



**National Survey of Student Engagement
(NSSE)**

Spring 2017 Administration

Jesuit Consortium Report

**2017 National Survey of Student Engagement (NSSE)
University of Scranton
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 [NSSE Core Report](#) 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 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". The two (2) areas with the least change from 2005 to 2017 are leading by example; and the ability to look critically at society and its institutions.

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 devoting effort to help others in need; and understanding the Jesuit principle of being "men and women for others".

Senior Students

Scranton senior students responses also show gains in all areas from 2005 to 2017. The largest increases in the mean appear in 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, understanding the Jesuit principle of being "men and women for others". The three (3) areas with the least change from 2005 to 2017 are the ability to look critically at society and its institutions; making ethical decisions in personal situations; and making ethical decisions in professional situations.

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 understanding the mission of your institution; actively working toward a more inclusive community; understanding the Jesuit principle of being "men and women for others"; and making connections 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 – understanding the Jesuit principle of being “men and women for others”. Data also show one experience with a lower gain in the mean over the study period – the ability to look critically at society and its institutions.

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
- l. Understanding the Jesuit principle of being “*men and women for others*”
- m. Making connections between your intellectual and spiritual life

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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 (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 (Kansas 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 (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)

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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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2017						2010						2005								
Frequency Distributions			Statistical Comparisons			Frequency Distributions			Statistical Comparisons			Frequency Distributions			Statistical Comparisons					
Response	Uofs	AJCU	Mean	Mean	Effect	Response	Uofs	AJCU	Mean	Mean	Effect	Response	Uofs	AJCU	Mean	Mean	Effect			
1. To what extent has your experience at this institution contributed to your development of each of the following?																				
Understanding the mission of your institution																				
Very little	1%	4%	3.23	2.99	***	0.28	Very little	2%	7%	3.19	3.06	*	0.16	Very little	4%	7%	3	2.87	*	0.14
Some	14%	23%					Some	18%	14%					Some	24%	27%				
Quite a bit	46%	41%					Quite a bit	39%	34%					Quite a bit	41%	37%				
Very much	39%	32%					Very much	41%	44%					Very much	32%	28%				
Total	100%	100%					Total	100%	100%					Total	100%	100%				
Devoting effort to help others in need																				
Very little	2%	4%	3.32	3.02	***	0.36	Very little	2%	5%	3.16	3.09		0.08	Very little	4%	6%	3.02	2.9	*	0.14
Some	12%	22%					Some	21%	15%					Some	24%	27%				
Quite a bit	39%	41%					Quite a bit	36%	33%					Quite a bit	38%	39%				
Very much	47%	33%					Very much	41%	47%					Very much	34%	29%				
Total	100%	100%					Total	100%	100%					Total	100%	100%				
Leading by example																				
Very little	3%	5%	3.19	3.00	***	0.23	Very little	4%	5%	3.08	3.05		0.04	Very little	4%	7%	3.01	2.86	**	0.16
Some	17%	22%					Some	21%	13%					Some	24%	27%				
Quite a bit	39%	41%					Quite a bit	38%	32%					Quite a bit	40%	38%				
Very much	41%	32%					Very much	37%	50%					Very much	32%	28%				
Total	100%	100%					Total	100%	100%					Total	100%	100%				
Increasing your awareness of the relationship between global and local issues																				
Very little	2%	7%	3.03	2.86	***	0.20	Very little	8%	8%	2.84	2.96	*	-0.14	Very little	8%	11%	2.68	2.71		
Some	25%	27%					Some	27%	19%					Some	35%	30%				
Quite a bit	40%	40%					Quite a bit	37%	38%					Quite a bit	37%	36%				
Very much	33%	26%					Very much	27%	35%					Very much	20%	23%				
Total	100%	100%					Total	100%	100%					Total	100%	100%				
Actively working to further social justice																				
Very little	5%	8%	3.02	2.86	**	0.17	Very little	8%	10%	2.81	2.95	*	-0.15	Very little	11%	11%	2.68	2.68		
Some	21%	26%					Some	29%	22%					Some	32%	32%				
Quite a bit	41%	37%					Quite a bit	37%	34%					Quite a bit	33%	33%				
Very much	33%	29%					Very much	26%	34%					Very much	23%	23%				
Total	100%	100%					Total	100%	100%					Total	100%	100%				
Defining your own values and beliefs																				
Very little	4%	5%	3.25	3.10	**	0.17	Very little	5%	6%	3.08	3.1		-0.02	Very little	6%	7%	2.97	2.89		
Some	13%	18%					Some	21%	10%					Some	23%	27%				
Quite a bit	38%	38%					Quite a bit	36%	32%					Quite a bit	39%	36%				
Very much	45%	39%					Very much	38%	52%					Very much	32%	30%				
Total	100%	100%					Total	100%	100%					Total	100%	100%				
Demonstrating respect for others' differences																				
Very little	2%	4%	3.26	3.14	*	0.13	Very little	7%	6%	3.07	3.22	**	-0.19	Very little	5%	6%	2.99	3.01		
Some	15%	17%					Some	17%	13%					Some	23%	21%				
Quite a bit	39%	39%					Quite a bit	39%	34%					Quite a bit	41%	41%				
Very much	44%	40%					Very much	37%	46%					Very much	32%	33%				
Total	100%	100%					Total	100%	100%					Total	100%	100%				
Actively working toward a more inclusive community																				
Very little	5%	6%	3.13	3.00	*	0.15	Very little	6%	9%	2.91	2.92		-0.01	Very little	6%	9%	2.91	2.77	**	0.16
Some	17%	22%					Some	28%	23%					Some	25%	30%				
Quite a bit	38%	39%					Quite a bit	35%	32%					Quite a bit	41%	36%				
Very much	40%	33%					Very much	31%	35%					Very much	28%	25%				
Total	100%	100%					Total	100%	100%					Total	100%	100%				
Ability to look critically at society and its institutions																				
Very little	4%	5%	3.05	3.01		0.05	Very little	5%	5%	2.92	3.04	*	-0.13	Very little	4%	6%	2.86	2.85		
Some	22%	21%					Some	24%	16%					Some	30%	28%				
Quite a bit	40%	43%					Quite a bit	44%	34%					Quite a bit	42%	41%				
Very much	34%	31%					Very much	27%	45%					Very much	24%	25%				
Total	100%	100%					Total	100%	100%					Total	100%	100%				
Making ethical decisions in personal situations																				
Very little	4%	5%	3.18	3.01	**	0.19	Very little	4%	5%	3.07	3.06		0.02	Very little	5%	8%	2.89	2.87		
Some	15%	21%					Some	19%	13%					Some	26%	25%				
Quite a bit	41%	42%					Quite a bit	42%	30%					Quite a bit	43%	38%				
Very much	40%	32%					Very much	34%	52%					Very much	25%	29%				
Total	100%	100%					Total	100%	100%					Total	100%	100%				
Making ethical decisions in professional situations																				
Very little	4%	6%	3.15	2.99	**	0.19	Very little	5%	4%	3.02	3.03		-0.02	Very little	5%	9%	2.91	2.83		
Some	16%	22%					Some	23%	11%					Some	26%	27%				
Quite a bit	41%	40%					Quite a bit	39%	30%					Quite a bit	42%	38%				
Very much	39%	32%					Very much	34%	55%					Very much	27%	27%				
Total	100%	100%					Total	100%	100%					Total	100%	100%				
Understanding the Jesuit principle of being "men and women for others"																				
Very little	2%	8%	3.39	3.01	***	0.41	Very little	7%	6%	3.08	2.99		0.1	Very little	6%	12%	3.00	2.8	***	0.21
Some	12%	21%					Some	17%	14%					Some	22%	26%				
Quite a bit	32%	33%					Quite a bit	36%	25%					Quite a bit	38%	32%				
Very much	54%	38%					Very much	40%	55%					Very much	34%	30%				
Total	100%	100%					Total	100%	100%					Total	100%	100%				
Making connections between your intellectual and spiritual life																				
Very little	6%	12%	3.07	2.78	***	0.30	Very little	8%	9%	2.92	2.78	*	0.13	Very little	8%	13%	2.86	2.68	**	0.18
Some	20%	26%					Some	25%	21%					Some	25%	30%				
Quite a bit	37%	33%					Quite a bit	35%	27%					Quite a bit	41%	32%				
Very much	37%	29%					Very much	33%	42%					Very much	26%	25%				
Total	100%	100%					Total	100%	100%					Total	100%	100%				

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SENIOR STUDENTS																		
2017					2010					2005								
Frequency Distributions			Statistical Comparisons		Frequency Distributions			Statistical Comparisons		Frequency Distributions			Statistical Comparisons					
Response	UoFs	AJCU	Mean	Mean	Effect	Response	UoFs	AJCU	Mean	Mean	Effect	Response	UoFs	AJCU	Mean	Mean	Effect	
1. To what extent has your experience at this institution contributed to your development of each of the following?																		
Understanding the mission of your institution																		
Very little	1%	5%	3.38	3.07	***	0.35	Very little	7%	6%	3.15	3.07	*	0.16	Very little	6%	8%	2.92	2.88
Some	11%	20%					Some	14%	20%					Some	28%	27%		
Quite a bit	36%	38%					Quite a bit	34%	36%					Quite a bit	34%	36%		
Very much	52%	37%					Very much	44%	38%					Very much	32%	30%		
Total	100%	100%					Total	100%	100%					Total	100%	100%		
Devoting effort to help others in need																		
Very little	2%	4%	3.38	3.15	***	0.28	Very little	5%	6%	3.22	3.07	**	0.17	Very little	4%	6%	3	2.95
Some	11%	18%					Some	15%	20%					Some	26%	25%		
Quite a bit	33%	37%					Quite a bit	33%	36%					Quite a bit	35%	36%		
Very much	54%	41%					Very much	47%	38%					Very much	35%	32%		
Total	100%	100%					Total	100%	100%					Total	100%	100%		
Leading by example																		
Very little	3%	4%	3.40	3.16	***	0.28	Very little	5%	5%	3.27	3.11	**	0.18	Very little	5%	7%	3.05	2.95
Some	8%	17%					Some	13%	19%					Some	23%	24%		
Quite a bit	34%	36%					Quite a bit	32%	36%					Quite a bit	33%	35%		
Very much	55%	43%					Very much	50%	40%					Very much	38%	34%		
Total	100%	100%					Total	100%	100%					Total	100%	100%		
Increasing your awareness of the relationship between global and local issues																		
Very little	5%	5%	3.10	2.99		0.13	Very little	9%	7%	2.99	3.02		-0.03	Very little	9%	8%	2.71	2.86
Some	17%	24%					Some	19%	22%					Some	32%	29%		
Quite a bit	41%	38%					Quite a bit	38%	35%					Quite a bit	36%	34%		
Very much	37%	33%					Very much	35%	37%					Very much	22%	30%		
Total	100%	100%					Total	100%	100%					Total	100%	100%		
Actively working to further social justice																		
Very little	5%	7%	3.16	3.00	*	0.17	Very little	10%	9%	2.92	2.93		0	Very little	11%	11%	2.66	2.74
Some	17%	23%					Some	22%	24%					Some	35%	30%		
Quite a bit	36%	33%					Quite a bit	34%	33%					Quite a bit	30%	33%		
Very much	42%	37%					Very much	34%	34%					Very much	24%	26%		
Total	100%	100%					Total	100%	100%					Total	100%	100%		
Defining your own values and beliefs																		
Very little	1%	4%	3.42	3.22	***	0.25	Very little	6%	6%	3.3	3.11	***	0.21	Very little	5%	7%	3.05	3.03
Some	9%	16%					Some	10%	18%					Some	24%	21%		
Quite a bit	37%	36%					Quite a bit	32%	34%					Quite a bit	32%	34%		
Very much	53%	44%					Very much	52%	42%					Very much	39%	38%		
Total	100%	100%					Total	100%	100%					Total	100%	100%		
Demonstrating respect for others' differences																		
Very little	3%	4%	3.41	3.21	***	0.25	Very little	6%	5%	3.2	3.2		0	Very little	5%	6%	2.98	3.04
Some	6%	15%					Some	13%	16%					Some	25%	21%		
Quite a bit	39%	37%					Quite a bit	34%	35%					Quite a bit	37%	38%		
Very much	52%	44%					Very much	46%	45%					Very much	33%	36%		
Total	100%	100%					Total	100%	100%					Total	100%	100%		
Actively working toward a more inclusive community																		
Very little	3%	7%	3.31	3.02	***	0.31	Very little	9%	9%	2.93	2.82	*	0.12	Very little	8%	11%	2.8	2.79
Some	13%	20%					Some	23%	28%					Some	32%	27%		
Quite a bit	35%	36%					Quite a bit	32%	35%					Quite a bit	32%	35%		
Very much	49%	37%					Very much	35%	28%					Very much	28%	28%		
Total	100%	100%					Total	100%	100%					Total	100%	100%		
Ability to look critically at society and its institutions																		
Very little	3%	3%	3.30	3.17	*	0.16	Very little	5%	5%	3.18	3.1		0.1	Very little	5%	3%	3.02	3.08
Some	12%	17%					Some	16%	18%					Some	23%	22%		
Quite a bit	38%	40%					Quite a bit	34%	39%					Quite a bit	38%	37%		
Very much	47%	40%					Very much	45%	38%					Very much	34%	37%		
Total	100%	100%					Total	100%	100%					Total	100%	100%		
Making ethical decisions in personal situations																		
Very little	2%	4%	3.39	3.18	***	0.25	Very little	5%	5%	3.3	3.17	**	0.15	Very little	4%	5%	3.14	3.08
Some	7%	16%					Some	13%	17%					Some	18%	20%		
Quite a bit	41%	37%					Quite a bit	30%	35%					Quite a bit	37%	36%		
Very much	50%	43%					Very much	52%	43%					Very much	40%	39%		
Total	100%	100%					Total	100%	100%					Total	100%	100%		
Making ethical decisions in professional situations																		
Very little	1%	4%	3.44	3.21	***	0.28	Very little	4%	4%	3.35	3.23	*	0.14	Very little	4%	5%	3.19	3.12
Some	9%	15%					Some	11%	15%					Some	17%	19%		
Quite a bit	34%	37%					Quite a bit	30%	34%					Quite a bit	34%	36%		
Very much	56%	44%					Very much	55%	47%					Very much	44%	40%		
Total	100%	100%					Total	100%	100%					Total	100%	100%		
Understanding the Jesuit principle of being "men and women for others"																		
Very little	2%	7%	3.55	3.14	***	0.43	Very little	6%	10%	3.29	2.97	***	0.32	Very little	8%	13%	3.07	2.84
Some	7%	17%					Some	14%	21%					Some	21%	24%		
Quite a bit	26%	29%					Quite a bit	25%	30%					Quite a bit	27%	29%		
Very much	65%	47%					Very much	55%	39%					Very much	44%	34%		
Total	100%	100%					Total	100%	100%					Total	100%	100%		
Making connections between your intellectual and spiritual life																		
Very little	5%	13%	3.23	2.79	***	0.43	Very little	9%	15%	3.02	2.74	***	0.27	Very little	9%	15%	2.88	2.69
Some	16%	25%					Some	21%	26%					Some	29%	30%		
Quite a bit	29%	31%					Quite a bit	27%	29%					Quite a bit	26%	27%		
Very much	50%	31%					Very much	42%	30%					Very much	36%	28%		
Total	100%	100%					Total	100%	100%					Total	100%	100%		