Senior Survey Report
Student Learning Outcomes (SLO) Model

Fall 2009

In spring 2009, 352 seniors completed the HEDS Senior Survey, a response rate of 32%. The Institutional Research Office linked specific questions to desirable student learning outcomes[1]. These questions were classified into three (3) main student learning outcome categories: <u>What do Students do?</u>, <u>How do Students Improve?</u>, and <u>What do Students Care About?</u> This summary report discusses some of the highlights in each category. For a complete list of all questions and detailed responses, please see Appendix A following the summary.

What do students do? Variables that describe behavior.

The first category includes variables related to <u>student behaviors</u>. The first variable in this category pertains to academic engagement with faculty and students. According to students' responses, 88% reported being generally satisfied or very satisfied with faculty availability outside of class, and 87% reported being generally satisfied or very satisfied with student interaction with faculty. However, only 7% reported that they were a guest in a faculty member's home often or very often during their undergraduate program, and 31% reported talking or meeting with faculty more than 2 hours during their senior year. Interestingly, only 65% of seniors reported that they often or very often engaged in group projects during their undergraduate program, and 23% reported that they never or occasionally engaged in academic discussions with students during their undergraduate program. Finally, 40% of respondents said that during their senior year they worked with peers on class work only 2 hours or less.

The next variable related to student behavior asked about academic engagement with learning resources. Forty-two percent (42%) of students said that they never or occasionally engaged in multimedia presentations during their undergraduate program, and only 36% stated that they used computers for academics during their senior year 11 or more hours per week. As far as satisfaction, although not a behavior, 76% responded satisfied with computer facilities and resources, 70% satisfied with computer services and support, and 87% satisfied with library facilities and resources.

The last variable related to student behavior asked about the use of specific academic skills. For this question, 72% stated that they engaged in class participation during their undergraduate program.

How do students [think they] improve? Variables that describe cognitive outcomes. (Self-reported)

The second category of questions included variables related to <u>student improvement, or cognitive outcomes</u>. The first set of variables related to student improvement is listed below in Table #1, *Improvement in Knowledge or Understanding.* More than one-third of students responded that they gained little or no knowledge in scientific/technology literacy or artistic literacy. In addition, a little more than one-quarter of respondents reported that they did not gain any or little knowledge or understanding in quantitative literacy, and, about one-quarter of respondents reported that they did not gain any or little knowledge or understanding in civic literacy – placing problems in historical perspective.

Please note that these are self-reported responses and do not take into consideration other assessment measures. Totals do not equal 100% as some respondents did not respond to all questions.

Table #1 Improvement in Knowledge or Understanding

Dimension	Question	A Little or Not at All	Moderately or Greatly
Knowledge of a specific subject area	Gain in-depth knowledge of a subject	5%	90%
Theological/ethical literacy	Understand moral and ethnical issues	14%	82%
Intercultural literacy	Develop an awareness of social problems	18%	78%
Civic literacy	Develop an awareness of social problems	18%	78%
	Place problems in historical perspective	27%	69%
Quantitative literacy	Use quantitative tools	28%	68%
Scientific/technology literacy	Understand the process of science	37%	58%
	Evaluate role of science and technology in society	44%	58%
Artistic literacy	Appreciate art	48%	47%

The next set of variables related to student improvement is listed below in Table #2, *Improvement in Academic Proficiencies*. While most students state that they improved greatly or moderately in most academic proficiencies, more than one-quarter of respondents said that they only improved little or not at all using computers and to relating to people of different races, nations or religions. More than one-third of respondents said that they only improved little or not at all understanding the process of science, while more than half of the respondents said that they only improved a little or not at all in foreign language proficiency.

Table #2 Improvement in Academic Proficiencies

Dimension	Question	A Little or Not at All	Moderately or Greatly
Critical/analytic/problem-solving skills	Think analytically and logically	5%	90%
	Evaluate and choose alternatives	9%	86%
Ability to work/learn independently	Function independently	14%	82%
	Acquire new skills	8%	88%
	Function effectively as a team member	14%	82%
	Lead and supervise groups	18%	77%
Originality/creativity	Formulate creative ideas and solutions	8%	85%
Ability to organize, plan, and manage time	Plan and execute projects	12%	84%
	Establish course of action	11%	84%
Writing Ability	Writing ability enhanced	13%	83%
Oral communication	Communicate well	12%	83%

proficiency	orally		
Capacity for lifelong learning/further study	Engage in pursuit of knowledge and truth	14%	79%
	Understand process of science	37%	58%
Ability to work/learn with others	Relate to people of different races, nations or religions	28%	68%
Computer/technology ability	Use computers	26%	69%
Foreign language proficiency	Read or speak foreign language	63%	31%

The last variable related to how student improvement deals with increased intellectual maturity. Eighty-seven percent (87%) of students felt that their undergraduate experience moderately or greatly enhanced their understanding of self.

What do students care about? Variables that describe attitudes and dispositions.

The third, or last, category of questions includes variables related to <u>What do students care about</u>? Here, interests and aspirations are explored in terms of commitment to academic excellence and student's future plans. Twenty-one percent (21%) stated that the importance of intellectual challenge in a career is not important or somewhat important to them; and, moreover, 34% of respondents said that the importance of social change was not important or somewhat important in a career. Additionally, 30% of respondents said that the importance of leadership potential was not important or somewhat important in a career.

As far as future plans, results show that 45% of respondents planned to work in the following fall, and 38% planned to attend graduate school.

Other relevant questions:

Engaged in religious services during your undergraduate program.
Never   30%
Occasionally   35%
Often   14%
Very Often   15%

Volunteering during senior year
2 hours a wk or less   66%
3-15 hours a wk   23%
16 or more hours a wk   3%

Overall satisfaction with education
Very Dissatisfied or Generally Dissatisfied   5%
Generally Satisfied or Very Satisfied   **89%**

Relive college experience at University of Scranton
Definitely Not or Probably Not   8%
Maybe   9%
Probably Would or Definitely Would **79%**

What do students do? Variables that describe behavior

Variable 1 (V1):   **Academic engagement with people**

Dimension A: **Academic engagement with faculty**

Question #25a: Guest in Faculty Member's Home during undergraduate program

Never or Occasional	86%
Often or Very Often	7%

Question #26d: Talking or Meeting w/ Faculty during senior year

2 hours a week or less	59%
3-10 hours a week	27%
11-15 hours a week	2%
16 or more hours a week	2%

Question #30c: Satisfaction with Faculty Availability Outside of Class

Very Dissatisfied or Generally Dissatisfied	3%
Generally Satisfied or Very Satisfied	88%

Question #30d: Satisfaction with Student Interaction with Faculty

Very Dissatisfied or Generally Dissatisfied	4%
Generally Satisfied or Very Satisfied	87%

Dimension B: Academic engagement with other students

Question #25c: Engaged in Group Projects during undergraduate program

Never or Occasional	30%
Often or Very Often	65%

Question #25i: Engaged in Academic Discussions with Students during undergraduate program

Never or Occasional	23%
Often or Very Often	72%

Question #26c: Working with Peers on Class Work during senior year

2 hours a week or less	40%
3-10 hours a week	43%
11-15 hours a week	5%
16 or more hours a week	3%

Variable 2 (V2):   Academic engagement with learning resources

Dimension A: Use of technology

Question #25d: Engaged in Multimedia Presentations during undergraduate program

Never or Occasional   42%

Often or Very Often   51%

Question #26j: Using Computers for Academics during senior year

2 hours a week or less   6%

3-10 hours a week   48%

11-15 hours a week   13%

16 or more hours a week   23%

Question #32b: Satisfaction with Computer Facilities & Resources

Very Dissatisfied or Generally Dissatisfied   13%

Generally Satisfied or Very Satisfied   76%

Question #32c: Satisfaction with Computer Services & Support

Very Dissatisfied or Generally Dissatisfied   17%

Generally Satisfied or Very Satisfied   70%

Dimension B: Use of the library

Question #32d: Satisfaction with Library Facilities & Resources

Very Dissatisfied or Generally Dissatisfied   2%

Generally Satisfied or Very Satisfied   87%

Variable 4 (V4):   Use of specific academic skills

Dimension D: Making presentations

Question #25b: Engaged in Class Participation during undergraduate program

Never or Occasional   22%

Often or Very Often   72%

Question #25d: Engaged in Multimedia Presentations during undergraduate program

Never or Occasional   42%

Often or Very Often   51%

How do students [think they] improve? Variables that describe cognitive outcomes

Variable 6 (V6):   **Improvement in knowledge or understanding** (self-reported)

Dimension B: **Knowledge of a specific subject area**

Question #22i: **Gain In-Depth Knowledge of a Subject** Enhanced by Undergraduate Experience

Not at All or A Little	5%
Moderately or Greatly	90%

Dimension D: **Intercultural literacy**

Question #22p: **Develop Awareness of Social Problems** Enhanced by Undergraduate Experience

Not at All or A Little	18%
Moderately or Greatly	78%

Dimension E: **Civic literacy**

Question #22p: **Develop Awareness of Social Problems** Enhanced by Undergraduate Experience

Not at All or A Little	18%
Moderately or Greatly	78%

Question #22q: **Place Problems in Historical Perspective** Enhanced by Undergraduate Experience

Not at All or A Little	27%
Moderately or Greatly	69%

Dimension G: **Artistic literacy**

Question #22k: **Appreciate Art** Enhanced by Undergraduate Experience

Not at All or A Little	48%
Moderately or Greatly	47%

Dimension H: **Scientific/technological literacy**

Question #2l: **Understand Process of Science** Enhanced by Undergraduate Experience

Not at All or A Little	37%
Moderately or Greatly	58%

Question #22m: **Evaluate Role of Science & Technology in Society** Enhanced by Undergraduate Experience

Not at All or A Little	44%
Moderately or Greatly	58%

Dimension I: **Quantitative literacy**

Question #22g: **Use Quantitative Tools** Enhanced by Undergraduate Experience

Not at All or A Little   28%

Moderately or Greatly   68%

Dimension J: **Theological/ethical literacy**

Question #22r: **Understand Moral & Ethical Issues** Enhanced by Undergraduate Experience

Not at All or A Little   14%

Moderately or Greatly   82%

Variable 7 (V7):   **Improvement in academic proficiencies** (self-reported)

Dimension A: **Ability to work/learn independently**

Question #22w: **Function Independently** Enhanced by Undergraduate Experience

Not at All or A Little   14%

Moderately or Greatly   82%

Question #22b: **Acquire new Skills** Enhanced by Undergraduate Experience

Not at All or A Little   8%

Moderately or Greatly   88%

Dimension B: **Ability to work/learn with others**

Question #22o: **Relate to People of Different Races, Nations or Religions** Enhanced by Undergraduate Experience

Not at All or A Little   28%

Moderately or Greatly   68%

Question #22s: **Function Effectively as a Team Member** Enhanced by Undergraduate Experience

Not at All or A Little   14%

Moderately or Greatly   82%

Question #22u: **Lead & Supervise Groups** Enhanced by Undergraduate Experience

Not at All or A Little   18%

Moderately or Greatly   77%

Dimension C: **Ability to organize, plan, manage time**

Question #22f: **Plan & Execute Projects** Enhanced by Undergraduate Experience

Not at All or A Little   12%

Moderately or Greatly   84%

Question #22x: **Establish Course of Action** Enhanced by Undergraduate Experience

Not at All or A Little   11%

Moderately or Greatly   84%

Dimension D: **Critical/analytic/problem-solving skills**

Question #22c: **Think Analytically & logically** Enhanced by Undergraduate Experience

Not at All or A Little   5%

Moderately or Greatly   90%

Question #22e: **Evaluate & Choose Alternatives** Enhanced by Undergraduate Experience

Not at All or A Little   9%

Moderately or Greatly   86%

Dimension E: Originality/creativity

Question #22d: **Formulate Creative Ideas & Solutions** Enhanced by Undergraduate Experience

Not at All or A Little   8%

Moderately or Greatly   85%

Dimension F: Foreign language proficiency

Question #22j: **Read or Speak Foreign Language** Enhanced by Undergraduate Experience

Not at All or A Little   63%

Moderately or Greatly   31%

Dimension G: Oral communication proficiency

Question #22t: **Communicate Well Orally** Enhanced by Undergraduate Experience

Not at All or A Little   12%

Moderately or Greatly   83%

Dimension H: Writing ability

Question #22a: Writing Ability Enhanced by Undergraduate Experience

Not at All or A Little   13%

Moderately or Greatly   83%

Dimension I: Computer/technological ability

Question #22h: **Use Computers** Enhanced by Undergraduate Experience

Not at All or A Little   26%

Moderately or Greatly   69%

Dimension J: Capacity for lifelong learning/further study

Question #22n: **Engage in Pursuit of Knowledge & Truth** Enhanced by Undergraduate Experience

Not at All or A Little   14%

Moderately or Greatly   79%

Question #22l: **Understand Process of Science** Enhanced by Undergraduate Experience

Not at All or A Little   37%

Moderately or Greatly   58%

Variable 8 (V8):   **Increased intellectual maturity** (self-reported)

Dimension C: **Understanding of self**

Question #22v: **Understand Myself** Enhanced by Undergraduate Experience

Not at All or A Little   8%

Moderately or Greatly   87%

Variable 9 (V9):   **Interests and aspirations**

Dimension B: **Commitment to academic excellence**

Question #17a: Importance of **Intellectual Challenge** in a Career

Not Important or Somewhat Important	21%
Very Important or Essential	78%

Dimension C: **Future academic plans**

Question #1: Primary Activity this fall

Employment, Full or Part-time	45%
Grad School, Full or Part-time	38%
Additional UG Coursework	7%
Volunteer Activity or Military	2%

Variable 10 (V10):   **Values**

Dimension H: **Social Change**

Question #17b: Importance of **Social Change** in a Career

Not Important or Somewhat Important	34%
Very Important or Essential	63%

Dimension I: **Leadership**

Question #17l: Importance of **Leadership Potential** in a Career

Not Important or Somewhat Important	30%
Very Important or Essential	67%

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