

Sustainability 2003

ACT Senior Exit Survey

Report Prepared: July 2005

Learning Outcome

Through the General Education Core 340: Sustainable Planet courses, and other curricular and co-curricular activities students will develop an understanding and awareness of environmental issues and act to promote sustainability.

Method

The ACT Senior Exit Survey was administered to samples of Freshman Entry and Transfer Entry students in 2003 who were registered in Senior Seminar classes at the main campus and at off campus sites.

Items in the original ACT form dealing with sustainability were identified and analyzed. These were the same items identified for assessment purposes in the 1998 administration of the ACT Senior Exit Survey.

Findings

Table 1 summarizes the responses of freshman entry and transfer entry students from the ACT 2004 Senior Exit Survey.

Compared to national private university norms slightly more ULV students consider it important to learn about principles of conservation and improving the global environment. Similarly, noticeably more students report making progress at ULV in learning about conservation principles and improving the global environment. However, only about one-half of the students at ULV endorse the importance of learning such principles and as many report making progress in these areas at ULV.

Comparable to the national private norms, only about one-half of ULV students report courses outside of their major increasing their knowledge of the earth and its resources.

Compared to the 1998 ACT responses (Table 2), there appears to be no noticeable change in considering it important to learn about principles of conservation and improving the global environment. However, there is a slight increase in the number of students who report making progress in learning about these principles at ULV.

Action recommendations

Encourage faculty to revise their course syllabi to include sustainability related content where it is appropriate in courses as they pertain to their respective disciplines such as business, economics, sociology, psychology, public administration, art, literature, etc.

Table 1

Percentage of responses of ULV Seniors (02-03) on items related to **Sustainability** at ULV by **entry status**, compared to the ACT norms of national private universities

ACT Items	ULV Freshman Entry n=53	ULV Transfer Entry n=197	National Privates
23. Learning principles for conserving and improving the global environment			
(Importance: Very Great/Great) (II-A23)	57	57	47
(Progress: Very Much/Much) (II-A23)	46	50	30
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B5. Required courses <i>outside</i> my area of specialization helped me...increase my knowledge of the earth and its physical and biological resources			
(Strongly Agree/Agree) (II-B5)	52	56	46

Table 2

Percentage of ULV Seniors (97-98) reporting a **sustainable planet** perspective at ULV, compared to the ACT norms of national private universities.

ACT Items	ULV Trad Undergrad N=134	Fresh Entry n=73	Trans Entry n=57	CAPA n=85	SCE n=106	National Privates
1. Learning principles for conserving and improving the global environment (II-A23)						
Importance of such learning (Very Great/Great)	48	51	47	39	39	55
Progress made at ULV (Very Much/Much)	32	36	30	65	22	31
2. Required courses outside my major helped increase my knowledge of the earth and its physical and biological resources (Strong Agree/Agree) (II-B5)						
	49	45	54	65	54	52