***ISU Foundational Studies***

***University Learning Outcomes Assessment***

***(Uniloa)***

***results Report***

A descriptive analysis of data collected and compiled By:

THE CENTER FOR LEARNING OUTCOMES

ASSESSMENT, INC

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# Demographics of this sample

|  |  |
| --- | --- |
| Gender  | N |
| Female | 29 |
| Male | 14 |
| Total | 43 |

|  |  |
| --- | --- |
| Ethnicity  | N |
| African-American | 9 |
| European-American | 20 |
| Other | 14 |
| Total | 43 |

|  |  |
| --- | --- |
| Major  | N |
| Business | 9 |
| Education | 3 |
| Engineering | 2 |
| General Studies | 1 |
| Health | 5 |
| Pre-Law | 3 |
| Pre-Medical or Pre-Dental | 4 |
| Social Sciences | 3 |
| Technology | 3 |
| Undeclared | 2 |
| Total | 35 |

|  |  |
| --- | --- |
| GPA  | N |
| 0.0-0.5 | 1 |
| 2.01-2.5 | 1 |
| 2.51-3.0 | 8 |
| 3.01-3.5 | 15 |
| 3.51-4.0 | 17 |
| Total | 42 |

|  |  |
| --- | --- |
| Hours Completed (reported) | N |
| 0-15 | 38 |
| 16-30 | 3 |
| 46-60 | 1 |
| 76-90 | 1 |
| Total | 43 |

|  |  |
| --- | --- |
| Age (reported) | N |
| 18 | 23 |
| 19 | 18 |
| 20 | 1 |
| 22 | 1 |
| Total | 43 |

# Domain Means

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Critical Thinking Mean | Self Awareness Mean | Communication Mean | Diversity Mean | Citizenship Mean | Membership and Leadership Mean | Relationships Mean | Interdependence Mean |
| ISU Foundational Studies | 73.5 | 71.7 | 79.0 | 71.3 | 57.5 | 71.2 | 72.9 | 80.0 |
| National Means | 73.3 | 71.3 | 74.2 | 70.6 | 65.9 | 72.3 | 71.9 | 74.6 |
| Difference | 0.2 | 0.4 | 4.8 | 0.7 | -8.4 | -1.1 | 1.0 | 5.4 |



Individual Item Means and National Item Norms

The means for each item are presented in tables below along with the national norm for that item. This list represents the behaviors that students have reported and is one starting place to determine what to do with the data presented in this report.

Identify the two highest scoring items in each domain, determine where in the college experience students are learning these behaviors and celebrate these.

Identify the two lowest items in each domain and determine where in the college experience students should be learning these behaviors and identify interventions, programs, and events that will help students to participate in these behaviors more frequently. This list of the two lowest items is presented after all of the item scores and charts are listed.

Look closely at the list of list of all items on which students score low to see if there is a commonality. For many campuses and organizations most of these items cluster in the area of communication, and especially in the area of oral communication.

Look closely at your campus or organization mission statement and in light of your mission statement select five items on which your students score low. Develop specific programming efforts in these three to five areas.

# Critical Thinking

The UniLOA’s authors consider critical thinking to be an active process where students use skills of evaluating, analyzing, assessing, interpreting, questioning and restating a problem or challenge. Effective problem-solving is bolstered by the individual’s skill in applying critical thinking skills to their academic lives and their lived experience. A skilled critical thinker should be able to examine and understand the fundamental qualities of problems, collect and analyze critical data, draw appropriate interpretations and conclusions, examine broad-based problem-solving options and effectively communicate and implement appropriate solutions.

|  |  |  |  |
| --- | --- | --- | --- |
|  | ISU Founda-tional Studies | National Mean | Item |
| Item 1 | 74.2 | 74.9 | I rely on multiple kinds of information when I form an opinion. For example I look for a variety of facts and informed opinions before forming my own conclusion. |
| Item 8 | 77.2 | 76.0 | I can see what a problem is like from a different perspective. For example I anticipate different possible solutions and outcomes based on different perspectives. |
| Item 15 | 67.7 | 73.3 | I can analyze complicated problems by identifying the component parts and issues. For example I can plan an event or activity that takes into account resources, social and cultural differences, scheduling, and advertising. |
| Item 22 | 72.3 | 73.4 | I can tell when something is a belief, when something comes from science, and when something is logical. For example in class discussions, political debates, personal differences, and areas of conflict, I listen for these different perspectives. |
| Item 29 | 74.0 | 73.4 | I evaluate the credibility of sources and information. For example when I am using the Internet, or reading popular media, I know how to tell credible sources from questionable sources. |
| Item 36 | 72.1 | 72.1 | I identify valid and invalid arguments and can spot fallacies of deductive and inductive arguments. For example I see when someone has a problem with the logic and structure of their argument, or is confusing cause and effect, or is missing key pieces that are needed. |
| Item 43 | 70.2 | 71.9 | I identify the basic assumptions behind opinions and arguments. For example I can specify my assumptions and values that lead to my points of view or other people’s assumptions and values. |
| Item 50 | 80.7 | 75.1 | I understand basic statistics that I read or see in the media. For example when I see or read statistics I know what they mean and how they are being used to represent information appropriately or inappropriately. |
| Item 57 | 68.1 | 70.5 | I am good at describing things in class. For example I answer the teacher’s questions when we are reviewing material. |
| Item 64 | 78.8 | 76.9 | I know when someone is using misleading language. For example I can tell when a TV advertisement has used some ‘weasel words’ to try to confuse or mislead me. |



# Self-Awareness

Self awareness as a construct can be defined in multiple ways, but when those definitions are examined to identify common elements, consistency among the many definitions emerges. Self-awareness deals with awareness from the both internal and external perspectives. Those dual perspectives allow individuals to understand their place within the environment and to express behaviors and cognitions that compliment harmony between self and other. Self awareness is not a skill that is inherent within the human condition. To be sure, active self awareness comes only after conscious self-reflection comes to be a part of the lived experience.

|  |  |  |  |
| --- | --- | --- | --- |
|  | ISU Founda-tional Studies | National Mean |  |
| Item 2 | 56.3 | 52.4 | I list my personal goals for a class or activity. For example I list my learning goals for a class beyond the learning outcomes listed in the syllabus, as well as my goal for a grade. |
| Item 9 | 70.7 | 74.3 | I can express my personal goals to others. For example I have engaged in meaningful meetings with significant others to assist in establishing and clarifying goals and making a plan to accomplish those goals. |
| Item 16 | 73.7 | 74.0 | I am able to attach lived experience to emotional/affective response. For example I can manage the emotional response I experience and accept the comfort and discomfort they bring to me. |
| Item 23 | 68.8 | 72.8 | I can describe myself accurately. For example I have engaged in reflection with others and have sought their input to check the accuracy of my perceptions.  |
| Item 30 | 69.3 | 73.1 | I talk freely about my strengths and weaknesses. For example I have admitted to others when I cannot do something and have taken action to improve the skills that I found lacking.  |
| Item 37 | 74.2 | 72.3 | I have a career plan. For example I have a written and comprehensive career plan and understand how my daily activities compliment that plan in achieving my goals. |
| Item 44 | 74.5 | 76.1 | I can describe the skills that I have gotten from my education. For example I have identified skills and ability that I didn’t possess before going to school and I can tell others what they are. |
| Item 51 | 80.2 | 74.1 | I am aware of real results of decisions and the effectiveness of their implementation. For example my decisions usually involve thinking about the consequences of my actions for myself and for others around me. |
| Item 58 | 81.2 | 75.6 | I am self monitoring. For example I am constantly checking if I am where I want to be in my life and who I want to be.  |
| Item 65 | 69.3 | 74.4 | I am very organized in my work. For example I keep a “to do” list and use it. |



# Communications

In academic circles, there are many definitions of the construct “communication.” Yet, most contemporary definitions share common themes within them, including:

* An active process where one person conveys a message to another through a variety of forms, including speaking, writing, or other non verbal cues.
* Communication may be intentional or unintentional
* That different levels of communication exist depending on the relationship between the sender and the receiver
* That it provides a means by which needs can be expressed from one person to another
* That communication attempts to in some way impact the behavior of the “other”

Our effectiveness in communicating with others requires an understanding of the environment, relationship to the other and how effective the symbols chosen for the expression of needs, wants, or perspective are in affecting behaviors.

|  |  |  |  |
| --- | --- | --- | --- |
|  | ISU Founda-tional Studies | National Mean |  |
| Item 3 | 76.5 | 75.0 | My presentations in classes are concise, precise, and persuasive. For example they are always within the time limit and don’t wander off the point and I typically get an A on my presentations. |
| Item 10 | 77.0 | 75.0 | I use my best active listening skills. For example at parties and in class I use active listening and check with others to make sure I have heard them appropriately. |
| Item 11 | 83.7 | 78.7 | I adjust my communication skills to whatever setting I am in. For example I use different kinds of skills in class than I do during informal situations. |
| Item 12 | 81.2 | 74.4 | I use technical terms and jargon as appropriate. For example I adjust the level of my communication to my audience, I don’t communicate the same with professors as I do with first year students on campus. |
| Item 13 | 82.1 | 69.9 | I make sure that when I am talking with someone I change my communication style to be consistent with their world view. For example when speaking to someone who is devoutly religious I take that into account when I speak with them. |
| Item 14 | 81.6 | 78.6 | I use correct grammar when appropriate in speaking with others. For example when speaking in class or to professors I use correct ‘standard English’ even though I may use dialect and slang with my friends. |
| Item 15 | 73.5 | 73.2 | My oral presentations are well structured. For example I spend a lot of time organizing what I am going to say, and even map out or outline my presentation. |
| Item 16 | 85.1 | 78.0 | I use supporting material for my presentations and papers. For example I rely on reliable sources and references to help me make my points. |
| Item 17 | 75.6 | 72.4 | I ‘self disclose’ appropriately in conversation or in class. For example I share my genuine thoughts, feelings, and personal experiences as needed, but not too much so. |
| Item 18 | 73.3 | 73.4 | I know what others think about my communication style. For example I listen when others tell me how I come across to them. |



# Diversity

Diversity is an area of interest within higher education as it reflects an individual’s understanding and appreciation of “differences.” Those differences include such things as the recognition of values held by different people, cultures, ethnicity, politics, religion, gender, age, sexual orientation and a host of others. The understanding and appreciation of difference is necessary to establish and maintain pluralism in a way that will be complimentary to such things as social responsibility, cohesion and advancement of social structures, the bolstering of individual and group identity, equality and respect.

But diversity goes beyond mere acceptance of difference, which in many cases may be mere tolerance. Indeed, moving beyond simple tolerance allows individual members of a social group the capacity to appreciate the positive contribution different people can make to the collective good of that social group, whether limited to small groups of individuals or on a global scale.

|  |  |  |  |
| --- | --- | --- | --- |
|  | ISU Founda-tional Studies | National Mean |  |
| Item 4 | 62.8 | 70.5 | I have personal relationships with several people who are ethnically different from me. For example I have several African-American or European-American friends. |
| Item 11 | 80.9 | 73.6 | In a class or among my friends I will advocate for diversity and social justice. For example I make sure that everyone is treated the same way. |
| Item 18 | 68.4 | 68.5 | I take the time to see things from a different gender, ethnic, or social class perspective. For example in class assignments I will use a perspective different from my own to help strengthen the paper. |
| Item 25 | 68.4 | 66.4 | I can tell anyone what diversity is. For example I have a ‘standard answer’ when someone asks me about diversity. |
| Item 32 | 68.6 | 68.9 | I talk with other people who are different than me about our differences. For example I will talk with someone who is ethnically different from me to try to understand the world from their point of view. |
| Item 39 | 73.3 | 70.5 | I act on the values of diversity and social justice. For example I work with an organization or with my church to help others. |
| Item 46 | 70.0 | 69.7 | I go beyond simple diversity to act and think more complexly. For example I work hard to include many types of differences such as gender, ethnicity, social class, morals, and personality when I form opinions or work with other people in class or hang out with my friends. |
| Item 53 | 85.1 | 77.2 | I value differences between people as part of the overall human experience. For example I know that we are not a melting pot where people who are different can come to be seen as ‘all the same’. I know that people are different and that these differences are important. |
| Item 60 | 72.1 | 75.9 | I see myself as a member in multiple communities. For example I see myself as a member of a club, an organization, a social group, a family or origin, a local community, a state, a nation, etc. all at the same time. |
| Item 67 | 63.7 | 69.4 | I behave in such a way to offset my inherent gender, ethnic and social class bias. For example I work hard to see things from other gender, ethnic, or social class points of view. |



# Citizenship

Citizenship entails an understanding of one’s membership in a variety of “groups,” from the campus community to the global level, and a demonstrated commitment through behaviors that reflect active participation within those groups. Knowledge of the various rights, privileges and associated duties of citizenship are things in which students should be actively engaged; whether those are of a political, social, or legal nature.

|  |  |  |  |
| --- | --- | --- | --- |
|  | ISU Founda-tional Studies | National Mean |  |
| Item 5 | 65.6 | 67.1 | I spend time researching candidates before I vote. For example I will read some independent sources about more than one presidential candidate before making up my mind. |
| Item 12 | 50.7 | 65.7 | I am serious about voting. For example I actively access the media to learn about and to address questions about a candidate’s platform, beliefs, and values. |
| Item 19 | 63.7 | 65.2 | I am informed of current events. For example I regularly read, listen, or watch various media to remain current in my knowledge of local, regional, national and international events. |
| Item 26 | 47.9 | 70.9 | I vote. For example I am registered and vote in campus, local, state and national elections. |
| Item 33 | 59.8 | 63.0 | I know about current issues within the community. For example I know what the hot political and social issues are in my town. |
| Item 40 | 53.7 | 63.5 | I contribute financially to causes I believe in. For example I make financial donations to charities, organizations, and causes. |
| Item 47 | 55.1 | 65.4 | I can identify good political leaders. For example I am able to report to others the values, voting records, platform and political philosophy held by political leaders and understand how these compliment or contrast to those of the community. |
| Item 54 | 37.2 | 56.1 | I engage in the political process through voicing viewpoints. For example I write letters to the editor, engage in debate with others, or contact political leaders to voice my opinion. |
| Item 61 | 70.9 | 71.3 | I empower those around me. For example I actively seek the opinions of others and assess them in contrast to my own and am able to withhold judgment of the other person |
| Item 68 | 70.5 | 71.3 | I am active in organizations related to professional and personal interests without overextending my commitments. For example I belong to professional and hobby clubs and groups. |



# Membership and Leadership

An understanding of the various types of relationships a student will experience is necessary as they identify with groups, whether those groups are formal or informal. Within formal groups, individuals should recognize how they can contribute and be active in their participation, whether that participation is the holding of a recognized office with prescribed duties, or a member that contributes to the common good through active participation that supports growth and development of the collective body.

|  |  |  |  |
| --- | --- | --- | --- |
|  | ISU Founda-tional Studies | National Mean |  |
| Item 6 | 74.0 | 74.6 | I know when and where skills and talents can most benefit the larger group. For example I look for and actively participate in groups or work teams based on my skills and abilities. |
| Item 13 | 77.4 | 75.9 | I am a role model for others. For example I am aware of how others see me and I act in ways that provide a positive example for others to follow. |
| Item 20 | 64.7 | 71.1 | I have polished communication skills for influencing others. For example I have learned effective ways to influence others and have observed situations where others have changed their minds based on my influences. |
| Item 27 | 64.7 | 72.2 | I use good skills in confronting others. For example I share my observations of another person in a constructive and non-threatening way to influence changes in their behavior. |
| Item 34 | 69.8 | 71.3 | I know how to effectively run an organization, group, or club. For example I use my skills of influencing others to help conduct the business of organizations I belong to. |
| Item 41 | 70.7 | 69.8 | I engage in constructive dialog rather than arguments. For example when I confront others I focus on minimizing a negative emotional response from people I’m confronting. |
| Item 48 | 76.5 | 74.6 | I can describe the common factors in both leadership and membership. For example I can use this knowledge in a way that makes me effective as either a leader or a member. |
| Item 55 | 73.5 | 73.2 | I balance my needs and the group’s needs so that neither is neglected. For example sometimes I will give up what I want or need so that the group will succeed. |
| Item 62 | 72.3 | 73.0 | I take risks to accomplish a goal or to get the job done. For example I don’t fear failure in such as way that I won’t act and I will try new ways of doing things. |
| Item 69 | 68.8 | 72.6 | I actively seek leadership opportunities in areas that are important to me or in which I have expertise. For example I seek to be a leader in the groups I belong to. |



# Relationships

Interacting with others can be on a variety of levels including social, professional, intimate or others. An individual’s ability to influence others, to contribute to the meeting of self needs as well as the needs of others and to form individual identity as a result requires active management. The ability to effectively manage the “connectedness” between self and others allows individuals to be more productive to their own internal growth and development as well as to positively contribute to the growth and development of others.

|  |  |  |  |
| --- | --- | --- | --- |
|  | ISU Founda-tional Studies | National Mean |  |
| Item 7 | 87.0 | 79.1 | I balance keeping personal, social, and professional relationships healthy with the rest of my life. For example I spend time on relationships and still get my school work done. |
| Item 14 | 74.4 | 73.9 | I understand and improve my self-expression in relationship management. For example I am able to express my thoughts and feelings with others consistent with the situations I share with them. |
| Item 21 | 62.6 | 67.0 | I use effective networking skills. For example I go out of my comfort zone to introduce myself to and establish and maintain an appropriate relationship with others, such as my professors and supervisors. |
| Item 28 | 75.1 | 68.3 | I take an active part in class discussions. For example I engage in discussions with others who are different than me and make new friends and acquaintances outside my own “circle." |
| Item 35 | 70.0 | 70.5 | I foster cooperation rather than competition. For example I am not always trying to “win” at relationships. |
| Item 42 | 69.3 | 72.2 | I actively engage in relationship development and management with a wide variety of “others”. For example I work on my relationships with peers, faculty, supervisors, etc. |
| Item 49 | 76.0 | 75.2 | I am confident in establishing a presence in dealing with others in the work place. For example I share my observations of others in an effective way to assure they know what my feelings are, without being overbearing with them. |
| Item 56 | 70.2 | 72.2 | I can confront other people in a constructive way. For example when I have a disagreement with someone or don’t agree with what they say or do I can constructively bring this problem out into the open. |
| Item 63 | 70.2 | 72.2 | I don’t shy away from a relationship that may be hard. For example if I think a relationship might cause some problems for me or be challenging or me I don’t back off because I know that I will really learn something in this relationship. |
| Item 70 | 73.7 | 73.2 | I know how my gender, ethnicity, social class, and personality affect my relationships. For example when my relationships have problems I think through how my gender, ethnicity, social class, or personality might be affecting the relationship. |



# Interdependence

Relationships between and among peers constitutes interdependence. This scale was derived empirically based on factor analysis and the high reliability is evidence of an important and coherent scale.

|  |  |  |  |
| --- | --- | --- | --- |
|  | ISU Founda-tional Studies | National Mean |  |
| Item 7 | 87.0 | 79.1 | I balance keeping personal, social, and professional relationships healthy with the rest of my life. For example I spend time on relationships and still get my school work done. |
| Item 8 | 77.2 | 76.0 | I can see what a problem is like from a different perspective. For example I anticipate different possible solutions and outcomes based on different perspectives. |
| Item 10 | 77.0 | 75.0 | I use my best active listening skills. For example at parties and in class I use active listening and check with others to make sure I have heard them appropriately. |
| Item 11 | 80.9 | 73.6 | In a class or among my friends I will advocate for diversity and social justice. For example I make sure that everyone is treated the same way. |
| Item 14 | 74.4 | 73.9 | I understand and improve my self-expression in relationship management. For example I am able to express my thoughts and feelings with others consistent with the situations I share with them. |
| Item 17 | 83.7 | 78.7 | I adjust my communication skills to whatever setting I am in. For example I use different kinds of skills in class than I do during informal situations. |
| Item 24 | 81.2 | 74.4 | I use technical terms and jargon as appropriate. For example I adjust the level of my communication to my audience, I don’t communicate the same with professors as I do with first year students on campus. |
| Item 30 | 69.3 | 73.1 | I talk freely about my strengths and weaknesses. For example I have admitted to others when I cannot do something and have taken action to improve the skills that I found lacking. |
| Item 31 | 82.1 | 69.9 | I make sure that when I am talking with someone I change my communication style to be consistent with their world view. For example when speaking to someone who is devoutly religious I take that into account when I speak with them. |
| Item 38 | 81.6 | 78.6 | I use correct grammar when appropriate in speaking with others. For example when speaking in class or to professors I use correct ‘standard English’ even though I may use dialect and slang with my friends. |
| Item 51 | 80.2 | 74.1 | I am aware of real results of decisions and the effectiveness of their implementation. For example my decisions usually involve thinking about the consequences of my actions for myself and for others around me. |
| Item 52 | 85.1 | 78.0 | I use supporting material for my presentations and papers. For example I rely on reliable sources and references to help me make my points. |
| Item 53 | 85.1 | 77.2 | I value differences between people as part of the overall human experience. For example I know that we are not a melting pot where people who are different can come to be seen as ‘all the same’. I know that people are different and that these differences are important.  |
| Item 55 | 73.5 | 73.2 | I balance my needs and the group’s needs so that neither is neglected. For example sometimes I will give up what I want or need so that the group will succeed. |
| Item 58 | 81.2 | 75.6 | I am self monitoring. For example I am constantly checking if I am where I want to be in my life and who I want to be. |



# Domain Means by Gender

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Critical Thinking  | Self Awareness  | Communication  | Diversity  | Citizenship  | Membership and Leadership  | Relationships  | Interdependence  |
| ISU Foundational Studies Male | 76.9 | 64.8 | 74.8 | 67.5 | 56.9 | 69.1 | 71.1 | 75.5 |
| MaleMean | 74.4 | 69.8 | 73.0 | 70.1 | 67.4 | 72.2 | 71.0 | 73.4 |
| ISU Foundational Studies Female | 71.9 | 75.0 | 81.0 | 73.2 | 57.8 | 72.2 | 73.7 | 82.2 |
| FemaleMean | 73.6 | 73.3 | 76.3 | 71.7 | 65.2 | 73.4 | 73.3 | 76.9 |
| MaleMean Difference | 2.5 | -5.0 | 1.7 | -2.6 | -10.4 | -3.0 | 0.1 | 2.1 |
| FemaleMean Difference | -1.7 | 1.6 | 4.7 | 1.4 | -7.4 | -1.1 | 0.4 | 5.3 |



#

# Domain Means by GPA

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| GPA | Critical Thinking  | Self Awareness  | Communication  | Diversity  | Citizenship  | Membership and Leadership  | Relationships  | Interdependence  |
| 2.51-3.0 | 71.8 | 67.0 | 70.3 | 66.0 | 53.1 | 71.1 | 71.9 | 74.5 |
| 3.01-3.5 | 73.7 | 68.5 | 79.1 | 71.7 | 57.6 | 66.7 | 72.3 | 79.7 |
| 3.51-4.0 | 73.9 | 76.8 | 83.4 | 73.4 | 60.4 | 75.5 | 74.7 | 83.1 |

|  |  |
| --- | --- |
| GPA | N |
| 0.0-0.5 | 1 |
| 2.01-2.5 | 1 |
| 2.51-3.0 | 8 |
| 3.01-3.5 | 15 |
| 3.51-4.0 | 17 |
| Total | 42 |



# Domain Means by Number of Organizational Memberships

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Number of Organizational Memberships | Critical Thinking  | Self Awareness  | Communication  | Diversity  | Citizenship  | Membership and Leadership  | Relationships  | Interdependence  |
| 0 | 74.2 | 69.0 | 77.1 | 71.6 | 57.0 | 70.7 | 72.1 | 79.6 |
| 1 | 71.5 | 78.8 | 83.8 | 73.0 | 52.5 | 72.0 | 69.3 | 81.9 |
| 2 | 73.7 | 75.2 | 78.0 | 68.7 | 64.3 | 75.8 | 75.0 | 79.0 |
| Grand Total | 73.8 | 71.0 | 77.9 | 71.3 | 57.7 | 71.7 | 72.3 | 79.7 |

|  |  |
| --- | --- |
| Number of Organizational Memberships | N |
| 0 | 28 |
| 1 | 4 |
| 2 | 6 |
| 3 | 1 |
| 4 | 2 |
| 5 | 2 |
| Grand Total | 43 |



# Domains by Number of Volunteer Hours Served

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hours per week of Volunteer Activity | Critical Thinking  | Self Awareness  | Communication  | Diversity  | Citizenship  | Membership and Leadership  | Relationships  | Interdependence  |
| 1 | 70.4 | 70.4 | 76.0 | 68.5 | 51.0 | 68.2 | 71.0 | 78.9 |
| 2 | 74.3 | 77.0 | 83.7 | 75.8 | 65.3 | 76.3 | 79.5 | 84.2 |
| 3 | 77.8 | 64.6 | 75.0 | 68.8 | 67.0 | 73.9 | 69.0 | 75.5 |
| Grand Total | 72.9 | 70.0 | 77.1 | 69.8 | 57.4 | 71.0 | 71.9 | 78.9 |

|  |  |
| --- | --- |
| Hours per week of Volunteer Activity | N |
| 1 | 21 |
| 2 | 6 |
| 3 | 9 |
| 4 | 1 |
| 5 | 1 |
| 6 | 2 |
| Over 9 | 3 |
| Grand Total | 43 |



# Domain Means by Hours per Week of Study

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Hours per week of Study | Critical Thinking | Self Awareness | Communication | Diversity | Citizenship | Membership and Leadership | Relationships | Interdependence |
| 2 or less | 70.0 | 63.0 | 72.8 | 67.0 | 49.5 | 62.0 | 66.5 | 73.9 |
| 4 | 76.0 | 68.6 | 73.8 | 68.0 | 57.4 | 71.8 | 75.8 | 77.6 |
| 6 | 74.5 | 69.5 | 79.4 | 72.3 | 55.8 | 70.1 | 74.4 | 81.0 |
| 8 | 73.2 | 71.4 | 78.1 | 72.9 | 63.1 | 69.4 | 72.9 | 80.0 |
| 10 | 69.4 | 76.2 | 78.8 | 70.8 | 56.0 | 65.6 | 67.4 | 79.5 |
| 12 | 74.0 | 74.7 | 81.7 | 75.0 | 53.7 | 77.7 | 78.7 | 82.0 |
| 14 | 79.5 | 79.0 | 88.0 | 78.5 | 63.5 | 77.0 | 79.5 | 87.7 |
| Grand Total | 73.4 | 71.0 | 78.1 | 71.6 | 57.4 | 69.7 | 73.0 | 79.7 |

|  |  |
| --- | --- |
| Hours per week of Study | N |
| 2 or less | 4 |
| 4 | 5 |
| 6 | 8 |
| 8 | 9 |
| 10 | 5 |
| 12 | 3 |
| 14 | 2 |
| 16 | 2 |
| Over 18 | 5 |
| Grand Total | 43 |



# Domain Means by Ethnicity

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Ethnicity | Critical Thinking  | Self Awareness  | Communication  | Diversity  | Citizenship  | Membership and Leadership  | Relationships  | Interdependence  |
| European-American | 74.8 | 70.7 | 79.5 | 70.7 | 56.8 | 70.4 | 70.2 | 79.6 |
| African-American | 73.7 | 71.8 | 78.9 | 76.6 | 59.0 | 70.9 | 75.4 | 80.3 |
| Grand Total | 74.4 | 71.0 | 79.3 | 72.5 | 57.5 | 70.5 | 71.8 | 79.8 |

|  |  |
| --- | --- |
| **Ethnicity** | **N**  |
| European-American | 20 |
| African-American | 9 |
| Other | 14 |
| **Grand Total** | **43** |



# Domain Means by Major

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Major | Critical Thinking  | Self Awareness  | Communication  | Diversity  | Citizenship  | Membership and Leadership  | Relationships  | Interdependence  |
| Business | 73.3 | 72.6 | 80.1 | 71.6 | 56.4 | 66.6 | 73.2 | 80.2 |
| Education | 77.7 | 63.3 | 79.3 | 68.3 | 56.7 | 68.0 | 64.3 | 79.2 |
| Health | 73.8 | 71.2 | 78.2 | 73.6 | 67.8 | 78.6 | 76.2 | 78.7 |
| Pre-Law | 77.0 | 81.3 | 81.3 | 75.0 | 59.3 | 84.7 | 83.0 | 84.3 |
| Pre-Medical or Pre-Dental | 76.0 | 80.3 | 86.3 | 72.3 | 56.8 | 80.3 | 77.5 | 83.7 |
| Social Sciences | 70.3 | 70.3 | 78.0 | 65.7 | 53.3 | 62.3 | 66.0 | 80.5 |
| Technology | 76.7 | 79.3 | 79.0 | 83.7 | 62.7 | 74.0 | 75.7 | 82.9 |
| Undeclared | 68.5 | 58.0 | 77.0 | 75.0 | 49.5 | 73.0 | 68.0 | 78.0 |
| Grand Total | 74.2 | 72.8 | 80.1 | 72.8 | 58.4 | 72.7 | 73.5 | 80.8 |

|  |  |
| --- | --- |
| Major | N |
| Business | 9 |
| Education | 3 |
| Engineering | 2 |
| General Studies | 1 |
| Health | 5 |
| Pre-Law | 3 |
| Pre-Medical or Pre-Dental | 4 |
| Social Sciences | 3 |
| Technology | 3 |
| Undeclared | 2 |
| Grand Total | 35 |



# Appendix

Students who had apparent patterns in their answers (1 2 3 4 5, or 10 10 10 10 e.g.) and students with a large number of unanswered items were omitted from this analysis.

All blank items were coded with a 7, which is close to the overall item mean.

Results are reported against the UniLOA National Database, which is composed of all responses to the UniLOA received by the Center for Learning Outcomes Assessment, Inc.

An intentional analysis protocol was followed beginning with the reporting of overall domain scores contrasted with the mean of all student responses housed in the UniLOA National Database. Mean domain scores are computed by equal weighting of all questions pertaining to their particular domain. An overall UniLOA Index Score is computed by equally weighting of all domain scores. Future analysis of the data housed in the National Database will include regression studies to compute an equation that will more accurately reflect the contribution of each domain score to the Index score.