



# National Survey of Student Engagement (NSSE)

Spring 2015 Administration

# 2015 National Survey of Student Engagement (NSSE) University of Scranton

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## Introduction

The University of Scranton administered the National Survey of Student Engagement (NSSE) to first-year and seniors students during spring 2015. This is Scranton's fifth NSSE administration with 2012, 2010, 2008, and 2005 as the other administration years. 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 areas where colleges and universities are performing well and aspects of the undergraduate experience that could be improved (NSSE, 2015).

The NSSE launched its first survey in 2000, and after years of evidence-based and collaborative testing, an updated NSSE survey was administered in 2013. While changes range from minor adjustments to entirely new content, the survey maintains NSSE's signature focus on diagnostic and actionable information related to effective educational practice (NSSE, 2015).

The 2015 NSSE administration collected 300,543 student surveys representing 541 institutions with an average response rate of 29%. Scranton collected 449 responses for a 20% overall response rate (first-year plus senior).

## Additional Reports

Two additional modules: Development of Transferable Learning Outcomes, Transferable Learning Outcomes



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## Response Rates and Sampling Error

As shown in the chart below, Scranton's response rate was lower for both first-year and senior students as compared to our Peer Aspirant, Carnegie Class, and NSSE 2014 & 2015 groups. Moreover, our sampling error was much larger than all three comparison groups. Therefore, no conclusions should be made from these data, but



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Theme & Engagement Indicators (EI)

Peer/Aspirant, Carnegie Class and NSSE 2014 & 2015 Comparisons

First-Year Students

| Theme                  | EI                                      | Peer Aspirant | Carnegie Class | NSSE<br>2014 & 2015 |
|------------------------|---|---------------|----------------|---------------------|
| Academic<br>Challenge  | Higher-Order<br>Learning                | —             |                |                     |
|                        | Reflective &<br>Integrative<br>Learning | —             | —              | —                   |
|                        | Learning<br>Strategies                  |               |                |                     |
|                        | Quantitative<br>Reasoning               | —             | —              | —                   |
| Learning with<br>Peers | Collaborative<br>Learning               | —             |                |                     |
|                        | Discussions with<br>Diverse Others      | —             | —              | —                   |
| Experiences ta         |   |               |                |                     |

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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.

Both first-year and senior students include participation in a learning community, service-learning, and research with faculty as a HIP. The senior students also include participation in an internship or field experience, study abroad, and culminating senior experience. Among first-year students participation in HIPS was higher at Scranton as compared to all other groups - between 10% and 12% higher.



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.

Overall, Scranton students participate in HIPS more often than our comparisons groups. However, seniors in our Peer Aspirant group participates more often in 2 or more activities as compared to Scranton (77% vs. 86%)





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## Largest Percentage Point Differences (Areas for Improvement)

- **Both first-year and senior students**
  - assigned more than 50 pages of writing (--)
  - discussions with...people with religious beliefs other than your own (DD)
  - included diverse perspectives (...) in course discussions or assignments (RI)
- **first-year students**
  - worked with other students on course projects or assignments (CL)
  - tried to better understand someone else's views by imagining... his or her perspective (RI)
- **seniors students**
  - completed a culminating senior experience (...) (HIP)
  - participated in a study abroad program (HIP)

## Smallest Percentage Point Differences (Areas to Reinforce)

- **Both first-year and senior students**
  - quality of interactions with student services staff (QI)
  - reviewed your notes after class. (LS)
- **first-year students**
  - institution emphasis on using learning support services,
  - institution emphasis on helping you manage your non



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**Overall Satisfaction**

Both first-year and senior students at Scranton rated their overall experience as 'Excellent' or 'Good' higher than our Peer Aspirant group; although the percentage did decrease by 1% between first-year and seniors (96% vs. 95%).





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Conclusions





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**Appendices**

**Appendix A – NSSE Themes & Engagement Indicators (EI)**

| Theme               | Engagement Indicators             |
|---------------------|-----------------------------------|
| Academic Challenge  | Higher-Order Learning             |
|                     | Reflective & Integrative Learning |
|                     | Learning Strategies               |
|                     | Quantitative Reasoning            |
| Learning with Peers | Collaborative Learning            |
|                     | Discussions with Diverse Others   |
|                     |                                   |









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## Appendix D – NSSE 2014 & 2015 (N=963)

All other NSSE 2014 & 2015 U.S. participants

View list at [nsse.indiana.edu/pdf/nsse2014and2015\\_list.pdf](http://nsse.indiana.edu/pdf/nsse2014and2015_list.pdf)

## Appendix E - References

Kuh, G. D. (2008). High-Impact educational practices: What they are, who has access to them, and why they matter.

