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Mount Vernon Nazarene University (MVNU) utilizes two companion surveys from UCLA Higher Education Research Institute (HERI) to gauge the profiles of expectations and experiences of entering students, and then to compare

Mount Vernon Nazarene University (MVNU) regularly surveys key constituencies related to needs, profile characteristics and educational outcomes to inform planning and evaluation activities. The evaluation survey schedule provides for the administration of a nationally normed survey to incoming students every four years; the survey selected for this purpose is (), a highly regarded tool developed by the University of California Los Angeles (UCLA) Higher Education Research Institute (HERI) when that entering cohort is enrolled ().

and are administered every four (4) years and sequenced so that the incoming cohort that completed the former survey also complete the latter. This design facilitates a before/after (pre-post) comparison, profiling the change in the group that occurs over the normal years of attendance typical of baccalaureate degree programs. The surveys share many items that span curricular and extracurricular experiences; thus, the results inform program review and planning across the academic and student services spectrum.

Incoming students participate in as one of the organized activities of the new student during the spring semester as one portion of the required assessments, which include assessment of major(s). The 2015 incoming cohort was surveyed with in August 2015, and will complete the in spring 2020. members organize and administer the surveys.

HERI provides multiple options for institutional comparisons (norming groups). Eventually HERI will publish the details in a monograph specific to and its 2015 administration. The applicable groups for 2015 are:

- Other religious 4-year colleges medium selectivity; and
- Other religious 4-year colleges.

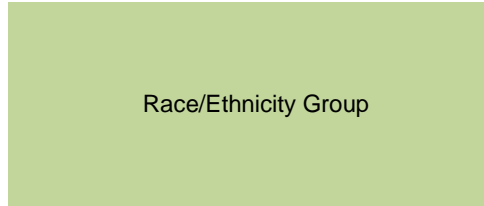
It is also well to acknowledge the limitations of surveys; they are self-reports and self-reflections over time. As indirect measures subject to selective presentation, memory dysfunction, etc.; they correlate with actual behavior only moderately. Nevertheless, survey data constitutes perceptions and opinions.

In addition to a series of demographic questions, and inquire about a number of behaviors or opinions. Individual responses are ordered into themes and broader constructs. The themes are:

- areas students may have considered in choosing to attend college in general
- particular college
- financial issues associated with attending college
- extent to which students engage in behaviors that are inconsistent with academic success
- academic skills and experiences students bring to college
- time spent and types of interactions with high school teachers
- faculty and other students
- furthering knowledge of course material through interaction with
- learning
- participation in programs and initiatives that relate to student
- written and oral communication skills and how these compare to peers
- leadership opportunities and how students compare to peers in leadership skills and abilities
- levels of engagement and satisfaction with community and volunteer work in high school and items that reflect a future orientation toward volunteer and community service
- social attitudes and experiences with diversity
- behaviors, attitudes, and experiences with wellness issues
- religious and spiritual practices and beliefs
- career plans and preparation for future careers

Ethnicity

generally being underrepresented.
below.



HERI administers _____ to over 200,000 students annually. With this large sample HERI provides multiple sets of norms from which institutions can select in making appropriate peer-peer comparisons. e.g., all baccalaureate institutions, 4-year colleges, public versus private, nonsectarian, Catholic, other religious types

than their peers or preparation for graduate or professional skills.
influence by high school counselors or teachers than their peers in college choice.
MVNU freshmen generally reported lower academic disengagement (i.e., coming late to class, skipping class or school, or falling asleep in class) during the senior year in high school than their peers in religious institutions.
In academic preparation as measured by the ACT and SAT, MVNU students are similar to those attending other religious institutions. J E T B T 1 0 0 1 230.69 637.3 T m 6

Several gender differences were observed from the construct findings; it is important for MVNU employees to consider how the ongoing MVNU socialization process should intervene as corrective mechanisms

Item	Theme(s)	MVNU Average	Other Religious 4-Year Colleges (Medium Selectivity)	Other Religious 4-Year Colleges
In deciding to go to college, how important was to learning more things that interest me (very important)	College choice career planning	2.77	2.79	2.80
How important was it that my parents/relatives wanted me to come here (very important)	College choice	1.84	1.81	1.80
. . . this college has a very good academic reputation (very important)	College choice	2.55	2.62*	

Colleges should prohibit racist/sexist speech on campus (agree strongly/agree somewhat	Diversity	3.06	3.01	2.99
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Item	Theme(s)	MVNU Average	Other Religious 4-Year Colleges (Medium Selectivity)	Other Religious 4-Year Colleges
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Tutored another student last year (frequently/occasionally)	Active and collaborative learning	1.52	1.61*	1.63**
Studied with other students last year (frequently/occasionally)	Active and collaborative learning	2.09	2.17*	2.19**
Used an online instructional website (e.g., Khan Academy, Coursera) to learn something on your own (frequently)	Academic enhancement experiences	2.23	2.12**	2.19
Participate in a study abroad program (very good chance)	Academic enhancement experiences	2.59	2.88**	2.87***
Take a course exclusively online at this institution (very good chance)	Academic enhancement experiences	2.14	1.93***	1.96***
Take a course exclusively online at a different institution (very good chance)	Academic enhancement experiences	1.58	1.69*	1.75***
How important is it to you to become an authority in the field (essential/very important)	Leadership	2.51	2.64*	2.67**
How often in the past year did you demonstrate for a cause (e.g., boycott, rally, protest) (frequently/occasionally)	Civic engagement: participation, awareness, and values	1.13	1.23***	1.22***

Rate yourself on tolerance of others with different beliefs (a major strength/somewhat strong)

Civic engagement: participation, awareness, and values

