

ASSESSMENT REPORT

- Foreign language ability continued to be an area where Scranton students felt weaker than students at schools in the comparison groups

Administration

Figure 2 Current religious preference of respondents

Your current religious preference:

Figure 3. Mean construct scores from the College Student Survey.

Construct	U of Scranton	Catholic 4-yr	Private 4-yr
Habits of Mind	54.0	55.5*	55.9**
Academic Disengagement	48.8	49.7	50.0*
Faculty Interaction: Mentorship	54.1	53.1	53.4
Satisfaction with Coursework	52.8	51.5*	51.9
Overall Satisfaction	53.8	51.3***	51.8***
Sense of Belonging	52.8	50.1***	50.6***

Graph 1. Jesuit mission-related constructs

Social Agency

On the Social Agency construct the University of Scranton had a score of 54.9 compared to scores of 54.1 for the Catholic

Leadership

Leadership, representing students' leadership experience and their beliefs about their leadership abilities was based on 5 items: whether the student had "been a leader in an organization," if the student thought they had "effectively led a group to a common purpose," if the student

Graph 2. Overall satisfaction item ratings.

*Reenroll? was measured on a scale from 1, Definitely no , to 4, Definitely yes.

Students on average, rate their overall experience at the University as a 4.46, significantly higher than the two comparison groups, 4.23 and 4.26 respectively. This satisfaction is also evident in their responses to the question: "If you could make your college choice over, would you still choose to enroll at your current college?" Fifty-seven point two percent of the students selected that they would definitely reenroll, an average of a 3.4 overall, compared to 42% (M = 3.19) and 45% (M = 3.22) of students at Catholic-4

Graph 3. Sense of belonging item ratings

As can be seen on the graph above, University of Scranton students rated their agreement significantly higher on all four items than students in the Catholic 4-yr and Private 4-yr comparison groups. "I see myself as part of the campus community," had the lowest rating, an average of 3.19, compared to an average of 3.0 and 3.07 in comparison groups. "I feel a sense of belonging to this campus," and "I feel I am a member of this college," had the next highest average ratings of 3.24 and 3.36 (better than the Catholic 4-yr comparison group $M = 3.06$, and $M = 3.23$, respectively), and the Private 4-yr comparison group ($M = 3.08$ and $M = 3.26$). University students ranked themselves highest on "If asked, I would recommend this college to others," with an average of 3.51, while students in the Catholic 4-yr comparison group and the Private 4-yr comparison group ranked their agreement at 3.2 and 3.32. Only 6.2% of students responded that they would not recommend the University of Scranton if asked. For the two comparison groups this response rate was 1% and 0.9%.

Curriculum and Perceived Strengths

As an institution of higher learning part of the University of Scranton's mission is to provide all students with a meaningful quality education to assist in their personal development and growth in wisdom. Following in Jesuit tradition The University provides a liberal general education curriculum. The satisfaction with coursework construct allows an indirect assessment of

offerings and general education curriculum. As an indirect assessment of student learning, CSS asks students to rate how strong or weak they believe they are in a variety of skills and abilities.

For the satisfaction with coursework construct the University of Scranton scored an average of 52.8 compared to the Private 4-yr comparison group's average of 51.9. Compared to Catholic 4-yr comparison group's average, 51.5, the University scored significantly higher ($p < .05$) however the size of the effect was marginal ($d = .14$).

Graph 4. Satisfaction with coursework items

Looking at the individual items that comprised the satisfaction with coursework construct, University of Scranton students did not differ from those in either of the comparison groups in how they rated their satisfaction with the relevance of their coursework to their everyday life and to their career plans. Students across all three groups rated the relevance of their coursework to their everyday life highly with average scores of 4.1, 4.3, and 4.5 with approximately 80% of students responding that they were satisfied or very satisfied. Likewise, around 80% of students at the University of Scranton and the comparison groups also responded that they were satisfied or very satisfied with the relevance of their coursework to their future career plans with average scores of 4.11, 4.04, and 4.05. These ratings suggest that the University is doing a good job at providing

In regard to their satisfaction with courses in their major field University of Scranton students responded with higher ratings than the Catholic 4-yr and Private 4-yr comparison groups. For courses in their major field, University students rated their satisfaction on average as 4.48, slightly higher than the average rating of 4.29 ($p < .01$, $d = .17$) for Catholic 4-yr and 4.33 for Private 4-yr comparison groups ($p < .05$, $d = .12$). On the general education curriculum, the average satisfaction rating from the University of Scranton students, 4.07, was higher than the Catholic 4-yr average rating, 3.94 ($p < .05$, $d = .15$) but not different than the Private 4-yr rating, 3.99. These high satisfaction ratings for general education affirm the University of Scranton's commitment to a strong education within both major courses and the Jesuit mission of a strong liberal education.

Asked about their perceived strength in abilities, students rated their abilities as "a major weakness" 1, to "a major strength" 5. In nearly every area they rated, over half of Scranton students perceived their abilities to be "somewhat strong" or "a major strength." The only exceptions to this trend were the

higher than students in the Catholic 4, 3.86, and Private 4yr comparison groups 3.87 $p < .01$, $d = .17$ and $d = .16$, respectively)

There were two items where the University's students perceived themselves as less strong than students in the comparison groups: ability to conduct research and "foreign language ability". On ability to conduct research, only 56%

Scranton and the Catholic 4 comparison group ($M = 2.45$) While 60% of students at the University said they frequently supported their opinions with logical arguments an average score of 2.59 over two-thirds (69%) of students at the Private 4-yr college said the same for an average score of 2.67 ($p = .01, d = -.16$). Again there was no significant difference between the University and the Catholic 4 comparison group.

Summary

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Looking at the individual items where students gauged their strengths, “Ability to conduct research,” “Foreign language ability,” and the three Civic Awareness items about understanding issues at the global, national, and local stood out as the weakest. Additionally, these were some of the areas where Scranton students rated themselves the lowest on the 2011 CSS, aside from the research item which was not included on that survey. While Scranton does not require a foreign language, it may make sense to emphasize the importance of language in a globalized world. Similarly, it may be important to focus

Appendix I: Catholic Four-Year Colleges²

Catholic Four Year Colleges

Saint Marys College of California

Albertus Magnus College

Fairfield University

Saint Mary's College

Emmanuel College Boston

Creighton University

University of Portland

Holy Family University

Marywood University

University of Scranton

Christian Brothers University

Saint Martin's University

Saint Norbert College

Ave Maria University

² Note: Catholic Four Year Colleges are the first comparison group (Catholic) and also comprise part of the second comparison group (Private).

Nonsectarian FourYear Colleges

