

NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE)

University of Scranton

Office of Institutional Reporting and Data Analytics

2018 Results

NSSE OVERVIEW

- NSSE annually collects information about student participation in activities and programs that promote their learning and personal development at hundreds of four-year colleges and universities. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.
- NSSE has been in operation since 2000 and has been used at more than 1,600 colleges and universities in the US and Canada to measure the extent to which students engage in effective educational practices that are empirically linked with learning, personal development, and other desirable outcomes such as persistence, satisfaction and graduation.

STUDENT ENGAGEMENT

- NSSE collects information from first-year and senior students about their experiences in and outside of the classroom
- Survey measures the extent to which students engage in effective practices for overall development

WHAT IS STUDENT ENGAGEMENT?

- **What students do –**

Time and energy devoted to studies and other educationally purposeful activities

- **What institutions do –**

Using resources and effective educational practices to induce students to do the right things

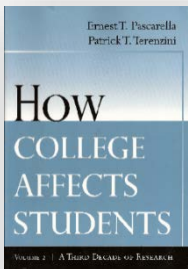
- Educationally effective institutions channel student energy toward the right activities

SUPPORTING LITERATURE



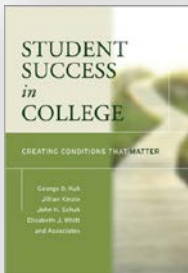
Traces the development of student engagement as a research-informed intervention to shift the discourse on quality in higher education to emphasize matters of teaching and learning while providing colleges and universities with diagnostic, actionable information that can inform improvement efforts.

McCormick, A. C., Kinzie, J., & Gonyea, R. M. (2013). Student engagement: Bridging research and practice to improve the quality of undergraduate education. In M. B. Paulsen (Ed.), *Higher education: Handbook of theory and research* (pp 47-92), Vol. 28. Springer Netherlands.



After a review of thousands of studies on college students from 1970 through the 1990s, Ernest Pascarella and Patrick Terenzini concluded student engagement is a central component of student learning.

Pascarella, E. & Terenzini, P (2005). *How college affects students: A third decade of research*. San Francisco: Jossey-Bass Publishers.



Presents institutional policies, programs, and practices that promote student success. Provides practical guidance on implementation of effective institutional practice in a variety of contexts.

Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E.J., & Associates (2005/2010). *Student success in college: Creating conditions that matter*. San Francisco: Jossey-Bass.

SELECTED COMPARISON GROUPS

1. Mid-East Private (N=114)
2. Carnegie Class – Basic Classification Master's Large (N=253)
3. All NSSE 2017 & 2018 Participants – (N=943)

RESPONSE RATES

	2016	2017	2018
Overall NSSE	29%	30%	30%
Scranton	20%	32%	24%

NSSE THEMES & ENGAGEMENT INDICATORS

Meaningful Academic Engagement Themes

Academic Challenge

Learning with Peers

Experiences with Faculty

Campus Environment

Engagement Indicators

Higher-Order Learning
Reflective & Integrative Learning
Learning Strategies
Quantitative Reasoning

Collaborative Learning
Discussions with Diverse Others

S

Student-Faculty Interaction
Effective Teaching Practices

Quality of Interactions
Supportive Environment

SCRANTON VS. COMPARISON GROUPS (FIRST-YEAR)

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Mid East Private	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2017 & 2018
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies			
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning		▲	
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices			
<i>Campus Environment</i>	Quality of Interactions	▲		
	Supportive Environment			

Key to symbols:

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- ◻ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ◼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

SCRANTON VS. COMPARISON GROUPS (SENIOR)

Seniors

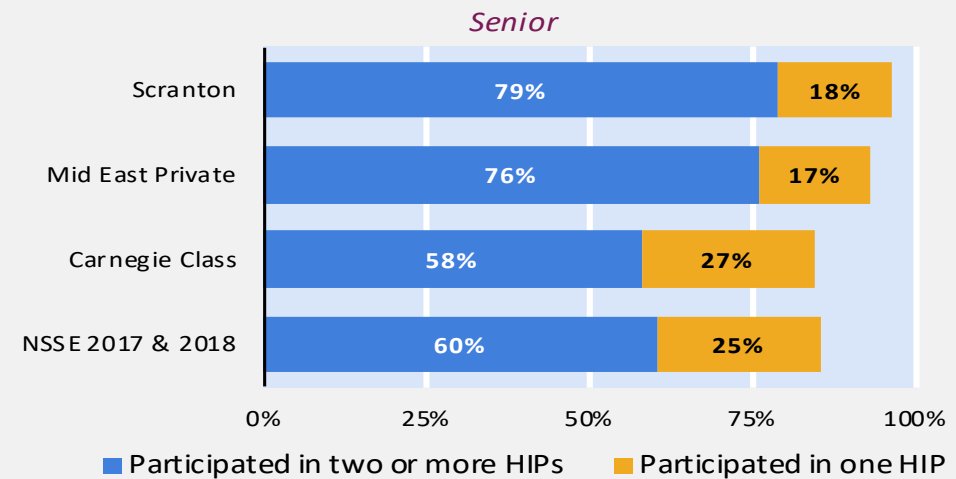
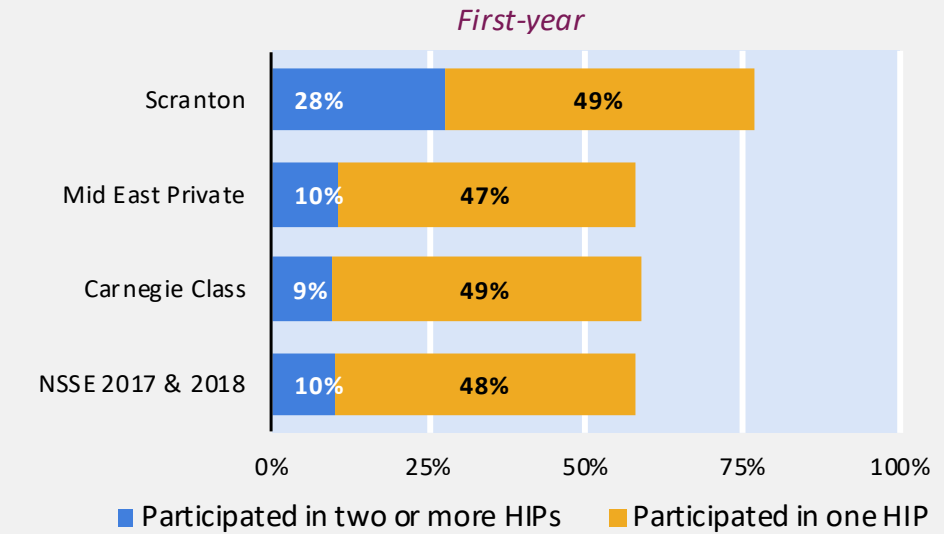
Theme	Engagement Indicator	Your seniors compared with Mid East Private	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2017 & 2018
<i>Academic Challenge</i>	Higher-Order Learning			
	Reflective & Integrative Learning	--	--	--
	Learning Strategies			
<i>Learning with Peers</i>	Quantitative Reasoning	--	--	--
	Collaborative Learning		▲	▲
	Discussions with Diverse Others	▼	▲▼	▲▼
<i>Experiences with Faculty</i>	Student-Faculty Interaction		▲	▲
	Effective Teaching Practices		--	
<i>Campus Environment</i>	Quality of Interactions	▲		
	Supportive Environment	▲	▲	▲

Key to symbols:

- ▲ Your students' average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ Your students' average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ Your students' average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▽ Your students' average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

HIGH-IMPACT PRACTICES (HIPS)

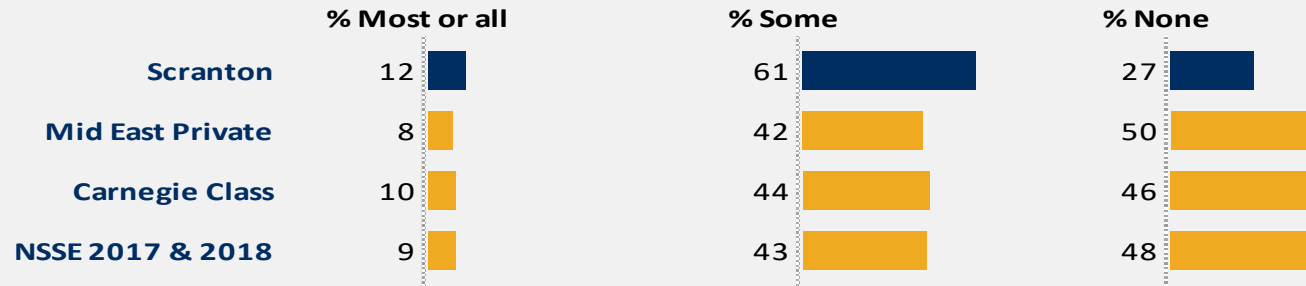
- Service-learning
- Learning Communities
- Research with Faculty
- Internship or Field Experience (Seniors)
- Study Abroad (Seniors)
- Culminating Senior Experience



FIRST-YEAR HIPS

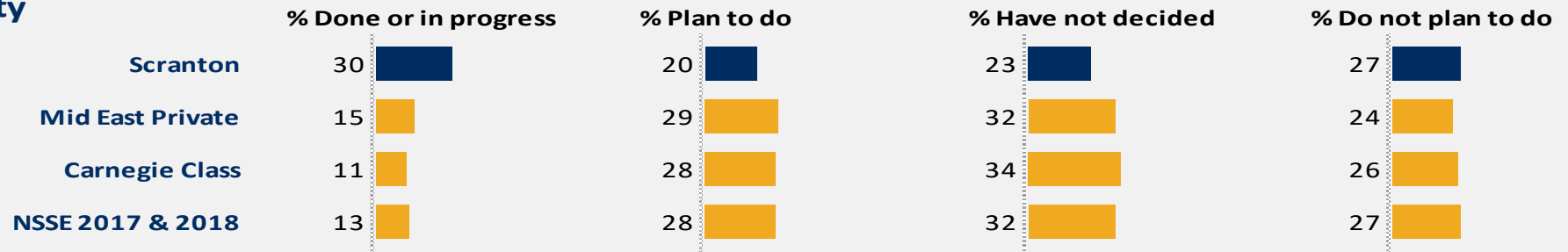
Service-Learning

About how many of your courses at this institution have included a community-based project (service-learning)?



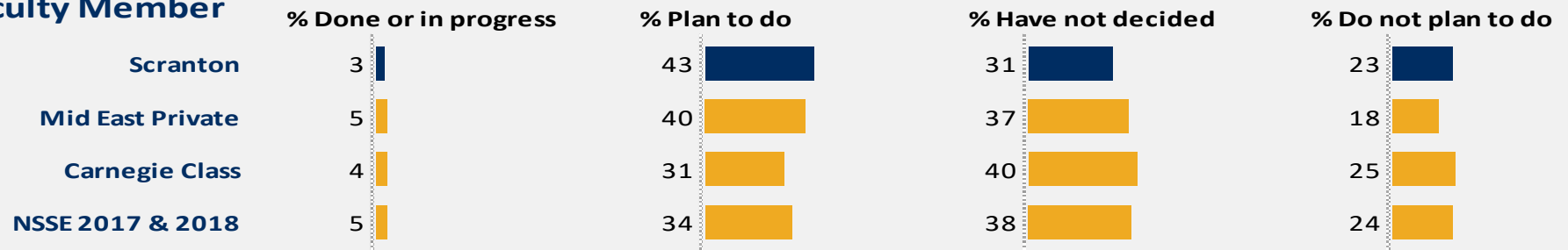
Learning Community

Participate in a learning community or some other formal program where groups of students take two or more classes together.



Research with a Faculty Member

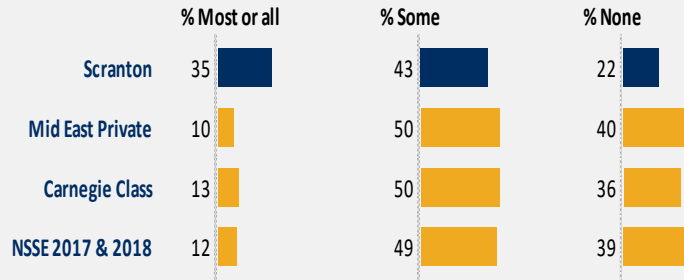
Work with a faculty member on a research project.



SENIOR HIPS

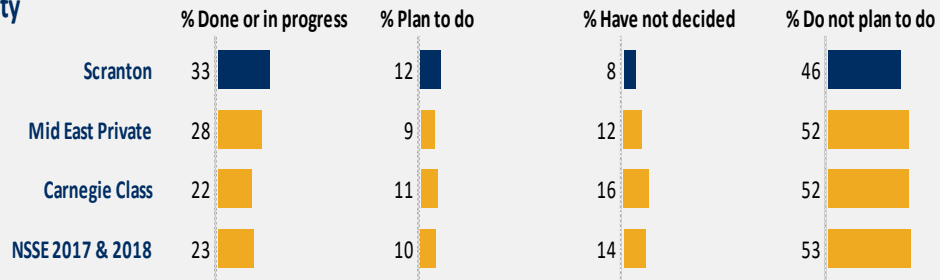
Service-Learning

About how many of your courses at this institution have included a community-based project (service-learning)?



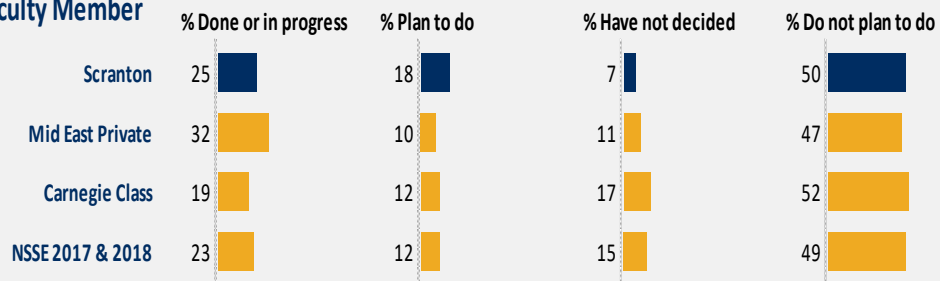
Learning Community

Participate in a learning community or some other formal program where groups of students take two or more classes together.



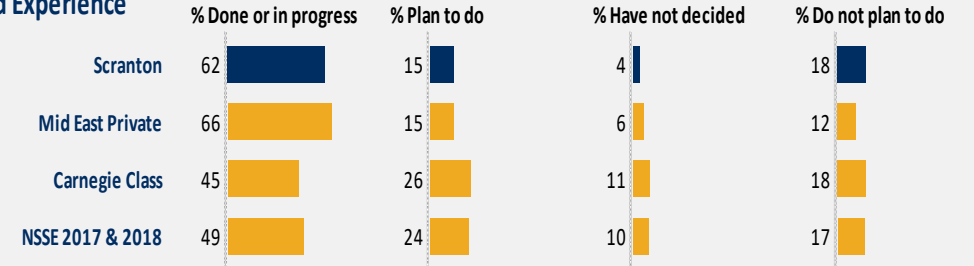
Research with a Faculty Member

Work with a faculty member on a research project.



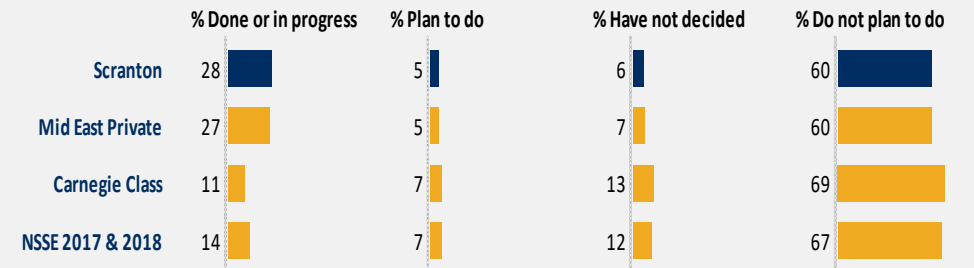
Internship or Field Experience

Participate in an internship, co-op, field experience, student teaching, or clinical placement.



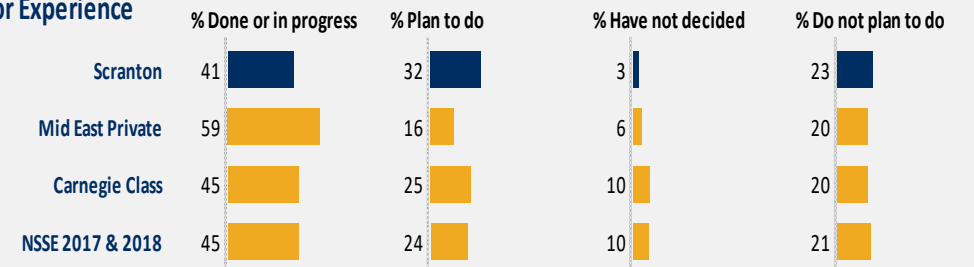
Study Abroad

Participate in a study abroad program.



Culminating Senior Experience

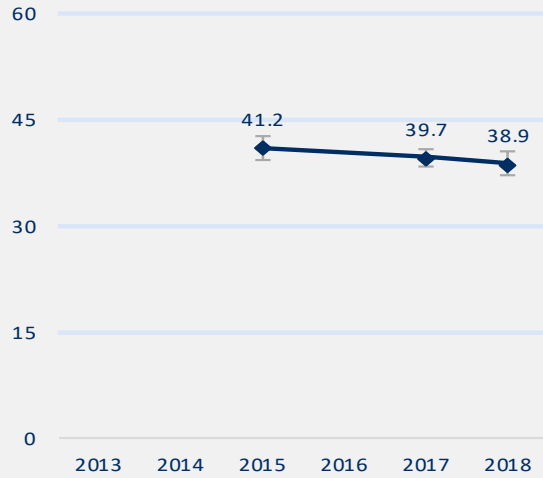
Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.).



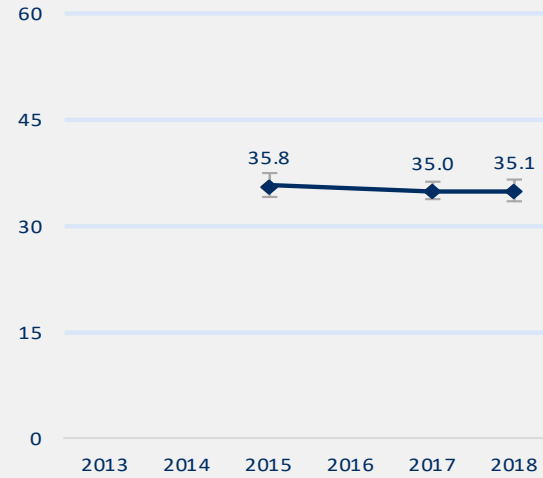
Multi-Year Report

Academic Challenge: First-year students

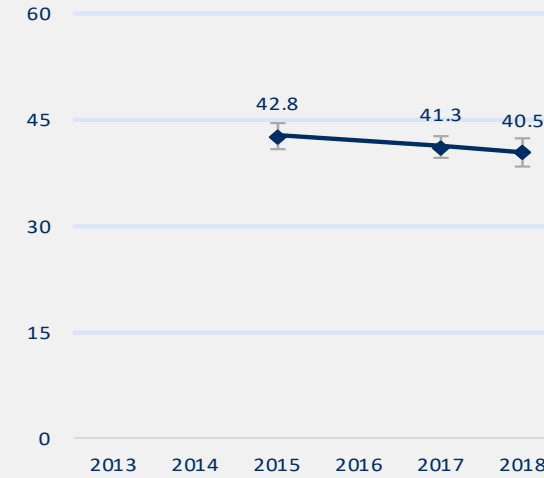
Higher-Order Learning



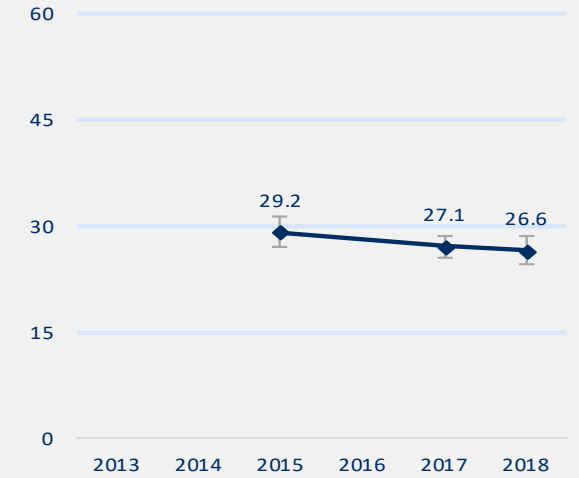
Reflective & Integrative Learning



Learning Strategies



Quantitative Reasoning

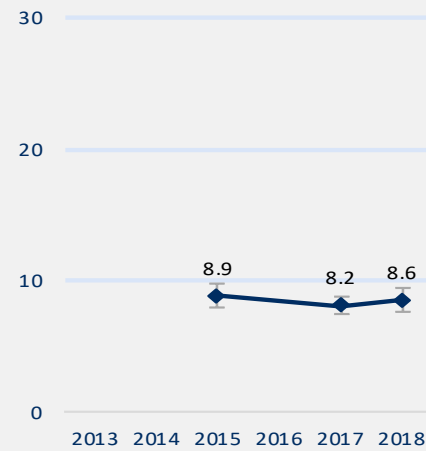


Academic Challenge (additional items): First-year students

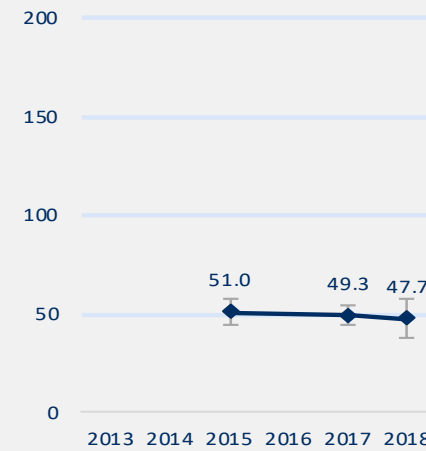
Preparing for Class (hrs/wk)



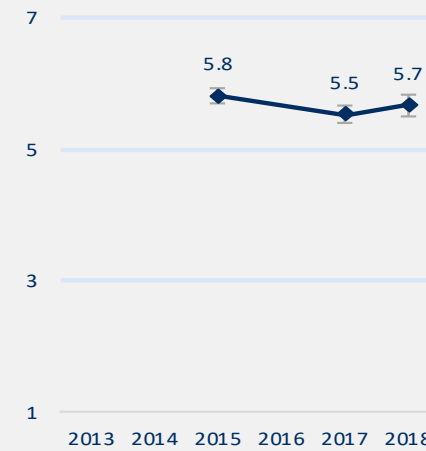
Course Reading (hrs/wk)^a



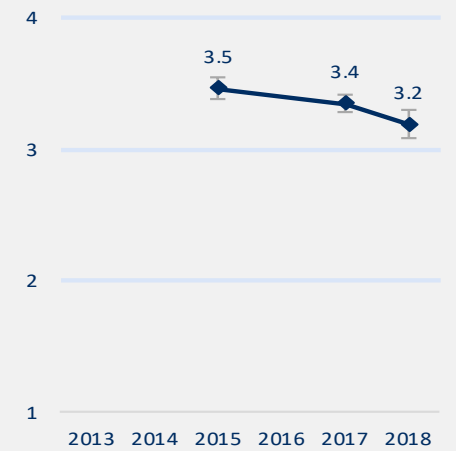
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.

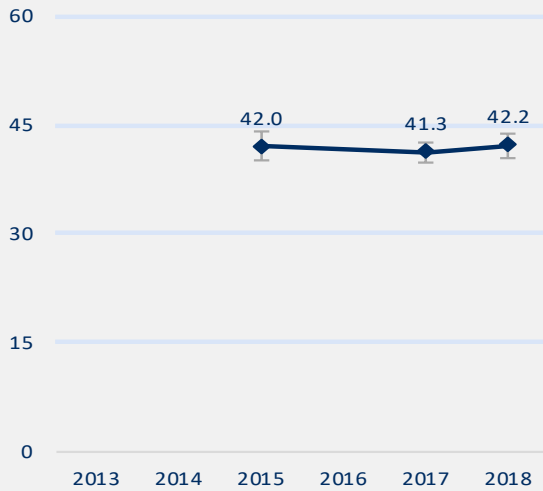
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

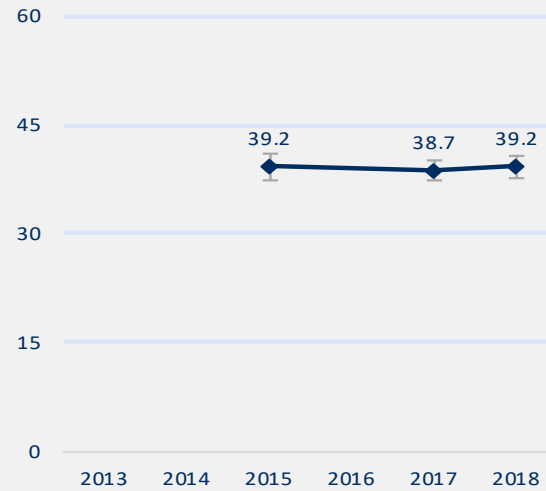
Multi-Year Report

Academic Challenge: Seniors

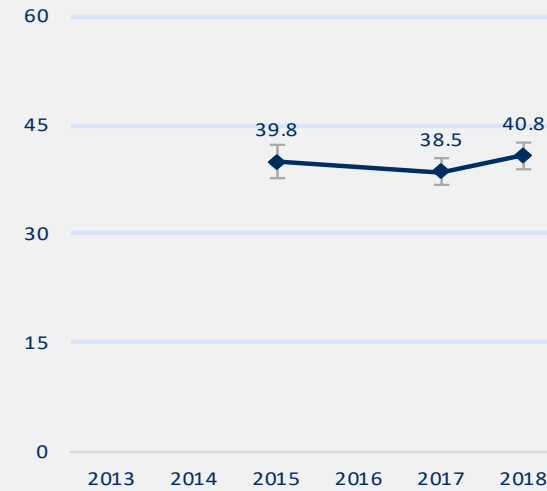
Higher-Order Learning



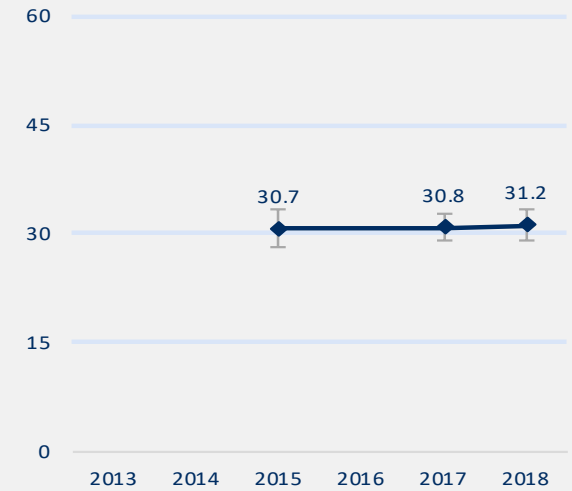
Reflective & Integrative Learning



Learning Strategies



Quantitative Reasoning

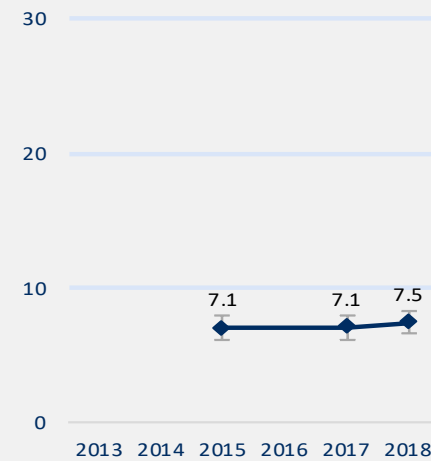


Academic Challenge (additional items): Seniors

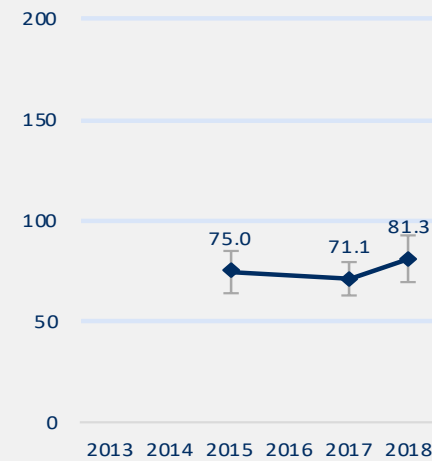
Preparing for Class (hrs/wk)



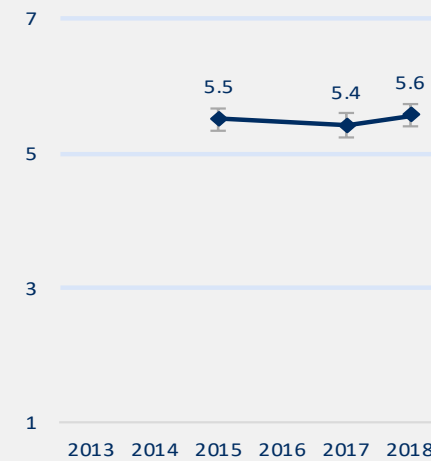
Course Reading (hrs/wk)^a



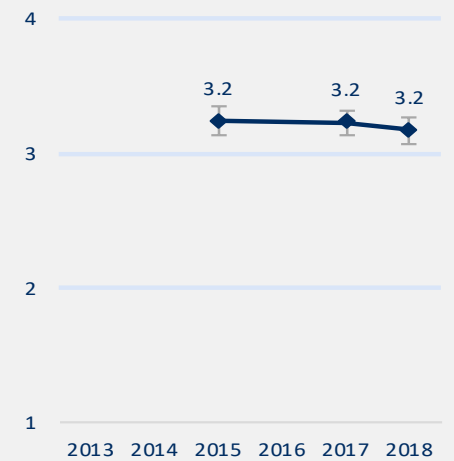
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.

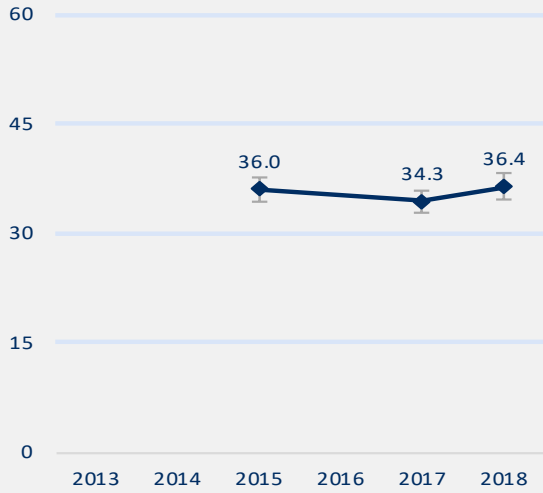
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

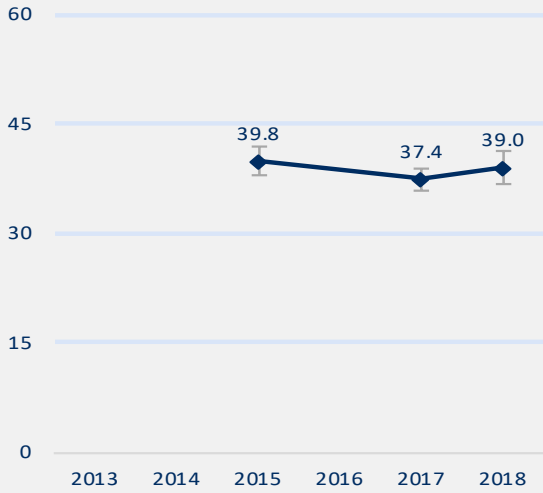
Multi-Year Report

Learning with Peers: First-year students

Collaborative Learning

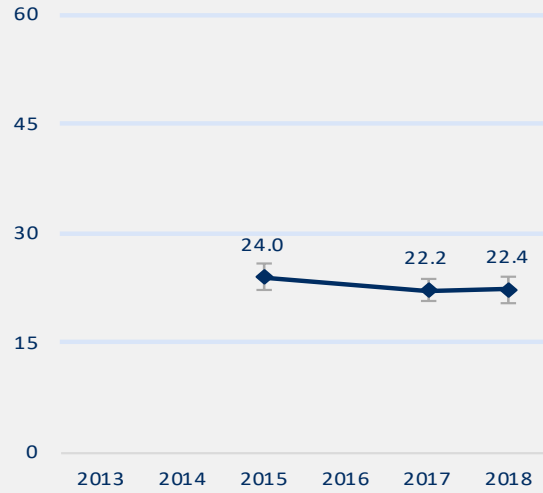


Discussions with Diverse Others

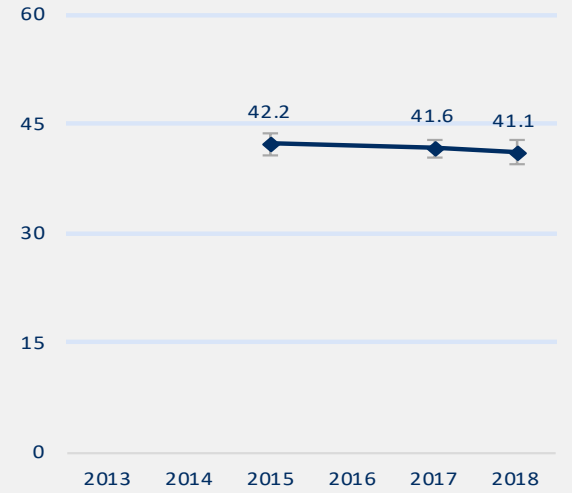


Experiences with Faculty: First-year students

Student-Faculty Interaction

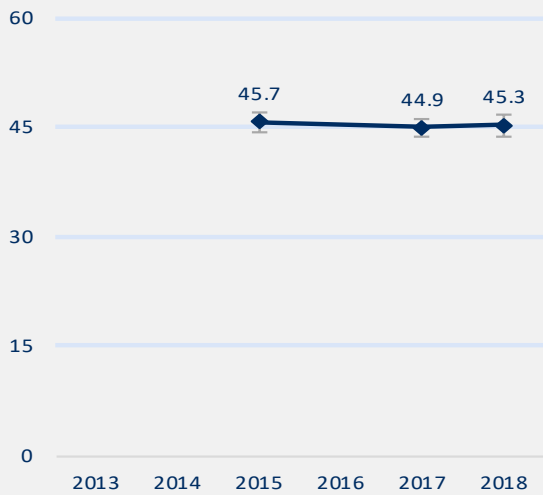


Effective Teaching Practices

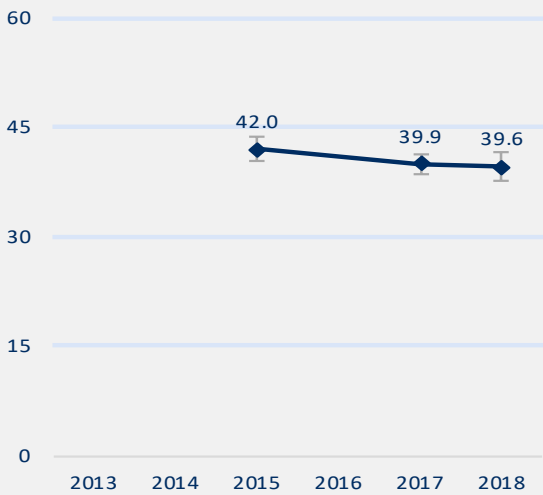


Campus Environment: First-year students

Quality of Interactions



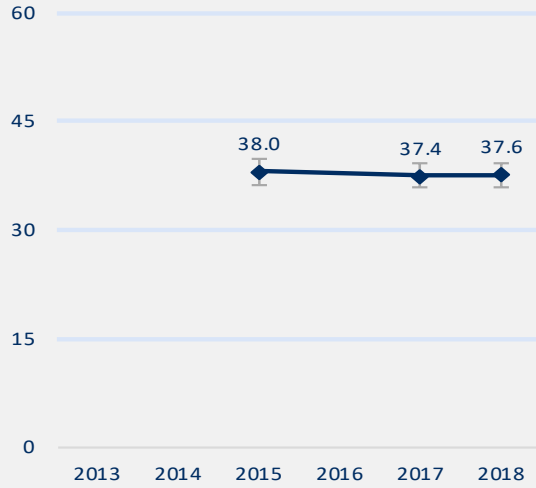
Supportive Environment



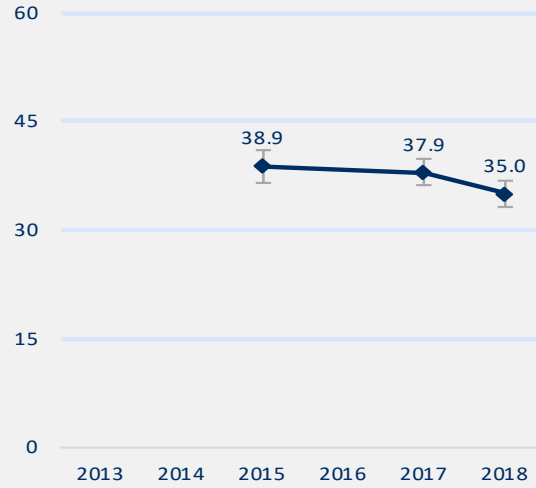
Multi-Year Report

Learning with Peers: Seniors

Collaborative Learning

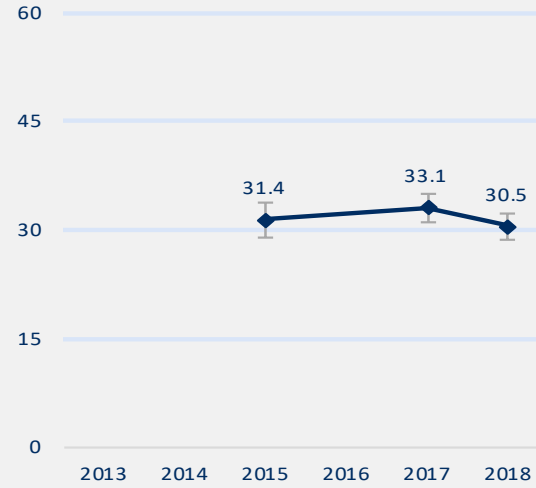


Discussions with Diverse Others

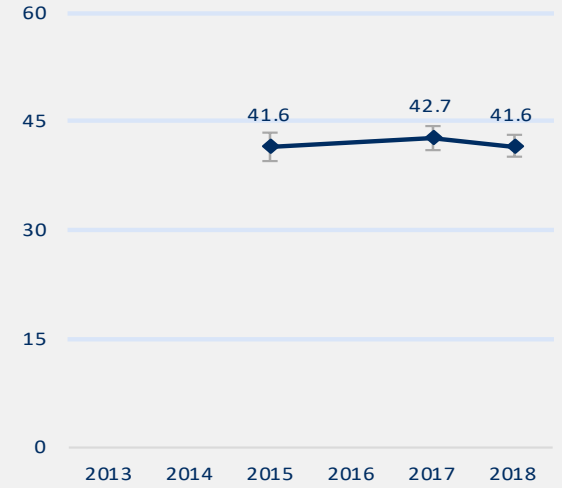


Experiences with Faculty: Seniors

Student-Faculty Interaction

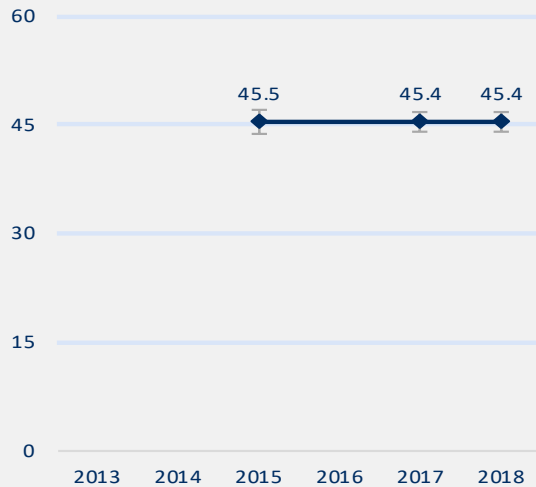


Effective Teaching Practices

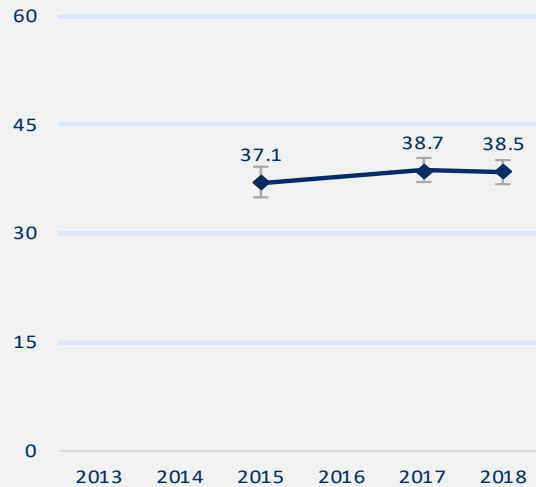


Campus Environment: Seniors

Quality of Interactions



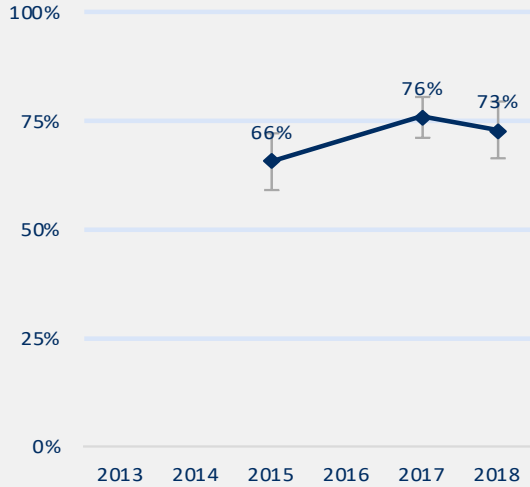
Supportive Environment



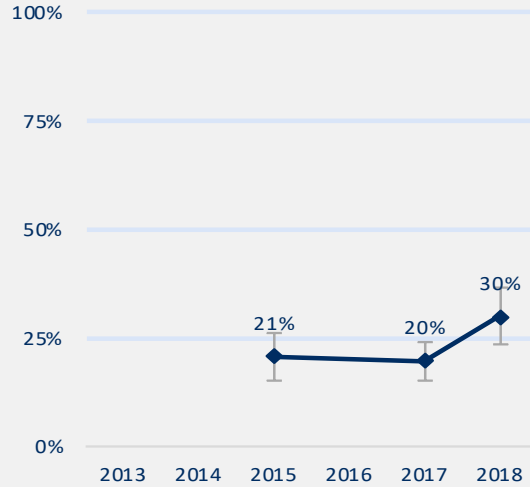
Multi-Year Report

High-Impact Practices: First-year students

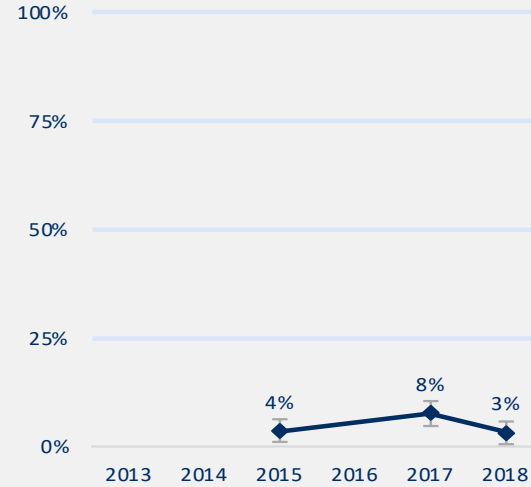
Service-Learning (Some, most, or all courses)



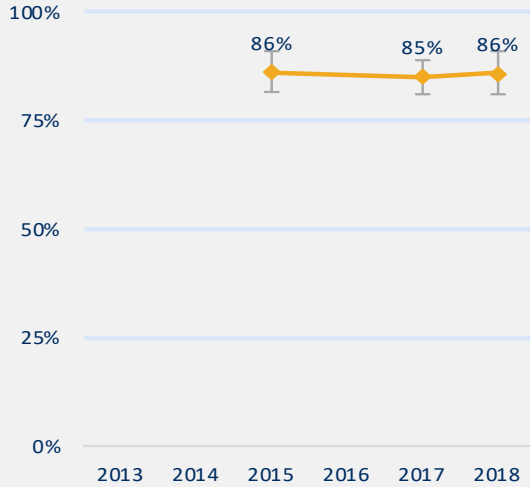
Learning Community (Done or in progress)



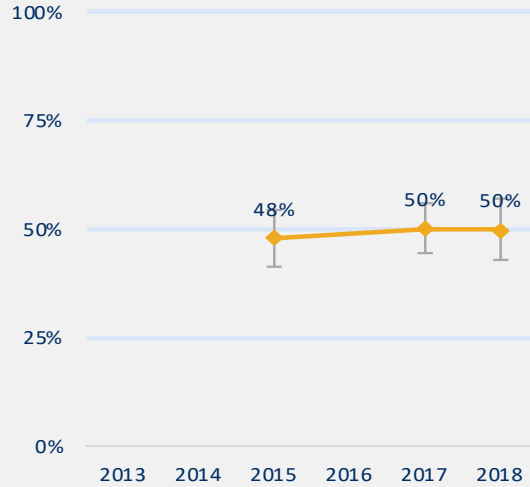
Research with Faculty (Done or in progress)



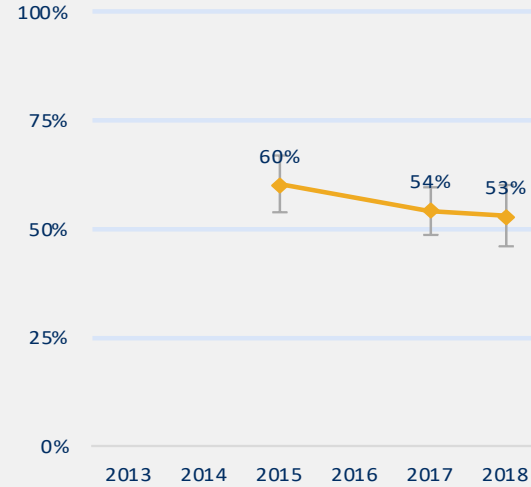
Internship/Field Experience (Plan to do)



Study Abroad (Plan to do)

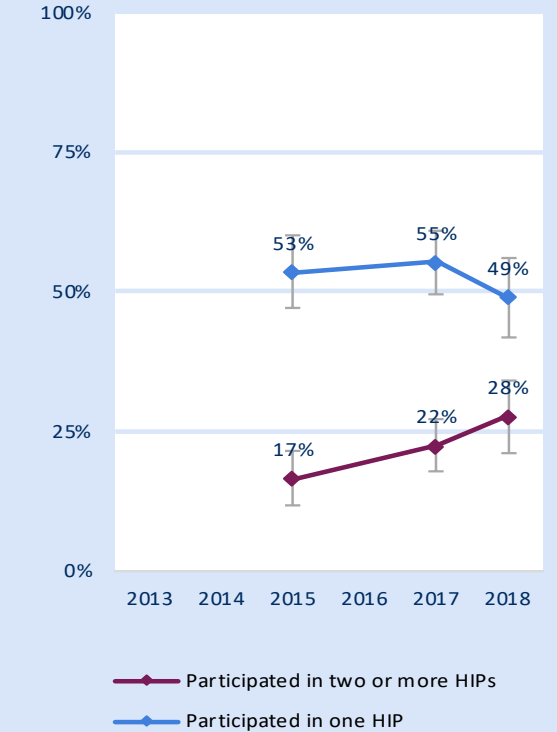


Culminating Senior Experience (Plan to do)



Overall first-year HIP participation

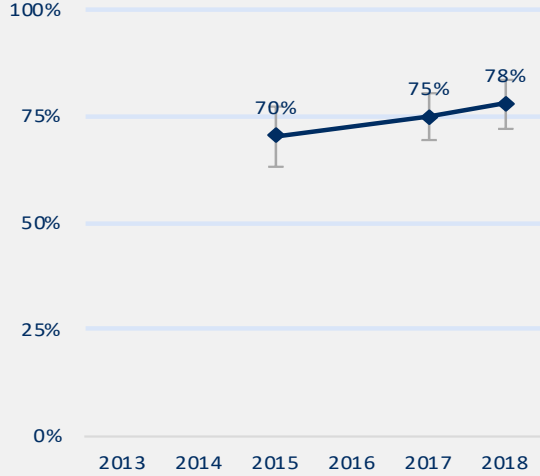
The figure below displays the percentages of first-year students who participated in one, and two or more, HIPs. The figure is limited to participation in a learning community, service-learning, and research with faculty.



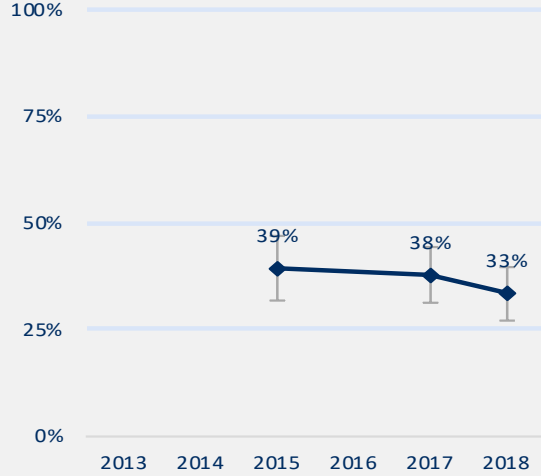
Multi-Year Report

High-Impact Practices: Seniors

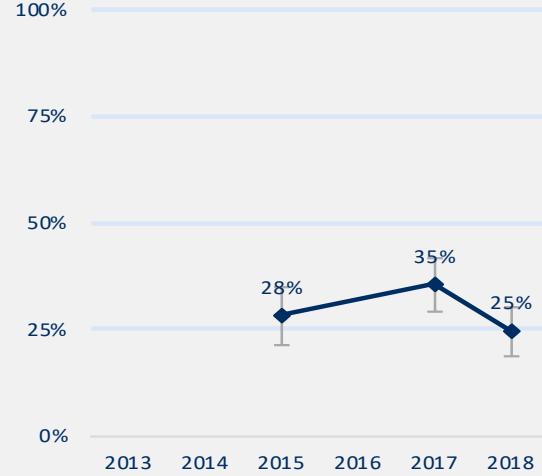
Service-Learning (Some, most, or all courses)



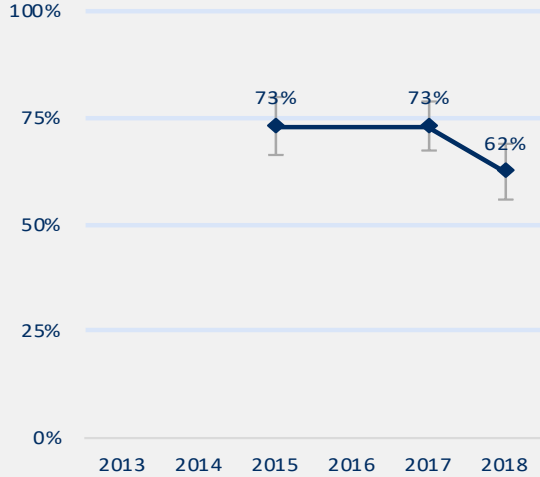
Learning Community (Done or in progress)



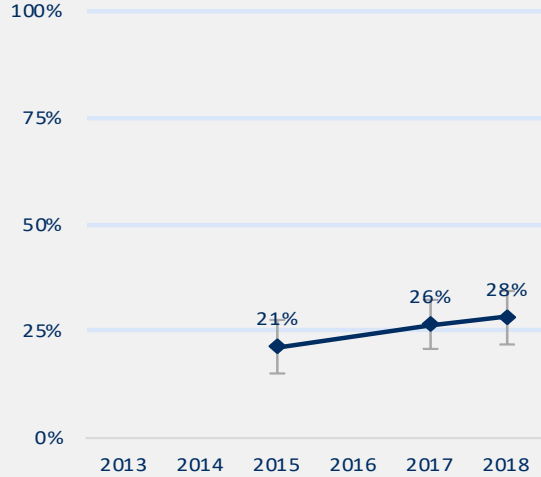
Research with Faculty (Done or in progress)



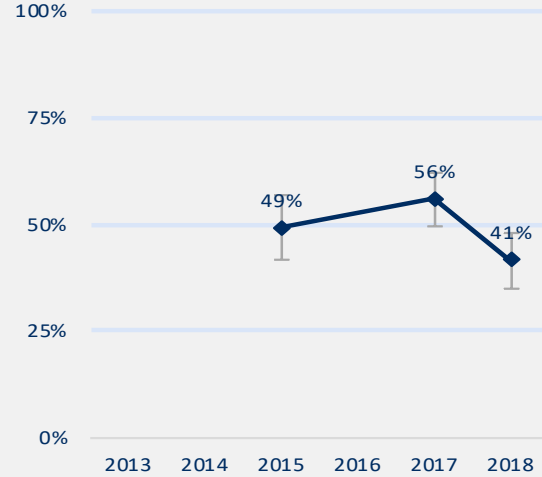
Internship/Field Experience (Done or in progress)



Study Abroad (Done or in progress)

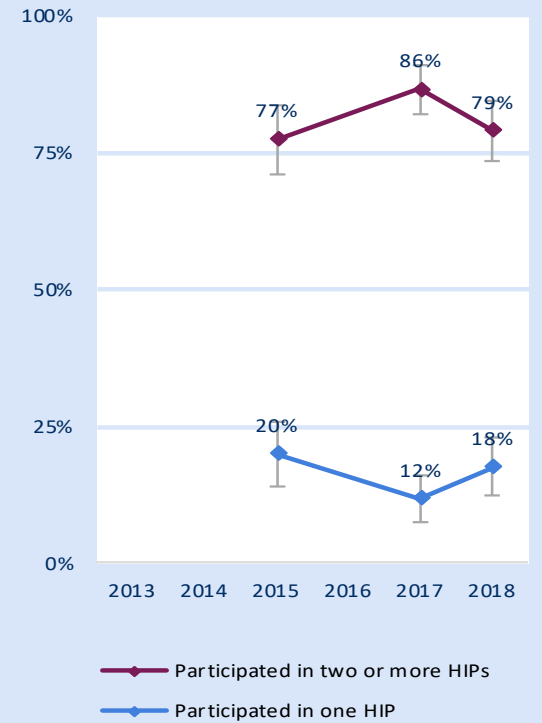


Culminating Senior Experience (Done or in progress)



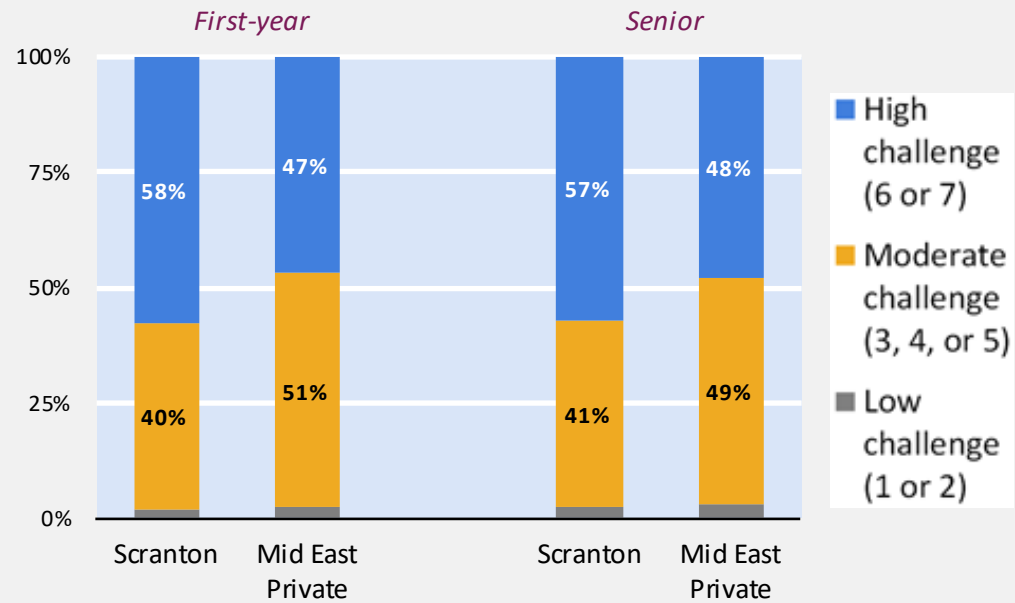
Overall senior HIP participation

The figure below displays the percentages of seniors who participated in one, and two or more, HIPs. The figure includes all six HIPs.



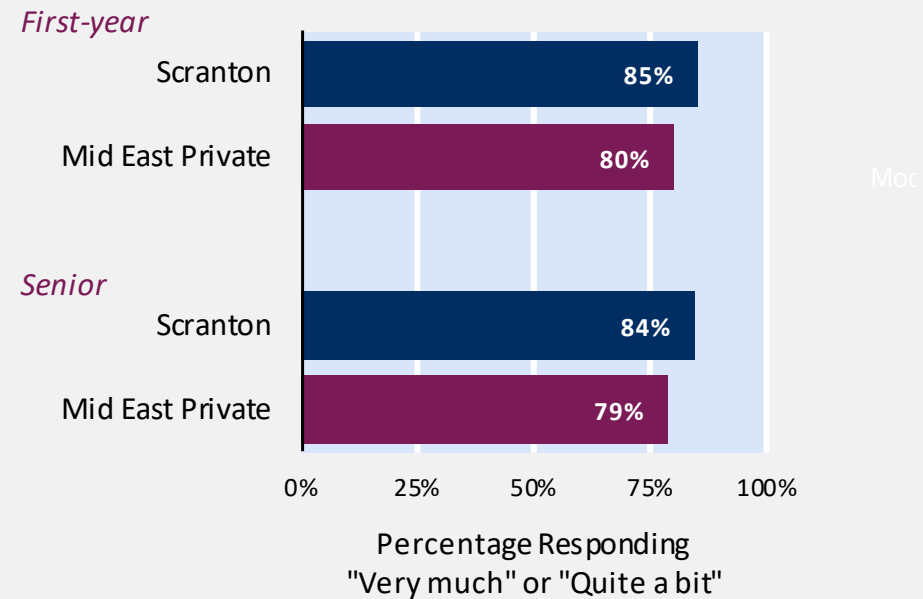
CHALLENGING STUDENTS TO DO THEIR BEST WORK

To what extent did students' courses challenge them to do their best work? Response options ranged from 1 = "Not at all" to 7 = "Very much."



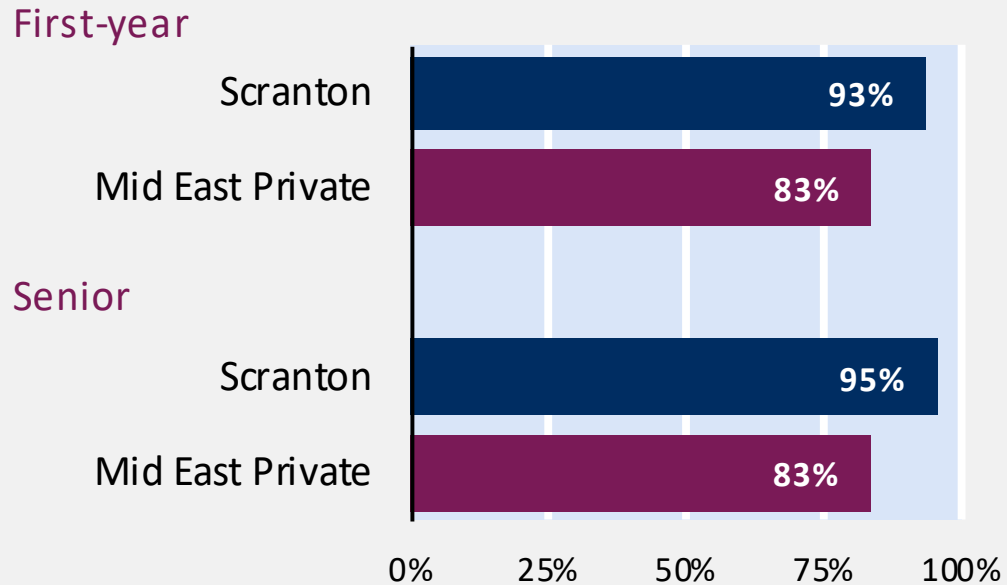
ACADEMIC EMPHASIS

How much did students say their institution emphasizes spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."

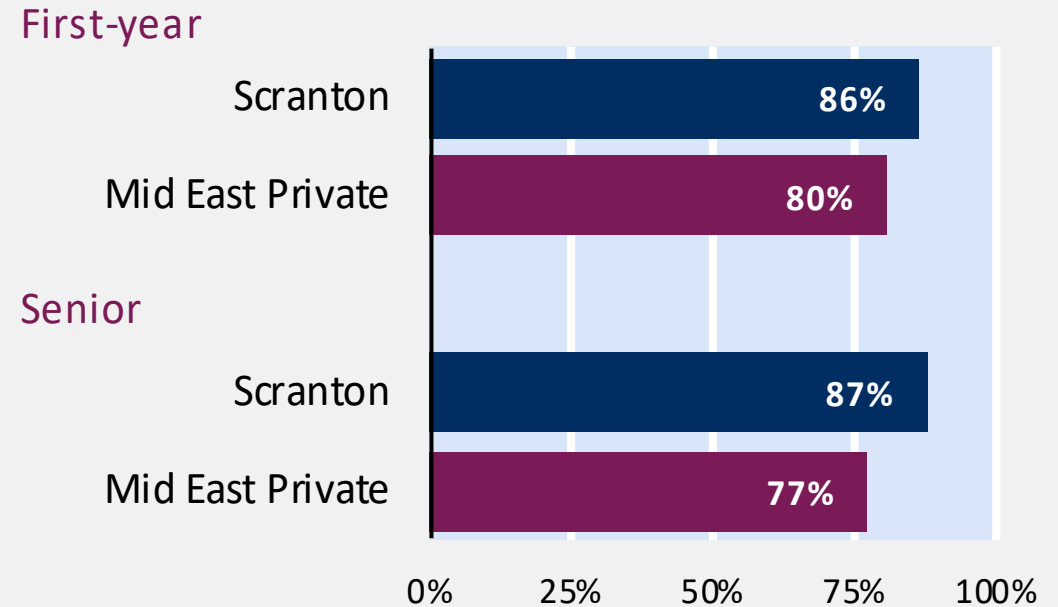


SATISFACTION

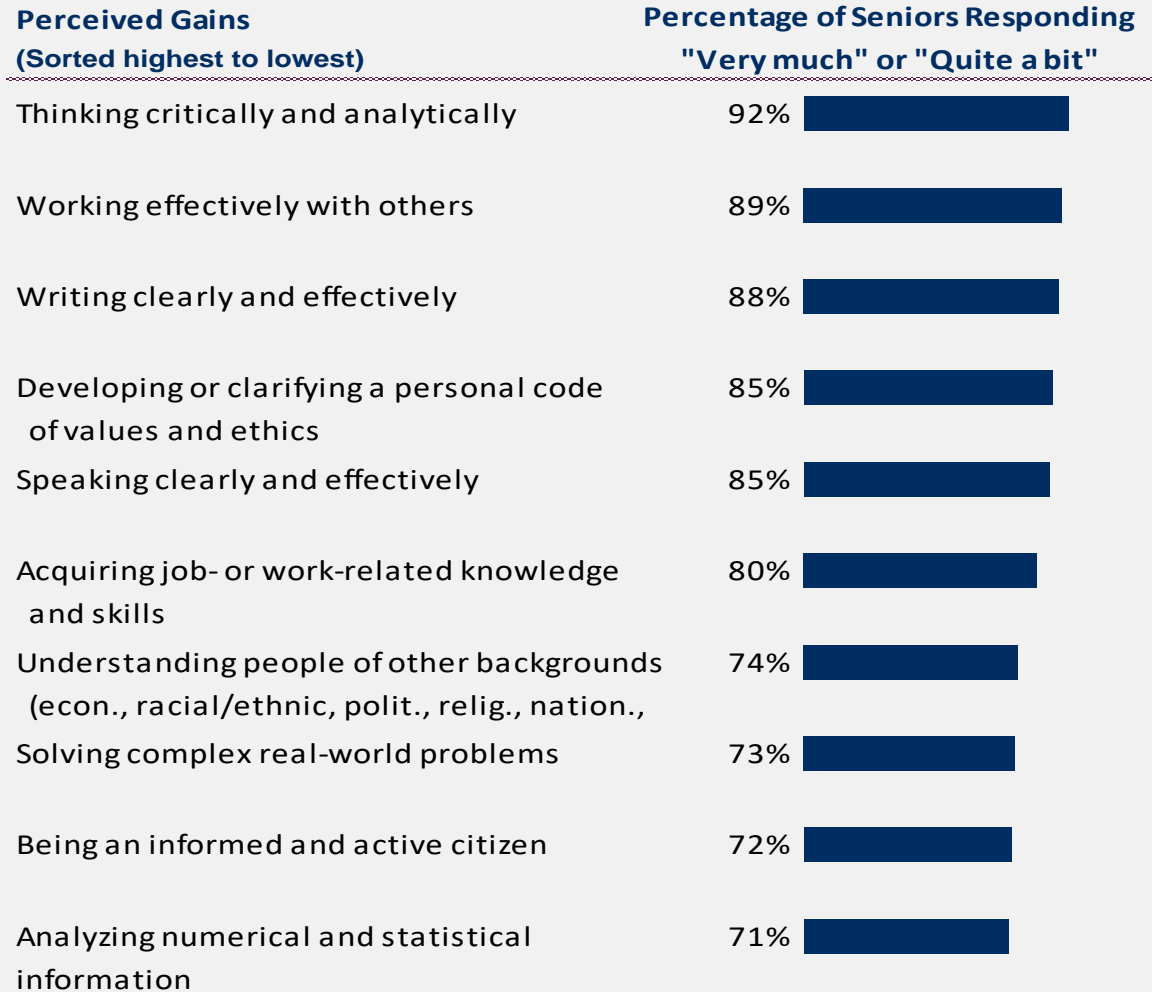
Percentage Rating Their Overall Experience as "Excellent" or "Good"



Percentage Who Would "Definitely" or "Probably" Attend This Institution Again



PERCEIVED GAINS AMONG SENIORS



FINDINGS

ENGAGEMENT INDICATORS

Scranton seniors engage more than Scranton first-year students in most areas measured, with the exception of Supportive Environment and Discussions with Diverse Others.

Scranton first-year and senior students reported higher levels of engagement in Collaborative Learning and Quality of Interactions than the comparison groups. Additionally, Scranton seniors reported higher levels of engagement in Student-Faculty Interactions and Supportive Environment. Again, Scranton seniors reported less engagement with Discussions with Diverse Others than the comparison groups.

FINDINGS

HIGH-IMPACT PRACTICES

A higher percentage of Scranton first-year and senior students participated in High-Impact Practices as compared to the Mid-East Private peer group; they also participated in 2 or more HIPs more often.

Scranton first-year students said they are or plan to participate in Research with Faculty, Service Learning Courses and Learning Communities at a higher percentage than the comparison groups.

Seniors said they participated in a Senior Culminating Experience and Internships less than the comparison groups.

First-year students said they are or plan to participate in Internships, Senior Culminating Experiences and Study Abroad at a higher percentage than the percentage of seniors that actually participated in these activities.

FINDINGS

LONGITUDINAL TRENDS

Assigned Writing increased significantly in 2018 after a decrease in 2017 for seniors.
(Academic Challenge Theme)

Discussions with Diverse Others decreased over the past three years for seniors.
(Learning with Peers Theme)

Student-Faculty Interactions decreased slightly for both first-year and senior students.
(Experiences with Faculty Theme)

Supportive Environment decreased slightly from 2016-2018 for first-years students.
(Campus Environment Theme)

FINDINGS

STUDENT SATISFACTION

Scranton first-year and senior students reported a higher percentage of overall satisfaction with their educational experience compared to the peer group.

Moreover, both first-year and senior students said they would attend Scranton again at a higher percentage than the peer group who said they would attend their institution.

Scranton's senior students were slightly more satisfied than our first-year students.

FINDINGS

PERCEIVED GAINS AND ACADEMIC CHALLENGE

About 9 out of 10 Scranton seniors said they made gains in thinking critically and analytically; but less seniors, about 7 out of 10, said they made gains in analyzing numerical and statistical information; being an informed and active citizen; solving complex real world problems; understanding people of other backgrounds (economical, racial/ethnic, political, religious, nation.)

Scranton students (first-year and seniors) who said their courses challenge them to do their best work was higher than the comparison group's. Additionally, the percent of Scranton students (first-year and seniors) who stated that their institution emphasizes spending significant time studying and on academic work was also higher than the comparison group's.

MID-EAST PRIVATE COMPARISON GROUP (N=114)

Adelphi University (Garden City, NY)*	Georgian Court University (Lakewood, NJ)*	Monmouth University (West Long Branch, NJ)	
Albany College of Pharmacy and Health Sciences (Albany, NY)*	Gettysburg College (Gettysburg, PA)*	Moore College of Art and Design (Philadelphia, PA)	Ursinus College (Collegeville, PA)
Alfred University (Alfred, NY)	Goldey-Beacom College (Wilmington, DE)	Moravian College (Bethlehem, PA)	Utica College (Utica, NY)
Allegheny College (Meadville, PA)*	Goucher College (Baltimore, MD)	Mount Saint Mary College (Newburgh, NY)	Vassar College (Poughkeepsie, NY)*
American University (Washington, DC)	Grove City College (Grove City, PA)	Muhlenberg College (Allentown, PA)*	Wagner College (Staten Island, NY)
Bard College (Annandale-On-Hudson, NY)	Gwynedd Mercy University (Gwynedd Valley, PA)	New York Institute of Technology (Old Westbury, NY)*	Washington Adventist University (Takoma Park, MD)
Berkeley College (New York, NY)*	Hamilton College (Clinton, NY)*	New York University (New York, NY)	Westminster College (New Wilmington, PA)
Bloomfield College (Bloomfield, NJ)	Harrisburg University of Science and Technology (Harrisburg, PA)	Niagara University (Niagara University, NY)	Widener University (Chester, PA)*
Bryn Athyn College of the New Church (Bryn Athyn, PA)*	Hobart and William Smith Colleges (Geneva, NY)	Pace University (New York, NY)	Wilson College (Chambersburg, PA)
Bucknell University (Lewisburg, PA)*	Hofstra University (Hempstead, NY)	Paul Smith's College (Paul Smiths, NY)	York College of Pennsylvania (York, PA)
Cabrini University (Radnor, PA)*	Houghton College (Houghton, NY)*	Point Park University (Pittsburgh, PA)*	
Caldwell University (Caldwell, NJ)	Howard University (Washington, DC)	Pratt Institute (Brooklyn, NY)	
Catholic University of America, The (Washington, DC)	Immaculata University (Immaculata, PA)*	Rensselaer Polytechnic Institute (Troy, NY)*	
Cedar Crest College (Allentown, PA)*	Jefferson (Philadelphia University & Thomas Jefferson University) (Phil)	Rider University (Lawrenceville, NJ)	
Centenary University (Hackettstown, NJ)*	Juniata College (Huntingdon, PA)*	Robert Morris University (Moon Township, PA)	
Chatham University (Pittsburgh, PA)*	Keuka College (Keuka Park, NY)	Roberts Wesleyan College (Rochester, NY)	
Chestnut Hill College (Philadelphia, PA)	Keystone College (La Plume, PA)	Rochester Institute of Technology (Rochester, NY)*	
Colgate University (Hamilton, NY)*	King's College (Wilkes-Barre, PA)*	Rosemont College (Rosemont, PA)	
College of Mount Saint Vincent (Bronx, NY)	La Salle University (Philadelphia, PA)*	Saint Joseph's University (Philadelphia, PA)	
College of Saint Elizabeth (Morristown, NJ)*	Lafayette College (Easton, PA)	Saint Vincent College (Latrobe, PA)*	
College of Saint Rose, The (Albany, NY)*	Le Moyne College (Syracuse, NY)	Seton Hall University (South Orange, NJ)	
Concordia College-New York (Bronxville, NY)*	Lehigh University (Bethlehem, PA)	Siena College (Loudonville, NY)	
D'Youville College (Buffalo, NY)	LIM College (New York, NY)*	St. Francis College (Brooklyn Heights, NY)	
DeSales University (Center Valley, PA)*	Loyola University Maryland (Baltimore, MD)	St. John Fisher College (Rochester, NY)	
Dominican College of Blauvelt (Orangeburg, NY)	Lycoming College (Williamsport, PA)	St. John's University-New York (Queens, NY)	
Drew University (Madison, NJ)*	Manhattan College (Riverdale, NY)	St. Joseph's College - Brooklyn Campus (Brooklyn, NY)	
Eastern University (Saint Davids, PA)*	Manhattanville College (Purchase, NY)*	St. Joseph's College - Long Island Campus (Patchogue, NY)	
Elizabethtown College (Elizabethtown, PA)*	Marist College (Poughkeepsie, NY)	St. Lawrence University (Canton, NY)*	
Felician University (Lodi, NJ)*	Maryland Institute College of Art (Baltimore, MD)*	Stevens Institute of Technology (Hoboken, NJ)*	
Five Towns College (Dix Hills, NY)	Marymount Manhattan College (New York, NY)*	Susquehanna University (Selinsgrove, PA)	
Franklin and Marshall College (Lancaster, PA)	Medaille College (Buffalo, NY)*	Syracuse University (Syracuse, NY)	
Gallaudet University (Washington, DC)*	Mercy College (Dobbs Ferry, NY)*	Thiel College (Greenville, PA)	
Gannon University (Erie, PA)*	Messiah College (Mechanicsburg, PA)*	Touro College (New York, NY)*	
Geneva College (Beaver Falls, PA)*	Misericordia University (Dallas, PA)*	Union College (Schenectady, NY)	
George Washington University (Washington, DC)	Molloy College (Rockville Centre, NY)	University of the Sciences (Philadelphia, PA)*	