

ASSESSMENT REPORT

Senior Survey

Class of 2011

The University of Scranton  
2011 College Senior Survey Report

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## Introduction

The University of Scranton conducts an annual survey of graduating seniors. For the 2010-2011 academic year, the University administered the College Senior Survey (CSS) created by the University of California, Los Angeles (UCLA) Higher Education Research Institute (HERI). The CSS collects data about a range of student experiences from items about interactive learning experiences and faculty interaction to items about civic engagement and diversity.

As part of the University's participation in the CSS we are provided with information for two comparison groups. For the 2011 survey the first comparison group is composed of Catholic Four Year Colleges (Catholic 4 yr), and the second comparison group is composed of Nonsectarian Catholic and Other Religious Four Year Colleges (Private 4 yr).

This report presents basic demographics, 14 constructs created by HERI and selected data from the CSS. This data is valuable to the University as it allows insight into how well the University of Scranton is conforming to the tradition of excellence stated in our mission:

“The University of Scranton is a Catholic and Jesuit university

Figure1. Race/ethnicityof respondents.

Race/Ethnicity(Mark all that apply) (total may add to more than 100%)	U of Scranton	Catholic 4 yr	Private 4 yr
AmericanIndian/AlaskaNative	1.0%	1.5%	1.6%
AsianAmerican/Asian	2.0%	6.8%	6.0%
NativeHawaiian/PacificIslander	0.3%	1.2%	0.9%
AfricanAmerican/Black	0.0%	3.4%	6.4%
MexicanAmerican/Chicano	0.3%	3.8%	3.6%
PuertoRican	3.3%	1.2%	1.0%
OtherLatino	2.3%	3.2%	3.2%
White	92.7%	83.9%	81.9%
Other race/ethnicity	2.3%	2.9%	3.7%

Asa Catholicand Jesuituniversity, part of the Universityof Scranton’smissionis to sharethe spiritual visionof the Societyof Jesus.The majority of students,71.9%,attendingthe Universityidentified themselvesas RomanCatholiccomparedto 52.6%of studentsin the Catholic4 yr and28.9%of students in the Private4 yr comparisongroups.

Figure2. Currentreligiouspreferenceof respondents.

Yourcurrent religiouspreference:	U of Scranton	Catholic 4 yr	Private 4 yr
Baptist	1.4%	2.0%	7.2%
Buddhist	1.0%	1.3%	1.2%
Churchof Christ	2.0%	1.6%	1.7%
EasternOrthodox	1.0%	0.7%	0.6%
Episcopalian	0.3%	1.0%	1.4%
Hindu	0.7%	0.3%	0.3%
Jewish	2.0%	2.2%	2.8%
LDS(Mormon)	0.0%	0.1%	0.2%
Lutheran	2.0%	3.3%	4.3%
Methodist	2.0%	2.8%	4.0%
Muslim	0.3%	0.5%	0.7%
Presbyterian	1.4%	1.9%	3.2%
Quaker	0.0%	0.1%	0.4%
RomanCatholic	71.9%	52.6%	28.9%
SeventhDayAdventist	0.0%	0.1%	0.2%
UnitedChurchof Christ/Congregational	0.0%	0.5%	0.8%
OtherChristian	4.1%	9.0%	17.5%
OtherReligion	0.3%	1.8%	2.9%
None	9.5%	18.1%	21.6%



Graph1. Jesuitmissionrelatedconstructs.

Note:

groups with a mean of 53.1 compared to 53.6 and 53.6, even though the students had a small but significant increase in their “change in leadership ability rating.”

#### Student Satisfaction and Belonging

Though the University of Scranton performed similarly to comparison groups in the previous three constructs, the University of Scranton excelled in the student Sense of Belonging and Overall Satisfaction constructs. The University of Scranton scored significantly better (54.3) on Overall Satisfaction than both the Catholic 4 yr (51.1,  $p = .001$ ,  $d = .39$ ) and Private 4 yr (51.2,  $p = .001$ ,  $d = .38$ ) comparison groups. As shown in graph below, University students





As can be seen on the graph

#### 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 4.07, 4.02, and 4.04 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 two comparison groups also responded that they were satisfied or very that

high satisfaction ratings for general education affirm the University of Scranton's commitment to its Jesuit mission of a strong liberal education.

Asked about their perceived commitment

On average, University students rated themselves at 4.35 compared to the Catholic 4 yr comparison group, 4.17, and Private 4 yr comparison group, 4.16 ( $p < .001$ ,  $d = .25$  and  $d = .27$ , respectively). The growth of interpersonal skills represents a realization of the University's dedication to the personal development of its students.

## Summary

The CSS asks students a wide range of questions regarding their university from satisfaction with faculty, facilities, and coursework to student learning and involvement. On 10 of the 14 constructs created by HERI, the institute that conducted the CSS, the University of Scranton scores similarly to a comparison group of Catholic 4 yr schools and a comparison group of Private 4 yr schools. Three of these ten constructs, where the University matched our comparison groups, Social Agency, Leadership, and Civic Awareness, relate to the University's Jesuit mission to educate students to be leaders in the community and "set the world on fire." The University scored lower than our comparison groups on the constructs of Positive Cross Racial Interaction and Academic Disengagement (the Academic Disengagement construct measures negative activities, so a low score represents a positive result).

The University of Scranton scored higher than comparison groups on Overall Satisfaction and Sense of Belonging. The high scores on these two constructs represent the supportive and welcoming community that exists at the University. Students that attend the University feel like they belong here and that they are a part of the college community.

Further reinforcing the students' Overall Satisfaction between 80% and 93% of University of Scranton students rated themselves satisfied or very satisfied with the general education curriculum, courses in their major field, relevance of their coursework to everyday life, relevance of their coursework to their future career plans. In regard to specific skills and abilities, over 50% of students perceived that they had much stronger skills and abilities in their knowledge of a particular field or discipline, general knowledge, critical thinking skills, and leadership abilities.

Appendix: CatholicFourYear:

## Appendix II: Nonsectarian and Other Religious Four Year Colleges

### Nonsectarian Four Year Colleges

Becker College  
 Cazenovia College  
 Claremont McKenna College  
 Dickinson College  
 Harvey Mudd College  
 Illinois Wesleyan University  
 Knox College  
 Laguna College of Art and Design  
 Marymount Manhattan College  
 Mills College  
 Moore College of Art and Design  
 Principia College  
 Rhode Island School of Design  
 Rollins College  
 Southern New Hampshire University  
 Sweet Briar College  
 The College of New Rochelle  
 University of Redlands  
 Wabash College  
 Wheaton College Norton  
 Wilkes University

### Other Religious Four Year Colleges

Agnes Scott College  
 Azusa Pacific University  
 Bluffton University  
 California Baptist University  
 Carthage College  
 Chapman University  
 Elon University  
 Erskine College and Seminary  
 Ferrum College  
 George Fox University  
 Georgetown College  
 Gustavus Adolphus College  
 Huntingdon College  
 Iowa Wesleyan College  
 Lafayette College  
 McPherson College  
 Moravian College and Moravian Theological Seminary  
 Mount Vernon Nazarene University  
 Newberry College  
 North Central College  
 Northwest Nazarene University  
 Northwestern College  
 Palm Beach Atlantic University West Palm Beach  
 Shaw University  
 Tabor College  
 Vanguard University of Southern California  
 Warren Wilson College  
 Waynesburg University  
 Williams Baptist College  
 Wofford College

