

Community Orientation 2004

National Survey of Student Engagement (NSSE) Results

Report prepared: June 2004

Learning Outcome

Through General Education Core courses in Service Learning (Core 305) and other curricular and co-curricular activities students will become community oriented and express future intentions for community service.

Method

The NSSE items below deal with community service and civic engagement in and outside of class. Among the respondents, traditional students compose 65% of the freshmen and 13% of the seniors.

Findings

- Seniors and freshmen report similar and relatively low levels of community and civic engagement in and outside of classes.
- While freshmen show comparable levels of community and civic engagement to the national norms, seniors report lower levels of engagement to their respective national norms.
- Both groups report somewhat low but similar levels of ULV's contribution to their personal development of civic engagement and community service. Also, for both groups such contribution is comparable to their respective national norms.

Action recommendation

- Re-evaluate the effectiveness of the service learning General Education requirement
- Encourage academic departments to consider requiring fieldwork and community projects in the majors

Dissemination and Action Planning

During the 2006-2007 academic year this information will be shared during luncheon meetings with stakeholder, such as students, faculty who teach the Core 305 classes, and other faculty to generate action plans. Also, engage the supervisors of Core 305 service sites in clarifying the goals of the University's mission concerning community orientation an service learning.

Table 1
 NSSE (04) Comparison of ULV Freshman and Senior Scores to Doctoral Intensive Universities
 on **General Mission: Community Orientation** items.

	Freshman		Seniors	
	ULV (n=84)	Doctoral Int	ULV (n=98)	Doctoral Int
	mean	mean	mean	mean
1j. In your experience at your institution during the current school year, about how often have you: <i>Tutored or taught other students (paid or voluntary)?</i> (1=Never, 4=Very Often)	1.54	1.65	1.59	1.84**
1k. In your experience at your institution during the current school year, about how often have you: <i>Participated in a community-based project (e.g. service learning) as part of a regular course?</i> (1=Never, 4=Very Often)	1.33	1.45	1.46	1.67*
7b. Which of the following have you done or do you plan to do before you graduate from your institution: <i>Community service or volunteer work?</i> (4=Have Not Decided, 1=Done)	.29	.31	.32	.54***
7c. Which of the following have you done or do you plan to do before you graduate from your institution: <i>Participate in a learning community or some other</i>	.10	.41	.15	.22

formal program where groups of students take two or more classes together?

(4=Have Not Decided, 1=Done)

11i.	To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in: <i>Voting in local, state, or national elections?</i> (1=Very Little, 4=Very Much)	1.87	1.79	1.84	1.67
11o.	To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in: <i>Contributing to the welfare of your community?</i> (1=Very Little, 4=Very Much)	2.30	2.14	2.30	2.24

Asterisk Under ULV indicates significant difference between the two ULV samples, and under Doctoral Intensive indicates significant difference between the ULV sample and the Doctoral Intensive norms.

* <.05

** <.01

*** <.001