Senior Survey Report
Student Learning Outcomes (SLO) Model

Fall 2009

In spring 2009, 352 seniors completed the HEDS Senior Survey, a response rate of 32%. The Institutional Research Office linked specific questions to desirable student learning outcomes[1]. These questions were classified into three (3) main student learning outcome categories: What do Students do?, How do Students Improve?, and What do Students Care About? This summary report discusses some of the highlights in each category. For a complete list of all questions and detailed responses, please see Appendix A following the summary.

Please note that these are self-reported responses and do not take into consideration other assessment measures. Totals do not equal 100% as some respondents did not respond to all questions.

Table #1 Improvement in Knowledge or Understanding

Dimension	Question	A Little or Not at All	Moderately or Greatly
Knowledge of a specific subject area	Gain in-depth knowledge of a subject	5%	90%
Theological/ethical literacy	Understand moral and ethnical issues	14%	82%
Intercultural literacy	Develop an awareness of social problems	18%	78%
Civic literacy	Develop an awareness of social problems	18%	78%
	Place problems in historical perspective	27%	69%
Quantitative literacy	Use quantitative tools	28%	68%
Scientific/technology literacy	Understand the process of science	37%	58%
	Evaluate role of science and technology in society	44%	58%
Artistic literacy	Appreciate art	48%	47%

The next set of variables related to student improvement is listed below in Table #2, *Improvement in Academic Proficiencies*. While most students state that they improved greatly or moderately in most academic proficiencies, more than one-quarter of respondents said that they only improved little or not at all using computers and to relating to people of different races, nations or religions. More than one-third of respondents said that they only improved little or not at all understanding the process of science, while more than half of the respondents said that they only improved a little or not at all in foreign language proficiency.

Table #2 Improvement in Academic Proficiencies

Dimension	Question	A Little or Not at All	Moderately or Greatly
Critical/analytic/problem-solving skills	Think analytically and logically	5%	90%
	Evaluate and choose alternatives	9%	86%
Ability to work/learn independently	Function independently	14%	82%
	Acquire new skills	8%	88%
	Function effectively as a team member	14%	82%
	Lead and supervise groups	18%	77%
Originality/creativity	Formulate creative ideas and solutions	8%	85%
Ability to organize, plan, and manage time	Plan and execute projects	12%	84%
	Establish course of action	11%	84%
Writing Ability	Writing ability enhanced	13%	83%
Oral communication	Communicate well	12%	83%

proficiency	orally		
Capacity for lifelong learning/further study	Engage in pursuit of knowledge and truth	14%	79%
	Understand process of science	37%	58%
Ability to work/learn with others	Relate to people of different races, nations or religions	28%	68%
Computer/technology ability	Use computers	26%	69%
Foreign language proficiency	Read or speak foreign language	63%	31%

The last variable related to how student improvement deals with increased intellectual maturity. Eighty-seven percent (87%) of students felt that their undergraduate experience moderately or greatly enhanced their understanding of self.

What do students care about? Variables that describe attitudes and dispositions.

The third, or last, category of questions includes variables related to What do students care about? Here, interests and aspirations are explored in terms of commitment to academic excellence and student's future plans. Twenty-one percent (21%) stated that the importance of intellectual challenge in a career is not important or somewhat important to them; and, moreover, 34% of respondents said that the importance of social change was not important or somewhat important in a career. Additionally, 30% of respondents said that the importance of leadership potential was not important or somewhat important in a career.

As far as future plans, results show that 45% of respondents planned to work in the following fall, and 38% planned to attend graduate school.

Other relevant questions:

Engaged in religious services during your undergraduate program.

Never	30%
Occasionally	35%
Often	14%
Very Often	15%

Volunteering during senior year

2 hours a wk or less	66%
3-15 hours a wk	23%
16 or more hours a wk	3%

Overall satisfaction with education

Very Dissatisfied or Generally Dissatisfied	5%
Generally Satisfied or Very Satisfied	89%

Relive college experience at University of Scranton

Def3h0Very Dissatisf89%

Attachment A

What do students do? Variables that describe behavior

Variable 1 (V1): Academic engagement with people

Dimension A: Academic engagement with faculty

Question #25a: Guest in Faculty Member's Home during undergraduate program

Never or Occasional	86%
Often or Very Often	7%

Question #26d: Talking or Meeting w/ Faculty during senior year

2 hours a week or less	59%
3-10 hours a week	27%
11-15 hours a week	2%
16 or more hours a week	2%

Question #30c: Satisfaction with Faculty Availability Outside of Class

Very Dissatisfied or Generally Dissatisfied	3%
Generally Satisfied or Very Satisfied	88%

Question #30d: Satisfaction with Student Interaction with Faculty

Very Dissatisfied or Generally Dissatisfied	4%
Generally Satisfied or Very Satisfied	87%

Variable 2 (V2): Academic engagement with learning resources

Dimension A: Use of technology

Question #25d: Engaged in Multimedia Presentations during undergraduate program

Never or Occasional	42%
Often or Very Often	51%

Question #26j: Using Computers for Academics during senior year

2 hours a week or less	6%
3-10 hours a week	48%
11-15 hours a week	13%
16 or more hours a week	23%

How do students [think they] improve?

Dimension I: Quantitative literacy

Question #22g: Use Quantitative Tools Enhanced by Undergraduate Experience

Not at All or A Little	28%
Moderately or Greatly	68%

Dimension J: Theological/ethical literacy

Question #22r: Understand Moral & Ethical Issues Enhanced by Undergraduate Experience

Not at All or A Little	14%
Moderately or Greatly	82%

Variable 7 (V7): Improvement in academic proficiencies (self-reported)

Dimension A: Ability to work/learn independently

Question #22w: Function Independently Enhanced by Undergraduate Experience

Not at All or A Little	14%
Moderately or Greatly	82%

Question #22b: Acquire new Skills Enhanced by Undergraduate Experience

Not at All or A Little	8%
Moderately or Greatly	88%

Dimension B: Ability to work/learn with others

Question #22o: Relate to People of Different Races, Nations or Religions Enhanced by Undergraduate Experience

Not at All or A Little	28%
Moderately or Greatly	68%

Question #22s: Function Effectively as a Team Member Enhanced by Undergraduate Experience

Not at All or A Little	14%
Moderately or Greatly	82%

Question #22u: Lead & Supervise Groups Enhanced by Undergraduate Experience

Not at All or A Little	18%
Moderately or Greatly	77%

Dimension C: Ability to organize, plan, manage time

Question #22f: Plan & Execute Projects Enhanced by Undergraduate Experience

Not at All or A Little	12%
Moderately or Greatly	84%

Question #22x: Establish Course of Action Enhanced by Undergraduate Experience

Not at All or A Little	11%
Moderately or Greatly	84%

Dimension D: Critical/analytic/problem-solving skills

Question #22c: Think Analytically & logically Enhanced by Undergraduate Experience

Not at All or A Little	5%
Moderately or Greatly	90%

Question #22e: Evaluate & Choose Alternatives Enhanced by Undergraduate Experience

Not at All or A Little	9%
Moderately or Greatly	86%

Dimension E: Originality/creativity

Question #22d: Formulate Creative Ideas & Solutions Enhanced by Undergraduate Experience

Not at All or A Little	8%
Moderately or Greatly	85%

Dimension F: Foreign language proficiency

Question #22j: Read or Speak Foreign Language Enhanced by Undergraduate Experience

Not at All or A Little	63%
Moderately or Greatly	31%

Dimension G: Oral communication proficiency

Question #22t: Communicate Well Orally Enhanced by Undergraduate Experience

Not at All or A Little	12%
Moderately or Greatly	83%

Dimension H: Writing ability

Question #22a: Writing Ability Enhanced by Undergraduate Experience

Not at All or A Little	13%
Moderately or Greatly	83%

Dimension I: Computer/technological ability

Question #22h: Use Computers Enhanced by Undergraduate Experience

Not at All or A Little	26%
Moderately or Greatly	69%

Dimension J: Capacity for lifelong learning/further study

Question #22n: Engage in Pursuit of Knowledge & Truth Enhanced by Undergraduate Experience

Not at All or A Little	14%
Moderately or Greatly	79%

Question #22l: Understand Process of Science Enhanced by Undergraduate Experience

Not at All or A Little	37%

Moderately or Greatly 58%

Variable 8 (V8): Increased intellectual maturity (self-reported)

Dimension C: Understanding of self

Question #22v: Understand Myself Enhanced by Undergraduate Experience

Not at All or A Little 8%

Moderately or Greatly 87%

What do students care about? Variables that describe attitudes and dispositions

Variable 9 (V9): Interests and aspirations

Dimension B: Commitment to academic excellence

Question #17a: Importance of Intellectual Challenge in a Career

Not Important or Somewhat Important	21%
Very Important or Essential	78%

Dimension C: Future academic plans

Question #1: Primary Activity this fall

Employment, Full or Part-time	45%
Grad School, Full or Part-time	38%
Additional UG Coursework	7%
Volunteer Activity or Military	2%

Variable 10 (V10): Values

Dimension H: Social Change

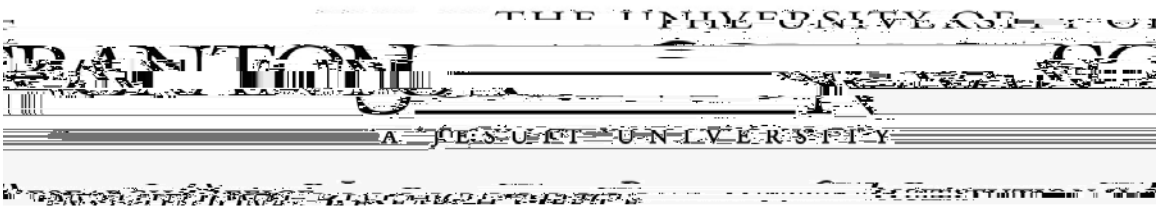
Question #17b: Importance of Social Change in a Career

Not Important or Somewhat Important	34%
Very Important or Essential	63%

Dimension I: Leadership

Question #17l: Importance of Leadership Potential in a Career

Not Important or Somewhat Important	30%
Very Important or Essential	67%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