

National Survey of Student Engagement (NSSE)

Spring 2017 Administration

Jesuit Consortium Report

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Introduction

The University of Scranton has participated in six (6) administrations of the National Survey of Student Engagement (NSSE); in three (3) of those administrations we also participated in the Jesuit Consortium (Appendix A). Students at each institution in the Consortium received an extra module of questions at the end of the NSSE, in which they are asked about the extent to which their experience at their institution has contributed to their development in areas related to the Jesuit mission. Each survey administration asks the same set of questions in order to measure the extent the student's experiences at their institution.

Methodology

Responses to the questions are on a 4 point scale (1 = very little; 2 = some; 3= quite a bit; 4 = very much). Appendix C show percentages and means for Scranton and the Jesuit Consortium for 2017, 2010 and 2005. The tables also show areas where Scranton is significantly higher or lower than the Jesuit consortium. Results are presented separately for first-year and senior students. In addition to differences between Scranton and the other institutions in the Jesuit Consortium, this report focuses on changes at Scranton over time for years 2017, 2010 and 2005. The list of questions is shown in Appendix B.

More on significance and effect size can be found in the <u>NSSE Core Report</u> produced by the University of Scranton Institutional Research Office.

Key Findings

First-Year Students

In all areas Scranton first-year students responses show gains from 2005 to 2017. The largest increases in the mean appear in <u>devoting effort to help others in need; increasing your awareness of the relationship between global and local issues; actively working to further social justice; and understanding the Jesuit principle of being "men and women for others"</u>. The two (2) areas with the least change from 2005 to 2017 are <u>leading by example</u>; and <u>the ability to look critically at society and its institutions</u>.

Scranton's first-year data was also compared to the AJCU Consortium. In 2017, Scranton scored significantly higher than the AJCU Consortium in all areas, and the areas of highest significance include <u>devoting effort to help others</u> in need; and <u>understanding the Jesuit principle of being "men and women for others"</u>.

Senior Students

Scranton senior students responses also show gains in all areas from 2005 to 2017. The largest increases in the mean appear in <u>understanding the mission of the institution; actively working to further social justice; demonstrating respect for others' differences; actively working toward a more inclusive community; and, <u>understanding the Jesuit principle of being "men and women for others"</u>. The three (3) areas with the least change from 2005 to 2017 are <u>the ability to look critically at society and its institutions; making ethical decisions in personal situations; and <u>making ethical decisions in professional situations.</u></u></u>

Scranton's senior data was also compared to the AJCU group for the study period. In 2017, Scranton scored significantly higher than the AJCU Consortium in all areas but one which it scored about the same. The areas of highest significance include <u>understanding the mission of your institution</u>; actively working toward a more inclusive community; <u>understanding the Jesuit principle of being "men and women for others"</u>; and <u>making connections</u> between your intellectual and spiritual life.



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Both first-year and senior students at Scranton show a large increase in the mean from 2005 to 2017 in one experience – <u>understanding the Jesuit principle of being "men and women for others"</u>. Data also show one experience with a lower gain in the mean over the study period – <u>the ability to look critically at society and its institutions</u>.

Appendices

Appendix A – Jesuit Consortium Questions

To what extent has your experience at this institution contributed to your development of each of the following?

- a. Understanding the mission of the University
- b. Devoting effort to help others in need
- c. Leading by example
- d. Increasing your awareness of the relationship between global and local issues
- e. Actively working to further social justice
- f. Defining your own values and beliefs
- g. Demonstrating respect for others' differences
- h. Actively working toward a more inclusive community
- i. Ability to look critically at society and its institutions
- j. Making ethical decisions in personal situations
- k. Making ethical decisions in professional situations
- 1. Understanding the Jesuit principle of being "men and women for others"
- m. Making connections between your intellectual and spiritual life



Appendix B – AJCU Participating Institutions

2017

Boston College (Chestnut Hill, MA) Canisius College (Buffalo, NY) College of the Holy Cross (Worcester, MA) Gonzaga University (Spokane, WA) Loyola Marymount University (Los Angeles, CA) Loyola University New Orleans (New Orleans, LA) Marquette University (Milwaukee, WI) Saint Louis University (Milwaukee, WI) Saint Louis University (Saint Louis, MO) Saint Peter's University (Jersey City, NJ) Seattle University (Seattle, WA) Xavier University (Cincinnati, OH)

2010

Loyola Marymount University (Los Angeles, CA) Loyola University Chicago (Chicago, IL) Loyola University New Orleans (New Orleans, LA) Marquette University (Milwaukee, WI) Regis University (Denver, CO) Rockhurst University (Cansas City, MO) Saint Louis University (Saint Louis, MO) Santa Clara University (Santa Clara, CA) Seattle University (Seattle, WA) Spring Hill College (Mobile, AL) Xavier University (Cincinnati, OH)

2005

College of the Holy Cross (Worcester, MA) Fairfield University (Fairfield, CT) John Carroll University (Cleveland, OH) Le Moyne College (Syracuse, NY) Loyola University Chicago (Chicago, IL) Loyola University New Orleans (New Orleans, LA) Regis University (Denver, CO) Rockhurst University (Denver, CO) Rockhurst University (Kansas City, MO) Saint Louis University (St. Louis, MO) Seattle University (Seattle, WA) University of Detroit Mercy (Detroit, MI) University of San Francisco (San Francisco, CA) Wheeling Jesuit University (Wheeling, WV) Xavier University (Cincinnati, OH)



Appendix C - Raw Data Charts - First-Year and Senior Students

Note: Statistical significance and effect size are used in this report and are shown in detail on the following two (2) charts of first-year and senior data. Significance in this report refers to the difference in the means and is a result that is not likely to occur randomly. Effect size indicates the practical importance, or magnitude, of observed differences. For more information, please contact the Institutional Research Office.

*p<.05, **p<.01, ***p<.001 (2-tailed)



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