic writing, (c) doing academic reading, (d) making presentations.
- V5. (a) memorization, (b) analysis, (c) integration/synthesis, (d) evaluation, (e) application.

Across all variables, we can note trends towards seniors having higher levels of engagement. The largest discrepancy between freshmen and seniors appears in variable fo

V8. *(a) intellectual self-confidence, (b) intellectual flexibility, (c) understanding of self, (d) understanding of others.*

Again, we can decipher a trend showing seniors to engage more academically than freshmen. University of Scranton freshmen and seniors differ most (ten percentage points) in their perceived “intellectual maturity” and “improvements in knowledge and understanding.” These results are desirable, as we incorporate a goal to “develop the person as a whole” in our Jesuit mission at the University of Scranton. Students develop the least in terms of “improvements in academic proficiencies.”

*Variables that describe student behavior<sup>7</sup>: What Do Students Do?*

Favorable Student Learning Outcomes				
<i>(Often/very often, done/plan to do, quite a bit/very much, high Likert Scale answers)</i>				
Variable	Number of Criteria	Frequency	Criterion	Notes
V1.) "Academic				

*Variables that describe cognitive outcomes. (Self-Reported)*<sup>8</sup>