Outcomes Assessment – Available Data from Systematic Surveys

Since 1994, the Office of Planning and Institutional Research (OPIR) has led a University-wide effort to gather information about stakeholders’ perceptions of Villanova University. OPIR has administered a series of successively sophisticated surveys that provide data for assessing outcomes and understanding satisfaction. The surveys’ value is enhanced by the nature and extent of groups being surveyed and by the regular cyclic timing of the surveys.

The first survey of graduating seniors was administered to the Class of 1994. A paper survey was given to each senior as they came to pick up their cap and gown for commencement and each was asked to complete the survey. As you can imagine, the response rate was quite high. And so a tradition began. Over the years the paper survey matured into an online survey with a paper follow-up for the non-respondents, again, at cap and gown distribution. Response rates typically exceed 90%. Because of these high rates and the high number of respondents, the Senior Survey has taken on increasing value as a data source for outcomes assessment, both for the validity of the data and also for the richness and depth of reporting. Not only are data summarized for the all seniors, but data are also analyzed and reported by college. When there are sufficiently high numbers of respondents, OPIR drills down even further and reports data by major.

While we have developed our own version of the senior survey, through the years we systematically revolve instruments to maximize a broad information base. We administer the following standardized surveys. Some are national surveys that provide national norms and one is a survey of a consortium that enables comparisons with peer institutions.

- **The Senior Survey** is a standardized survey administered by the Higher Education Data Sharing Consortium (HEDS), of which Villanova has been a long-time member. Member institutions share their data with one another for their internal planning only. The survey includes questions about students’ involvement in selected activities over their four undergraduate years, their satisfaction with the services and educational experiences and their assessment of enhancements of skills and knowledge as a result of their undergraduate experience.

- **The College Senior Survey (CSS)**, administered by the Higher Education Research Institute (HERI) at UCLA, has been a major source to capture students’ assessments of the extent to which skills have been enhanced as a result of their Villanova experiences. The survey also captures student involvement in academics and campus life; students’ satisfaction with the Villanova experience and future employment and educational plans. The Freshman Survey, a companion survey to the CSS is administered during New Student Orientation to selected classes upon entering Villanova. For longitudinal analysis, the senior surveys are matched on an individual basis with the freshmen surveys to examine changes in attitudes, expectations, skill self-assessments and aspirations over the four years of college.

- **The National Survey of Student Engagement (NSSE)** is another standardized survey which examines the extent to which first year students and seniors are engaged in learning and campus life. Also included are student assessments how these experiences contributed to their knowledge, skills and personal development. Comparative data with national norms and a subset of similar institutions are provided.

The following table lists each of the educational goals. With each goal are survey questions and items that provide measures of that goal. The source of the item is listed in the far right column with the year in which the survey was administered. OPIR hopes this will be a resource to identify data that can be used to support Outcomes Assessment in the colleges.
## Outcomes Assessment – Available Data from Systematic Surveys

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| 1A     | Intellectual Development - Values | In your experience at this institution during the current school year, about how often have you done each of the following? *(4-point, Very Often, Often, Occasionally, Never)*  
- Completed the assigned readings for class  
- Took detailed notes during class  
- Contributed to class discussions  
- Tried to see how different facts and ideas fit together  
- Applied material learned in a class to other areas (your job or internship, other courses, relationships with friends, family, co-workers, etc.)  
- Used information or experience from other areas of your life (job, internship, interactions with others) in class discussions or assignments  
- Worked on a paper or project where you had to integrate ideas from various sources  
- Worked harder than you thought you could to meet an instructor's expectations and standards  
- Read articles about scientific or mathematical theories or concepts in addition to those assigned for a class  
- Practiced to improve your skill in using a piece of laboratory equipment  
- Compared the scientific method with other methods for gaining knowledge and understanding  
- Talked about the ideas and views of other people such as writers, philosophers, historians  
- Talked about science (theories, experiments, methods, etc.)  
- Talked about the economy (employment, wealth, poverty, debt, trade, etc.)  
- Referred to knowledge you acquired in your reading or classes  
- Explored different ways of thinking about the topic  
- Referred to something one of your instructors said about the topic  
- Subsequently read something that was related to the topic  
- Gone back to read a basic reference or document that other authors referred to | College Student Experiences Questionnaire (CSEQ) 2002 Sophomores & Seniors  
2004 Seniors |
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|       | Intellectual Development - Values | Since entering college, how often have you:  
(3-point, Frequently, Occasionally, Not at all)  
- Worked on independent study  
- Took interdisciplinary courses  
- Discussed course content with students outside of class  
- Studied with other students  
- Performed community service as part of a class  
Please indicate how often you have engaged in each of the following during your undergraduate program. (2005 Supplemental)  
(3-point, Frequently, Occasionally, Not at all)  
- Intellectually challenging and stimulating discussions with other students outside of the classroom.  
- Intellectually challenging and stimulating discussions with faculty outside of the classroom.  
- Intellectually challenging and stimulating discussions with others (e.g., staff, administrators, campus ministers, etc.) | HERI’s College Senior Survey (CSS) - 2005 & 2008 |
|       | Engagement in the pursuit of knowledge (CONTINUED) | In your experience at your institution during the current school year, about how often have you done each of the following?  
(4-point, Very Often, Often, Sometimes, Never)  
- Asked questions in class or contributed to class discussions  
- Worked on a paper or project that required integrating ideas or information from various sources  
- Worked harder than you thought you could to meet an instructor’s standards or expectations  
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) | National Survey of Student Engagement (NSSE) - 2000, 2003, 2006, 2009 |
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| 1A    | Intellectual Development - Values | In thinking about your college or university experience up to now, to what extent do you feel you have gained or made progress in the following areas? (4-point, Very Much, Quite a Bit, Some, Very Little)  
- Learning on your own, pursuing ideas and finding information you need                                                                 | College Student Experiences Questionnaire (CSEQ) 2002  
Sophomores & Seniors 2004 Seniors                                                                                                                                                                           |
|       | Commitment to life-long learning  | Indicate the extent to which each capacity was enhanced by your undergraduate experience: (4-point, Not at all, A Little, Moderately, Greatly)  
- Acquire new skills and knowledge on my own                                                                                                    | The Senior Survey (HEDS) – 2000 & 2003 & 2007                                                                                                                                                           |
|       |                                   | To what extent has your experience at this institution contributed to your knowledge, skills and personal development in the following areas? (4-point, Very Much, Quite a Bit, Some, Very Little)  
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| 1B    | Intellectual Development – Knowledge Facts, concepts, responsibilities, modes of inquiry in major and profession | In thinking about your college or university experience up to now, to what extent do you feel you have gained or made progress in the following areas? (4-point, Very Much, Quite a Bit, Some, Very Little)  
  - Acquiring knowledge and skills applicable to a specific job or type of work (vocational preparation)  
  - Acquiring background and specialization for further education in a professional, scientific or scholarly field  
  - Gaining a range of information that may be relevant to a career  
  - Learning on your own, pursuing ideas and finding information you need  
  - Learning to adapt to change (new technologies, different jobs or personal circumstances, etc.)  
  
  Indicate the extent to which each capacity was enhanced by your undergraduate experience: (4-point, Not at all, A Little, Moderately, Greatly)  
  - Gain in-depth knowledge of a subject area  
  
  Which of the following did you participate in during college?  
  - Off-campus internship  
  - Apply for grant or fellowship  
  - Summer paid internship  
  - Independent study/research  
  
  Compared with how you first entered college, how would you now describe your: (5-point, Much Strongly, Stronger, No Change, Weaker, Much Weaker)  
  - Knowledge of a particular field or discipline  
  
  Since entering college have you . . .  
  - Enrolled in honors or advanced courses  
  - Participated in an internship program | College Student Experiences Questionnaire (CSEQ) 2002 Sophomores & Seniors 2004 Seniors  
  
  
  College Senior Survey (CSS) - 2005 & 2008 |
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|       | Intellectual Development – Knowledge | To what extent has your experience at this institution contributed to your knowledge, skills and personal development in the following areas?  
   (4-point, Very Much, Quite a Bit, Some, Very Little)  
   - Acquiring job or work-related knowledge and skills  
   Which of the following have you done or do you plan to do before you graduate from your institution?  
   2003 – (Yes, No, Undecided);  
   2006, 2009 – (Done, Plan to do, Do not plan to do, Have not decided)  
   - Practicum, internship, field experience, co-op experience, or clinical assignment  
   - Independent study or self-designed major  
| 1B    | Intellectual Development – Knowledge | In thinking about your college or university experience up to now, to what extent do you feel you have gained or made progress in the following areas?  
   (4-point, Very Much, Quite a Bit, Some, Very Little)  
   - Seeing the importance of history for understanding the present as well as the past  
   - Becoming aware of different philosophies, cultures and ways of life  
   Compared with how you first entered college, how would you now describe your:  
   (5-point, Much Strongly, Stronger, No Change, Weaker, Much Weaker)  
   - Knowledge of people from different races/cultures | College Student Experiences Questionnaire (CSEQ) 2002 Sophomores & Seniors 2004 Seniors |
| 1B    | Intellectual Development – Knowledge | Indicate the extent to which each capacity was enhanced by your undergraduate experience:  
   (4-point, Not at all, A Little, Moderately, Greatly)  
   - Understand moral and ethical issues  
   To what extent has your experience at this institution contributed to your knowledge, skills and personal development in the following areas?  
   (4-point, Very Much, Quite a Bit, Some, Very Little)  
   - Developing a personal code of values and ethics | The Senior Survey (HEDS) – 2000 & 2003 & 2007 |

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| 1B    | Intellectual Development – Knowledge | In thinking about your college or university experience up to now, to what extent do you feel you have gained or made progress in the following areas?  
(4-point, Very Much, Quite a Bit, Some, Very Little)  
• Understanding the nature of science and experimentation  
• Understanding new developments in science and technology  
• Becoming aware of the consequences (benefits, hazards, dangers) of new applications of science and technology | College Student Experiences Questionnaire (CSEQ) 2002  
Sophomores & Seniors  
2004 Seniors                                                                                     |
|       |      | Indicate the extent to which each capacity was enhanced by your undergraduate experience.  
(4-point, Not at all, A Little, Moderately, Greatly)  
• Evaluate role of science and technology in society  
• Understand the process of science and experimentation | The Senior Survey (HEDS)  
| 1B    | Intellectual Development – Knowledge | In conversations with others (students, family members, co-workers, etc.) outside the classroom during this school year, about how often have you talked about each of the following?  
(4-point, Very often, Often, Occasionally, Never)  
• Current events in the news  
• The ideas and views of other people such as writers, philosophers, historians  
• The arts (painting, poetry, dance, theatrical productions, symphony, movies)  
• Science (theories, experiments, methods, etc.)  
• Computers and other technologies  
• Social and ethical issues related to science and technology such as energy, pollution, chemicals, genetics, military use  
• The economy (employment, wealth, poverty, debt, trade, etc.)  
• International relations (human rights, free trade, military activities, political differences, etc.)  
• Explored different ways of thinking about the topic | College Student Experiences Questionnaire (CSEQ) 2002  
Sophomores & Seniors  
2004 Seniors                                                                                     |
|       |      | To what extent was the following enhanced by your undergraduate experience?  
(4-point, Not at all, A Little, Moderately, Greatly)  
• Acquire an awareness and understanding of world events  
• Appreciate art, literature, music, drama | The Senior Survey (HEDS)  
– 2007 (supplemental)                                                                 |
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| 1B    | Intellectual Development – Knowledge | Recognize multidimensionality of human problems and culture | In conversations with others (students, family members, co-workers, etc.) outside the classroom during this school year, about how often have you talked about each of the following? (4-point, Very often, Often, Occasionally, Never)  
- Social issues such as peace, justice, human rights, equality, race relations  
- Different lifestyles, customs and religions  
Indicate the extent to which each capacity was enhanced by your undergraduate experience. (4-point, Not at all, A Little, Moderately, Greatly)  
- Develop awareness of social problems  
- Place current problems in historical/cultural/philosophical perspective  
Compared with how you first entered college, how would you now describe your: (5-point, Much Strongly, Stronger, No Change, Weaker, Much Weaker)  
- Understanding of the problems facing your community  
- Understanding of social problems facing our nation  
- Understanding of global issues (2008)  
To what extent has your experience at this institution contributed to your knowledge, skills and personal development in the following areas? (4-point, Very Much, Quite a Bit, Some, Very Little)  
- Solving complex real-world problems | College Student Experiences Questionnaire (CSEQ) 2002  
Sophomores & Seniors  
2004 Seniors  
College Senior Survey (CSS) - 2005 & 2008  
| 1B    | Intellectual Development – Knowledge | Recognize interrelatedness of knowledge | In thinking about your college or university experience up to now, to what extent do you feel you have gained or made progress in the following areas? (4-point, Very Much, Quite a Bit, Some, Very Little)  
- Putting ideas together, seeing relationships, similarities and differences between ideas | College Student Experiences Questionnaire (CSEQ) 2002  
Sophomores & Seniors  
2004 Seniors |
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| 1B    | Intellectual Development – Knowledge | During the current school year, how much has your coursework emphasized the following mental activities? *(4-point, Very Much, Quite a Bit, Some, Very Little)*  
- **Memorizing** facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form.  
- **Analyzing** the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components.  
- **Synthesizing** and organizing ideas, information, or experiences into new, more complex interpretations and relationships.  
- **Making judgments** about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions.  
- **Applying** theories or concepts to practical problems or in new situations. | National Survey of Student Engagement (NSSE) - 2000, 2003, 2006, 2009 |
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| 1C    | Intellectual Development – Skills | In thinking about your college or university experience up to now, to what extent do you feel you have gained or made progress in the following areas? (4-point, Very Much, Quite a Bit, Some, Very Little)  
- Writing clearly and effectively  
- Presenting ideas and information effectively when speaking to others  
- Using computers and other information technologies  
- Thinking analytically and logically  
- Analyzing quantitative problems (understanding probabilities, proportions, etc.) | College Student Experiences Questionnaire (CSEQ) 2002  
Sophomores & Seniors  
2004 Seniors |
|       |      | Indicate the extent to which each capacity was enhanced by your undergraduate experience. (4-point, Not at all, A Little, Moderately, Greatly)  
- Write effectively  
- Acquire new skills and knowledge on my own  
- Think analytically and logically  
- Formulate creative/original ideas and solutions  
- Evaluate and choose between alternative courses or action  
- Plan and execute complex projects  
- Use quantitative tools (e.g., statistics, graphs)  
- Use technology  
- Communicate well orally | The Senior Survey (HEDS) – 2000 & 2003 & 2007 |
|       |      | Compared with how you first entered college, how would you now describe your: (5-point, Much Strongly, Stronger, No Change, Weaker, Much Weaker)  
- Analytical and problem-solving skills  
- Ability to think critically  
- Leadership abilities | College Senior Survey (CSS)  
- 2005 & 2008 |
|       |      | To what extent has your experience at this institution contributed to your knowledge, skills and personal development in the following areas? (4-point, Very Much, Quite a Bit, Some, Very Little)  
- General knowledge  
- Writing clearly and effectively  
- Speaking clearly and effectively  
- Thinking critically and analytically  
- Analyzing quantitative problems  
- Using computing and information technology | National Survey of Student Engagement (NSSE)  
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<tr>
<td>2A</td>
<td><strong>Personal &amp; Emotional Development – Values</strong>&lt;br&gt;Accept responsibility for consequences of decisions and behavior</td>
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<tr>
<td>2B</td>
<td><strong>Personal &amp; Emotional Development – Knowledge</strong>&lt;br&gt;Make initial commitment to vocation or work compatible with goals and interests</td>
<td>When thinking about a career, how important to you is each of the following considerations? (4-point, Not Important, Somewhat Important, Very Important, Essential)&lt;br&gt;• Work for social change&lt;br&gt;• Expression of personal values</td>
<td>The Senior Survey (HEDS) – 2000 &amp; 2003 &amp; 2007</td>
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<tr>
<td>2C</td>
<td><strong>Personal &amp; Emotional Development – Skills</strong>&lt;br&gt;Define personal goals reflective of individual’s values, capabilities &amp; interests</td>
<td>Indicate the extent to which each capacity was enhanced by your undergraduate experience. (4-point, Not at all, A Little, Moderately, Greatly)&lt;br&gt;• Establish a course of action to accomplish goals&lt;br&gt;• Understand myself; abilities, interests, limitations and personality</td>
<td>The Senior Survey (HEDS) – 2000 &amp; 2003 &amp; 2007</td>
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| 2C    | Personal & Emotional Development – Skills                           | Indicate the extent to which each capacity was enhanced by your undergraduate experience: (4-point, Not at all, A Little, Moderately, Greatly)  
- Formulate creative/original ideas and solutions  
- Develop self-esteem  
- Understand myself; abilities, interests, limitations and personality  
- Function independently without supervision  
  
Compared with how you first entered college, how would you now describe your: (5-point, Much Strongly, Stronger, No Change, Weaker, Much Weaker)  
- Preparedness for employment after college  
- Preparedness for graduate or advanced education  
  
To what extent has your experience at this institution contributed to your knowledge, skills and personal development in the following areas? (4-point, Very Much, Quite a Bit, Some, Very Little)  
- Understanding yourself  
|       | Personal & Emotional Development – Skills                           |                                                                                                                                                                                                             | College Senior Survey (CSS) - 2005 & 2008                                         |
| 2C    | Personal & Emotional Development – Skills                           | In your experience at this institution during the current school year, about how often have you done each of the following? (4-point, Very Often, Often, Occasionally, Never)  
- Ask a friend for help with a personal problem  
- Read articles or books about personal growth, self-improvement or social development  
- Talked with a faculty member, counselor or other staff member about personal concerns  
- Discussed your career plans and ambitions with a faculty member  
|                                                                 |                                                                                                                                                                                                             | College Student Experiences Questionnaire (CSEQ) 2002 Sophomores & Seniors 2004 Seniors |
|       | Personal & Emotional Development – Skills                           | In your experience at your institution during the current school year, about how often have you done each of the following? (4-point, Very Often, Often, Sometimes, Never)  
- Talked about career plans with a faculty member or advisor  
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<tr>
<td>2C</td>
<td><strong>Personal &amp; Emotional Development – Skills</strong>&lt;br&gt;Establish rewarding friendships/relationships within peer group</td>
<td>Rate the quality of relationships with other students on a seven-point scale.&lt;br&gt;Friendly, Supportive, 7 6 5 4 3 2 1 Competitve, Uninvolved Sense of Belonging Sense of Alienation</td>
<td>College Student Experiences Questionnaire (CSEQ) 2002&lt;br&gt;Sophomores &amp; Seniors 2004 Seniors</td>
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<td>In thinking about your college or university experience up to now, to what extent do you feel you have gained or made progress in the following areas?&lt;br&gt;<strong>4-point</strong>&lt;br&gt;Very Much, Quite a Bit, Some, Very Little</td>
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<td></td>
<td></td>
<td>• Developing the ability to get along with different kinds of people</td>
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<td>Since entering college, how successful have you been in:&lt;br&gt;<strong>3-point</strong>&lt;br&gt;Very Successful, Somewhat Successful, Not Successful</td>
<td>College Senior Survey (CSS) - 2005 &amp; 2008</td>
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<td></td>
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<td>• Developing close friendships with other students</td>
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<td>Mark the box that best represents the quality of your relationships with other students at your institution.&lt;br&gt;Friendly, Supportive, 7 6 5 4 3 2 1 Unfriendly, Unsupportive Sense of Belonging Sense of Alienation</td>
<td>National Survey of Student Engagement (NSSE) - 2000, 2003, 2006, 2009</td>
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<tr>
<td>3A</td>
<td><strong>Social Development - Values</strong>&lt;br&gt;Treat others with compassion, civility &amp; respect</td>
<td>To what extent do you agree with the following statement?&lt;br&gt;<strong>4-point</strong>&lt;br&gt;Strongly Disagree, Disagree, Agree, Strongly Agree&lt;br&gt;• Students at Villanova are generally considerate and well-mannered.</td>
<td>The Senior Survey (HEDS) – 2007 (supplement)</td>
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| 3A | Social Development - Values | In thinking about your college or university experience up to now, to what extent do you feel you have gained or made progress in the following areas? (4-point, Very Much, Quite a Bit, Some, Very Little)  
- Developing the ability to get along with different kinds of people | College Student Experiences Questionnaire (CSEQ) 2002 Sophomores & Seniors 2004 Seniors |
| | | Indicate the extent to which each capacity was enhanced by your undergraduate experience: (4-point, Not at all, A Little, Moderately, Greatly)  
- Relate well to people of different races, nations and religions | The Senior Survey (HEDS) – 2000 & 2003 & 2007 |
| | | In your experience at this institution during the current school year, about how often have you done each of the following? (4-point, Very Often, Often, Occasionally, Never)  
- Became acquainted with students whose interests were different from yours  
- Became acquainted with students whose family background (economic, social) was different from yours  
- Became acquainted with students whose age was different from yours  
- Became acquainted with students from another country  
- Had serious discussions with students whose philosophy of life or personal values were very different from yours  
- Had serious discussions with students whose political opinions were very different from yours  
- Had serious discussions with students whose religious beliefs were very different from yours  
- Had serious discussions with students whose race or ethnic background was different from yours | College Student Experiences Questionnaire (CSEQ) 2002 Sophomores & Seniors 2004 Seniors |
| | | Compared with how you first entered college, how would you now describe your: (5-point, Much Strongly, Stronger, No Change, Weaker, Much Weaker)  
- Ability to get along with people of different races/cultures | College Senior Survey (CSS) - 2005 & 2008 |
| | | To what extent has your experience at this institution contributed to your knowledge, skills and personal development in the following areas? (4-point, Very Much, Quite a Bit, Some, Very Little)  
- Understanding people of other racial and ethnic backgrounds | National Survey of Student Engagement (NSSE) - 2000, 2003, 2006, 2009 |
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| 3A    | Social Development - Values | During your senior year how much time did you spend per week, on average, on the following?  
(4-point, Very Often, Often, Occasionally, Never)  
- Working with peers on class work  
- Participating in clubs or organized groups  

In which years, during college, did you actively participate in any of the following?  
(Participated: 1<sup>st</sup> Year, 2<sup>nd</sup> Year, 3<sup>rd</sup> Year, 4<sup>th</sup> Year.)  
- Religious group or organization  
- Political club or organization  
- Social action/issues group  
- Cultural/ethnic group or organization  

In your experience at this institution during the current school year, about how often have you done each of the following?  
(3-point, Frequently, Occasionally, Not at all)  
- Attended a meeting of a campus club, organization, or student government group  
- Worked on a campus committee, student organization or project (publications, student government, special event, etc.)  
- Worked on an off-campus committee, organization or project (civic group, church group, community event, etc.)  
- Met with a faculty member or staff advisor to discuss the activities of a group or organization  
- Managed or provided leadership for a club or organization on or off campus  

How often have you engaged in each of the following activities during the past year:  
(3-point, Frequently, Occasionally, Not at all)  
- Worked on a local, state or national political campaign (2008)  

To what extent has your experience at this institution contributed to your knowledge, skills and personal development in the following areas?  
(4-point, Very Much, Quite a Bit, Some, Very Little)  
- Contributing to the welfare of your community  

About how many hours do you spend in a typical 7-day week doing:  
(0 hours, 1-5, 6-10, 11-15, 16-20, 21-25, 26-30, More than 30 hours)  
- Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)  

College Student Experiences Questionnaire (CSEQ) 2002  
Sophomores & Seniors 2004 Seniors  
College Senior Survey (CSS) - 2005 & 2008  
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<tr>
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</table>
| 3A    | Social Development - Values | Demonstrate respect for natural environment | In your experience at this institution during the current school year, about how often have you done each of the following? (4-point, Very Often, Often, Occasionally, Never)  
  - Explained to another person the scientific basis for concerns about scientific or environmental issues (pollution, recycling, alternative sources of energy, acid rain) or similar aspects of the world around you  

In conversations with others (students, family members, co-workers, etc.) outside the classroom during this school year, about how often have you talked about each of the following? (4-point, Very often, Often, Occasionally, Never)  
  - Social and ethical issues related to science and technology such as energy, pollution, chemicals, genetics, military use  

In thinking about your college or university experience up to now, to what extent do you feel you have gained or made progress in the following areas? (4-point, Very Much, Quite a Bit, Some, Very Little)  
  - Becoming aware of the consequences (benefits, hazards, dangers) of new applications of science and technology | College Student Experiences Questionnaire (CSEQ) 2002 Sophomores & Seniors 2004 Seniors |
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<tbody>
<tr>
<td>3B</td>
<td>Social Development - Skills</td>
<td>Manage conflicts productively</td>
<td>College Student Experiences Questionnaire (CSEQ) 2002</td>
</tr>
<tr>
<td>3B</td>
<td>Social Development - Skills</td>
<td>Work together in teams to accomplish common goals and further common good</td>
<td>Indicate the extent to which each capacity was enhanced by your undergraduate experience: (4-point, Not at all, A Little, Moderately, Greatly)</td>
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<tr>
<td></td>
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<td>Function effectively as a member of a team</td>
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<td>Lead and supervise tasks and groups of people</td>
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<td>To what extent has your experience at this institution contributed to your knowledge, skills and personal development in the following areas? (4-point, Very Much, Quite a Bit, Some, Very Little)</td>
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<tr>
<td></td>
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<td></td>
<td>Working effectively with others</td>
</tr>
<tr>
<td>3B</td>
<td>Social Development - Skills</td>
<td>Motivate and coordinate others to work toward common goals</td>
<td>Indicate the extent to which each capacity was enhanced by your undergraduate experience: (4-point, Not at all, A Little, Moderately, Greatly)</td>
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<td>Lead and supervise tasks and groups of people</td>
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<td>Compared with how you first entered college, how would you now describe your: (5-point, Much Strongly, Stronger, No Change, Weaker, Much Weaker)</td>
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<td></td>
<td>Leadership abilities</td>
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| 4A    | **Spiritual and Moral Development - Values**<br>Express a mature understanding of self and humanity in relation to God | Indicate the extent to which each capacity was enhanced by your undergraduate experience: (4-point, Not at all, A Little, Moderately, Greatly)  
| 4A    | **Spiritual and Moral Development - Values**<br>Demonstrate a commitment to ongoing spiritual and moral development | In thinking about your college or university experience up to now, to what extent do you feel you have gained or made progress in the following areas? (4-point, Very Much, Quite a Bit, Some, Very Little)  
- Developing your own values and ethical standards<br>  
To what extent has your experience at this institution contributed to your knowledge, skills and personal development in the following areas? (4-point, Very Much, Quite a Bit, Some, Very Little)  
- Developing a deepened sense of spirituality<br>  
During the current school year, about how often have you done each of the following? (4-point, Very Often, Often, Occasionally, Never)  
- Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.) | College Student Experiences Questionnaire (CSEQ) 2002<br>Sophomores & Seniors 2004 Seniors<br>National Survey of Student Engagement (NSSE) - 2000, 2003, 2006, 2009 |
| 4A    | **Spiritual and Moral Development - Values**<br>Demonstrate understanding of and respect for different religious traditions and values | In thinking about your college or university experience up to now, to what extent do you feel you have gained or made progress in the following areas? (4-point, Very Much, Quite a Bit, Some, Very Little)  
- Becoming aware of different philosophies, cultures and ways of life<br>  
In your experience at this institution during the current school year, about how often have you done each of the following? (4-point, Very Often, Often, Occasionally, Never)  
- Had serious discussions with students whose religious beliefs were very different from yours | College Student Experiences Questionnaire (CSEQ) 2002<br>Sophomores & Seniors 2004 Seniors |
<p>| Item # | GOAL | Questions &amp; Items | Data/Survey Source |
|--------|--------------------------------|------------------|
| 4B     | <strong>Spiritual and Moral Development - Skills</strong>&lt;br&gt;Demonstrate incorporation of ethical and moral principles in decision making | Indicate the extent to which each capacity was enhanced by your undergraduate experience:&lt;br&gt;• Understand moral and ethical issues | The Senior Survey (HEDS) – 2000 &amp; 2003 &amp; 2007 |
|        | In thinking about your college or university experience up to now, to what extent do you feel you have gained or made progress in the following areas?&lt;br&gt;(4-point, Very Much, Quite a Bit, Some, Very Little)&lt;br&gt;• Developing your own values and ethical standards | <strong>College Student Experiences Questionnaire (CSEQ) 2002&lt;br&gt;Sophomores &amp; Seniors 2004 Seniors</strong>&lt;br&gt;<strong>The Senior Survey (HEDS)</strong>&lt;br&gt;– 2000 &amp; 2003 &amp; 2007 |
| 4B     | <strong>Spiritual and Moral Development - Skills</strong>&lt;br&gt;Demonstrate learned values through service to others, especially poor &amp; disadvantaged | In which years during college did you actively participate in any of the following?&lt;br&gt;(Participated – 1st Year, 2nd Year, 3rd Year, 4th Year)&lt;br&gt;• Social action/issues group&lt;br&gt;• Volunteer service&lt;br&gt;During your senior year how much time did you spend per week, on average, on the following?&lt;br&gt;(none, 2 hours or less, 3-5 hours, 6-10 hours, 11-15 hours, 16-20 hours, More than 20)&lt;br&gt;• Volunteering&lt;br&gt;Indicate the extent to which each capacity was enhanced by your undergraduate experience:&lt;br&gt;(4-point, Not at all, A Little, Moderately, Greatly)&lt;br&gt;• Develop awareness of social problems | The Senior Survey (HEDS) – 2000 &amp; 2003 &amp; 2007 |
|        | How often have you engaged in each of the following activities during the past year:&lt;br&gt;(3-point, Frequently, Occasionally, Not at all)&lt;br&gt;• Performed volunteer work&lt;br&gt;• Worked on a local, state or national political campaign (2008)&lt;br&gt;During the past year, how much time did you spend during a typical week doing the following activities?&lt;br&gt;(None, less than 1 hour, 1-2 hrs, 3-6, 6-10, 11-15, 16-20, Over 20 hours)&lt;br&gt;• Volunteer work (2008)&lt;br&gt;Which of the following have you done or do you plan to do before you graduate from your institution?&lt;br&gt;2003 – (Yes, No, Undecided);&lt;br&gt;2006, 2009 – (Done, Plan to do, Do not plan to do, Have not decided)&lt;br&gt;• Community service or volunteer work | College Senior Survey (CSS)&lt;br&gt;- 2005 &amp; 2008&lt;br&gt;<strong>National Survey of Student Engagement (NSSE)</strong>&lt;br&gt;- 2000, 2003, 2006, 2009 |</p>
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| 5A    | Cultural Development - Values  
Demonstrate appreciation for works produced by intellectual & artistic endeavors | In thinking about your college or university experience up to now, to what extent do you feel you have gained or made progress in the following areas?  
(4-point, Very Much, Quite a Bit, Some, Very Little)  
• Developing an understanding and enjoyment of art, music and drama  
Indicate the extent to which each capacity was enhanced by your undergraduate experience:  
(4-point, Not at all, A Little, Moderately, Greatly)  
• Appreciate art, literature, music, drama  
During the current school year, about how often have you done each of the following?  
(4-point, Very Often, Often, Sometimes, Never)  
• Attended an art exhibit, gallery, play, dance or other theater performance | College Student Experiences Questionnaire (CSEQ) 2002  
Sophomores & Seniors 2004 Seniors  
The Senior Survey (HEDS)  
National Survey of Student Engagement (NSSE)  
| 5B    | Cultural Development - Knowledge  
Demonstrate knowledge of works produced by intellectual & artistic endeavors | In conversations with others (students, family members, co-workers, etc.) outside the classroom *during this school year*, about how often have you talked about each of the following?  
(4-point, Very often, Often, Occasionally, Never)  
• The arts (painting, poetry, dance, theatrical productions, symphony, movies)  
In your experience at this institution during the current school year, about how often have you done each of the following?  
(4-point, Very Often, Often, Occasionally, Never)  
• Talked about art (painting, sculpture, artists, etc.) or the theater (plays, musicals, dance, etc.) with other students, friends or family members  
• Went to an art exhibit/gallery or a play, dance or other theater performance, on or off the campus  
• Participated in some art activity (painting, pottery, weaving, drawing, etc.) or theater event, or worked on some theatrical production (acted, danced, worked on scenery, etc.) on or off the campus  
• Talked about music or musicians (classical, popular, etc.) with other students, friends or family members  
• Attended a concert or other music event, on or off campus  
• Participated in some music activity (orchestra, chorus, dance, etc.) on or off campus  
• Read or discussed the opinions of art, music or drama critics | College Student Experiences Questionnaire (CSEQ) 2002  
Sophomores & Seniors 2004 Seniors |
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| 6A    | Physical Development - Values | Appreciate the role of physical wellness in present & future development | In thinking about your college or university experience up to now, to what extent do you feel you have gained or made progress in the following areas? (4-point, Very Much, Quite a Bit, Some, Very Little)  
- Developing good health habits and physical fitness | College Student Experiences Questionnaire (CSEQ) 2002  
Sophomores & Seniors  
2004 Seniors |
| 6B    | Physical Development - Knowledge | Demonstrate an understanding of the consequences of lifestyle choices on health & well being | During the current school year, about how often have you done each of the following? (4-point, Very Often, Often, Sometimes, Never)  
- Exercised or participated in physical fitness activities | National Survey of Student Engagement (NSSE)  