



# National Survey of Student Engagement (NSSE)

Spring 2017 Administration

# 2017 National Survey of Student Engagement (NSSE) University of Scranton

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THE UNIVERSITY OF SCRANTON

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## Executive Summary

The University of Scranton administered the National Survey of Student Engagement (NSSE) to first-year and senior students during spring 2017. Scranton collected 624 responses for a 32% overall response rate (first-year plus senior). This is a 12% increase in the response rate from 2015. Survey items represent empirically confirmed "good practices" in undergraduate education which promote student engagement. NSSE questions are categorized into four (4) themes including ten (10) areas of engagement.

Theme	Engagement Indicator (EI)
Academic Challenge	High-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
Learning with Peers	Collaborative Learning

Listed below are several observations from the 2017 NSSE responses.

Diversity - Students reported limited opportunities for discussions with diverse others, including in course discussions or assignments, along with opportunities for discussions with people with different races, ethnic and religious beliefs. Results did show, however, that Scranton students are having discussions with people regarding political beliefs other than their own.

High-Impact Practices (HIPs) – Scranton first-year and senior students participate in HIPs more often than

year and seniors. Nine (9) out of ten (10) Scranton students would definitely or probably attend Scranton again. This compares with eight (8) out of ten (10) for our peer group.

# 2017 National Survey of Student Engagement (NSSE) University of Scranton

## Introduction

The University of Scranton administered the National Survey of Student Engagement (NSSE) to first-year and seniors students during spring 2017; it is Scranton's sixth NSSE administration (2015, 2012, 2010, 2008, 2005). Survey items represent empirically confirmed "good practices" in undergraduate education. That is, they reflect behaviors by students and institutions that are associated with desired outcomes of college. NSSE doesn't assess student learning directly, but survey results point to a(i)3 (n)4 6-1 (or)3D{y 6-1 (or)3DS5t3v9(v)-1 (i)-1 (3 c(on')Tw (si)-3 T



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### Response Rates and Sampling Error

As shown in the chart below, Scranton's response rate was higher for both first-year and senior students as compared to our Peer, Carnegie Class, and NSSE 2016 & 2017 groups. The University promoted this NSSE administration in a concerted effort to increase the response rate, and it is the first NSSE administration where the University's response rate was higher than our comparison groups. Sampling error for the University is larger since the overall number of respondents is lower than the comparison groups.

First-Year				Senior			
Scranton	Peer	Carnegie Class	NSSE 2016 & 2017	Scranton	Peer	Carnegie Class	NSSE





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**Themes & Engagement Indicators (EI)  
NSSE High-Performing Institutions (Top 10%) Comparisons**

The chart above shows the results of EIs for Scranton students compared to students at high-performing institutions<sup>1</sup>. Engagement indicators showing a check mark represent areas where the University could focus more attention.

Three (3) areas, Higher-Order Learning, Quantitative Reasoning and Discussions with Diverse Others, are areas where both first-year and senior students at Scranton show a lower score. Another three (3) areas, Reflective & Integrative Learning, Collaborative Learning and Student-Faculty Interactions show a lower score for first-year Scranton students; and, two (2) areas, Learning Strategies and Quality of Interactions, are lower for Scranton seniors.





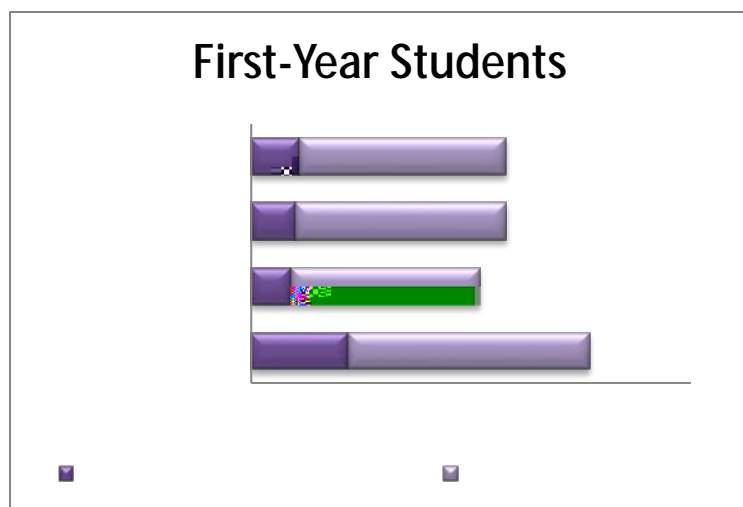
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## High-Impact Practices

High-Impact Practices (HIPs) represent enriching educational experiences that can be life-changing. HIPs are techniques and designs for teaching and learning that have proven to be beneficial for student engagement and successful learning among students from many backgrounds. Through intentional program design and advanced pedagogy, these types of practices can enhance student learning and work to narrow gaps in achievement across student populations.

The NSSE gauges participation rates for both first-year and senior students in learning communities, service-learning, and research with faculty. The senior students also include participation in an internship or field experience, study abroad, and culminating senior experience.

NSSE founding director George Kuh (Kuh, 2008) recommends that all students participate in at least two HIPs over the course of their undergraduate experience – one during the first-year and one in the context of their major.



### First –Year

Scranton has a 77% participation rate in HIPs, higher than our comparison groups (Appendices A, B & C), including participation in two or more HIPs.

Comparing data from 2015 to 2017 show that Scranton first-year students increased their participation in HIPs from 70% to 77%. Moreover, participation in 2 or more HIPs increased from 17% to 22%.

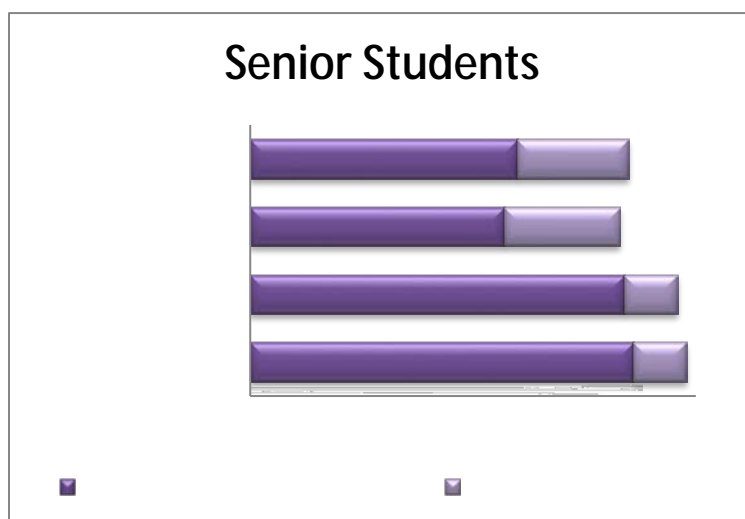
Service Learning among first-year students continues to have the largest participation rate among HIPs.

### Seniors

The overall participation rate in HIPs for seniors is 98%, and is also higher than our comparison groups (Appendices A, B & C), Scranton's participation in 2 or more HIPs was 86%, and, again, was higher than our comparison groups.

Again, comparing Scranton's 2015 data to 2017, senior participation in HIPs increased from 97% to 98%, and the largest gain is in the two (2) or more category where participation went from 77% to 86%.

Scranton continues to have lower participation rates in Study Abroad and Culminating Senior Experience than our peer group.



Data show that female students participate in HIPs more often than males; particularly in Service Learning, Learning Communities, and Study Abroad.



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The five (5) questions to the right on the graphs above represent areas where the University has a much higher score than our peer group, and Scranton should continue to reinforce these good practices. The five (5) questions on the left of the graphs represent areas in which the University should focus more.



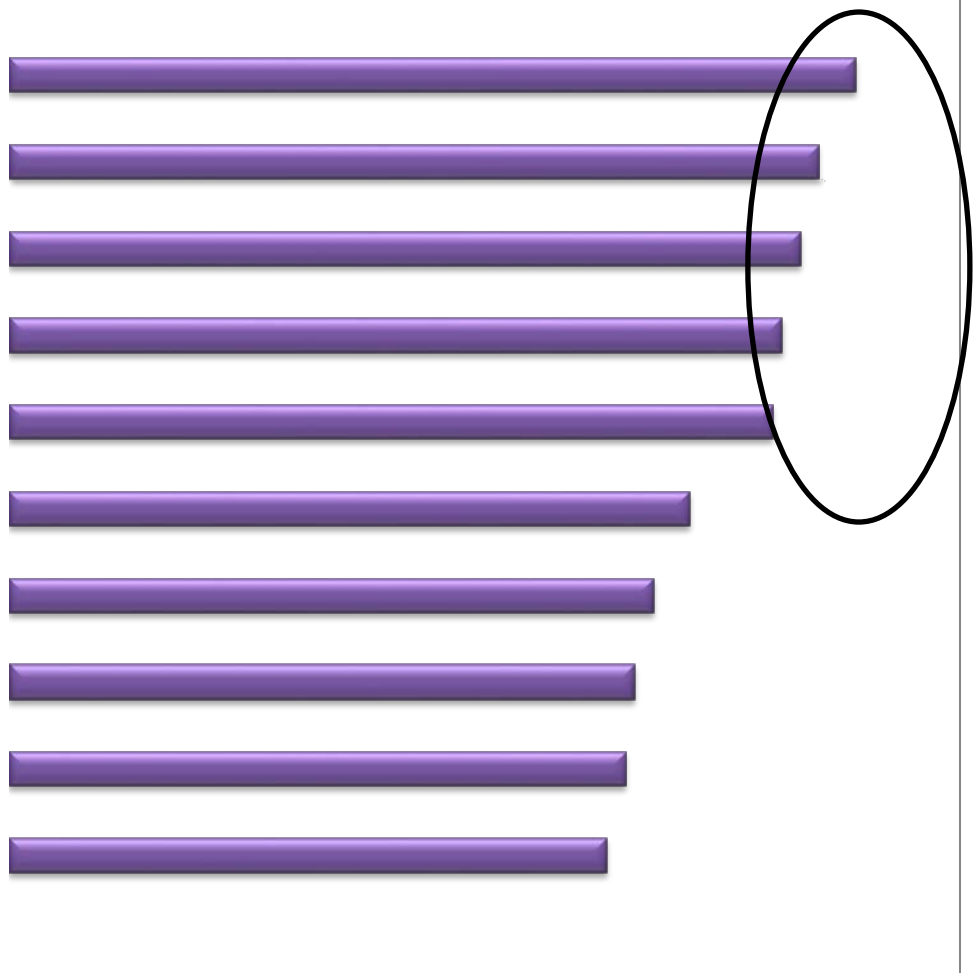
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**Perceived Gains by Senior Students**

Reviewing senior responses to questions of perceived gains while attending Scranton, eighty-three (83%) percent or higher said they felt as if they perceived gains in the following areas:

- thinking critically and analytically
- working effectively with others
- speaking clearly and effectively
- writing clearly and effectively
- developing or clarifying a personal code of values and ethics

**NSSE 2017 Perceived Gains Among Seniors**  
**How Students Assess Their Experience**



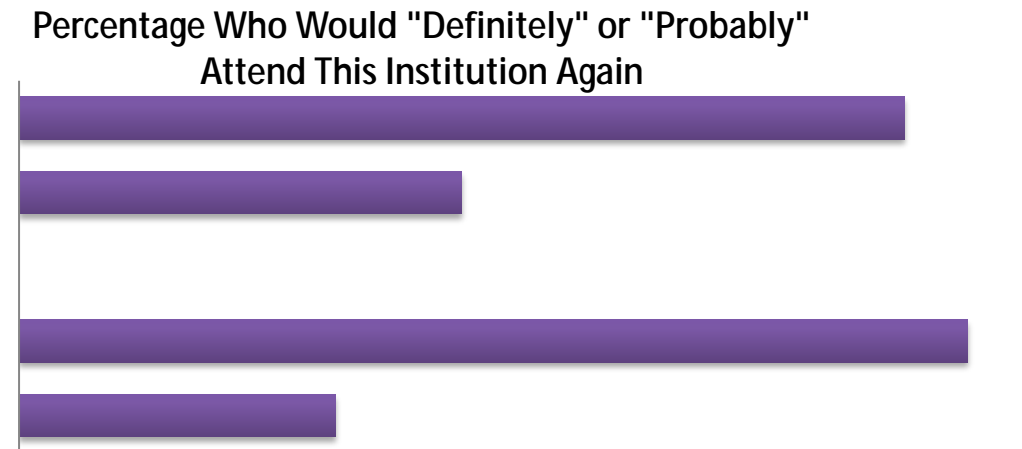
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**Overall Satisfaction**

Ninety-three percent (93%) of first-year and 94% of senior students at Scranton rated their overall experience as 'Excellent' or 'Good'. This is higher than our peer group at 88% and 89%.



Ninety percent (90%) of first-year students and 91% of seniors at Scranton said they would "Definitely" or "Probably" attend Scranton again. Both first-year and seniors responded to this question much more positively than our peer group (83% and 81%, respectively).



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Appendices

Appendix A – Peer Aspirant (N=218) (N=21 e Tc(03P)296)T52TJMC ETA24s)-9.(o)112 ( Tc77 T66)

