Senior Survey Report Student Learning Outcomes (SLO) Model

Fall 2009



In spring 2009, 352 seniors completed the HEDS Senior Survey, a response rate of 32%. The Institutional Research Office linked specific questions to desirable student learning outcomes¹. These questions were classified into three (3) main student learning outcome categories: What do Students do?, How do Students Improve?, and What do Students Care About? This summary report discusses some of the highlights in each category. For a complete list of all questions and detailed responses, please see Appendix A following the summary.

Please note that these are self-reported responses and do not take into consideration other assessment measures. Totals do not equal 100% as some respondents did not respond to all questions.

Table #1 Improvement in Knowledge or Understanding

Dimension	Question	A Little or Not at All	Moderately or Greatly
Knowledge of a	Gain in-depth knowledge	5%	90%
specific subject area	of a subject		
Theological/ethical	Understand moral and	14%	82%
literacy	ethnical issues		
Intercultural literacy	Develop an awareness of	18%	78%
	social problems		
Civic literacy	Develop an awareness of	18%	78%
	social problems		
	Place problems in	27%	69%
	historical perspective		
Quantitative literacy	Use quantitative tools	28%	68%
Scientific/technology	Understand the process	37%	58%
literacy	of science		
	Evaluate role of science	44%	58%
	and technology in society		
Artistic literacy	Appreciate art	48%	47%

The next set of variables related to student improvement is listed below in Table #2, *Improvement in Academic Proficiencies*. While most students state that they improved greatly or moderately in most academic proficiencies, more than one-quarter of respondents said that they only improved little or not at all using computers and to relating to people of different races, nations or religions. More than one-third of respondents said that they only improved little or not at all understanding the process of science, while more than half of the respondents said that they only improved a little or not at all in foreign language proficiency.

Table #2 Improvement in Academic Proficiencies

Dimension	Question	A Little or Not at All	Moderately or Greatly
Critical/analytic/problem-	Think analytically and	5%	90%
solving skills	logically		
	Evaluate and choose	9%	86%
	alternatives		
Ability to work/learn	Function independently	14%	82%
independently			
	Acquire new skills	8%	88%
	Function effectively as a	14%	82%
	team member		
	Lead and supervise	18%	77%
	groups		
Originality/creativity	Formulate creative ideas	8%	85%
	and solutions		
Ability to organize, plan,	Plan and execute	12%	84%
and manage time	projects		
	Establish course of	11%	84%
	action		
Writing Ability	Writing ability enhanced	13%	83%
Oral communication	Communicate well	12%	83%

proficiency	orally		
Capacity for lifelong	Engage in pursuit of	14%	79%
learning/further study	knowledge and truth		
	Understand process of	37%	58%
	science		
Ability to work/learn with	Relate to people of	28%	68%
others	different races, nations		
	or religions		
Computer/technology	Use computers	26%	69%
ability			
Foreign language	Read or speak foreign	63%	31%
proficiency	language		

The last variable related to how student improvement deals with increased intellectual maturity. Eighty-seven percent (87%) of students felt that their undergraduate experience moderately or greatly enhanced their understanding of self.

What do students care about? Variables at describe attitudes and dispositions.

The third, or last, category of questions includes variables related to What do students care about? Here, interests and aspirations are explored in terms of commitment to academic excellence and student's future plans. Twenty-one percent (21%) stated that the importance of intellectual challenge in a career is not important or somewhat important to them; and, moreover, 34% of respondents said that the importance of social change was not important or somewhat important in a career. Additionally, 30% of respondents said that the importance of leadership potential was not important or somewhat important in a career.

As far as future plans, results show that 45% of respondents planned to work in the following fall, and 38% planned to attend graduate school.

Other relevant questions:

Engaged in religious services during your undergraduate program.

Never 30% Occasionally 35% Often 14% Very Often 15%

Volunteering during senior year 2 hours a wk or less 66% 3-15 hours a wk 23% 16 or more hours a wk 3%

Overall satisfaction with education

Very Dissatisfied or Generally Dissatisfied 5% Generally Satisfied or Very Satisfied 89%

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Attachment A

What do students do? Vaaibles that describe behavior

Variable 1 (V1): Academic engagement with people
Dimension A: Academicengagement with faculty

Question #25a: Guest in Faculty Member's Home during undergraduate program

Never or Occasional 86% Often or Very Often 7%

Question #26d: Talking or Meeting w/ Faculty during senior year

2 hours a week or less 59%
3-10 hours a week 27%
11-15 hours a week 2%
16 or more hours a week 2%

Question #30c: Satisfaction with Faculty Availability Outside of Class

Very Dissatisfied or Generally Dissatisfied 3%

Generally Satisfied or Very Satisfied 88%

Question #30d: Satisfaction with Student Interaction with Faculty

Very Dissatisfied or Generally Dissatisfied 4% Generally Satisfied or Very Satisfied 87% Variable 2 (V2): Academic engagement with learning resources

Dimension A: Use of technology

Question #25d: Engaged in Multimedia Presentations during undergraduate program

Never or Occasional 42% Often or Very Often 51%

Question #26j: Using Computers for Academics during senior year

2 hours a week or less 6% 3-10 hours a week 48%

11-15 hours a week 13% 16 or more hours a week 23%

Question #32b: Satisfaction with Computer Facilities & Resources

Very Dissatisfied or Generally Dissatisfied 13% Generally Satisfied or Very Satisfied 76%

Question #32c: Satisfaction with Computer Services & Support

Very Dissatisfied or Generally Dissatisfied 17% Generally Satisfied or Very Satisfied 70%

Dimension B: Use of the library

Question #32d: Satisfaction with Library Facilities & Resources

Very Dissatisfied or Generally Dissatisfied 2% Generally Satisfied or Very Satisfied 87%

Variable 4 (V4): Use of specific academic skills

Dimension D: Making presentations

Question #25b: Engaged in Class Participation during undergraduate program

Never or Occasional 22% Often or Very Often 72%

Question #25d: Engaged in Multimedia Presentations during undergraduate program

Never or Occasional 42%
Often or Very Often 51%

How do students [think they] improve?

Dimension I: Quantitative literacy

Question #22q: Use Quantitative ToolsEnhanced by Undergraduate Experience

Not at All or A Little 28% Moderately or Greatly 68%

Dimension J: Theological/ethical literacy

Question #22r: Understand Moral & Ethical IssuesEnhanced by Undergraduate Experience

Not at All or A Little 14% Moderately or Greatly 82%

Variable 7 (V7): Improvement academic proficiencies(self-reported)

Dimension A: Ability to work/learn independently

Question #22w: Function Independently Enhanced by Undergraduate Experience

Not at All or A Little 14% Moderately or Greatly 82%

Question #22b: Acquire new SkillsEnhanced by Undergraduate Experience

Not at All or A Little 8% Moderately or Greatly 88%

Dimension B: Ability to work/learn with others

Question #220: Relate to People of DifferentRaces, Nations or ReligionsEnhanced by Undergraduate

Experience

Not at All or A Little 28% Moderately or Greatly 68%

Question #22s: Function Effectively as a Team Membe Enhanced by Undergraduate Experience

Not at All or A Little 14% Moderately or Greatly 82%

Question #22u: Lead & Supervise Groups Enhanced by Undergraduate Experience

Not at All or A Little 18% Moderately or Greatly 77%

Dimension C: Ability to organize, plan, manage time

Question #22f: Plan & Execute ProjectsEnhanced by Undergraduate Experience

Not at All or A Little 12% Moderately or Greatly 84%

Question #22x: Establish Course of ActionEnhanced by Undergraduate Experience

Not at All or A Little 11% Moderately or Greatly 84%

Dimension D: Critical/analytic/problem-solving skills

Question #22c: Think Analytically & logically Enhanced by Undergraduate Experience

Not at All or A Little 5% Moderately or Greatly 90%

Question #22e: Evaluate & Choose Alternative Enhanced by Undergraduate Experience

Not at All or A Little 9% Moderately or Greatly 86%

Dimension E: Originality/creativity

Question #22d: Formulate Creative Ideas & Solution Enhanced by Undergraduate Experience

Not at All or A Little 8% Moderately or Greatly 85%

Dimension F: Foreign language proficiency

Question #22: Read or Speak Foreign Languagenhanced by Undergraduate Experience

Not at All or A Little 63% 31% Moderately or Greatly

Dimension G: Oral communication proficiency

Question #22t: Communicate Well OrallyEnhanced by Undergraduate Experience

Not at All or A Little 12% 83% Moderately or Greatly

Dimension H: Writing ability

Question #22a: Writing Ability Enhanced by Undergraduate Experience

Not at All or A Little 13% 83% Moderately or Greatly

Dimension I: Computer/technological ability

Question #22h: Use ComputersEnhanced by Undergraduate Experience

Not at All or A Little 26% 69% Moderately or Greatly

Dimension J: Capacity folifelong learning/further study

Question #22n: Engage in Pursuit of Knowledge & TruthEnhanced by Undergraduate Experience

Not at All or A Little 14%

79% Moderately or Greatly

Question #221: Understand Process of Science hanced by Undergraduate Experience 37%

Not at All or A Little

Moderately or Greatly 58%

Variable 8 (V8): Increased intellectual maturityself-reported)

Dimension C: Understanding of self

Question #22v: Understand MyselfEnhanced by Undergraduate Experience

Not at All or A Little 8%

Moderately or Greatly 87%

What do students care about? Variable that describe attitudes and dispositions

Variable 9 (V9): Interests and aspirations

Dimension B: Commitment to academic excellence

Question #17a: Importance of Intellectual Challengein a Career

Not Important or Somewhat Important 21% Very Important or Essential 78%

Dimension C: Future academic plans

Question #1: Primary Activity this fall

Employment, Full or Part-time 45%
Grad School, Full or Part-time 38%
Additional UG Coursework 7%
Volunteer Activity or Military 2%

Variable 10 (V10): Values

Dimension H: Social Change

Question #17b: Importance of Social Changein a Career

Not Important or Somewhat Important 34%

Very Important or Essential 63%

Dimension I: Leadership

Question #171: Importance of Leadership Potentialin a Career

Not Important or Somewhat Important 30% Very Important or Essential 67%

