

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

Administration

## Figure 2Current religious preference of respondents

Your current religious preference:

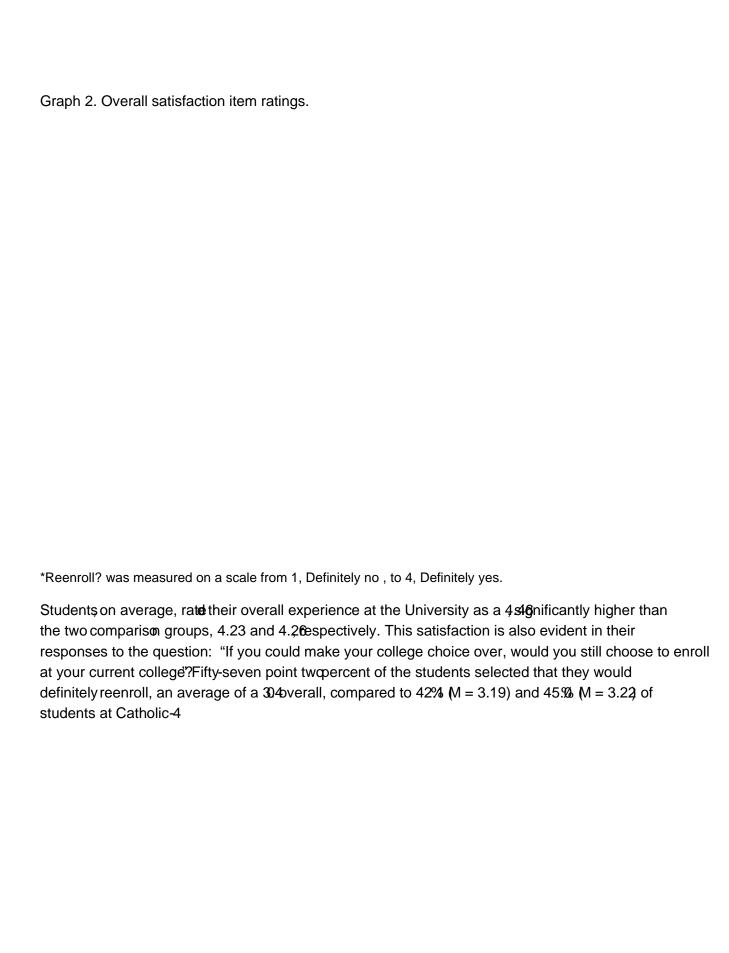
Figure 3. Mean construct scores from the College Student Survey.

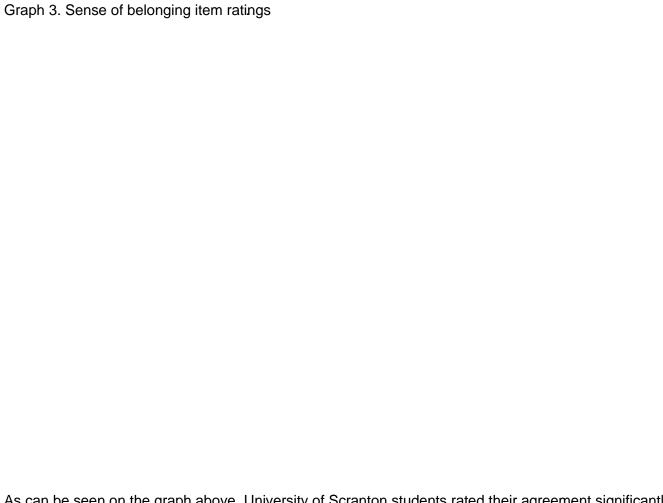
	U of	Catholic	Private
Construct	Scranton	4-yr	4-yr
Habits of Mind	54.0	55.5*	55.9**
Academic Disengagement	48.8	49.7	50.0*
Faculty Interaction: Mentorship	54.1	53.1	53.4
Satisfaction with Coursework	52.8	51.5*	51.9
Overall Satisfaction	53.8	51.3***	51.8***
Sense of Belonging	52.8	50.1***	50.6***

Graph 1. Jesuit issionrelatedconstructs
Social Agency
On the Social Agrey construct the University of Scranton had a score of 54:9 mpared to scores of
54.1for the Catholic 4y

## 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 groto a common purpose," if the studee





As can be seen on the graph above, University of Scranton students rated their agreement significantly higheron all four items than students in the Catholigrand Privatel-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 3.8 and 3.0 in comparison groups! feel a sense of belonging to this campus," and "I feel I am a member of this college," had the next highest erageratings of 3.24 and 336 better than the Catholic 4yr comparison group (I = 3.06, and I = 3.26), and I = 3.26). University students ranked themselves highest on "If asked, I would recommend this college to others," with an average of 3.34 file students in the Catholic 4r comparison group and the rivated-yr comparison group ranked their agreement at 3.26). Only 6.2% of students responded that they would not recommend the University of Scranton if asked. For the two comparison grups 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 curriculu Ars an indirect assessment of student learn the, CSS asks students to rate how strong or weak they be they are a variety skills and abilities.

For the satisfaction withoursework construct the University of Scranton scored an average 5120 Bear to the Private 4-yr comparison group's average 51.9 compared to Catholic of comparison group's average, 51.5 the University scored significantly higher (.05) however the size of the effect wardy marginal (1 = .14).

Graph 4. Satisfaction with coursework items

Looking at the individual items that comprised the satisfaction with courseworktruct, University of Scranton students did not differ from those in either of the comparison groups in how they rated their satisfaction with the relevance their coursework to their everyday life and to their are plans Students across all three groups rated the relevance of their coursework to their everyday life highly with average scores of 41.1, 4.03, and 4.05 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 representation 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 Thouse 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 thanke Catholic 4yr and Private 4-yr comparison groups. For courses in their major field, University students rated the statisfaction on average as 4,480 ghtly higher than the average rating of 4.29(p < .01, d = .17) for Catholicy 4 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, 67, was higher than the Catholicy 4 average rating, 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 acstrong education within both major courses at added the university of a strong liberal education

Asked about their abilities are strength inabilities, students rated their abilities a major weaknes 1, to "a major strength" 5. In nearly every area they rated, over half of a strength abilities to be somewhat strong or "a majorstrength." The only exception to this trend were the

higherthan students in the Catholic yt, 3.86, and Private 4yr comparison group  $\$3.87 \ (p < .01, d= .17)$  and d = .16, respectively

There were two items where the University's students perceived themselves as less **sharing** students in the comparison groupsability to conduct researchand "foreign language ability" On ability to conduct research, only **56**(M

Scranton and the Catholiey4 comparison group(M = 2.45) While 60% of students at the University said they frequently supported their opinions with logical argum#ontsan average score of 2.59 ver two-thirds (69%) of students at the iPate 4-yr college said the same for an average score of 2067 (0.01, d=-.16). Again there was no significant difference between the University and the Cathyolic 4 comparison group.

Summary

The

Looking at the individual items where dudents gauged their strengths, "Ability 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 them areas where Scranton students rated them sees the lowest on the 2011 CSS, aside from the research item which was not included on that surveyWhile Scranton does not require a foreign language, it may make sense to emphasize the importance of language in a globalized world. Similarly, it may betaint to focus

## Appendix I: Catholic Four-Year Colleges<sup>2</sup>

Catholic Four Year Colleges

Saint Marys College of California

Albertus Magnus Clege

Fairfield University

Saint Mary's College

Emmanuel CollegBoston

Creighton University

University of Portland

Holy Family University

Marywood University

University of Scranton

**Christian Brothers University** 

Saint Martin's University

Saint Norbert Codge

Ave Maria University

<sup>2</sup> Note: Catholic FouYear Colleges are the first comparison group (Catholic) and also comprise part of the second comparison group (Private/r).

Nonsectarian FoulYear Colleges