# Senior Survey Report Student Learning Outcomes (SLO) Model

Fall 2009



THE UNIVERSITY OF SC, MAN

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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<sup>1</sup>. These questions were classified into three (3) main student learning outcome categories: <u>What do Students do?</u>, <u>How do Students Improve?</u>, and <u>What do Students Care About?</u> 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.

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	Appreciateart	48%	47%

# Table #1 Improvement in Knowledge or Understanding

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-	Think analytically and	5%	90%
solving skills	logically		
	Evaluate and choose	9%	86%
	alternatives		
Ability to work/learn independently	Function independently	14%	82%
	Acquire new skills	8%	88%
	Function effectively as a	14%	82%
	team member		
	Lead and supervise	18%	77%
	groups		
Originality/creativity	Formulate creative ideas	8%	85%
	and solutions		
Ability to organize, plan,	Plan and execute	12%	84%
and manage time	projects		
	Establish course of	11%	84%
	action		
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	Usecomputers	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? Variablesat describe attitudes and dispositions.

The third, or last, category of questions includes variables related to <u>What do students care about</u>? 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 important said that the 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 servicesduring your undergraduate program.

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

Volunteering during senioryear2 hours a wk or less66%3-15 hours a wk23%16 or more hours a wk3%

Overall satisfaction with educationVery Dissatisfied or Generally Dissatisfied5%Generally Satisfied or Very Satisfied89%

Relive college experience at University of Scranton Def3h0Very Dissatisf89%

# What do students do? Vanibles that describe behavior

Variable 1 (V1): Aca	demic engage	ement with people	
Dimension A: Acad	lemicengagen	nent with faculty	
Question # 25a: Guest in Faculty Member's Home during undergraduate programNever or Occasional86%			
Often or Very Often	7%		
Question #26d: Talking or M 2 hours a week or less	1eeting w/ Facu 59%	lty during senior year	
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 General	y Dissatisfied	3%	
Generally Satisfied or Very S	atisfied	88%	
Question # 30d: Satisfaction with Student Interaction with Faculty			
Very Dissatisfied or Generally Dissatisfied		4%	
Generally Satisfied or Very S	atisfied	87%	

Variable 2 (V2): Academic engagem	ent 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%			
Question #32b: Satisfaction with Computer Fa	acilities & Resources		
Very Dissatisfied or Generally Dissatisfied	13%		
Generally Satisfied or Very Satisfied	76%		
Question #32c: Satisfaction with Computer Set	rvices & Support		
Very Dissatisfied or Generally Dissatisfied 17%			
Generally Satisfied or Very Satisfied 70%			
Generally Satisfied or Very Satisfied 7	70%		
Generally Satisfied or Very Satisfied	70%		
Generally Satisfied or Very Satisfied 7 Dimension B: Use of the library	70%		
Dimension B: Use of the library Question # 32d: Satisfaction with Library Facili			
Dimension B: Use of the library Question # 32d: Satisfaction with Library Facility Very Dissatisfied or Generally Dissatisfied	ties & Resources		
Dimension B: Use of the library Question # 32d: Satisfaction with Library Facility Very Dissatisfied or Generally Dissatisfied	<u>ties &amp; Resources</u> 2%		
Dimension B: Use of the library Question # 32d: Satisfaction with Library Facility Very Dissatisfied or Generally Dissatisfied	<u>ties &amp; Resources</u> 2% 87%		
Dimension B:Use of the libraryQuestion # 32d: Satisfaction with Library FacilityVery Dissatisfied or Generally DissatisfiedGenerally Satisfied or Very Satisfied6	<u>ties &amp; Resources</u> 2% 87% demic skills		
Dimension B:Use of the libraryQuestion #32d: Satisfaction with Library FacilityVery Dissatisfied or Generally DissatisfiedGenerally Satisfied or Very SatisfiedGenerally Satisfied or Very SatisfiedVariable 4 (V4):Use of specific acadeDimension D:Making presentationsQuestion #25b: Engaged in Class Participation	<u>ties &amp; Resources</u> 2% 87% demic skills s		
Dimension B:Use of the libraryQuestion #32d: Satisfaction with Library FacilityVery Dissatisfied or Generally DissatisfiedZGenerally Satisfied or Very SatisfiedVariable 4 (V4):Use of specific acadeDimension D:Making presentationsQuestion #25b: Engaged in Class ParticipationNever or Occasional22%	<u>ties &amp; Resources</u> 2% 87% demic skills s		
Dimension B:Use of the libraryQuestion #32d: Satisfaction with Library FacilityVery Dissatisfied or Generally DissatisfiedGenerally Satisfied or Very SatisfiedGenerally Satisfied or Very SatisfiedVariable 4 (V4):Use of specific acadeDimension D:Making presentationsQuestion #25b: Engaged in Class Participation	<u>ties &amp; Resources</u> 2% 87% demic skills s		
Dimension B:Use of the libraryQuestion #32d: Satisfaction with Library FacilityVery Dissatisfied or Generally DissatisfiedZGenerally Satisfied or Very SatisfiedVariable 4 (V4):Use of specific acadeDimension D:Making presentationsQuestion #25b: Engaged in Class ParticipationNever or Occasional22%	<u>ties &amp; Resources</u> 2% 87% demic skills s <u>during undergraduate program</u>		

How do students [think they] improve?

Dimension I: Quantitative literacy
Question #22g: Use Quantitative ToolsEnhanced by Undergraduate Experience Not at All or A Little 28%
Moderately or Greatly 68%
Dimension J: Theological/ethical literacy
Question #22r: Understand Moral & Ethical IssuesEnhanced by Undergraduate Experience Not at All or A Little 14%
Moderately or Greatly 82%
Variable 7 (V7): Improvementin 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 SkillsEnhanced by Undergraduate Experience Not at All or A Little 8%
Moderately or Greatly 88%
Dimension B: Ability to work/learn with others
Question #220: Relate to People of DifferenRaces, Nations or ReligionsEnhanced by Undergraduate Experience
Not at All or A Little 28%
Moderately or Greatly 68%
Question #22s: Function Effectively as a Team MembeEnhanced by Undergraduate Experience Not at All or A Little 14%
Moderately or Greatly 82%
Question #22u: Lead & Supervise GroupsEnhanced 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 ProjectsEnhanced by Undergraduate Experience Not at All or A Little 12%
Moderately or Greatly 84%
Question #22x: Establish Course of ActionEnhanced by Undergraduate Experience Not at All or A Little 11%
Moderately or Greatly 84%
Dimension Dr. Critical/analytic/problem achieg alvilla

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 AlternativesEnhanced by Undergraduate Experience Not at All or A Little 9%
Moderately or Greatly 86%
Dimension E: Originality/creativity
Question #22d: Formulate Creative Ideas & SolutionsEnhanced 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 LanguagEnhanced by Undergraduate Experience
Not at All or A Little 63%
Moderately or Greatly 31%
Dimension G: Oral communication proficiency
Question #22t: Communicate Well OrallyEnhanced 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 ComputersEnhanced by Undergraduate Experience           Not at All or A Little         26%
Moderately or Greatly 69%
Dimension J: Capacity folifelong learning/further study
Question #22n: Engage in Pursuit of Knowledge & TruthEnhanced by Undergraduate ExperienceNot at All or A Little14%
Moderately or Greatly 79%

Variable 8 (V8): Increased intellectual maturityself-reported)

Dimension C: Understanding of self

Question #22v: Understand MyselfEnhanced by Undergraduate ExperienceNot at All or A Little8%

Moderately or Greatly 87%

Variable 9 (V9):	Interests and aspi	rations	
Dimension B:	Commitment to academic excellence		
Question #17a: Impo	rtance of Intellectual	Challengein a Carœr	
Not Important or Sor		21%	
Very Important or Es	sential	78%	
Dimension C: Question # 1: Primary	Future academic p	lans	
Employment, Full or	•	45%	
Grad School, Full or I	Part-time	38%	
Additional UG Cours		7%	
Volunteer Activity or	Military	2%	
Variable 10 (V10):			
Dimension H:	Social Change		
Question #17b: Importance of Social Changein a Career Not Important or Somewhat Important 34%			
Very Important or Es	sential	63%	

Dimension I:	Leadership	
Question #171: Import	ance of Leadership	Potentialin a Career
Not Important or Som	newhat Important	30%
Very Important or Ess	ential	67%



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