



NSSE Metrics for ILOs, HIPs and Satisfaction Reporting

Introduction

NSSE questions corresponding to each of Scranton's Institutional Learning Outcomes (ILOs) are analyzed in this report. In addition, High-Impact Practices (HIPs) and questions pertaining to student satisfaction are also addressed. [Key Findings](#) include comparisons between Scranton and our Peer Aspirant group, as well as between Scranton first-year and senior students, and reflect priority areas for further University review. The [Analysis](#) section looks at each ILO, HIP and Satisfaction category individually and includes additional comparisons to Carnegie Class and NSSE 2014 & 2015 participants. All results reflect the **percentage of students responding positively to the question**. The exact wording of questions and positive responses follows the chart on page 3.

Key Findings

Scranton vs. Peer Aspirant Group (Significance at $p < .05$ or greater)

- Scranton first-year students reported significantly higher percentages on ten (10) questions; however, only one (1) of these questions was significantly higher for Scranton seniors (*Service-Learning*).
 1. *Writing clearly and effectively*
 2. *Speaking clearly and effectively*
 3. *Thinking critically and analytically*
 4. *Developing or clarifying a personal code of values and ethics*
 5. *Acquiring job- or work-related knowledge and skills*
 6. *Working effectively with others*
 7. *Being an informed and active citizen*
 8. *Developing or clarifying a personal code of values and ethics*
 9. *Service Learning (HIP)*
 10. *Satisfaction of entire educational experience at this institution*
- Scranton first-year students reported significantly lower percentages on three (3) questions. These questions were not significantly lower for senior students.
 1. *Participate in an internship, co-op, field experience, student teaching, or clinic placement*
 2. *Hold a formal leadership role in a student organization or group*
 3. *Internships and Field Experiences (HIP)*
- Scranton seniors reported significantly lower percentages on three (3) questions. These areas were not significantly lower for first-year students.
 1. *Evaluated what others have concluded from numerical information*
 2. *Study Abroad*
 3. *Culminating Senior Experiences*

Scranton First-Year vs. Senior Students (5 percent or greater difference)

- Scranton seniors reported a higher percentage than first-year students on five (5) questions.
 1. *Applying facts, theories, or methods to practical problems or new situations*
 2. *Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)*
 3. *Connected ideas from your courses to your experiences and knowledge*
 4. *Working effectively with others*
 5. *Connected your learning to societal problems or issues*
- Scranton first-year students reported a higher percentage than seniors on eight (8) questions.
 1. *Participate in an internship, co-op, field experience, student teaching, or clinic placement*
 2. *Acquiring job- or work-related knowledge and skills*
 3. *Encouraged contact among students from different backgrounds (social, racial/ethnic, religious, etc.)*
 4. *Being an informed and active citizen*
 5. *Internships and Field Experiences*
 6. *Study Abroad*
 7. *Research with Faculty*
 8. *Attend same institution again*



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Analysis

ILO#1: Develop and use the intellectual and practical competencies that are the foundation of personal and professional development and lifelong learning including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency and information literacy.

- Forty-eight percent (48%) of Scranton seniors reported 'very often' or 'often' that they *evaluated what others have concluded from numerical information* which is significantly lower than our Peer Aspirant group.
- The percentage of Scranton first-year students that reported 'very much' or 'quite a bit' to *writing clearly and effectively (86%)*; *speaking clearly and effectively (79%)*; and *thinking clearly and analytically (89%)* was significantly higher than first-year students in all three (3) comparison groups.
- Eighty-five percent (85%) of Scranton seniors reported 'very much' or 'quite a bit' that their coursework emphasized *applying facts, theories, or methods to practical problems or new situations*. This is noticeably higher than Scranton first-year students.
- Forty-seven percent (47%) of Scranton seniors reported 'very often' or 'often' that they have *used numerical information to examine a real-world problem or issue*. This is noticeable higher than that of Scranton's first-year students at forty percent (40%).
- The majority of NSSE questions mapped to ILO#1 do not show a noticeable difference of 5% or greater between Scranton first-year and senior students.

ILO#2: Exhibit broad knowledge of the human condition, understanding the world in its physical and natural aspects, as well as the philosophical and theological basis for modern thought, faith and belief.

- Seventy-eight percent (78%) of Scranton's first-year and seventy-five percent (75%) of senior students reported 'very much' or 'quite a bit' that their experience at this institution contributed to knowledge, skills, and personal development in *developing or clarifying a personal code of values and ethics*. This is significantly higher than our Carnegie Class and NSSE 2014 & 2015 comparison groups. The percentage of Scranton first-year students was also significantly higher than our Peer Aspirant group. The senior percentage was not.

ILO#3: Demonstrate competence in their chosen field of study, using the knowledge and ability to address the most significant questions, and advancing towards positions of leadership.

- Ninety-two percent (92%) of Scranton first-year students reported that they have 'done or in progress' or 'plan to do' an *internship before they graduate*. This is significantly lower than our Peer Aspirant group. Furthermore, there is an observable decrease from the percentage of Scranton first-year students compared with seniors (92% vs. 81%).
- Fifty-eight percent (58%) of Scranton first-year students reported that they have 'done or in progress' or 'plan to hold a formal leadership role before they graduate'. This is significantly lower than our Peer Aspirant group.
- Seventy percent (70%) of Scranton first-year students reported 'very much' or 'quite a bit' that their experience at this institution contributed to knowledge, skills, and personal development in *acquiring job-or work-related knowledge and skills*. Sixty-four percent (64%) of seniors reported favorably to this.

ILO#4: Employ their knowledge and intellect to address situations in a way that demonstrates a devotion to the spiritual and corporal welfare of other human beings and by a special commitment to the pursuit of social justice and the common good of the entire human community.

- Twenty-three percent (23%) of Scranton first-year students reported 'very much' or 'quite a bit' that their experience at this institution contributed to knowledge, skills, and personal development of *being an informed and active citizen*, and *developing or clarifying a personal code of values and ethics* is significantly higher than all three (3) of our comparison groups.
- Sixty-one percent (61%) of Scranton first-year students reported 'very much' or 'quite a bit' that their institution emphasizes *contact among students from different backgrounds*. This is clearly higher than the percentage of Scranton seniors at fifty-two percent (52%).



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- Seventy-three percent (73%) of Scranton first-year students reported 'very much' or 'quite a bit' that their experience at this institution contributed to knowledge, skills, and personal development of *being an informed and active citizen*. This is also noticeably higher than that of Scranton seniors at sixty-two percent (62%).

High-Impact Practices (HIPS)

- Sixty-eight percent (68%) of Scranton first-year and seventy percent (70%) of seniors reported having courses with a *community-based project (service-learning)*. This is significantly higher than all comparison groups.
- Ninety-two percent (92%) of Scranton first-year students reported that they 'have done' or 'plan to do' an *internship before they graduate*. This is significantly lower than our Peer Aspirant group.
- The percentage of Scranton seniors that reported that they have done or plan to do *study abroad* (26%) and *culminating senior learning experience* (65%) was significantly lower than our Peer Aspirant group.
- Scranton first-year students that reported higher percentages than seniors regarding 'have done' or 'plan to do' *internships, study abroad, and research with faculty*.

Satisfaction

- Ninety-six percent (96%) of Scranton first-year and ninety-five percent (95%) of senior students reported that their *satisfaction with their educational experience* was 'excellent' or 'good'.
- Ninety-one percent (91%) of Scranton first-year students reported that they would 'definitely' or 'probably' *attend Scranton again*. This is much higher than the senior rate (81%).

Chart A: Institutional Learning Outcomes (ILOs)		NSSE	First-Year		Senior		First-Year		
			%	Sig. Higher	Sig. Lower	%	Sig. Higher	Sig. Lower	5 or more
ILO 1									
Applying facts, theories, or methods to practical problems or new situations	4b	78				85			Inc
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	6b	40				47			Inc
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	4c	82	CC, NSSE			77			
Evaluating a point of view, decision, or information source	4d	76	NSSE			74			
Forming a new idea or understanding from various pieces of information	4e	71				71			
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	6a	60				61			
Evaluated what others have concluded from numerical information	6c	47				48		P	
Writing clearly and effectively	17a	86	P, CC, NSSE			83	CC, NSSE		
Speaking clearly and effectively	17b	79	P, CC, NSSE			82	CC, NSSE		
Thinking critically and analytically	17c	89	P, CC, NSSE			87	CC		
Analyzing numerical and statistical information	17d	64	CC, NSSE			63			
Solving complex real-world problems	17i	68	CC, NSSE			64			
ILO 2									
Developing or clarifying a personal code of values and ethics	17g	79	P, CC, NSSE			75	CC, NSSE		
ILO 3									
Participate in an internship, co-op, field experience, student teaching, or clinic placement	11a	92		P		81	CC, NSSE		Dec
Acquiring job- or work-related knowledge and skills	17e	70	P, CC, NSSE			64			Dec
Hold a formal leadership role in a student organization or group	11b	58		P		63	CC, NSSE		
Connected ideas from your courses to your experiences and knowledge	2g	78				84			Inc
Working effectively with others	17f	77	P, CC, NSSE			83	CC, NSSE		Inc
ILO 4									
Connected your learning to societal problems or issues	2b	55				65			Inc
Encouraged contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	14d	61				52			Dec
Being an informed and active citizen	17j	73	P, CC, NSSE			62	NSSE		Dec
Developing or clarifying a personal code of values and ethics	17g	79	P, CC, NSSE			75	CC, NSSE		
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	17h	62				61			
HIPS									
Service Learning	12	66	P, CC, NSSE			70	P, CC, NSSE		
Internships and Field Experiences	11a	92		P		81	CC, NSSE		Dec
Study Abroad	11d	51				26	CC, NSSE	P	Dec
Research with Faculty	11e	45				38	NSSE		Dec
Culminating Senior Experiences	11f	63				65		P	
Learning Communities	11c	43	CC, NSSE			45	CC, NSSE		
SATISFACTION									
Satisfaction of entire educational experience at this institution	18	96	P, CC, NSSE			95	CC, NSSE		
Attend same institution again	19	91	CC, NSSE			81			Dec
Significantly higher than Peer Aspirant, Carnegie Class, and NSSE 2014 & 2015									
Significantly higher than at least one comparison group									
Not significantly higher than any comparison group									
P=Peer Aspirant Group; CC=Carnegie Class; NSSE=all 2014 & 2015 participants									
Note: Significance at p < .05 or greater.									

Q2: During the current school year, about how often have you done the following? Percentage of students who responded 'very often' or 'often'

Q4: During the current school year, how much has your coursework emphasized the following? Percentage of students who responded 'very much' or 'quite a bit'

Q6: During the current school year, about how often have you done the following? Percentage of students who responded 'very often' or 'often'

Q11: Which of the following have you done or do you plan to do before you graduate? Percentage of students who responded 'done or in progress' or 'plan to do'

Q12: About how many of your courses at this institution have included a community-based project (service-learning)? Percentage of students who responded 'some', 'most' or 'all'

Q14: How much does your institution emphasize the following? Percentage of students who responded 'very much' or 'quite a bit'

Q17: How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following? Percentage of students who responded 'very much' or 'quite a bit'

Q18: How would you evaluate your entire educational experience at this institution? Percentage of students who responded 'excellent' or 'good'

Q19: If you could start over again, would you go to the same institution you are now attending? Percentage of students who responded 'definitely yes' or 'probably yes'