

Value Orientation 1999

General Assessment Report

Summary

Outcome

Through academic and co-curricular experiences students at the University of La Verne will question, explore, and nurture their personal values, philosophy, and spiritual beliefs.

Faculty and Personnel involved

The faculty, students and administrators involved in the assessment of this outcome were those who were involved in the senior exit survey.

Methods and Procedures

Up to this point in time the formal procedure used to assess value orientation was the exit survey using the ACT College Outcomes Survey.

Results

1. Overall, the reported contribution of ULV to explorations of values and spiritual issues were low, not exceeding 57%, which is consistent with national norms for private colleges.
2. All subgroups reported relatively high impact of their ULV experience in relation to learning to be adaptable, tolerant and willing to negotiate, and clarifying personal values.
3. Freshmen entries appeared to be impacted differently than transfers, and so were the traditional compared to non-traditional students.

Actions for Program Improvement

So far no formal action has been taken to address these issues. However, possible action recommendations include:

- a) Involving campus ministries as well as the Philosophy and Religion Department in further assessment efforts.
- b) Addressing values orientation more specifically in the context of the General Education Core course on Values and Critical thinking, as well as in ethics courses across the curriculum.

Value Orientation

Outcome

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Faculty and Personnel Involved

The faculty, students, and administrators involved in the assessment of this outcome were those who were involved in the senior exit survey.

Methods and Procedures

Up to this point in time the formal procedure used to assess value orientation was the senior exit survey using the ACT College Outcome Survey. It was administered during the 1997-1998 academic year. The ACT College Outcomes Survey has nine questions that deal with values and spiritual issues. These nine questions, and the responses of the different subgroup are attached to this sections. The different subgroups are traditional age students as freshmen and transfer entries, as well as on and off campus adult students. Responses are compare to national privates.

Results

Overall, the reported college contribution to explorations of values and spiritual issues was quite low. Great/very great ratings of contribution did not accede 57% on any of the nine questions. This pattern of low ratings was also generally true for national privates. Also, the level of reported contributions on individual items at ULV were similar to the national privates. However, there were some variations between the subgroups at ULV.

More freshmen entries compared to transfers said that college contributed to their understanding of religious values other than their own, developing

moral principles to guide actions and decisions, and developing religious values. However, more transfers than freshmen entries reported that the college contributed to their seeking and conveying the spirit of truth.

More traditional age students compare to returning adults reported college contribution to understanding religious values different from their own, developing moral principles to guide actions and decisions, and taking responsibility for own actions.

All groups reported at relatively high and comparable levels that the college contributed to learning to be adaptable, tolerant and willing to negotiate, and clarifying personal values.

Dissemination and Dialogue

These results have not been the subject of formal opportunities for dialogue yet. However, there are various constituencies on the campus that could address the issues raised by these data.

Conclusions and Recommendations

It is possible that the relatively low overall reported contribution of the College to values and spiritual issues is due to the fact that students arrive at ULV with their values and spirituality well established. However, about one out of two or three students do report great or very great impact of the College on values, and slightly more freshmen entries tend to report such impact on some issues.

The assessment of the value orientation outcome should receive increased attention in the next several years as the institutional assessment efforts of educational outcomes continue.

Several recommendations about data collection and dissemination may be made at this point:

1. Involve the Protestant and Catholic campus ministers, as well as the Department of Philosophy and Religion in the further assessment efforts, and the dissemination of results concerning values orientation.

2. Use focus groups in the next phase of the assessment effort.
3. Use course embedded material from appropriate courses across the curriculum, including discipline specific ethics courses, to assess value orientation.

Actions for Program Improvement

So far no particular action has been taken to improve academic programs based on these results.

Table 1
 Percentage of ULV Seniors (97-98) indicating contribution of ULV to their **value orientation**, 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	NationalPr ivates
1. College contributed to learning to be adaptable, tolerant and willing to negotiate (Very Great/Great) (II-D8)	50	54	46	50	60	44
2. College contributed to seeking and conveying the spirit of truth (Very Great/Great) (II-D9)	40	36	45	41	32	41
3. College contributed to becoming sensitive to moral injustice and ways of avoiding or correcting them (Very Great/Great) (II-D15)	53	51	54	45	46	39
4. College contributed to understanding religious values that differ from my own (Very Great/Great) (II-D16)	42	48	34	29	22	40
5. College contributed to taking responsibility for my own behavior (Very Great/Great) (II-D17)	57	55	50	40	37	49
6. College contributed to learning how to become a more responsible family member (Very Great/Great) (II-D18)	33	32	33	24	26	33
7. College contributed to clarifying my personal values (Very Great/Great) (II-D19)	46	46	43	41	32	41

ACT Items	ULV Trad Undergrad	Fresh Entry	Trans Entry	CAPA	SCE	NationalPrivates
8. College contributed to developing moral principles to guide my actions and decisions (Very Great/Great) (II-D23)	47	53	41	33	32	41
9. College contributed to developing my religious values (Very Great/Great) (II-D33)	17	25	7	9	16	35