

2009-2010
CIRP College Senior Survey

Full Report
Holy Family University

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Holy Family
UNIVERSITY

Oct 15, 2011



2009 – 2010 College Senior Survey Report

Office of Institutional Research and Assessment

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Executive Summary

The 2009-2010 CSS gives a snapshot of the overall college experience for Holy Family students in their last year of attendance. The survey administrators give comparisons to other groups of institutions as well as longitudinal data comparing the same students to their responses as first year students when available.

The results from the present data indicate some key differences when comparisons are made internally as well as to the external comparison groups. When compared to other institutions, Holy Family scored lower on the constructs of Overall Satisfaction, Sense of Belonging, Positive Cross-Racial Interaction, and Leadership. While most of these effects were small, they were nonetheless significant and warrant further investigation or action. It is specifically recommended that the opportunity for leadership is addressed as it could potentially help improve students' sense of belonging to a community and provide opportunities for positive experiences with individuals from races/ethnicities other than their own. Additionally, Holy Family students scored lower on the Academic Disengagement construct, which is a positive result as this construct measures behavior inconsistent with academic success.

Longitudinally, Holy Family students exhibited patterns that were similar to the comparison institutions. In general students become less religiously involved and show a decrease in the amount of involvement with clubs, community service, and student government. While these patterns are consistent with other institutions, this is still likely an area that should be investigated further to find ways to keep students more engaged in these activities.

For internal comparisons there were some significant effects based on religious affiliation comparing Catholics and non-Catholics. The evidence showing Catholics scoring lower on two of the constructs should prompt further investigation into why these students are scoring lower and the ways in which they can be reached to improve on their interactions with others not of their race/ethnicity and to instill in them a desire to be involved socially and politically.

Additional internal comparisons were done by school. While the differences were small, they can provide schools with areas they can focus on to improve the outcomes of their program(s). Specifically, it is recommended that the Business school focus on students' ability to vet and use information to support ideas and arguments, For Nursing a specific recommendation is to look at the public speaking development and opportunities offered within the Nursing programs. Education and Nursing are both recommended to look at the leadership opportunities within the programs, though all programs should make leadership a priority as recommended above. It is also recommended that leadership is made a university objective to emphasize the importance of leadership ability. Lastly, all schools should focus on the issue of providing opportunities to work with a diverse set of peers in a positive and supportive setting.

The results given in this report are necessarily selective and anyone desiring to see more of the data from the CSS or that would like to do follow-up analyses or investigations should contact the Office of Institutional Research and Assessment.

Background

The College Senior Survey (CSS) was developed by the Cooperative Institutional Research Program (CIRP) and was administered to seniors at Holy Family University in the 2009-2010 academic year. The survey consists of a wide range of questions to investigate self-reported outcomes on college experiences and post-graduation plans. The CSS consists of over 100 individual items. From these items, CIRP creates a number of constructs.

Constructs, are a composite scores that address a variety of skills and characteristics that are related to college success and institutional quality. CIRP uses Item Response Theory (IRT) to group items into experiences, issues, and outcomes that are common questions and concerns for institutions of higher education. The IRT analysis also determines the weight each item should carry in creating the composite score so that items that are more directly related carry more weight than items that are more peripherally related to a given construct. The constructs are listed below and the individual items and the item weights for each construct are listed in the Appendix. Table 1 maps each of the constructs onto the core values from the University Mission.

- *Habits of Mind*: a unified measure of the behaviors and traits associated with academic success. These learning behaviors are seen as the foundation for lifelong learning
- *Academic Disengagement*: measures the extent to which students engage in behaviors that are inconsistent with academic success.
- *Student-Faculty Interaction*: measures the extent to which students and faculty interact in relationships that foster mentorship, support and guidance with respect to both academic and personal domains.
- *Satisfaction with Coursework*: measures the extent to which students see their coursework as relevant, useful and applicable to their academic success and future plans.
- *Overall Satisfaction*: a unified measure of students' satisfaction with the college experience.
- *Sense of Belonging*: measures the extent to which students feel a sense of academic and social integration on campus.
- *Academic Self-Concept*: a unified measure of students' beliefs about their abilities and confidence in academic environments.
- *Social Self-Concept*: a unified measure of students' beliefs about their abilities and confidence in social situations.
- *Pluralistic Orientation*: measures skills and dispositions appropriate for living and working in a diverse society.
- *Positive Cross-Racial Interaction*: a unified measure of students' level of positive interaction with diverse peers.
- *Negative Cross-Racial Interaction*: a unified measure of students' level of negative interaction with diverse peers.

- *Social Agency*: measures the extent to which students’ value political and social involvement as a personal goal.
- *Civic Awareness*: measures changes in students’ understanding of the issues facing their community, nation, and the world.
- *Leadership*: a unified measure of students’ beliefs about their leadership development and capability and their experiences as a leader.

Table 1. Mapping Constructs to University Mission/Core Values

	Family	Respect	Integrity	Service and Responsibility	Learning	Vision
Habits of Mind					✓	
Academic Disengagement				✓	✓	
Student-Faculty Interaction	✓	✓			✓	✓
Satisfaction with Coursework					✓	
Overall Satisfaction						
Sense of Belonging	✓					
Academic Self-Concept					✓	
Social Self-Concept	✓					
Pluralistic Orientation		✓	✓		✓	✓
Positive Cross-Racial Interaction	✓	✓				
Negative Cross-Racial Interaction	✓	✓				
Social Agency			✓	✓		
Civic Awareness		✓		✓		
Leadership				✓		✓

CIRP provides statistics that compare the scores for Holy Family on each of these themes and constructs to two sets of comparison institutions. The first comparison group consists of other 4-year Catholic institutions and the second group consists of nonsectarian, Catholic, and other religious 4-year institutions. These comparisons are presented in this report in addition to internal comparisons relevant to Holy Family. Where appropriate individual items are addressed as well, however, the constructs provide a nice way of compiling the large number of items on this survey and are therefore the main focus of the analyses.

The CSS is also considered a post-test to The Freshman Survey (TFS), which is also administered by CIRP. CIRP combines this data to provide a longitudinal look at changes in students' self reported gains (or losses) in the areas covered by both surveys. This comparison is only on an item basis and does not use the constructs described above. Relevant longitudinal changes are discussed in this report, however as noted below the sample is small for students that completed both measures.

This report discusses the characteristics of those sampled, followed by results selected as most important for the Holy Family community, and a discussion of what the results suggest about the university. The results presented here are necessarily selective, however, if any unit or program would like further results to inform decision making, please contact the Office of Institutional Research and Assessment for assistance.

Sample

The CSS was administered online to a total of 101 seniors in Spring of 2010. As an incentive for completion, for every survey completed \$5 would be donated to charity. Tables 2-5 display the sample demographics based on sex, race/ethnicity, school, and GPA. The average age (SD) of respondents was 27.3 years (8.2). The median age was 23 years. A rough comparison of these categories to the numbers provided in the University Fact Book suggests that this is a good representation of senior level students in Spring 2010.

Table 2. Respondents by sex

	Number	Percent	University Total	University Percent
Male	18	17.8	419	26
Female	83	82.2	1,178	74

Table 3. Respondents by race/ethnicity

	Number	Percent	University Total	University Percent
Asian	6	5.9	84	5.3
Black	6	5.9	87	5.4
Hispanic	8	7.9	97	6.1
White	76	75.2	1,099	68.8
Two or more race/ethnicity	5	5.0	0	0

Table 4. Respondents school

	Number	Percent	University Total	University Percent
Arts and Sciences	30	29.7	135	24.9
Business	20	19.8	54	10.0
Education	18	17.8	88	16.2
Nursing	33	32.7	210	38.7

Table 5. Respondents by GPA

	Number	Percent
A	23	22.8
A-	20	19.8
B+	29	29.7
B	20	19.8
B-	4	4.0
C+	5	5.0

While 101 seniors completed the survey, the analyses provided by CIRP comparing the constructs to other institutions only include 89 participants (16 men, 73 women) due to some missing responses. For the longitudinal analyses there were only 32 participants that completed both the CSS and TFS. Results from these analyses are discussed, but given the small sample strong conclusions cannot be made from this data.

Results

The results are broken into three sections. First, the CIRP constructs are discussed. Results for the constructs include comparisons to other institutions as well as comparisons internal to the university as CIRP provides the construct scores for individuals so that analyses beyond those provided can be done. When significant effects of the construct are found the individual items for that construct are also analyzed. Second, the report looks at the longitudinal results for participants that completed both the TFS and CSS. Lastly, select individual items are discussed that may be of particular importance to Holy Family. Please note that while CIRP does break some analyses down by sex, the sample size of men is much too small to be confident in any analyses, therefore all of the analyses below collapse across sex to look at overall differences.

Constructs

Comparisons to Other Institutions

Of the 14 constructs listed above five showed significant differences with the comparison institutions. These constructs were Overall Satisfaction, Sense of Belonging, Positive Cross-Racial Interaction, Leadership, and Academic Disengagement (see Appendix for definitions of constructions as well as item weights for each construct). As seen in Figure 1, the score for Overall Satisfaction, which is a unified measure of satisfaction with the college experience, was lower at Holy Family than it was for comparison group 2 with a significance level of $p < .05$. However, the effect size for this effect was small (-0.22) and there was no significant difference with the comparison group 1. (Note that all bars on the graphs in this report are standard error bars. The standard error is an estimate of the population standard deviation and is roughly the 95% confidence interval. Essentially, we are 95% confident that the “true” population mean for seniors on this construct would fall somewhere in between the bars identified). Table 6 shows the effects for the individual items that make up the Overall Satisfaction construct.

Figure 1. Overall Satisfaction Construct

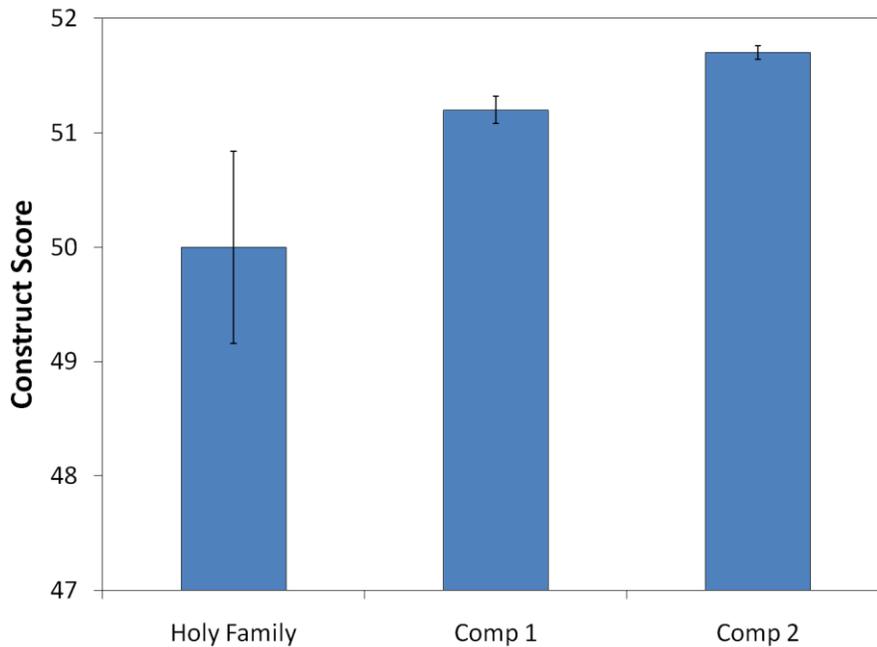


Table 6. Individual Item Means (SD) and Significance Levels for Overall Satisfaction

	Holy Family	Comp 1	Effect Size	Comp 2	Effect Size
Satisfaction with overall college experience	4.16 (0.74)	4.24 (0.77)	-.08	4.27 (0.77)	-.10
If you could make your college choice over, would you still choose to enroll at your current college?	2.92 (0.91)	3.16 (0.85)**	-.27	3.21 (0.84)**	-.32
Satisfaction with overall quality of instruction	4.21 (0.94)	4.21 (0.73)	.09	4.27 (0.73)	.03

* $p < .05$, ** $p < .01$, *** $p < .001$ - Effect size is a measure of practical significance using Cohen's d and $.01$ -. 4 is small effect, $.41$ -. 69 is mid-size effect, and $.70+$ is a large effect.

For the Sense of Belonging construct, which measures students' sense of academic and social integration on campus, Holy Family scored significantly lower than both comparison groups with significance levels of $p < .05$ and $p < .01$, respectively. These results are shown in Figure 2. Again, however, the effect sizes were relatively low, -0.27 and -0.29 , respectively for comparisons to groups 1 and 2. Table 7 shows the effects for the individual items that make up the Overall Sense of Belonging construct.

Figure 2. Sense of Belonging Construct

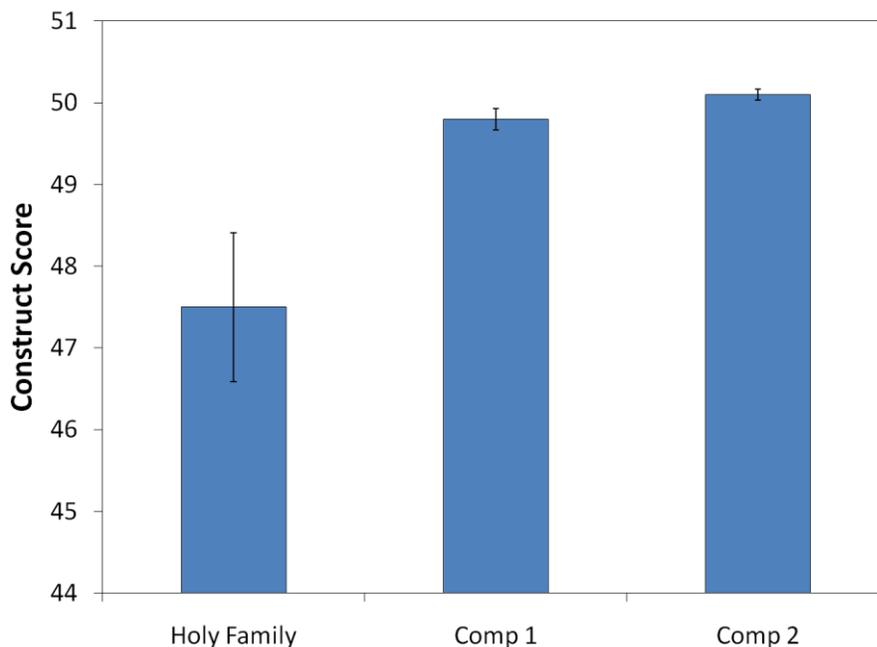


Table 7. Individual Item Means (SD) and Significance Levels for Sense of Belonging

	Holy Family	Comp 1	Effect Size	Comp 2	Effect Size
I feel I am a member of this college	3.02 (0.64)	3.20 (0.63)**	-.29	3.22 (0.64)**	-.31
I feel a sense of belonging to this college	2.93 (0.70)	3.10 (0.69)*	-.25	3.11 (0.70)*	-.26
I see myself as part of the campus community	2.86 (0.73)	3.03 (0.68)*	-.26	3.03 (0.70)*	-.27
If asked, I would recommend this college to others	3.11 (0.72)	3.19 (0.75)	-.12	3.21 (0.75)	-.15

*p<.05, **p<.01, ***.p<.001

Positive Cross Racial Interaction, a measure of the level of positive interaction with diverse peers, exhibited the same patterns and significance levels as Sense of Belonging with the same significance levels. The effect sizes were again low, -0.23 and -0.29. These results are exhibited in Figure 3. Table 8 shows the effects for the individual items that make up the Overall Positive Cross-Racial Interaction construct.

Figure 3. Positive Cross-Racial Interaction Construct

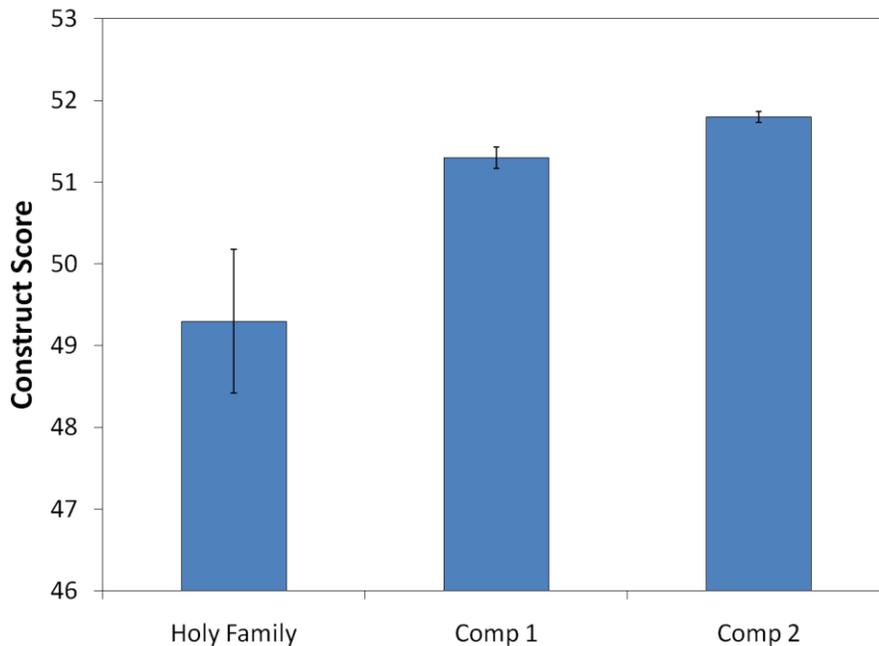


Table 8. Individual Item Means (SD) and Significance Levels for Positive Cross-Racial Interaction

With students from a racial/ethnic group other than your own...	Holy Family	Comp 1	Effect Size	Comp 2	Effect Size
Had intellectual discussion outside of class	3.16 (1.24)	3.26 (1.19)	-.08	3.34 (1.19)	-.15
Shared personal feelings and problems	2.85 (1.14)	3.23 (1.18)**	-.32	3.29 (1.17)***	-.38
Dined or shared a meal	3.29 (1.04)	3.48 (1.16)	-.16	3.60 (1.14)*	-.27
Had meaningful and honest discussions about race/ethnic relations outside of class	2.88 (1.19)	3.10 (1.19)	-.18	3.15 (1.18)	-.23
Studied or prepared for class	3.47 (1.24)	3.35 (1.26)	-.10	3.40 (1.25)	-.06
Socialized or partied	3.02 (1.06)	3.48 (1.15)***	-.40	3.49 (1.18)***	-.40

* $p < .05$, ** $p < .01$, *** $p < .001$

The remaining two constructs with significant differences showed much larger effects. Students at Holy Family rated themselves significantly lower on the leadership construct, a measure of students' perceived leadership ability as well as leadership experiences, than both comparison groups at a significance level of $p < .001$ and with effect sizes of -0.40 and -0.43, respectively. This effect is shown in Figure 4. Table 9 shows the effects for the individual items that make up the Leadership construct.

Figure 4. Leadership Construct

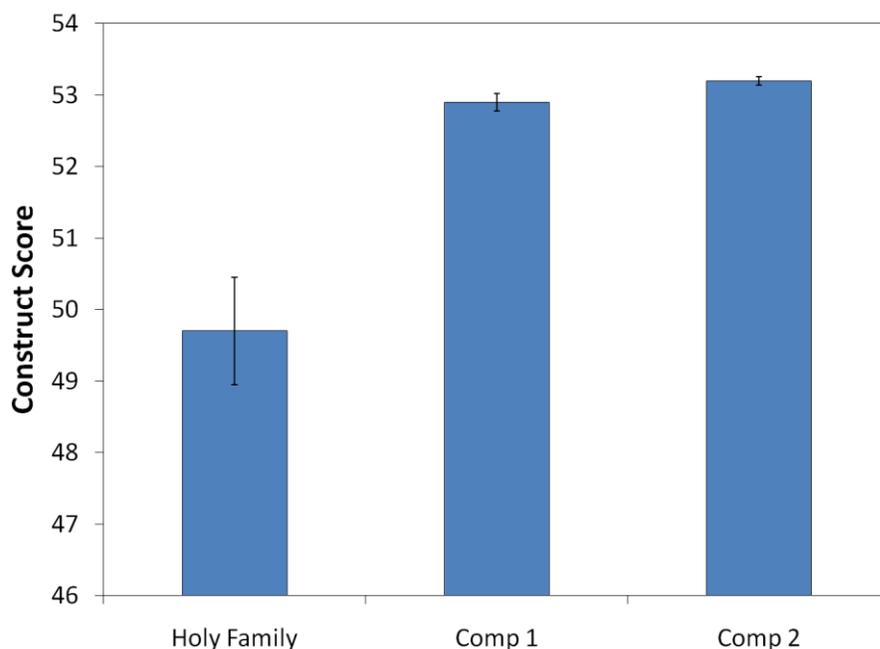


Table 9. Individual Item Means (SD) and Significance Levels for Leadership

	Holy Family	Comp 1	Effect Size	Comp 2	Effect Size
Been a leader in an organization¹	28.7%	52.6%	N/A	55.2%	N/A
I have effectively lead a group to a common purpose	2.44 (0.95)	2.89 (0.80)***	-.53	2.89 (0.81)***	-.53
Participated in leadership training¹	12.9%	31.9%	N/A	32.4%	N/A
Self-rating in leadership ability	3.89 (0.83)	3.89 (0.84)	-.01	3.90 (0.83)	-.02
Self-change in leadership ability	4.36 (0.68)	4.26 (0.74)	.14	4.28 (0.74)	.11

¹Note: CIRP does not provide a statistical comparison for the yes/no items.

Unlike the effects discussed above that were relatively small and negative, the largest effect was a positive effect. For the Academic Disengagement construct, which measures behaviors that are not consistent with academic success, Holy Family students rated themselves lower than both of the comparison groups, indicating less involvement in those behaviors. The significance level was $p < .001$ for both groups and the effect sizes were -0.53 and -0.56, indicating a medium sized

effect. This effect is illustrated in Figure 5. Table 10 shows the effects for the individual items that make up the Academic Disengagement construct.

Figure 5. Academic Disengagement Construct

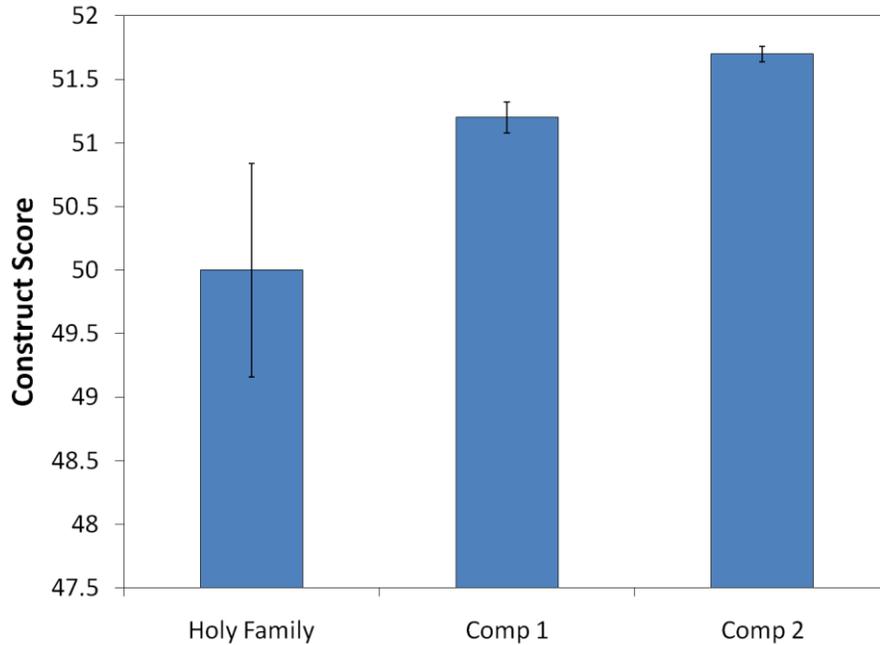


Table 10. Individual Item Means (SD) and Significance Levels for Academic Disengagement

	Holy Family	Comp 1	Effect Size	Comp 2	Effect Size
Came late to class	1.52 (0.59)	1.73 (0.59)***	-.36	1.75 (0.58)***	-.40
Missed class for other reasons	1.74 (0.49)	1.92 (0.46)***	-.39	1.92 (0.45)***	-.40
Failed to complete homework on time	1.35 (0.52)	1.58 (0.58)***	-.38	1.59 (0.58)***	-.40
Fell asleep in class	1.22 (0.48)	1.39 (0.56)**	-.35	1.38 (0.55)**	-.33

Internal Comparisons

For internal comparisons all respondents were categorized by school of major (SAS, Business, Education, Nursing) and religion (Catholic vs. Non-Catholic). All 101 participants were used for these comparisons. Separate ANOVAs were run for each construct paired with each of the grouping variables. For the ANOVAs using school as the independent variable there were significant differences for Habits of Mind, Social Self Concept, Positive Cross-Race Interaction, and Leadership. Figure 6 demonstrates the effect of school on Habits of Mind, which measures traits that are associated with academic success. The only significant school comparison showed students in the School of Education scored higher than the Business School. Figures 7-9 show the individual items from the Habits of Mind construct that had a significant effect by school. Figure 7 illustrate that Arts and Sciences and Education scored higher than Business on the ability to support opinions with a logical argument. Figure 8 shows that Arts and Science students felt like they were better able to evaluate the quality and reliability of information than Business students. Lastly, Figure 9 shows that Education students were more likely to ask questions in class than both Business and Nursing students. (Note that for all figures showing school differences, + indicates $p < .10$, * indicates $p < .05$, and ** indicates $p < .01$.)

Figure 6. Habits of Mind Construct by School

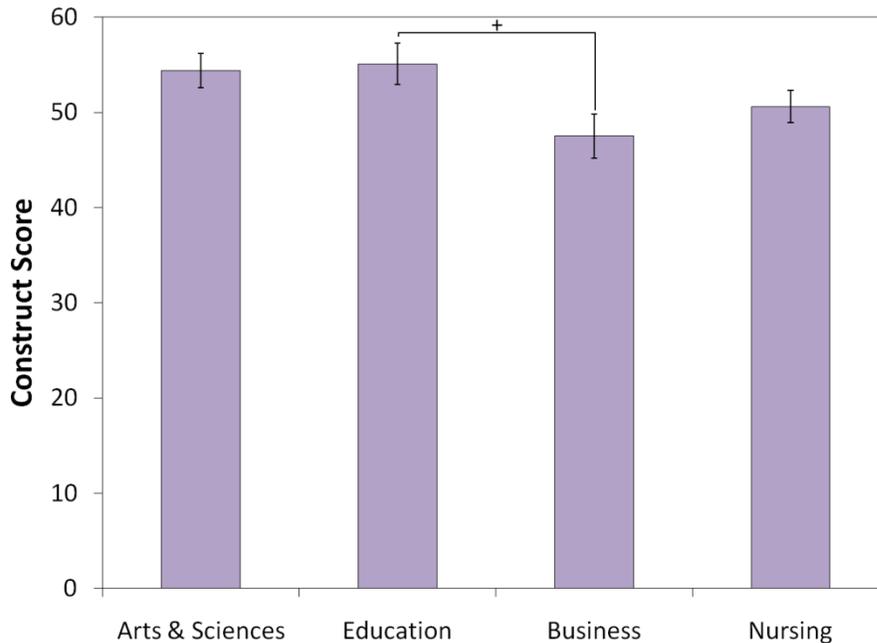


Figure 7. “Support your opinions with a logical argument” Mean by School

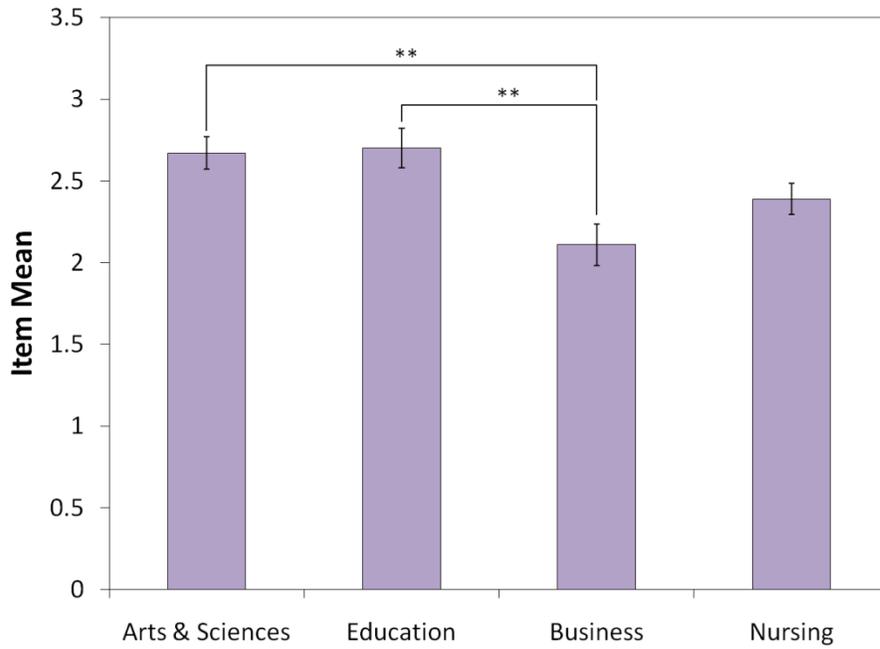


Figure 8. “Evaluate the quality or reliability of information you received” Mean by School

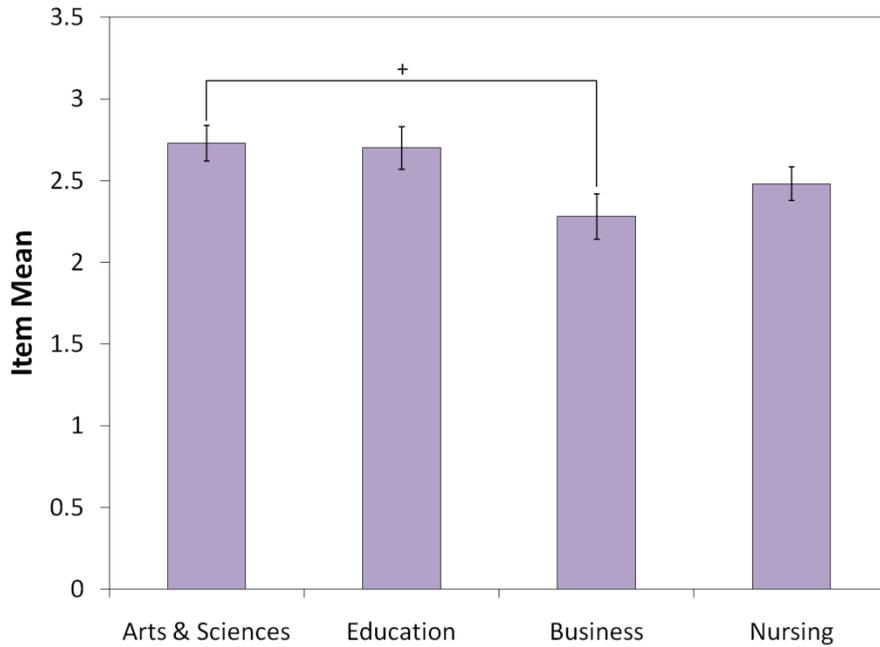


Figure 9. “Ask questions in class” Mean by School

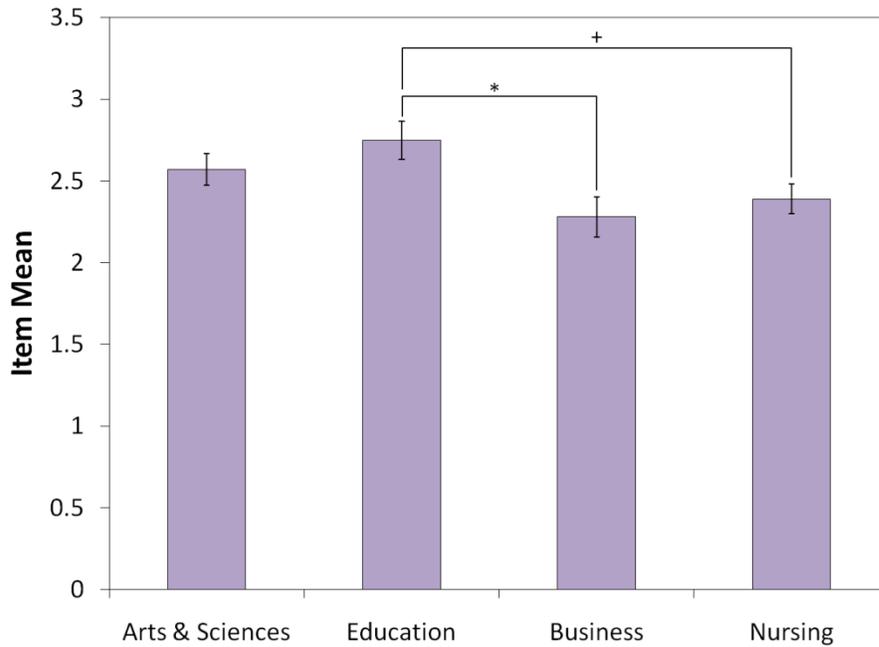


Figure 10 shows the effect of school on Social Self-Concept, which is a measure of beliefs about abilities and confidence in social situations. For this construct both Arts and Sciences and Business scored higher than Nursing. The only individual item from this construct that showed a significant effect was public speaking ability with Business scoring higher than Nursing, as shown in Figure 11.

Figure 10. Social Self-Concept Construct by School

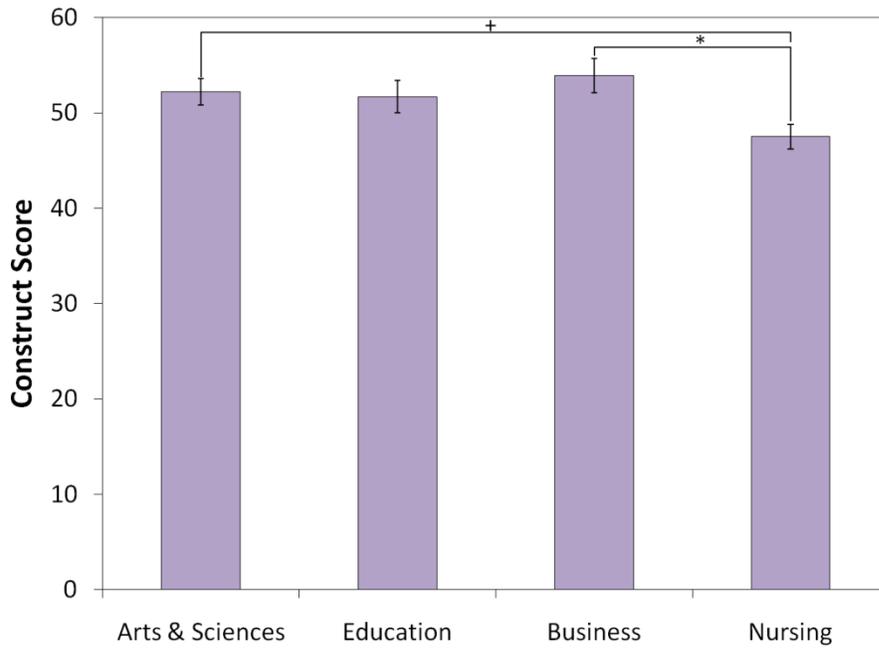
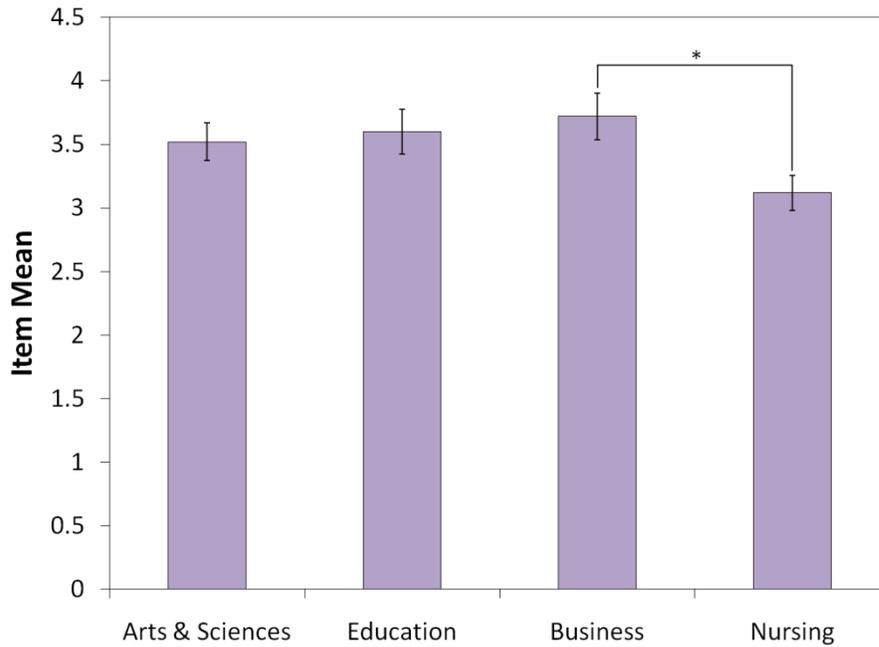


Figure 11. “Public speaking” Mean by School



For Positive Cross-Racial Interaction, which measures positive interaction with diverse peers, the Arts and Sciences scored higher than Education. None of the individual items for this construct showed a significant difference by school.

Figure 12. Positive Cross-Racial Interaction Construct by School

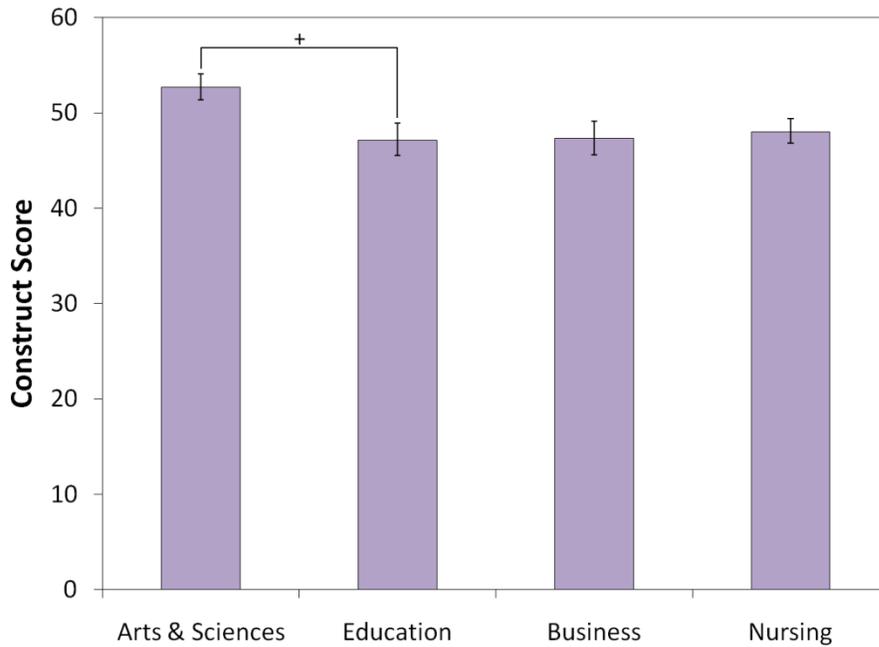


Figure 13 shows the effect on Leadership, which is students' beliefs about their leadership development, capability, and experiences. The graph shows that Business scored higher in Leadership than both Education and Nursing. The only significant individual item from this construct was effectively leading a group to a common purpose. This effect is shown in Figure 14 and indicates that Business and Arts and Sciences scored higher than Nursing.

Figure 13. Leadership Construct Score by School

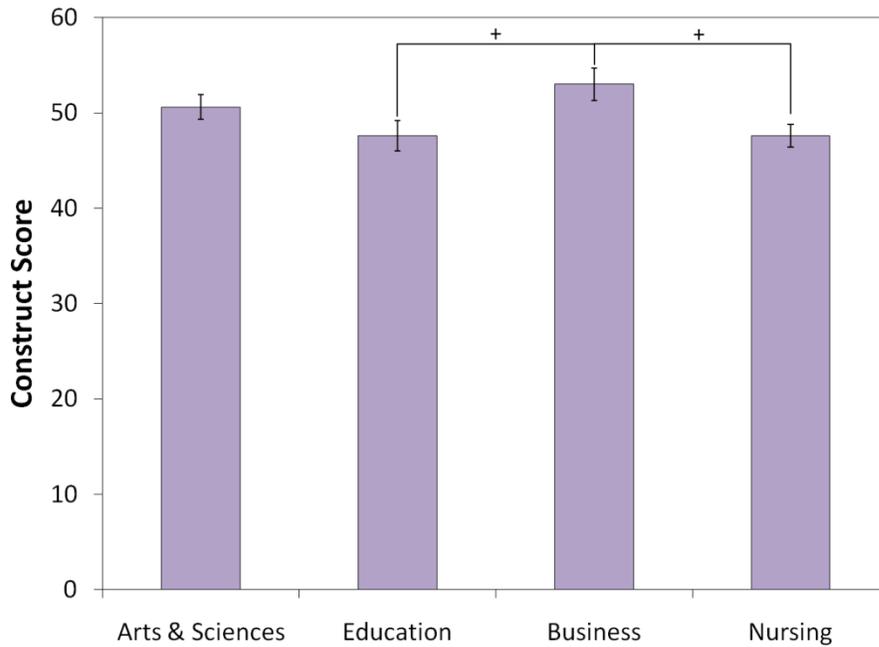
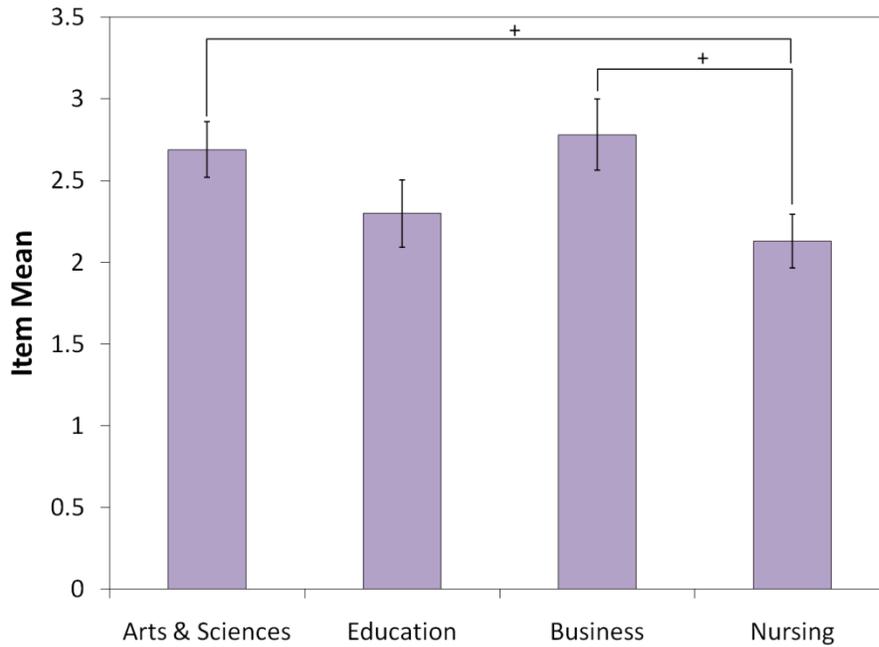


Figure 14. “I have effectively lead a group to a common purpose” Mean by School



The comparisons of Catholic affiliation vs. all others was chosen because there were too few respondents in the other categories to analyze based on individual religions. Grouping into Catholics and non-Catholics resulted in relatively even groups, with 65 Catholics and 36 non-

Catholics. Independent samples t-tests were run to compare the means for each of the 14 constructs. There were only two significant results. As seen in Figure 15, Catholics scored lower on Positive Cross-Race Interactions, $t(99) = -2.15, p = .034$. Figure 16 shows that Catholics also scored lower on the Social Agency construct, $t(99) = 2.94, p = .004$.

Figure 15. Positive Cross-Racial Interaction Construct by Religion

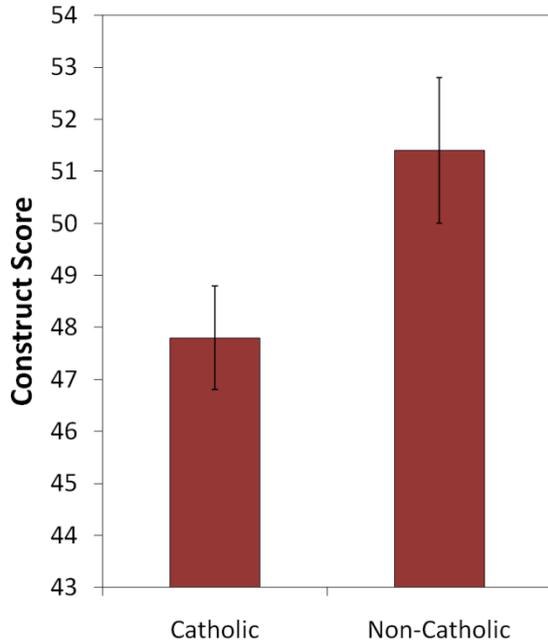
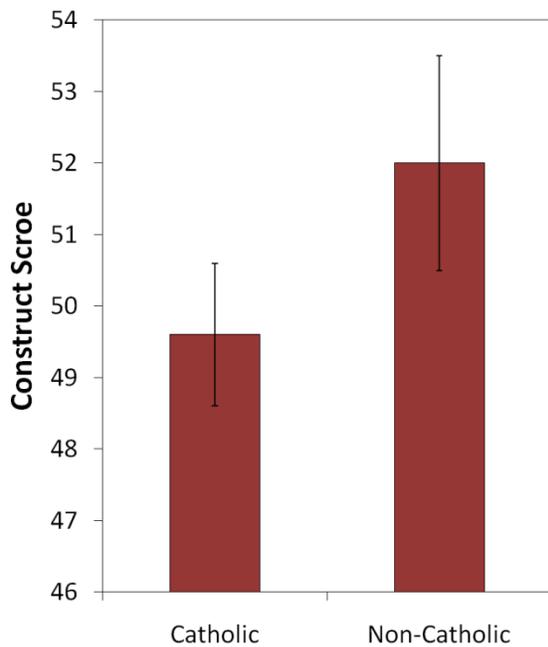


Figure 16. Social Agency Construct by Religion



Longitudinal Analysis

As stated earlier, CIRP compares responses from the CSS to the TFS for individuals that can be matched on both surveys. For the present data there were only 32 individuals for which this could be done, so one should avoid strong conclusions solely from this data. However, results from the CSS can point to areas for further investigation to determine if the trends shown are legitimate or not. The longitudinal analysis is done on an item-by-item basis and therefore only selected results that may be of particular importance to Holy Family are discussed here.

When compared to their freshman responses Holy Family seniors said that they attended fewer religious services, discussed religion less (not significant but effect size of -0.33). These same trends were found in both of the comparison groups. There was no change in students' reports of spirituality.

Seniors also reported a decrease in voting in student elections, performance of community service and volunteer work, and involvement with student clubs and groups. These trends were also consistent with both comparison groups. Just as the comparison groups, there was a reported increase in the consumption of beer and liquor, however, unlike the comparison groups, Holy Family students did not report an increase in the amount of time spent partying.

Lastly, students reported that they possessed a greater ability than others their age in academic ability, computer skills, cooperativeness, creativity, drive to achieve, leadership, public speaking ability, writing ability, and intellectual and social self-confidence. Once again these patterns were similar to those found in the comparison groups. The significance levels and effect sizes for each of the longitudinal effects discussed here are shown in Table 11.

Table 11. Selected individual item means (SDs) by TFS and CSS with significance levels and effect sizes.

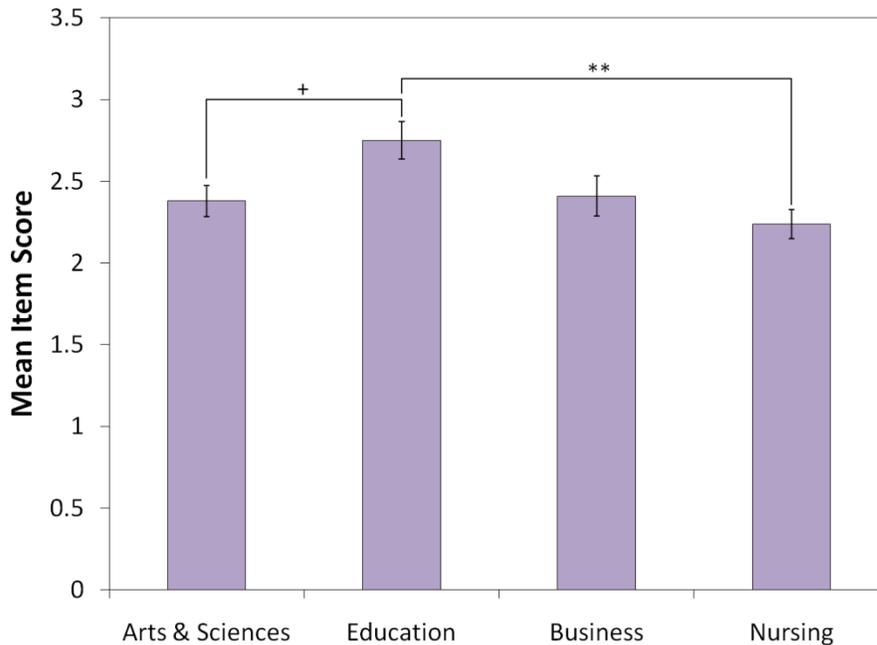
Item	TFS Mean (SD)	CSS Mean (SD)	Significance	Effect Size
Indicate how often you attended a religious service.	2.25 (0.62)	1.84 (0.51)	<.01	-0.54
Indicate how often you discussed religion.	2.13 (0.71)	1.88 (0.61)	ns	-0.33
Indicate how often you voted in a student election.	2.06 (0.72)	1.44 (0.34)	<.05	0.43
Indicate how often you performed volunteer or community service work.	2.00 (0.67)	1.75 (0.62)	<.05	-0.37
Time spent with student clubs/groups.	3.09 (1.55)	2.44 (1.61)	ns	-0.30
Indicate how often you drank beer.	1.44 (0.62)	1.84 (0.68)	<.01	0.65
Indicate how often you drank wine or liquor	1.58 (0.62)	1.97 (0.48)	P<.01	0.70
Academic ability compared to average person your age.	3.71 (0.69)	4.16 (0.78)	<.001	0.72
Computer skills compared to average person your age.	3.31 (0.54)	3.78 (0.66)	<.001	0.76
Cooperativeness compared to average person your age.	3.94 (0.62)	4.22 (0.71)	<.05	0.36
Creativity compared to average person your age.	3.28 (0.68)	3.75 (0.80)	<.01	0.56
Drive to achieve compared to average person your age.	4.13 (0.75)	4.47 (0.67)	<.05	0.41
Leadership ability compared to average person your age.	3.63 (1.07)	3.94 (0.91)	ns	0.31
Public speaking ability compared to average person your age.	3.09 (0.82)	3.66 (0.75)	<.01	0.62
Writing ability compared to average person your age.	3.47 (0.76)	3.78 (0.79)	ns	0.35
Intellectual self-confidence compared to average person your age.	3.50 (0.68)	3.87 (0.68)	<.05	0.44
Social self-confidence compared to average person your age.	3.41 (0.84)	3.75 (0.76)	<.05	0.38

Select Individual Items

Some individual items were selected for individual analysis. The chosen items were included in an ANOVA with school as the independent variable. Out of the items selected, only two had a

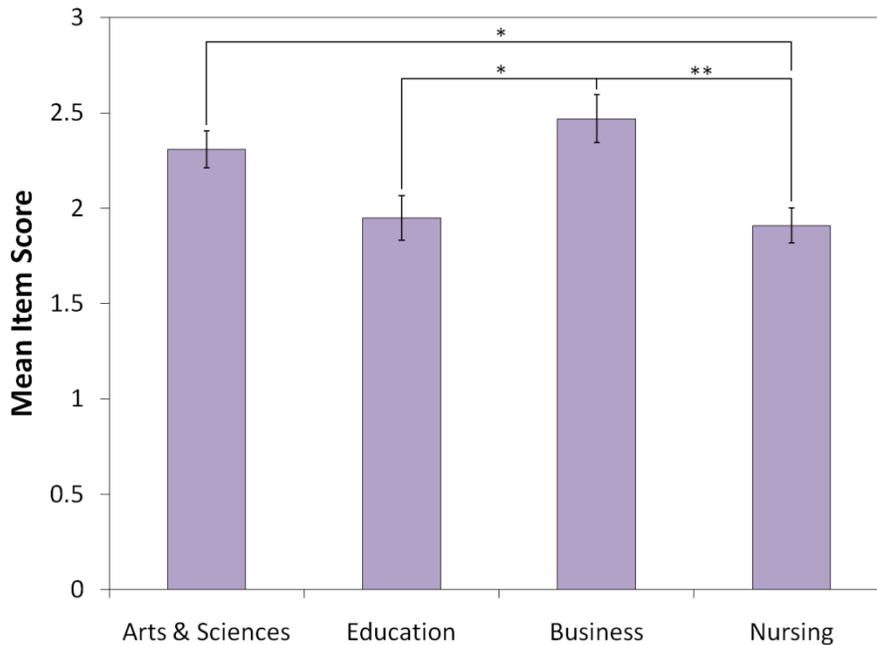
significant effect of school. The first item was, “Worked with classmates on group projects during class,” $F(3, 95) = 3.26, p = .008, \eta^2_{\text{partial}} = .12$. This was a small effect resulting from students in the School of Education reporting significantly more in class group work than the School of Nursing, and Arts and Sciences, shown in Figure 17. No other post hoc comparisons were significant for this item. (Note that for all figures showing school differences, + indicates $p < .10$, * indicates $p < .05$, and ** indicates $p < .01$).

Figure 17. In Class Group Project Responses by School



The second item with a significant effect was, “Took a class that required one or more 10+ page papers,” $F(3, 95) = 5.17, p = .001, \eta^2_{\text{partial}} = .16$. As seen in Figure 18, the School of Business students reported more 10+ page papers than both schools of Education and Nursing. The School of Arts and Sciences reported significantly more than the School of Nursing.

Figure 18. Ten Page or More Papers by School



Conclusions

The analyses from the 2009-2010 CSS did not indicate many large differences either internally or externally. However, the differences that were evident suggest some areas that should perhaps be a focus of improvement for Holy Family and in some cases specific schools.

External Comparisons

When compared to other schools, Holy Family scored lower on the constructs of Overall Satisfaction, Positive Cross-Racial Interaction, and Sense of Belonging. While these effects were small they should not be ignored. It is not immediately clear why Overall Satisfaction is lower for Holy Family students and it may be wise to follow this survey with some internal investigation into what contributes to student satisfaction and how it may be improved. Unfortunately looking at the individual items for this construct does not help much as the only significant item was recommending the school to others and there is still nothing to indicate why exactly Holy Family students rated this lower than other institutions. Further investigation and research is warranted and one potential future use of this dataset would be to investigate which constructs are related/correlated with the overall satisfaction construct to see if this gives us a more clear picture of what impacts students overall assessment of being “less” satisfied than our peer institutions. This is one study the OIRA will undertake and report on in an upcoming issue of this Research Brief series.

For Positive Cross-Racial Interaction, it is encouraging that Holy Family did not show the mirror effect with the Negative cross-racial interactions construct. This would suggest that fewer positive interactions may be due to the diversity of the student body as opposed to negative race relations on campus. Also, one of the two individual items from this construct that was significant was partying or socializing with other races and ethnic groups. Holy Family students reported less partying than other institutions so this could be another dynamic of the campus that led to the lower score. This indicates an area where improvement can be made as more opportunities for races and ethnic groups to socialize could be offered by the university. This seems especially important as this construct can be tied to the institutional academic outcomes of both Global Perspective and Social Consciousness.

The differences in sense of belonging may also be related to campus dynamics as there is still a relatively small percentage of students that actually live on campus. Not living on campus may inhibit the ability to feel as if one belongs. This does indicate that given the small on-campus residence that stronger efforts would be beneficial to provide ways for students to feel involved and included in the campus community.

A more pronounced difference was found with respect to leadership ability with Holy Family students scoring themselves lower than the comparison groups. This result is particularly interesting in light of the results showing that seniors report less involvement in student government, clubs, and volunteer activities when compared to the freshman survey. Looking at the individual items for this construct, Holy Family students rated themselves similarly to the other institutions, but reported fewer opportunities to lead a group to a common goal. From this it is clear that additional leadership opportunities across the university would benefit students. This would also, in theory, help with the Sense of Belonging construct. It could also help improve the Positive Cross-Racial Interaction construct if leadership opportunities are structured in a way to encourage interaction across races and ethnicities. Leadership is not currently one of the institutional academic outcomes of the university. However, given these findings and the importance for leadership experience and abilities, it is recommended that leadership be considered as an additional academic outcome at the institutional level.

There was also a positive result in the comparisons of constructs showing that Holy Family students engage in fewer activities that are inconsistent with academic success (i.e. the academic disengagement construct). This, coupled with the result that Holy Family students do not report an increase in partying, whereas the comparison groups do, suggests that students at Holy Family are taking their higher education seriously.

Internal Comparisons

The differences found between schools on the constructs were very small effects. However, they do suggest areas that need to be focused on for the schools and warrant further consideration. Regarding the Habits of Mind construct it appears that Business students feel less well prepared to vet and use information to support arguments. It is recommended that program objectives within the School of Business should include objectives related to the use of information in supporting arguments and conclusions, which can be related to the institutional objective of critical thinking. Through the assessment process, more detail on this result can help lead to program improvement on this construct.

For the Social Self-Concept construct, Nursing showed a slightly lower score than two of the other schools. By looking at the individual items, it appears this is mostly due to students reporting less confidence in their public speaking ability. If this is deemed an important program objective for the Nursing program, then further efforts to develop and provide opportunities for public speaking should be considered. This is also important to consider in light of the institutional objective of effective communication.

The Positive Cross-Racial Interaction construct effect was very small and was more a result of the Arts and Sciences scoring slightly higher than any school scoring low. The recommendations made above regarding cross-racial interaction for the university hold for all schools.

In regards to leadership opportunities, it was evident that the School of Business, and to a lesser extent the School of Arts and Sciences, excelled. The above recommendations regarding leadership opportunities are still relevant for all schools, but Nursing and Education may benefit most from prioritizing leadership within their programs. Again, leadership is recommended as an additional institutional level outcome to help emphasize the importance of these skills and experiences.

The final comments regarding the internal comparison are related to the analyses comparing Catholics and non-Catholics. As a Catholic institution it is concerning that Catholic students scored lower on both Positive-Cross Racial Interactions and Social Agency. It is recommended that further investigation is done to get a better sense of what may be influencing these differences.

Related to this, attention should be drawn to some of the longitudinal results shown in Table 11. While consistent with other institutions it is important to address the decrease in religious and community involvement expressed by the students. Knowing that as seniors the academic demands are greater than in previous years as well as a higher percentage of seniors doing internships, practicum/coops, student teaching, clinical, etc. may also detract from their ability to

participate as fully in co/extra-curricular activities offered on-campus. As a Catholic institution focused on instilling Christ-like attributes in its students and with spirituality included in the institutional objectives, the university should find ways to mitigate these decreases. The recommendations regarding leadership above are certainly relevant regarding this trend as well.

Overall, this survey has provided valuable information that can be acted on to improve the student experience at Holy Family. Anyone interested in following up with further analyses or follow-up study regarding any of the results presented here are encouraged to contact the Office of Institutional Research and Assessment for assistance in doing so.

Appendix

Construct Definitions, Items, and Weights (all definitions taken directly from CIRP, item weights in parentheses)

Habits of Mind: a unified measure of the behaviors and traits associated with academic success. These learning behaviors are seen as the foundation for lifelong learning

How often in the past year did you:

- Seek solutions to problems and explain them to others (2.49)
- Seek alternative solutions to a problem (2.08)
- Support your opinions with a logical argument (1.97)
- Evaluate the quality or reliability of information you received (1.84)
- Take a risk because you felt you had more to gain (1.54)
- Ask questions in class (1.32)
- Seek feedback on your academic work (1.20)
- Explore topics on your own, even though it was not required for class (1.07)
- Revise your papers to improve your writing (1.06)
- Accept mistakes as part of the learning process (0.94)
- Look up scientific research articles and resources (0.67)

Academic Disengagement: measures the extent to which students engage in behaviors that are inconsistent with academic success.

Since entering college, indicate how often you:

- Came late to class (1.82)
- Missed class for other reasons (1.76)
- Failed to complete homework on time (1.26)
- Fell asleep in class (1.00)

Student-Faculty Interaction: measures the extent to which students and faculty interact in relationships that foster mentorship, support and guidance with respect to both academic and personal domains.

- Help in achieving your professional goals (3.32)
- Advice and guidance about your educational program (2.89)
- Emotional support and encouragement (2.40)
- Feedback on your academic work (outside of grades) (2.33)
- An opportunity to discuss coursework outside of class (2.13)

- Encouragement to pursue graduate/professional study (1.91)
- Help to improve your study skills (1.84)
- A letter of recommendation (1.71)
- An opportunity to work on a research project (1.09)

Satisfaction with Coursework: measures the extent to which students see their coursework as relevant, useful and applicable to their academic success and future plans.

Please rate your satisfaction with this institution on each of the aspects of college life listed below:

- Relevance of coursework to future career plans (3.52)
- Relevance of coursework to everyday life (3.13)
- Courses in your major field (1.54)
- General education and core curriculum courses (0.92)

Overall Satisfaction: a unified measure of students' satisfaction with the college experience.

- Satisfaction with overall college experience (3.69)
- If you could make your college choice over, would you still choose to enroll at your current college? (1.90)
- Satisfaction with overall quality of instruction (1.69)

Sense of Belonging: measures the extent to which students feel a sense of academic and social integration on campus.

Please indicate the extent to which you agree or disagree with the following statements:

- I feel I am a member of this college (5.10)
- I feel a sense of belonging to this college (4.62)
- I see myself as part of the campus community (3.13)
- If asked, I would recommend this college to others (2.33)

Academic Self-Concept: a unified measure of students' beliefs about their abilities and confidence in academic environments.

Rate yourself on each of the following traits as compared with the average person your age:

- Academic ability (3.01)
- Self-confidence – intellectual (1.51)
- Drive to achieve (1.18)
- Mathematical ability (1.14)

Social Self-Concept: a unified measure of students' beliefs about their abilities and confidence in social situations.

Rate yourself on each of the following traits as compared with the average person your age:

- Leadership ability (2.36)
- Public speaking ability (1.84)
- Self-confidence – social (1.69)

Pluralistic Orientation: measures skills and dispositions appropriate for living and working in a diverse society.

Rate yourself on each of the following traits as compared with the average person your age:

- Tolerance of others with different beliefs (3.35)
- Ability to work cooperatively with diverse people (3.14)
- Openness to having my views challenged (2.76)
- Ability to see the world from someone else's perspective (2.55)
- Ability to discuss and negotiate controversial issues (2.11)

Positive Cross –Racial Interaction: a unified measure of students' level of positive interaction with diverse peers.

To what extent have you experienced the following with students from a racial/ethnic group other than your own?

- Had intellectual discussion outside of class (3.57)
- Shared personal feelings and problems (3.52)
- Dined or shared a meal (2.72)
- Had meaningful and honest discussions about race/ethnic relations outside of class (2.46)
- Studied or prepared for class (2.22)
- Socialized or partied (2.12)

Negative Cross-Racial Interaction: a unified measure of students' level of negative interaction with diverse peers.

To what extent have you experienced the following with students from a racial/ethnic group other than you won?

- Had tense, somewhat hostile interactions (3.81)
- Felt insulted or threatened because of your race/ethnicity (2.63)
- Had guarded interactions (2.10)

Social Agency: measures the extent to which students' value political and social involvement as a personal goal.

Indicate the importance to you personally of each of the following:

- Participating in a community action program (2.64)
- Helping to promote racial understanding (2.15)
- Becoming a community leader (2.06)
- Influencing social values (1.62)
- Keeping up to date with political affairs (1.42)
- Helping others who are in difficulty (1.36)

Civic Awareness: measures changes in students' understanding of the issues facing their community, nation, and the world.

Compared with when you entered this college, how would you describe your:

- Understanding of national issues (6.00)
- Understanding of global issues (3.32)
- Understanding of the problems facing your community (2.09)

Leadership: a unified measure of students' beliefs about their leadership development and capability and their experiences as a leader.

- Been a leader in an organization (2.30)
- I have effectively lead a group to a common purpose (1.79)
- Participated in leadership training (1.62)
- Self-rating in leadership ability (1.33)
- Self-change in leadership ability (1.31)