

# VALUE ORIENTATION 2003

## ACT Senior Exit Survey Results

**Report prepared: June, 2005**

### **Learning 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

### **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 dealing with value orientation were identified and analyzed. These were the same items identified for assessment purposes in the 1999 report of the ACT Senior Exit Survey.

In this report, unlike the 1999 report, ratings of personal growth experienced by the students as well as university's contribution to this growth are reported.

### **Findings**

Generally speaking, ULV responses tended to be somewhat more favorable than the comparison group of National Privates.

Although, there were some differences between transfer (Off-campus and on-campus combined) and freshman entry students, the pattern of discrepancies between ULV's contribution and their growth or perceived importance were quite similar. However, the discrepancies appear to be more prominent among the Freshman Entry students. The entire list of value orientation items is presented below.

Overall, about two-thirds of the students report experiencing much growth in understanding and clarifying moral issues, understanding religious values and learning to be adaptable and tolerant. However, less than one-half of the students report much contribution by the university in these areas of growth, especial true in the areas of developing personal religious values and becoming a more responsible family member. This may be true partially because student may come to the university with already high levels of value orientations in these areas, and therefore experience little additional growth.

The findings indicate that ULV could better contribute to student growth in the following areas:

1. Seeking and conveying the spirit of truth, especially the Freshman Entry students.
2. Clarifying personal values
3. Becoming more responsible family members

**Action Recommendations**

1. Faculty teaching Freshman Entry students should evaluate the way they convey the spirit of inquiry and truth seeking in various areas of learning.
2. Create co-curricular experiences and opportunities in the Core 300: Values and Critical Thinking class for students to explore personal values and their role as family members.

**Dissemination and Action planning**

During the 2006-2007 academic year share this information with faculty, students and student affairs officers to develop action plans.

Table 1

Percentage of responses of ULV Seniors (02-03) on items related to **Value Orientation** 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=196	National Privates
<b>8. Learning to be adaptable, tolerant, and willing to negotiate</b>			
(Personal Growth: Very Much/Much) (II-D8)	62	71	62
(College Contribution: Very Great/Great) (II-D8)	45	55	45
<b>9. Seeking and conveying the spirit of truth</b>			
(Personal Growth: Very Much/Much) (II-D9)	74	69	60
(College Contribution: Very Great/Great) (II-D9)	34	47	42
<b>15. Becoming sensitive to moral injustices and ways of avoiding or correcting them</b>			
(Personal Growth: Very Much/Much) (II-D15)	66	67	55
(College Contribution: Very Great/Great) (II-D15)	49	54	39
<b>16. Understanding religious values that differ from my own</b>			
(Personal Growth: Very Much/Much) (II-D16)	61	64	53
(College Contribution: Very Great/Great) (II-D16)	42	50	40
<b>17. Taking responsibility for my own behavior</b>			
(Personal Growth: Very Much/Much) (II-D17)	73	78	71
(College Contribution: Very Great/Great) (II-D17)	47	52	47
<b>18. Learning how to become a more responsible family member</b>			
(Personal Growth: Very Much/Much) (II-D18)	71	67	62
(College Contribution: Very Great/Great) (II-D18)	28	38	34
<b>19. Clarifying my personal values</b>			
(Personal Growth: Very Much/Much) (II-D19)	81	73	68
(College Contribution: Very Great/Great) (II-D19)	43	48	42
<b>23. Developing moral principles to guide my actions and</b>			

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decisions

(Personal Growth: Very Much/Much) (II-D23)	76	71	63
(College Contribution: Very Great/Great) (II-D23)	45	48	42

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33. Developing my religious values

(Personal Growth: Very Much/Much) (II-D23)	38	52	49
(College Contribution: Very Great/Great) (II-D23)	19	28	32