

ASSESSMENT REPORT

Senior Survey

Class of 2014



THE UNIVERSITY OF SCRANTON

INSTITUTIONAL RESEARCH OFFICE

The University of Scranton
2014 College Senior Survey Report

TABLE OF CONTENTS

Introduction	3
Executive Summary.....	3
Administration	4
Demographics	4
Figure 1. Race/ethnicity of respondents.....	4
Figure 2. Current religious preference of respondents	5
College Senior Survey Constructs	5
Figure 3. Mean construct scores from the College Student Survey	6
The University’s Jesuit Mission	6
Graph 1. Jesuit mission related constructs	7
Student Satisfaction and Belonging	8
Graph 2. Overall satisfaction item ratings	9
Graph 3. Sense of belonging item ratings.....	10
Curriculum and Perceived Strengths	10
Graph 4. Satisfaction with coursework items.....	11
Figure 4. Percent of students reporting their abilities or skills as “Somewhat strong” or “A major strength”	12
Graph 5.	14
Summary	16
Appendix I: Catholic Four-Year Colleges	17
Appendix II: Nonsectarian, Catholic, and Other Religious Four-Year Colleges	18

Introduction

In spring of the 2013-2014 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 2014 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, 15 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 animated by the spiritual vision and the tradition of excellence characteristic of the Society of Jesus and those who share its way of proceeding. The University is a community dedicated to the freedom of inquiry and personal development fundamental to the growth in wisdom and integrity of all who share its life.”

The Middle States Commission on Higher Education, the University of Scranton's accrediting body, describes the Characteristics of Excellence in Higher Education (2006) using 14 Standards¹. Though the CSS data represent only the students' experiences and education outcomes, the results of the CSS help provide indirect evidence about the University's performance in meeting these standards. Additional information is available from the Institutional Research Office upon request.

Executive Survey

- Scranton scored similarly to comparison groups on three constructs related to our mission, and higher than comparison groups on the fourth, Civic Engagement.
- Two areas where Scranton scored the best relative to comparison institutions were Overall Satisfaction and Sense of Belonging.
- The University scored lower than comparison groups on the Habits of Mind, Positive Cross-Racial Interaction, and Academic Disengagement.
- Scranton students reported a greater level of satisfaction for general education courses and courses in their major than students in the Catholic 4-yr comparison group.
- Almost all Scranton students (92%) felt their knowledge of a particular field or discipline was “somewhat strong” or “a major strength.”

¹ Middle States adopted new standards in 2014, but the standards are being phased in based on the date of institutional self study. The University of Scranton is currently using the 2006 standards for a monitoring report due in 2016, and the University will use the 2014 standards for our 2018-2019 Self Study.

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

Administration

Students were invited to participate through an email with a link to the survey. Each student that participated was offered a \$4 gift card to Starbucks as a thank you for participating.

Demographics

Three hundred fifteen graduating seniors participated in the CSS, 31% of the senior class. Seventy-one percent of the respondents were female and twenty-nine percent were male, consistent with the ratios of both comparison groups and similar to the 2011 CSS (65% female, 35% male). The University of Scranton respondents were less diverse than either of the comparison groups with 89% white compared to 82% white (Catholic 4-yr) and 81% white (Private 4-yr). See Figure 1, below, for a breakdown of student respondents by ethnicity. The percentages may add up to more than 100% because multiple responses were allowed.

Figure 1. Race/ethnicity of respondents.

Race/Ethnicity (Mark all that apply) (total may add to more than 100%)	U of Scranton	Catholic 4-yr	Private 4-yr
American Indian/Alaska Native	1.0%	1.4%	1.4%
Asian American/Asian	6.0%	8.3%	6.8%
Native Hawaiian/Pacific Islander	0.6%	1.2%	0.8%
African American/Black	3.2%	5.0%	8.0%
Mexican American/Chicano	1.3%	3.8%	3.5%
Puerto Rican	3.2%	1.4%	1.2%
Other Latino	2.2%	4.1%	3.3%
White	88.6%	81.5%	80.6%
Other race/ethnicity	1.0%	2.1%	2.5%

As a Catholic and Jesuit university, part of the University of Scranton’s mission is to share the spiritual vision of the Society of Jesus. The majority of students, 62%, attending the University identified themselves as Roman Catholic compared to 50% of students in the Catholic 4-yr and 27% of students in the Private 4-yr comparison groups.

Figure 2. Current religious preference of respondents.

Your current religious preference:	U of Scranton	Catholic 4-yr	Private 4-yr
Baptist	1.5%	3.3%	10.1%
Buddhist	1.5%	1.5%	1.5%
Church of Christ	1.5%	1.9%	1.9%
Eastern Orthodox	0.7%	0.7%	0.6%
Episcopalian	1.1%	0.9%	2.2%
Hindu	0.4%	0.3%	0.4%
Jewish	0.0%	0.6%	2.0%
LDS (Mormon)	0.0%	0.3%	0.2%
Lutheran	1.5%	2.4%	2.2%
Methodist	0.0%	1.6%	3.9%
Muslim	0.0%	0.5%	0.7%
Presbyterian	2.2%	1.2%	2.8%
Quaker	0.7%	0.1%	0.2%
Roman Catholic	62.0%	50.2%	26.5%
Seventh Day Adventist	0.0%	0.1%	0.2%
United Church of Christ/Congregational	0.0%	0.7%	0.8%
Other Christian	6.3%	9.8%	16.0%
Other Religion	2.6%	2.3%	3.1%
None	18.1%	21.7%	24.7%

College Senior Survey Constructs

Using a subset of the questions from the CSS, HERI created 15 construct means as a quick summary of how the University compares to the two comparison groups. The construct scores are created by weighting certain item responses on the CSS. Because each construct is created from different items and weights, maximum and minimum scores vary between the different constructs. However, the mean of all constructs is 50 with a standard deviation of 10. For Graph 1 the Y-axis is scaled to place the mean, 50, at the center with 2 standard deviations to either side. The error bars represent the standard deviations.

As shown in Figure 3, below, the University scored higher than the comparison groups on Overall Satisfaction, Sense of Belonging, and Civic Engagement while it scored lower than the Private 4-yr comparison group on Positive Cross-Racial Interaction, Habits of Mind, and Academic Disengagement (a low score in Academic Disengagement represents students reporting fewer *negative* activities and can be interpreted as a *positive* result for the University). For the remainder of the constructs the University differed little from the comparison groups.

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

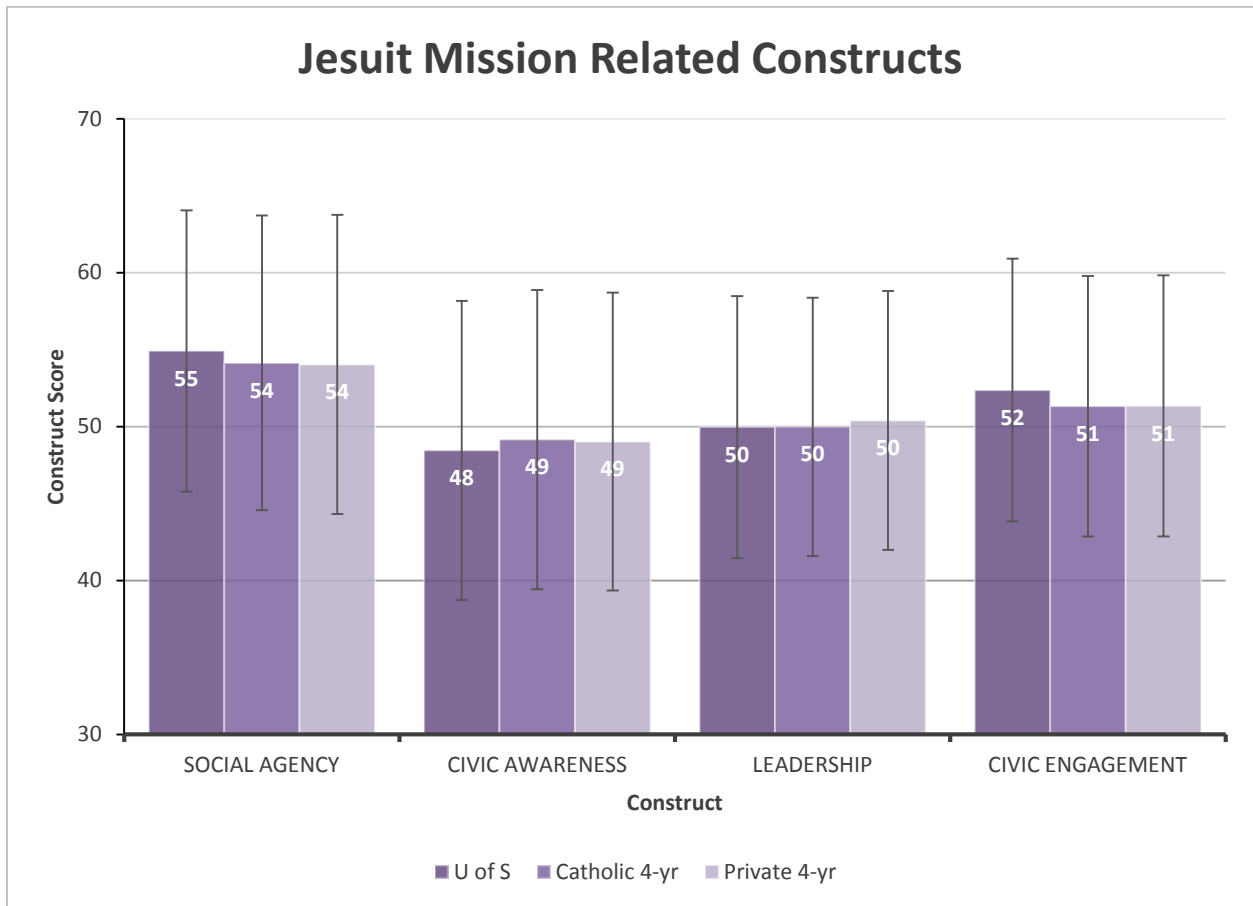
Construct	U of Scranton	Catholic 4-yr	Private 4-yr
Habits of Mind	54.0	55.5*	55.9**
Academic Disengagement	48.8	49.7	50.0*
Faculty Interaction: Mentorship	54.1	53.1	53.4
Satisfaction with Coursework	52.8	51.5*	51.9
Overall Satisfaction	53.8	51.3***	51.8***
Sense of Belonging	52.8	50.1***	50.6***
Academic Self-Concept	49.3	49.9	50.2
Social Self-Concept	52.3	52.5	52.7
Pluralistic Orientation	51.3	51.2	51.1
Positive Cross-Racial Interaction	51.6	52.1	52.9*
Negative Cross-Racial Interaction	51.2	51.7	51.7
Social Agency	54.9	54.1	54.0
Civic Awareness	48.5	49.2	49.0
Leadership	50.0	50.0	50.4
Civic Engagement	52.4	51.3*	51.3*

Note: Significance * $p < .05$, ** $p < .01$, *** $p < .001$

The University's Jesuit Mission

While all of the constructs relate to the general goal of higher education, through its Jesuit mission the University of Scranton is dedicated to the development and learning of students who will “set the world on fire.” Four important constructs related to this goal are Civic Engagement, Leadership, Civic Awareness, and Social Agency. As can be seen on the graph below, the University scored higher than comparison groups on Civic Engagement while scoring similarly to both the Catholic 4-yr comparison group and the Private 4-yr comparison group on the other three constructs.

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 4-yr comparison group and 54.0 for the Private 4-yr comparison group. It was comprised of how important students thought the following actions were: “Participating in a community action program,” “Helping to promote racial understanding,” “Becoming a community leader,” “Keeping up to date with political affairs,” “Influencing social values,” and “Helping others who are in difficulty.”

Civic Awareness

The Civic Awareness construct was based on student responses to three items asking how strong or weak they would describe their understanding of national, global, and local community issues. The University’s mean construct score was 48.5 while the construct scores for the Catholic 4-yr and Private 4-yr comparison groups were 49.2 and 49.0, respectively.

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 had "participated in leadership training," the student's "self-rating of leadership ability" compared to others, and how strong or weak a student considered their "leadership ability." The University again scored similarly to both comparison groups with a mean of 50.0 compared to 50.0 and 50.4.

Civic Engagement

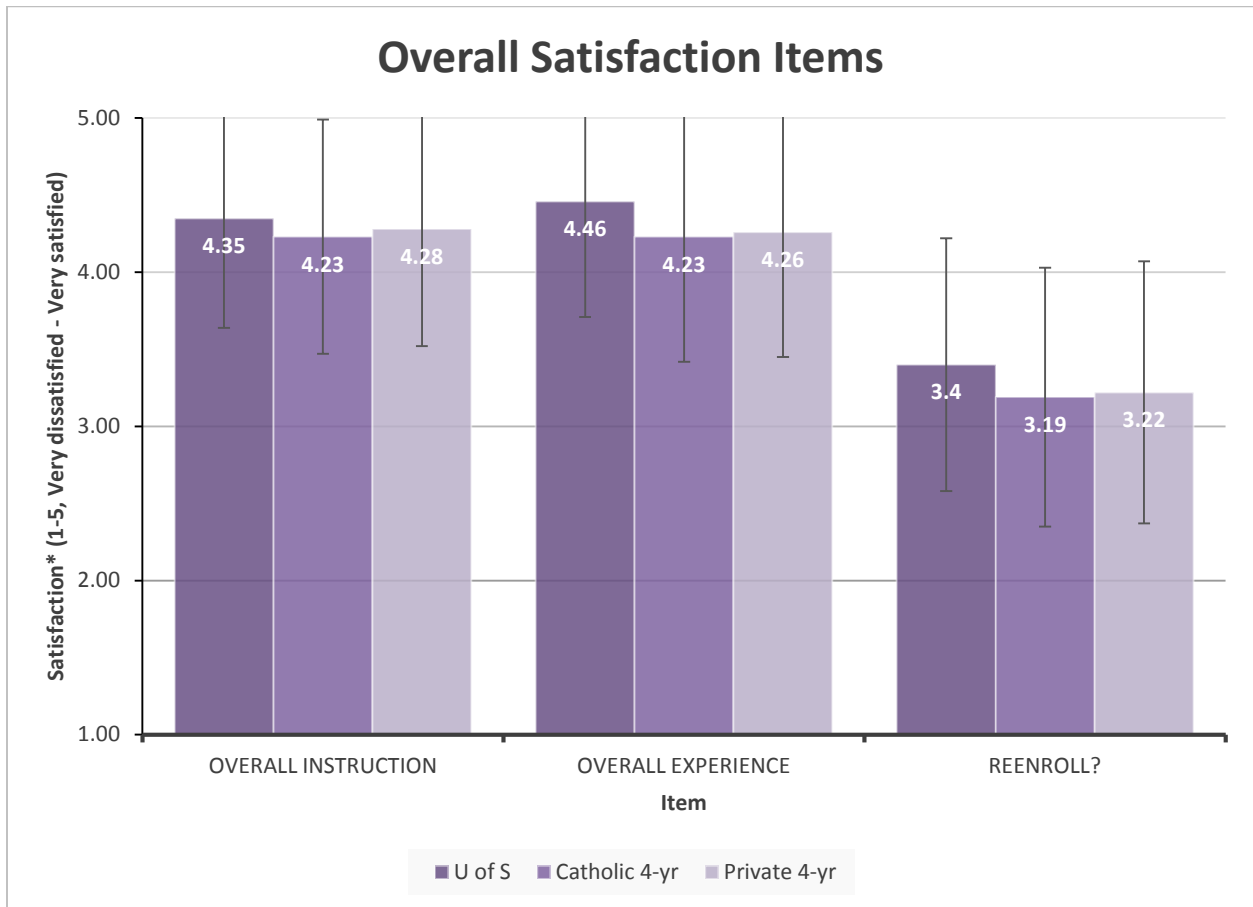
While the University performed similarly to comparison groups on the previous three constructs, the University scored slightly higher, 52.4, than the Catholic 4-yr, 51.3, and Private 4-yr, 51.3, comparison groups on Civic Engagement though the effect size was small ($p < .01$, $d = .12$ and $d = .12$). Rather than looking at student perceptions and understanding in Social Agency or Civic Awareness, Civic Engagement focused more on student actions with items about whether students had, "Publicly communicated your opinion about a cause," "Worked on a political campaign," "Demonstrated for a cause," "Helped raise money for a cause or campaign," or "Performed volunteer or community service work." Three other items included in the construct were whether students were "interested in seeking information about current social and political issues" and the goals of "Keeping up to date with political affairs" and "Influencing social values."

Student Satisfaction and Belonging

Though the University of Scranton performed similarly to comparison groups in three of the previous four constructs, the University of Scranton excelled in the student Sense of Belonging and Overall Satisfaction constructs. The University of Scranton scored significantly better (53.8) on Overall Satisfaction than both the Catholic 4-yr (51.3, $p = .001$, $d = .32$) and Private 4-yr (51.8, $p = .001$, $d = .25$) comparison groups. As shown in Graph 2 below, University students responded more positively to items about their satisfaction with their overall instruction, their overall experience, and whether or not they would choose to enroll at the University of Scranton if given the chance to make their choice over.

On overall instruction, University of Scranton students reported an average rating of 4.35 compared to a rating of 4.23 at Catholic 4-yr schools. While this difference was significant ($p < .05$), the effect size was small ($d = .16$).

Graph 2. Overall satisfaction item ratings.

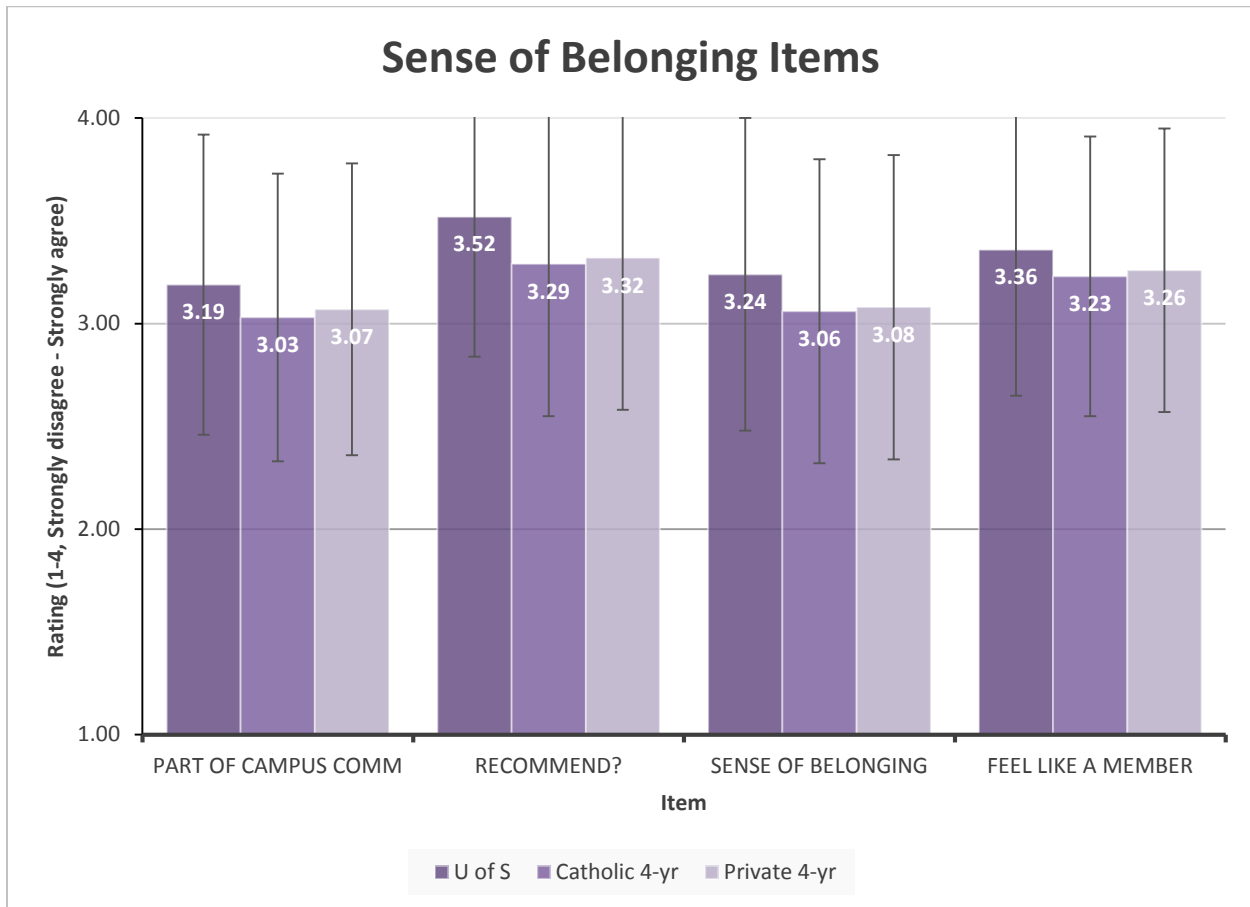


*Reenroll? was measured on a scale from 1, Definitely no, to 4, Definitely yes.

Students, on average, rated 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 3.40 overall, compared to 42.1% ($M = 3.19$) and 45.0% ($M = 3.22$) of students at Catholic 4-yr and Private 4-yr groups. This suggests that students entering the University found its advertised mission, services, and culture to be a good match for them and that their experiences at the University met and exceeded their expectations.

On the related construct, Sense of Belonging, the University received an average rating of 52.8, versus 50.1 for the Catholic 4-yr comparison group and 50.6 for the Private 4-yr comparison group. The high Sense of Belonging ratings may help explain why students are satisfied with the University. Sense of Belonging is drawn from 4 survey items where students rated how much they agreed with the following four items from 1, Strongly disagree, to 4, Strongly agree: “I feel I am a member of this college,” “I feel a sense of belonging to this college,” “I see myself as part of the campus community,” and “If asked, I would recommend this college to others.”

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 3.03 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 3.52 while students in the Catholic 4-yr comparison group and the Private 4-yr comparison group ranked their agreement at 3.29 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 11.0% and 10.9%.

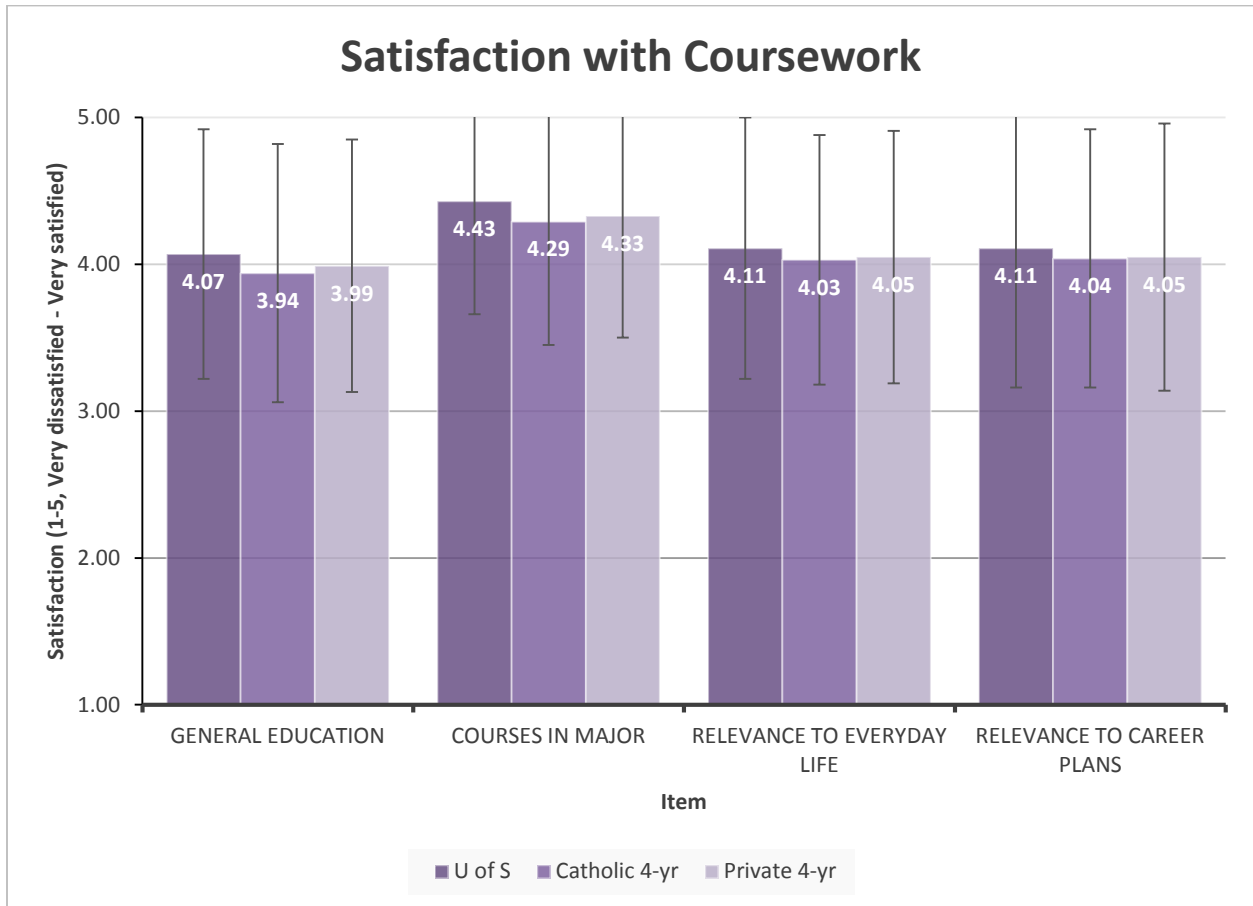
Curriculum and Perceived Strengths

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 the University’s educational

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

For the satisfaction with coursework construct the University of Scranton scored an average 52.8, similar to the Private 4-yr comparison group's average 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 only 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 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 4.11, 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 two 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 students with educational offerings that aid in their personal growth and career plans.

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 4.43, 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 its 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 students’ perceived strength in three areas: “Understanding of national issues,” “Understanding of global issues,” and “Foreign language ability.”

Figure 4. Percent of students reporting their abilities or skills as “Somewhat strong” or “A major strength”

Skills and abilities	U of Scranton	Catholic 4-yr	Private 4-yr
Knowledge of a particular field or discipline	92	91	91
Ability to work as part of a team	92	90	89
Problem-solving skills	87	86	87
General knowledge	85	83	84
Critical thinking skills	85	84	85
Interpersonal skills	79	77	77
Ability to manage your time effectively	76	74	72
Preparedness for graduate or advanced education	74	67**	67**
Preparedness for employment after college	69	71	71
Knowledge of people from different races/cultures	56	55	55
Ability to conduct research	56	62**	65***
Understanding of the problems facing your community	54	56	56
Understanding of national issues	38	42	42
Understanding of global issues	35	39	39
Foreign language ability	24	29***	30***

Note: Significance * $p < .05$, ** $p < .01$, *** $p < .001$

University of Scranton students rated their perceived strength most highly in regard to their, “knowledge of a particular field or discipline,” “ability to work as part of a team,” “problem-solving skills,” “general knowledge,” and “critical thinking skills.” Students from the Catholic 4-yr and Private 4-yr comparison groups also rated their skills in these areas highly. Scranton students also rated their perceived strength in “preparedness for graduate or advanced education” as 4.03 on average slightly

higher than students in the Catholic 4-yr, 3.86, and Private 4-yr 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% ($M = 3.56$) University of Scranton students rated their abilities as "a major strength" or "somewhat strong" compared to 62% ($M = 3.75$) in the Catholic 4-yr and 65% ($M = 3.83$) in the Private 4-yr comparison groups ($p < .01$, $d = -.19$ and $p < .001$, $d = -.28$, respectively). Across Scranton and both comparison groups, less than one third of students rated their foreign language ability to be a major strength or somewhat strong. The average at Scranton, 2.4, was significantly lower than either the Catholic 4-yr average, 2.7, and the Private 4-yr average, 2.74 ($p < .001$, $d = -.23$ and $d = -.26$, respectively). On the 2011 CSS students also rated their change in foreign language ability lower than students at comparison groups.

The three other items where Scranton had low scores were the three "Understanding of" global, national, or local issues. These are the same three items that comprise the Civic Awareness construct. While Scranton did not differ from the comparison groups on this question, approximately half the students or less did not feel that they were strengths. Students felt strongest in regard to "Understanding of the problems facing [their] community" with 54% rating their abilities as "a major strength" or "somewhat strong." Looking at the national level only 38% reported strengths and at the global level only 35% reported strengths.

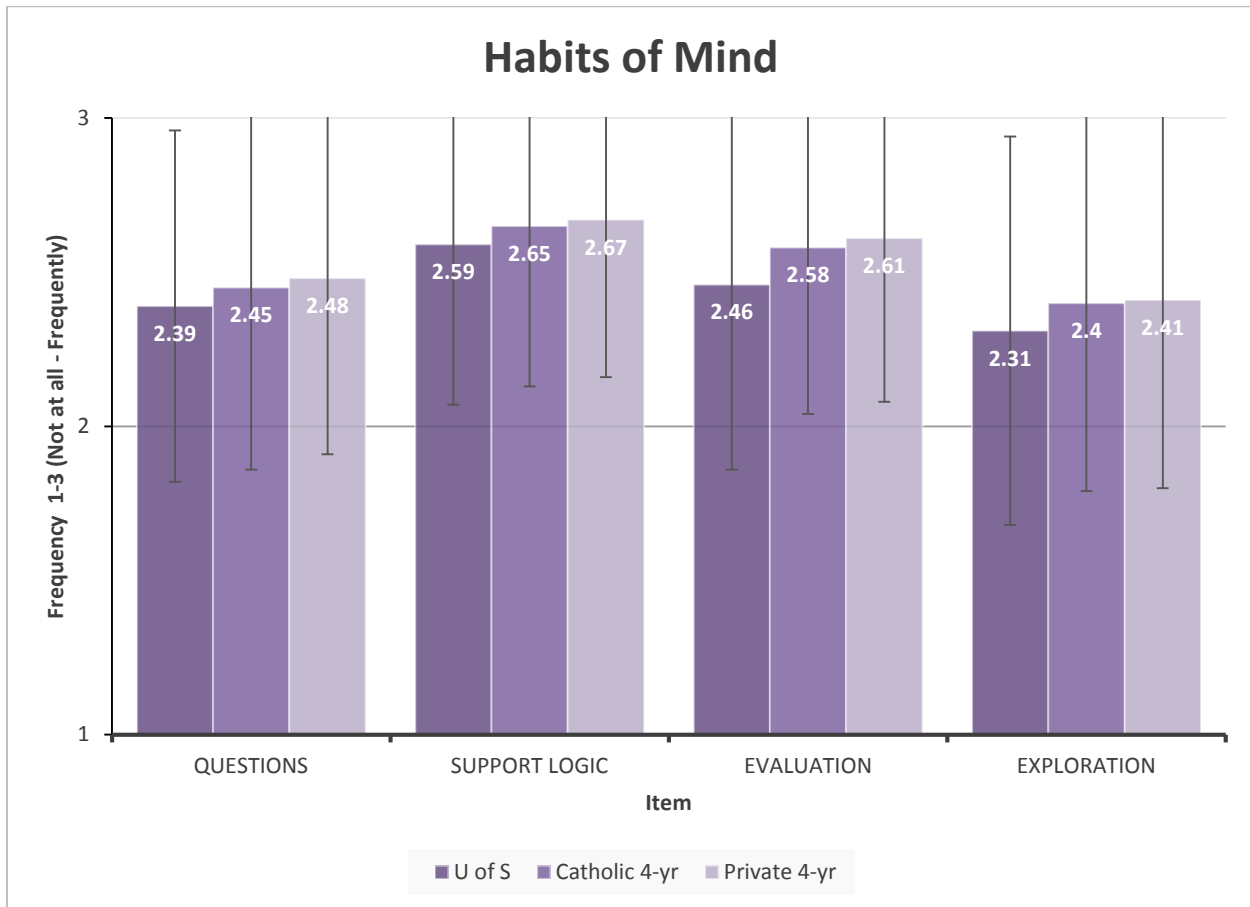
Habits of Mind

One construct where the University scored lower than comparison groups was Habits of Mind. The Habits of Mind construct looks at questions related to learning behaviors. Many of these behaviors provide a good indirect measure of the University's Institutional Learning Outcome 1:

"Develop and use the intellectual and practical competencies that are the foundation of personal and professional development and lifelong learning including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency and information literacy."

The University's average score was 54, slightly less than the Catholic 4-yr comparison group's average, 55.5, and the Private 4-yr comparison group's average, 55.9, but the actual effect size of the differences was small ($p < .05$, $d = -.12$ and $p < .01$, $d = -.16$). Looking at the items that comprise the Habits of Mind construct, there were only four items with significant differences.

Graph 5. Habits of Mind items.



The item that showed the largest difference was how often students reported they would “evaluate the quality or reliability of information” they received. While about half of Scranton students (52.1%) reported that they would frequently evaluate the quality or reliability giving the school an average of 2.46, just over 60% of students reported frequently evaluating in the Catholic 4-yr ($M = 2.58$) and Private 4-yr ($M = 2.61$) comparison groups ($p < .001$, $d = -.22$ and $d = -.28$).

Scranton also differed from the Catholic 4-yr comparison group on how often students said they would “explore topics on [their] own, even though it was not required for a class.” However, this difference was smaller than the previous difference with Scranton students responding with an average of 2.31, while students in the Catholic 4-yr group responded with an average of 2.40 ($p < .05$, $d = -.15$). Similarly Scranton scored lower than the Private 4-yr comparison group which had an average of 2.41 ($p < .01$, $d = -.16$)

The Private 4-yr comparison group also averaged higher than Scranton on how often students said they would “Ask questions in class” or “Support [their] opinions with a logical argument.” For asking questions in class, only 43% of Scranton students responded frequently compared to just over half (52%) of students in the Private 4-yr comparison group. Scranton’s average response was 2.39 compared to 2.48 for the Private 4-yr groups ($p < .01$, $d = -.16$). However, there was no significant difference between

Scranton and the Catholic 4-yr comparison group ($M = 2.45$). While 60% of students at the University said they frequently supported their opinions with logical arguments for 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-yr comparison group.

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 8 of the 15 constructs created by HERI, the institute that conducted the CSS, the University of Scranton scored similarly to a comparison group of Catholic 4-yr schools and a comparison group of Private 4-yr schools. Three of these eight 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. In addition, on the related Civic Engagement construct, Scranton scored higher than our comparison groups.

The University of Scranton scored higher than comparison groups on Overall Satisfaction and Sense of Belonging. The high scores on these 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, approximately 80% 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, and relevance of their coursework to their future career plans. In regard to specific strengths, over 75% of Scranton students considered "knowledge of a particular field or discipline," "ability to work as part of a team," "problem-solving skills," "general knowledge," and "critical thinking skills." to be major strengths or somewhat strong abilities.

The University scored lower than our comparison groups on the constructs of Habits of Mind, Positive Cross-Racial Interaction and Academic Disengagement (the Academic Disengagement construct measures negative activities, so a low score represents a positive result). While the University could focus on excelling at any of the areas related to the Habits of Mind items, the University scored lowest, compared to comparison groups, on how often students said they would evaluate the quality or reliability of information they received. This area, and the other three areas where Scranton did worse than average may benefit most from enhancement efforts.

Positive Cross-Racial Interaction items are related to interactions between students of different races/ethnicities, so increasing student diversity levels may help increase this score. Currently almost 89% of Scranton students identify as white compared to just above 80% on average for institutions in the comparison groups. The less than 10% difference between 89% and 80% may seem small, but that only around half as many students at Scranton, 11%, did not identify as white compared to almost 20% at comparison schools.

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 on increasing University of Scranton students’ understanding of issues at the global, national, and local levels.

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 4-yr) and also comprise part of the second comparison group (Private 4-yr).

Appendix II: Nonsectarian and Other Religious Four-Year Colleges

Nonsectarian Four-Year Colleges

Harvey Mudd College
Mills College
Scripps College
University of Redlands
Colorado College
Mercer University-Macon
Illinois Wesleyan University
Knox College
Monmouth College
Principia College
Wabash College
Asbury University
Stevenson University
Simmons College
Kalamazoo College
Cazenovia College
The College of New Rochelle
Saint Joseph's College-New York
St Lawrence University
Mars Hill College
Juniata College
Bennington College
Marymount College

Other Religious Four-Year Colleges

Huntingdon College
California Baptist University
Chapman University
Eckerd College
Agnes Scott College
North Central College
Goshen College
Northwestern College-Orange City
McPherson College
Gustavus Adolphus College
Mississippi College
Campbell University
Shaw University
Bluffton University
Ohio Northern University
Waynesburg University
Erskine College and Seminary
Wofford College
Union University
Sewanee-The University of the South
Ferrum College
Simpson University
The Master's College and Seminary
Corban University

THE UNIVERSITY OF
SCRANTON
A JESUIT UNIVERSITY

INSTITUTIONAL RESEARCH OFFICE

www.scranton.edu/institutional-research