

College Senior Survey Analysis: Spring 2007

MISSION & VALUES

October 2008

Working Report No. 2

Presented by

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Purpose

The fundamental goal of the College Senior Survey (CSS) analysis is to ensure that findings are disseminated and discussed among different constituencies and stakeholders to generate action recommendations and to enhance the University of La Verne experience for future generations of our students. This report summarizes major findings related to the **mission elements** of the University of La Verne: Values orientation, community and diversity, sustainability, lifelong learning, and community service.

Procedure

In Spring 2007, all seniors taking their 499 or 495 senior project courses were asked to complete the College Senior Survey, developed and processed by Higher Education Research Institute (HERI). The survey asked students about their views on their academic experience at the University of La Verne, their lives on and off campus, and their future plans. A total of 309 seniors (52.4%) responded to the survey. Among them, 111 respondents reported that they started in the University of La Verne as main campus freshmen, 43 as main campus transfers, 59 as CAPA students, and 31 as RCA transfers.

Four self-identified student groups are used for internal comparisons: Student who entered University of La Verne as (a) main campus freshman (MC-Fresh), (b) main campus transfers (MC-Trans), (c) CAPA (College Accelerated Program for Adults) students, and (d) RCA (Regional Campus Administration) students (RCA). For external comparisons, the overall results of all private four-year colleges and universities that participated in CSS are used. However, for the questions and items designed by the University of La Verne, external comparisons are not available.

Findings

The following graphs summarize the findings with observations that highlight the salient elements for attention and discussion.

Note:

This report is the second of a series analyzing the Spring 2007 CSS. **The other reports** focus on:

No.1, Offices & departments: It divides key findings from the survey by responsible offices and departments.

No.3, General education: Seniors' reflection on personal growth is a partial indicator of how well has educated students in various general competencies.

No.4, Bragging rights and major concerns: To highlight some university strengths and alert the community about areas of weakness.

No.5, WASC EER (Educational Effective Review) objectives: The responses can be used to partially demonstrate to WASC that how well the University of La Verne has achieved the mission and the stated learning outcomes, how we have assessed how well we have done, and how we have used what we learned to improve our teaching and services.

(Should you have any questions, please contact Yingxia Cao, Director of Institutional Research, at ycao@ulv.edu or 909-5933511 ext. 4235).

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The Mission of the University

<http://www.ulv.edu/catalog/mission.phtml>

It is the mission of the University of La Verne to provide opportunities for students to achieve their educational goals and become contributing citizens to the global community.

This is accomplished by offering high quality degree programs to both traditional-aged and adult learners; providing liberal arts and professional programs from undergraduate to doctoral levels; and delivering programs to students at the central La Verne campus as well as regional campuses and satellite class locations throughout California.

The university provides a student-centered, values-based, and diverse learning environment. It takes pride in offering small class sizes in a highly personalized setting. The University encourages effective teaching, research, scholarly contributions, and service to the greater community by sharing its academic, professional, and individual resources.

Values:

The University of La Verne shares four core values that promote a positive and rewarding life for its students through fostering a genuine appreciation and respect for:

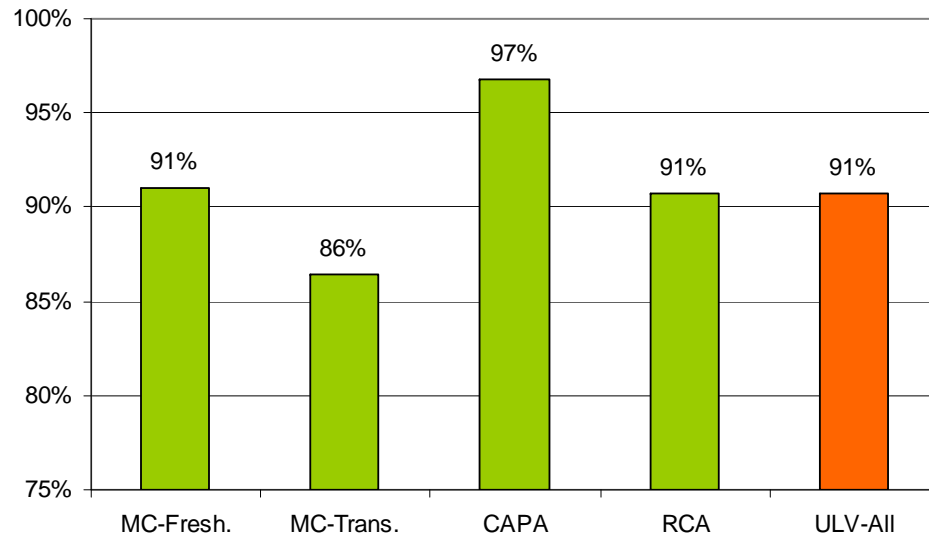
1. **A Values Orientation.** The University affirms a philosophy of life that actively supports peace with justice, the health of the planet and its people. Therefore, in light of this affirmation, it encourages students to become reflective about personal, professional, and societal values. It also encourages values-based ethical behavior.
2. **Community and Diversity.** The University promotes the goal of community within a context of diversity. Therefore, it encourages students to understand and appreciate the diversity of cultures that exists locally, nationally, and internationally. It also seeks to promote appreciation and preservation of biodiversity by helping students understand the impact/dependence of human beings on their environment.
3. **Lifelong Learning.** The University commits itself to promoting education that facilitates lifelong learning. Therefore, it teaches students how to learn, to think critically, to do constructive research, and to access and integrate information in order to prepare them for continued personal and career growth.
4. **Community Service.** The University believes that personal service is a primary goal of the educated person. Therefore, it encourages students to experience the responsibilities and rewards of serving the human and ecological community.

Values Orientation

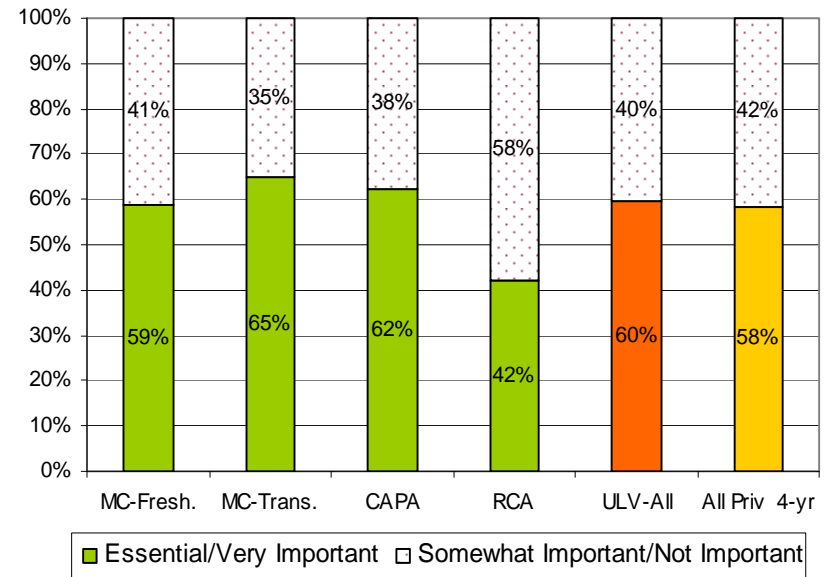
Value and Life

- Over 90% of the University of La Verne seniors surely or very surely reported that their values had guided their lives.
- 60% of the University of La Verne seniors regarded “developing a meaningful philosophy of life” as essential or very important to them personally.

“How sure are you about your values have guided your life at this time?”
(Sure and Very Sure)

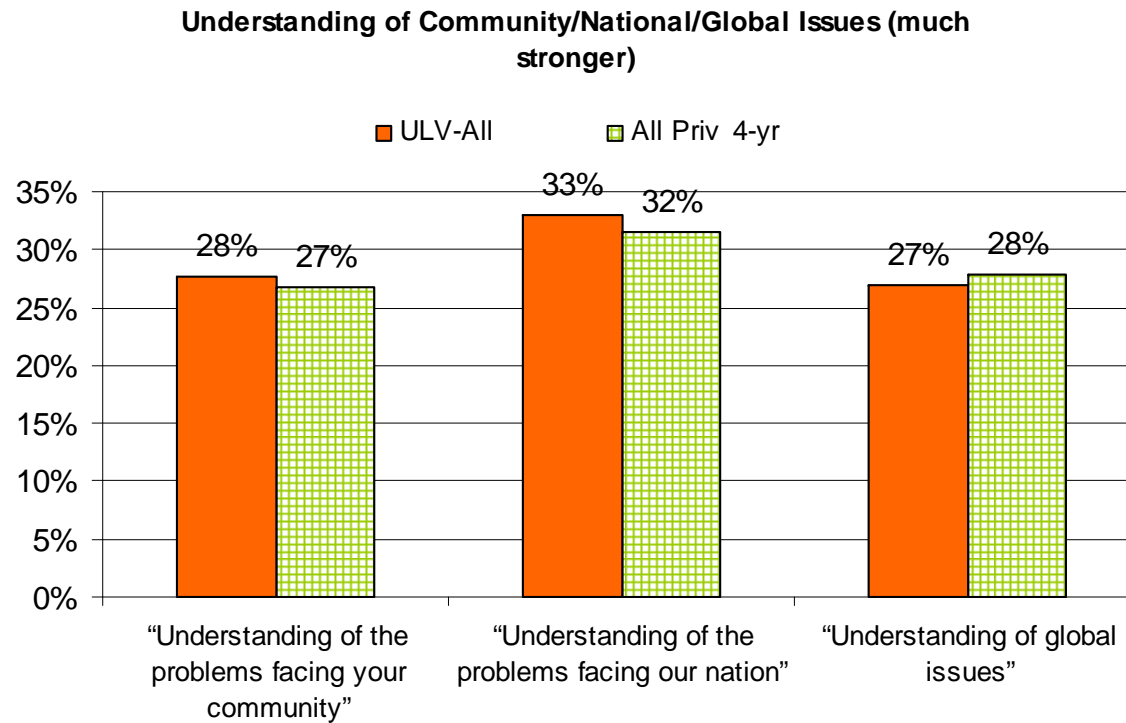


Developing a meaningful philosophy of life



Understanding Problems and Issues

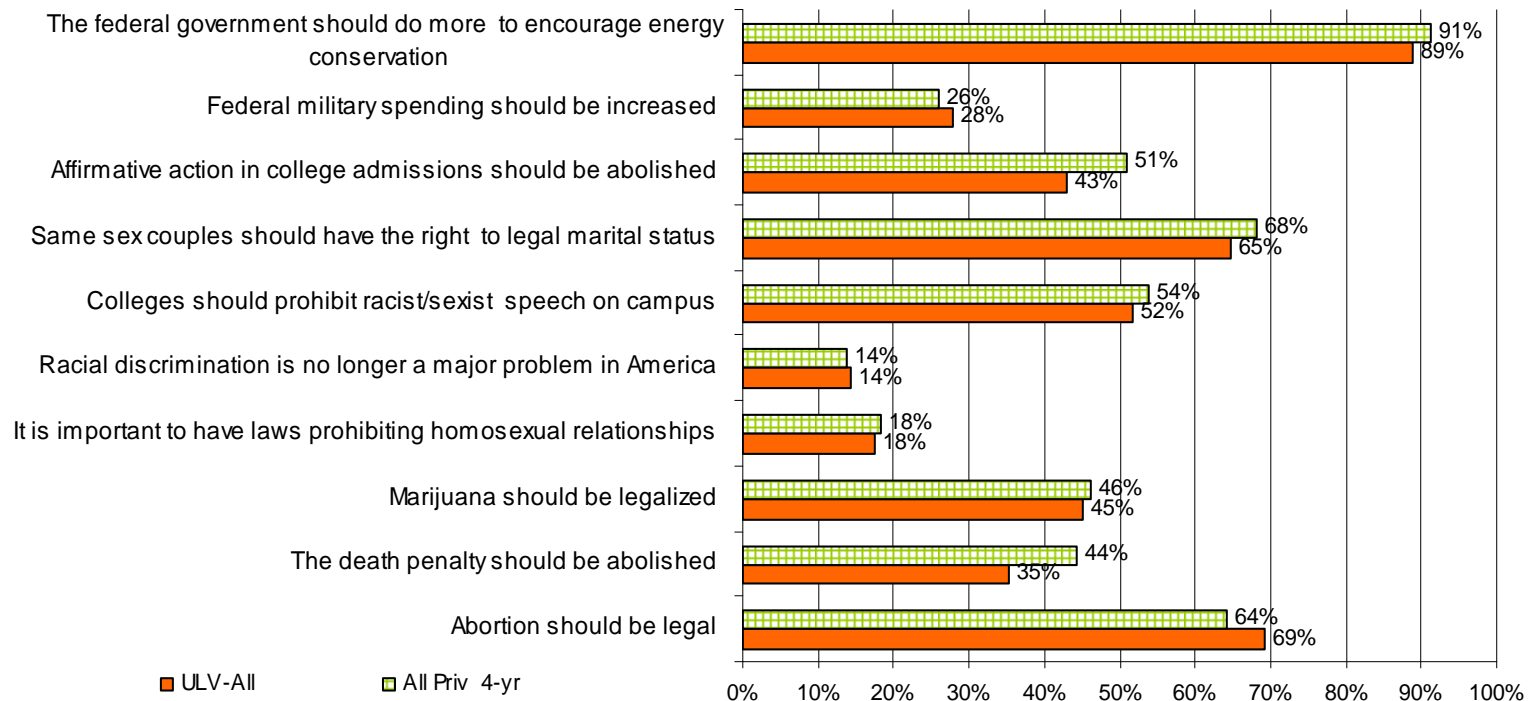
- 28% of the University of La Verne seniors reported that their understanding of the problems facing their communities was much stronger than when they first entered the University.
- 33% of the University of La Verne seniors thought that their understanding of the problems facing the nation was much stronger than when they first entered the University.
- 27% of the University of La Verne seniors thought that their understanding of global issues was much stronger than when they first entered the University.



Attitudes towards Social Issues

- Compared with the seniors from other private four-year colleges and universities, 5% more University of La Verne seniors agreed that “Abortion should be legal”.
- Compared with the seniors from other private four-year colleges and universities, 9% fewer University of La Verne seniors agreed that “the death penalty should be abolished”; 3% fewer agreed that “same sex couples should have the right to legal marital status”; and 8% fewer agreed that “affirmative action in college admissions should be abolished”.
- Compared with the seniors of other private four-year colleges and universities, the University of La Verne seniors had similar attitudes towards statements about marijuana legalization, laws prohibiting homosexual relationships, racial discrimination problem in America, federal military spending, federal government’s encouragement of energy conservation, racist/sexist speech on campus.

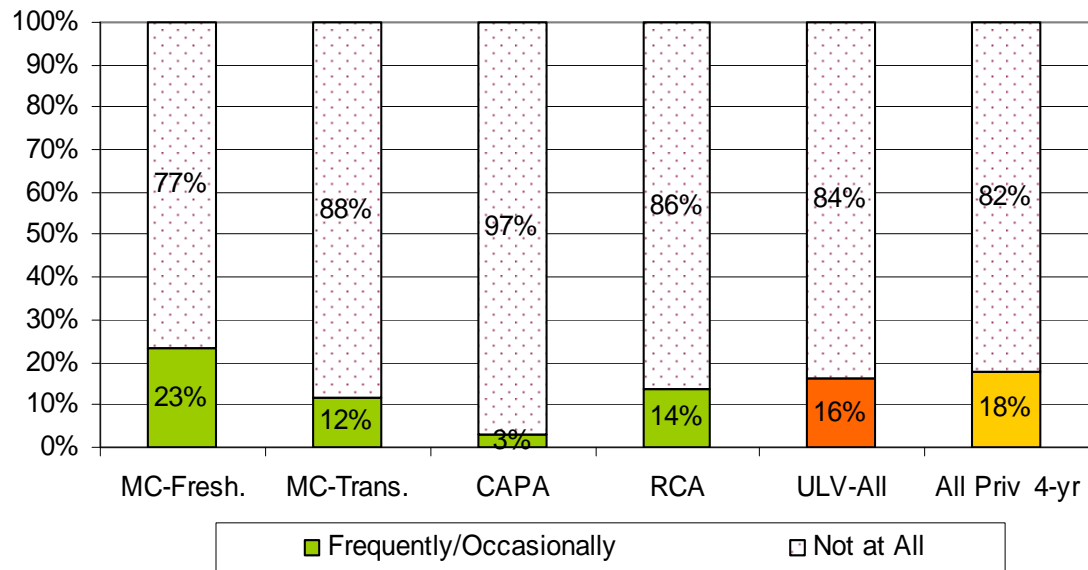
Student Views On Various Issues (Agree Strongly or Agree Somewhat)



Action towards a Peaceful Planet

- 16% of the University of La Verne seniors reported that they had demonstrated for/against a war.
- Among them, more than 20% of the main campus freshman entering seniors had demonstrated for/against a war, but only 3% of the CAPA seniors had done so.

#4.27 “Demonstrated for/against a war”

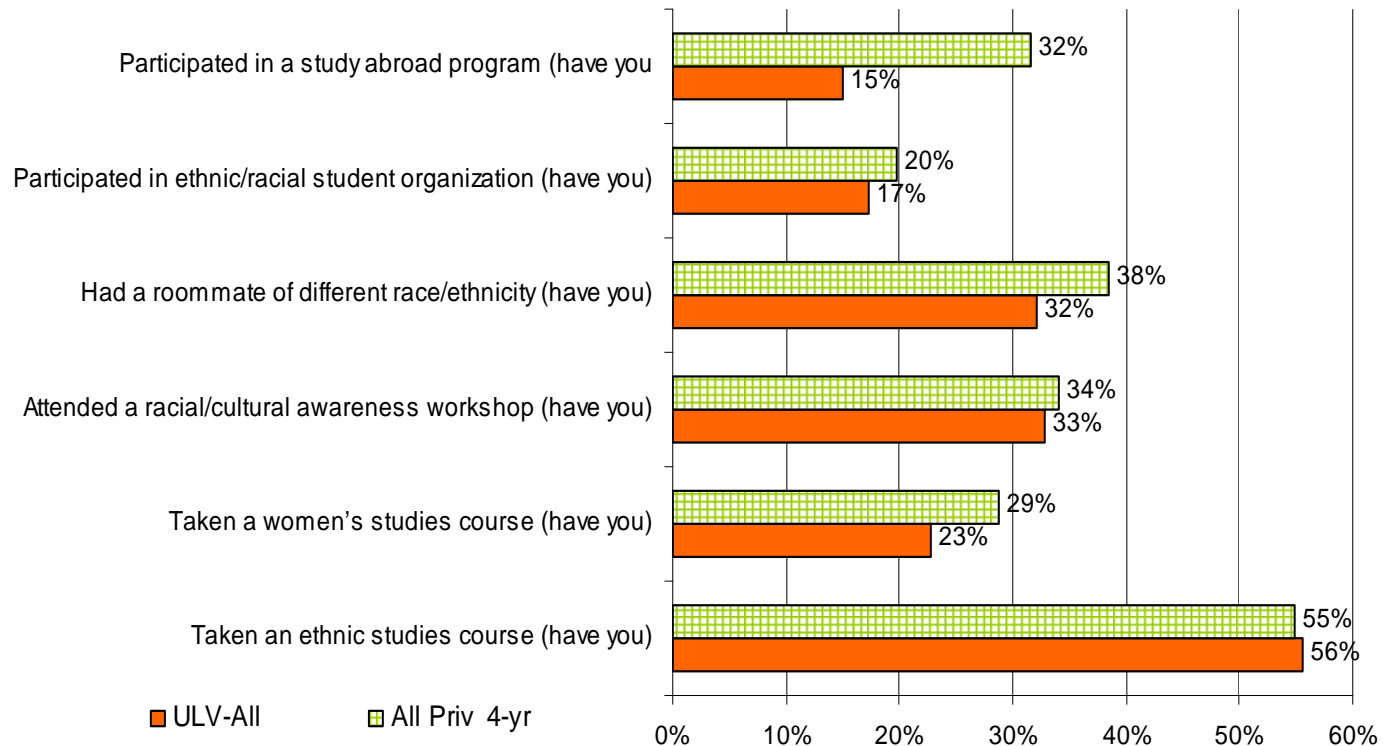


Community and Diversity

Curricula and Extra-Curricula about Diversity

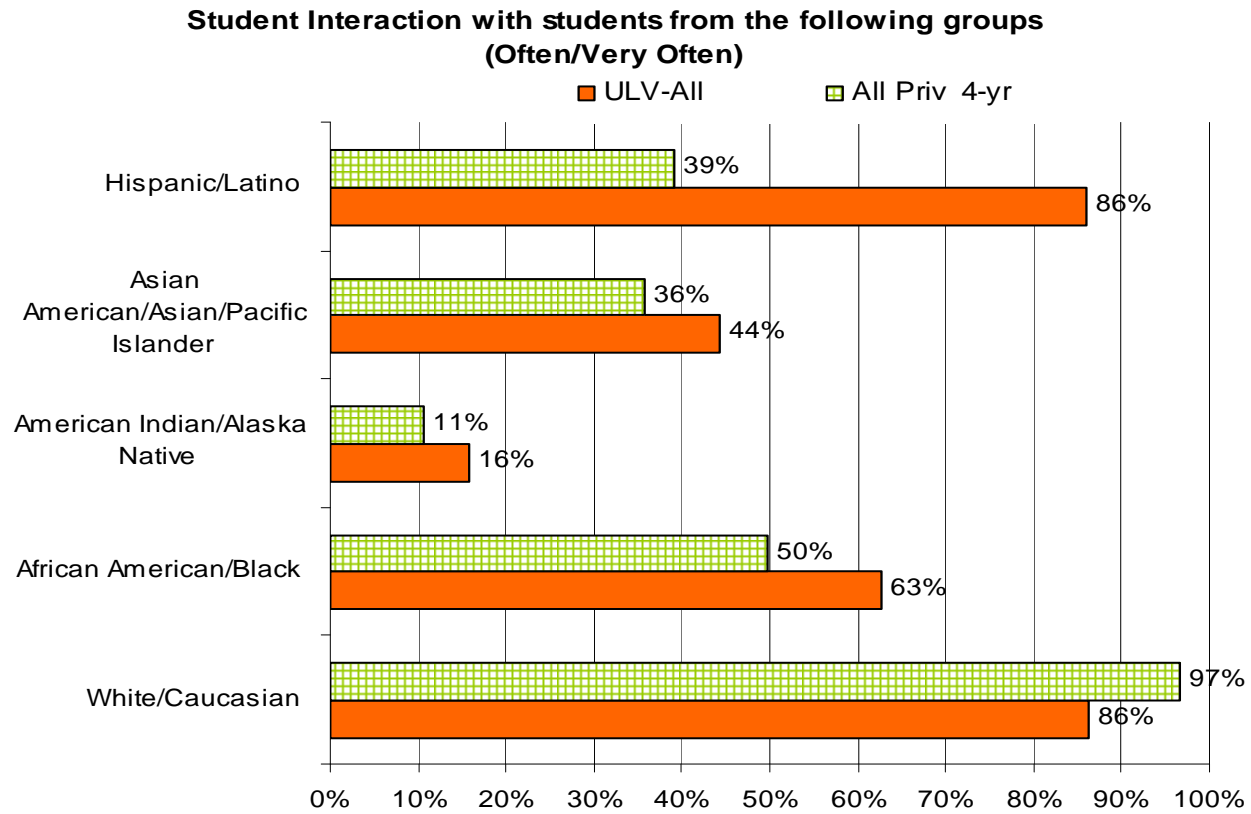
- Compared with the seniors from other private four-year colleges and universities, fewer (3% or more fewer) University of La Verne seniors reported that they had participated in a study abroad program, had a roommate of different race/ethnicity, or taken a women's studies course
- Compared with the seniors from other private four-year colleges and universities, similar percentages of the University of La Verne seniors had attended a racial/cultural awareness workshop, participated in an ethnic/racial student organization, or taken an ethnic studies course.

Student Participation in Various Programs/Organizations (Frequently/Occasionally)



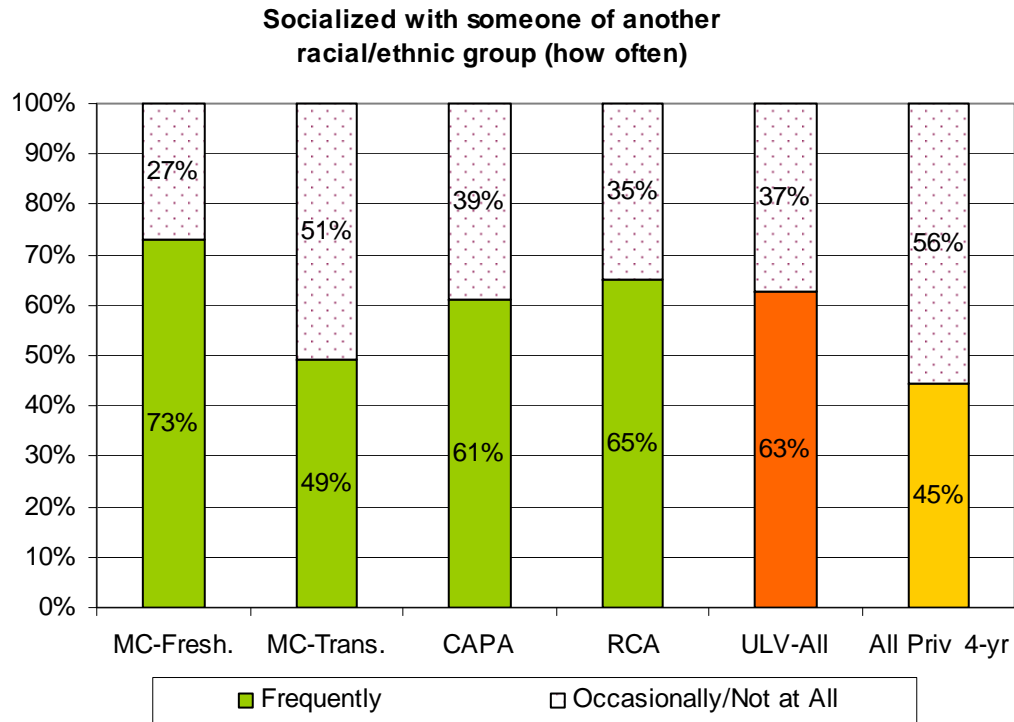
Interacting with Different Racial/Ethnic Groups

- Compared with the seniors from other private four-year colleges and universities, a higher percentage of the University of La Verne seniors reported that they had interacted often or very often with other minority ethnic student groups.



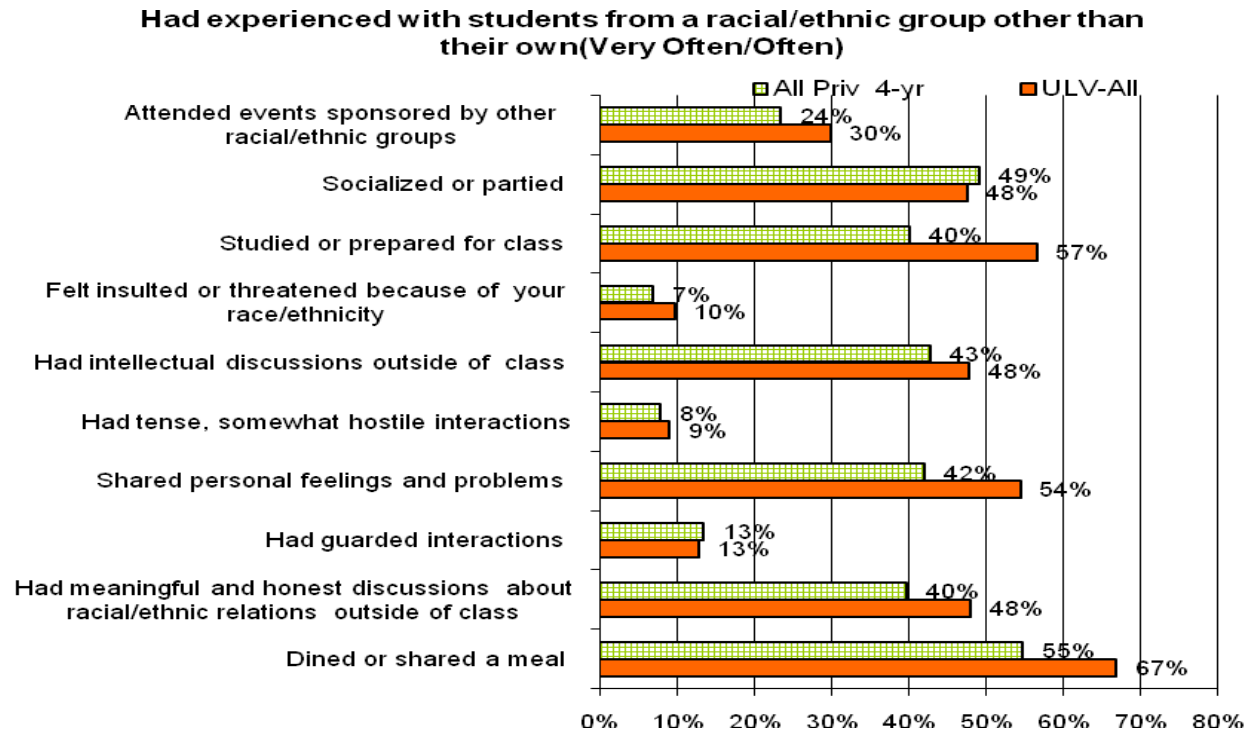
Socializing with Someone of Another Racial/Ethnic Group

- Compared with the seniors from other private four-year colleges and universities, 18% more University of La Verne seniors reported that they had frequently socialized with someone of another racial/ethnic group.
- Among the four groups of the University of La Verne seniors, the main campus freshman entering group had socialized with someone of another racial/ethnic group the most frequently.



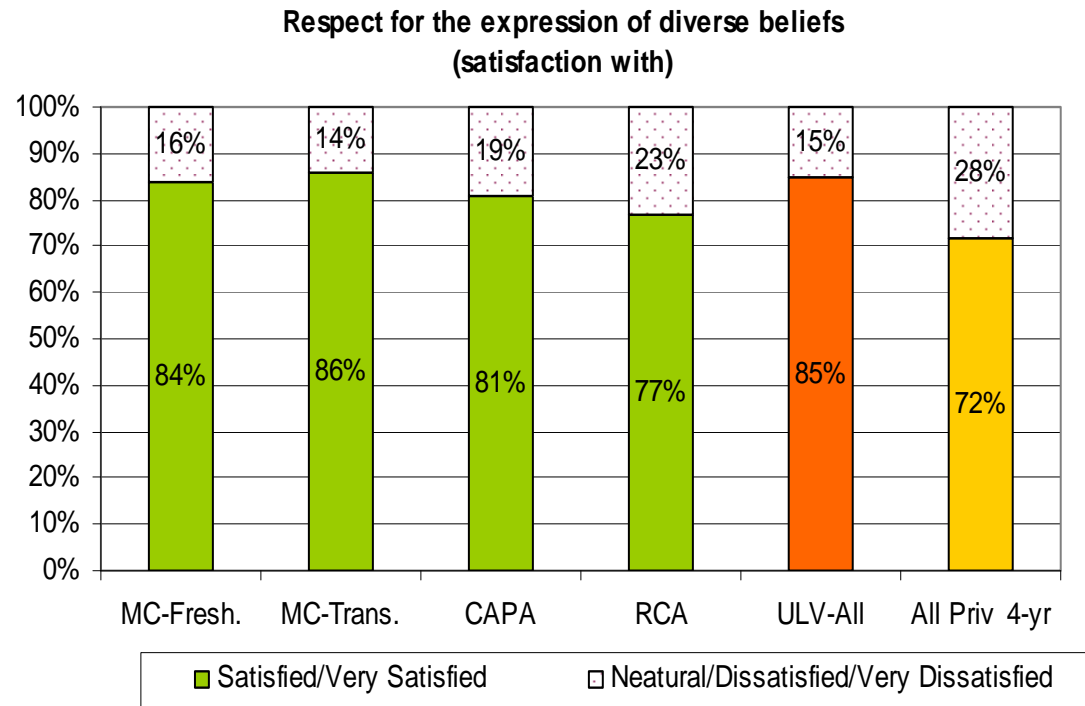
Experiencing with Someone from Another Racial/Ethnic Group

- Compared with the seniors from other private four-year colleges and universities, more University of La Verne seniors (3 or more percent more) reported that they had often or very often experienced the following activities with students from a racial/ethnic group other than their own: dined or shared a meal, had meaningful and honest discussions about racial/ethnic relations outside of class, shared personal feelings and problems, had intellectual discussions outside of class, felt insulted or threatened because of your race/ethnicity, studied or prepared for class, attended events sponsored by other racial/ethnic groups.
- Fewer University of La Verne seniors (3 or more percent fewer) reported that they had often or very often had tense, somewhat hostile interactions, experienced guarded interactions, or socialized/partied with students from a racial/ethnic group other than their own.



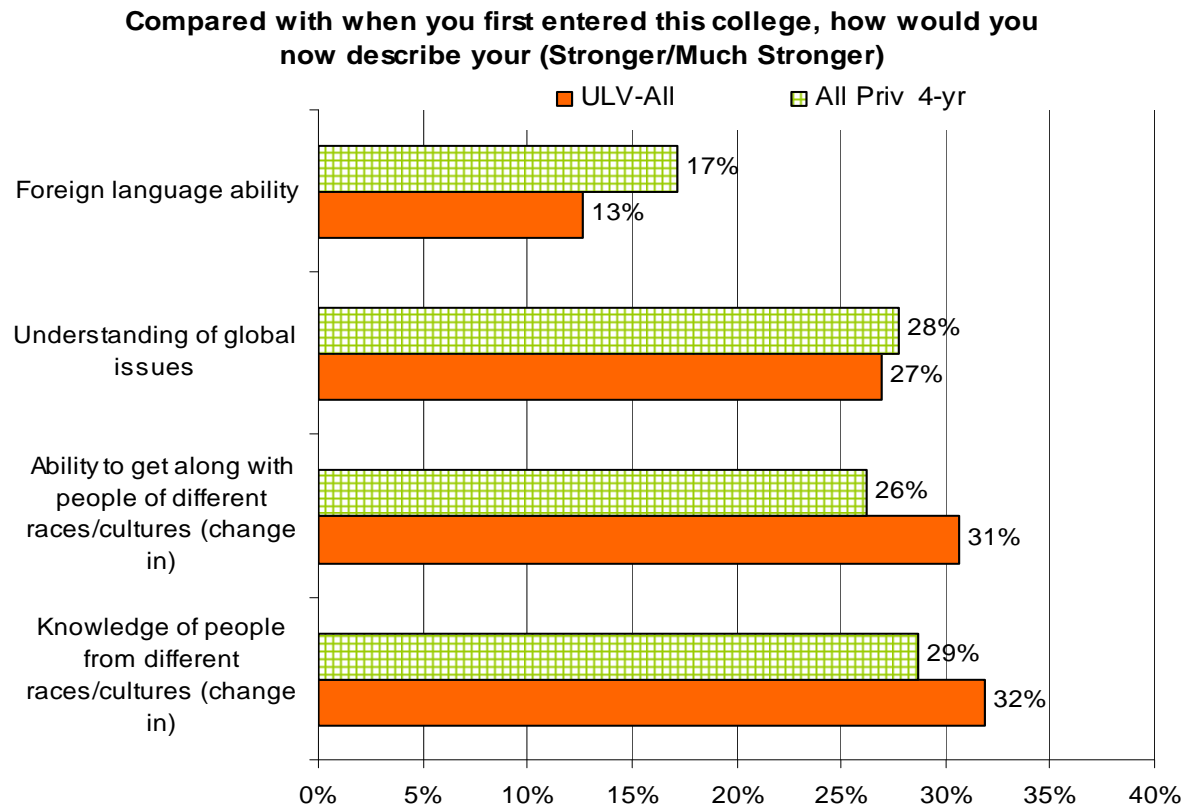
Respect of Diverse Beliefs

- Compared to the seniors from other private four-year colleges and universities, 13% more of the University of La Verne seniors reported that they were satisfied with “respect for the expression of diverse beliefs” on the university campuses.



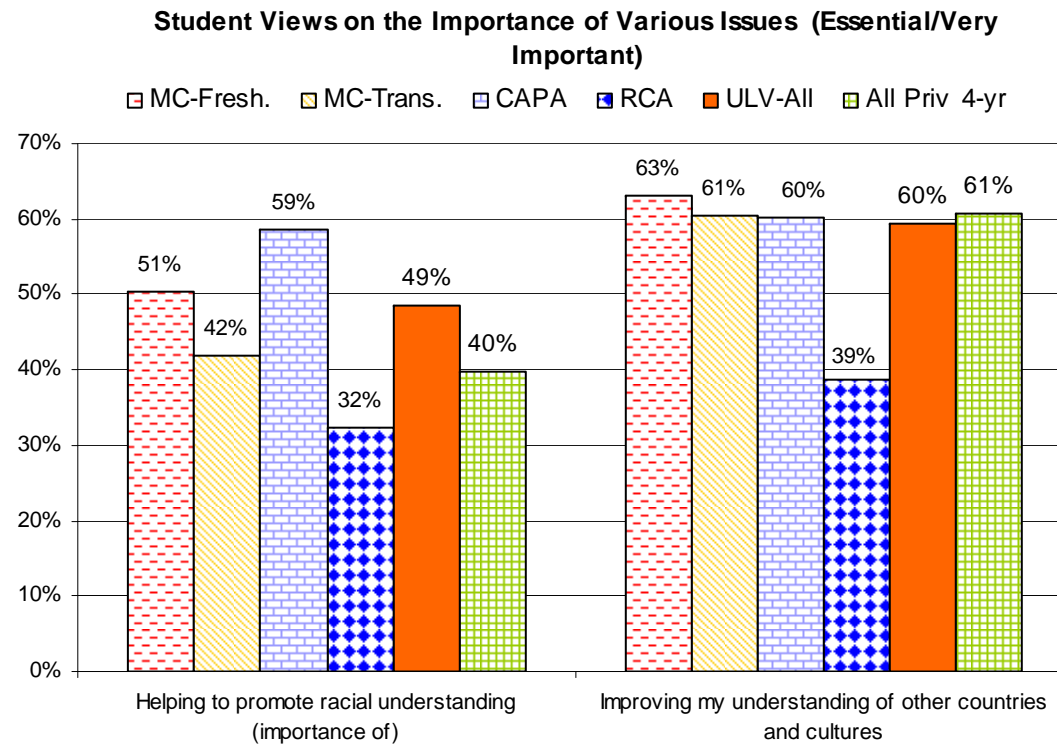
Knowledge and Ability in Dealing with Diversity

- About one third of the University of La Verne seniors reported that their ability to get along with people of different races/culture as well as their knowledge of people from different races/cultures had become stronger or much stronger, compared with when they first entered the University.
- Compared with their peers from other private four-year colleges and universities, a higher percentage of the University of La Verne seniors reported that they had grown stronger or much stronger in their ability to get along with people of different races/culture as well as their knowledge of people from different races/culture since entering the University, though the percentage was smaller than their peers in the growth of foreign language ability.



Actions towards Diversity

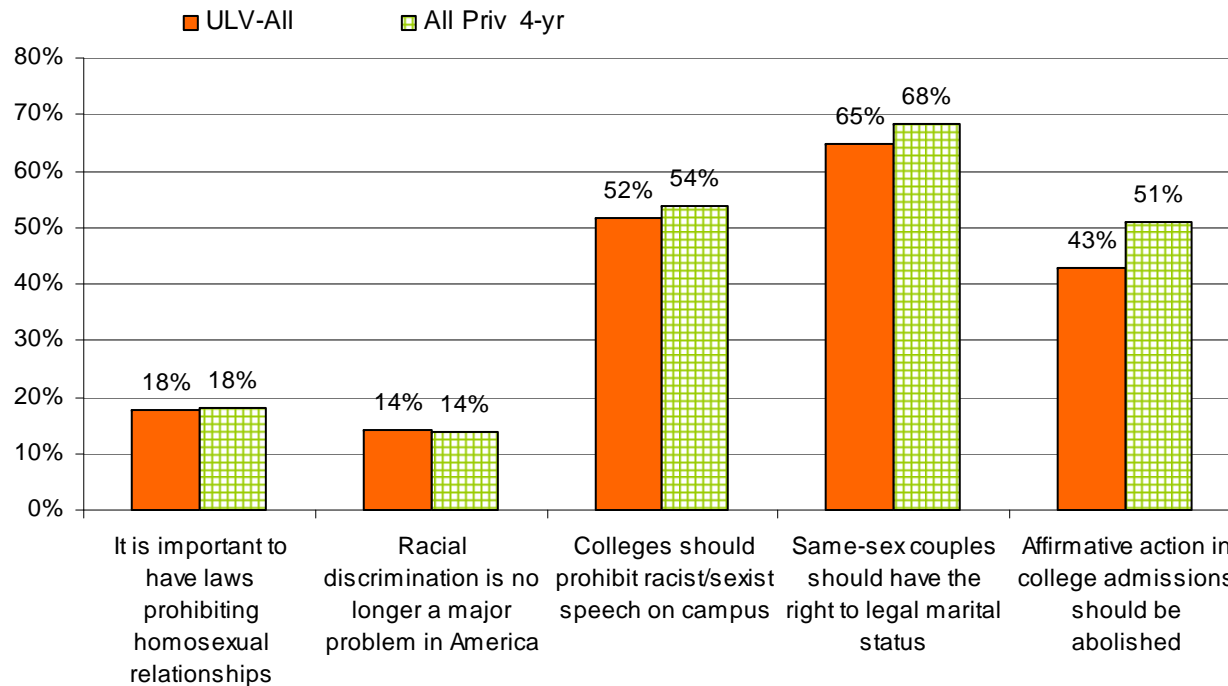
- Compared with the seniors from other private four-year colleges and universities, 9% more University of La Verne seniors reported that helping to promote racial understanding was essential or very important to them personally.
- About 60% of the University of La Verne seniors regarded improving their understanding of other countries and cultures as essential or very important to them personally.



Attitudes towards Various Issues Related to Diversity

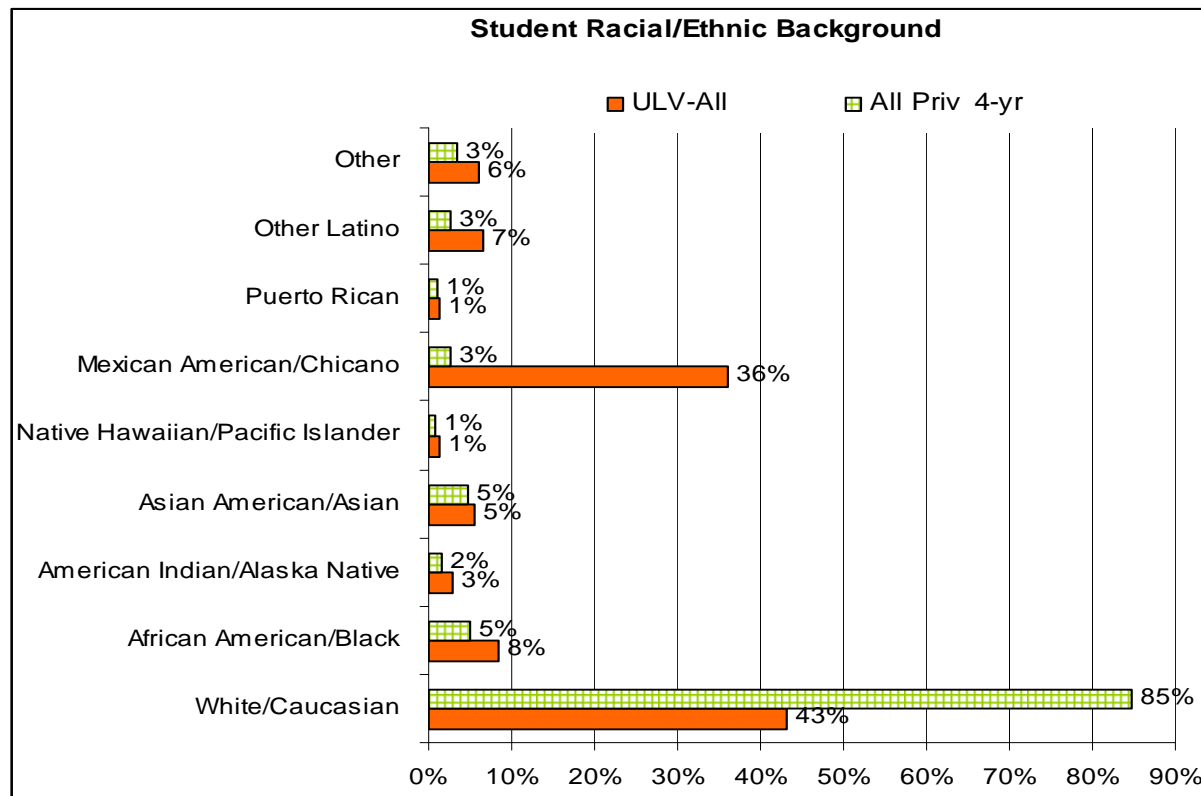
- In regard to issues about prohibiting racist/sexist speech on campus, racial discrimination in America, and prohibiting homosexual relationships by law, the University of La Verne seniors had attitudes that are similar to their peers from other private four-year colleges and universities.
- Compared with their peers from other private four-year colleges and universities, a lower percentage of the University of La Verne seniors agreed that “same-sex couples should have the right to legal marital status” and that “affirmative action in college admissions should be abolished”.

Student Views on Various Issues (Agree Strongly/Agree Somewhat)



Student Racial/Ethnic Background

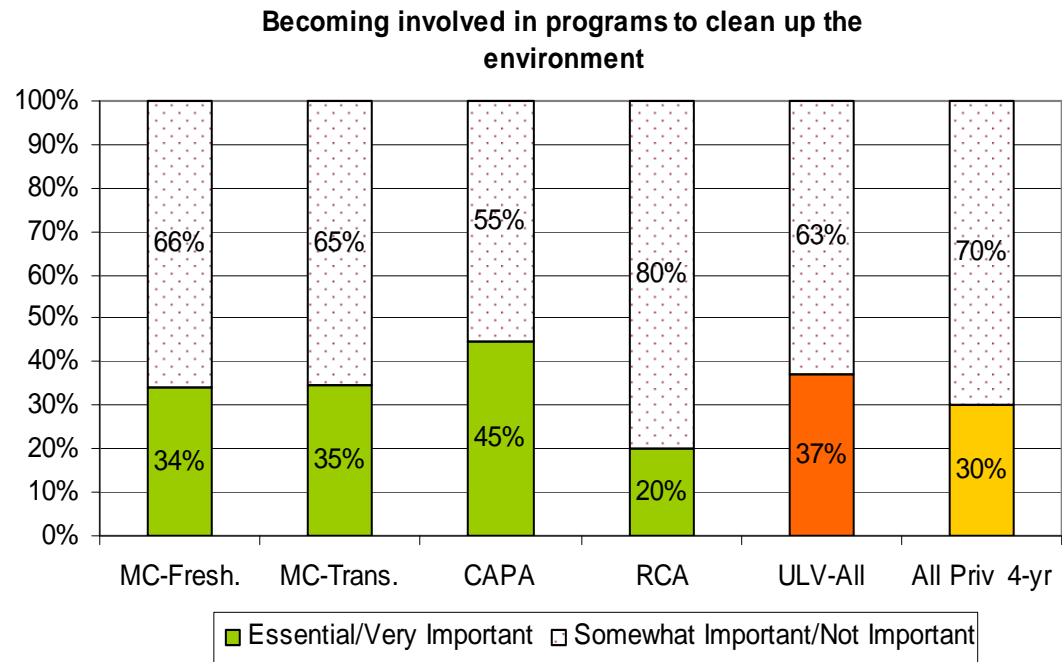
- Compared with the seniors from other private four-year colleges and universities, larger percentages of the University of La Verne seniors classified their racial/ethnic background as Mexican American/Chicano, other Latino, African American/Black, or other races.
- A considerably lower percentage (42% fewer) of the University of La Verne seniors classified their racial/ethnic background as White/Caucasian.



Sustainability

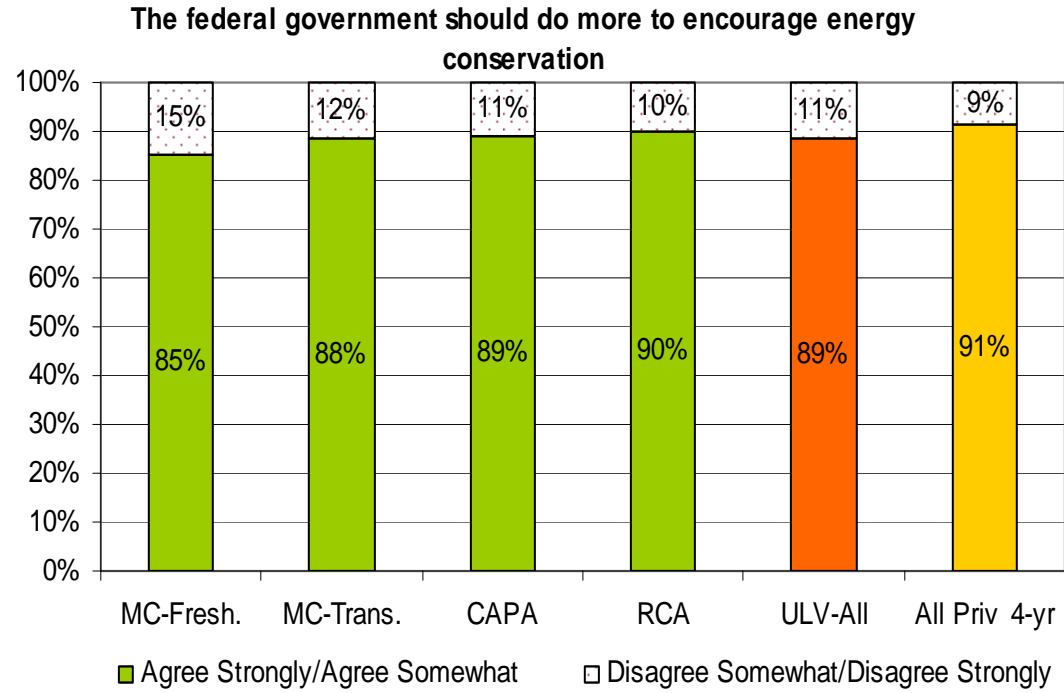
Clean Up the Environment

- Compared with the seniors from other private four-year colleges and universities, 7% more University of La Verne seniors regarded becoming involved in programs to clean up the environment as essential or very important to their objectives.



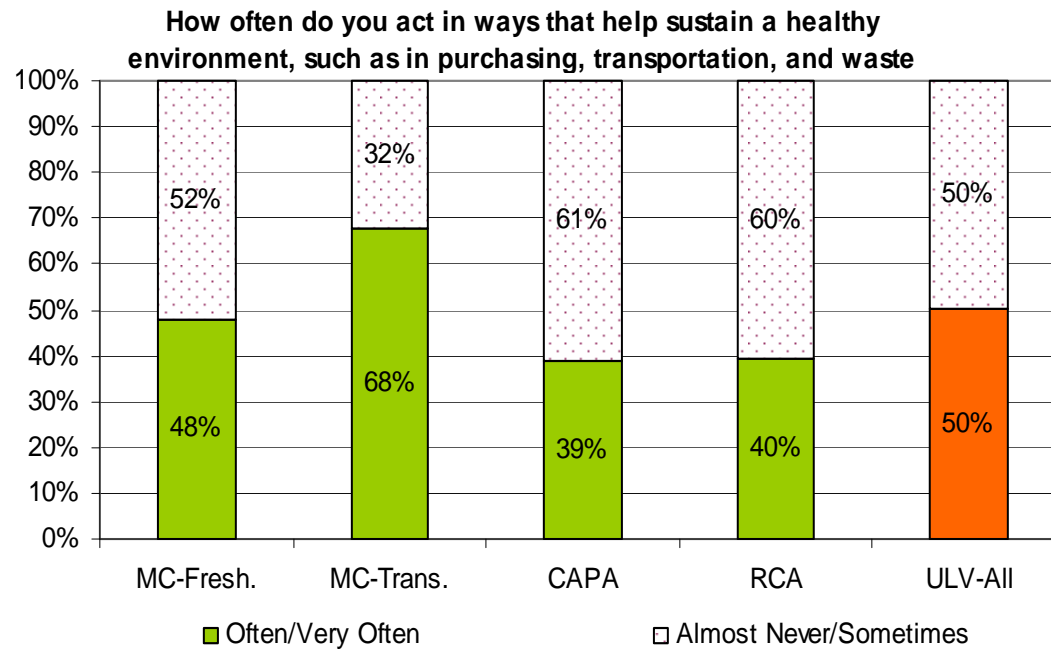
View on Encouraging Energy Conservation by Federal Government

- About 90% of the University of La Verne seniors strongly agreed or somewhat agreed that the federal government should do more to encourage energy conservation.



Action towards a Healthy Environment

- About half of the University of La Verne seniors reported that they often or very often acted in ways that help sustain a healthy environment, such as in purchasing, transportation, and waste disposal.

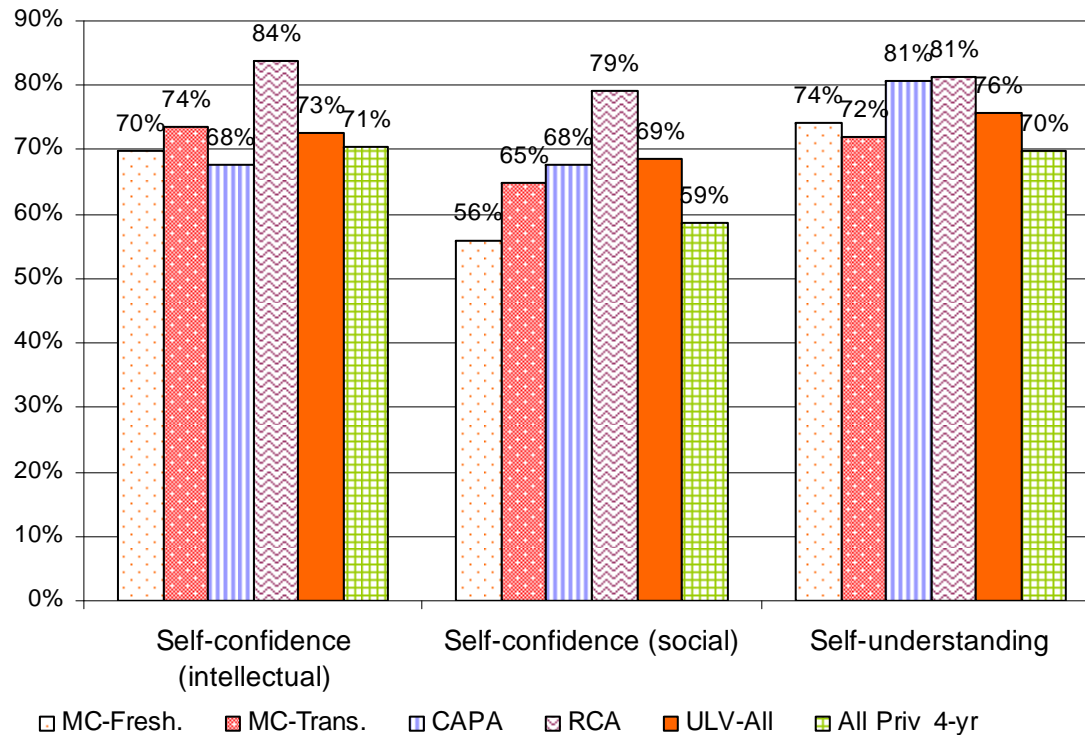


Lifelong Learning

Self-Awareness

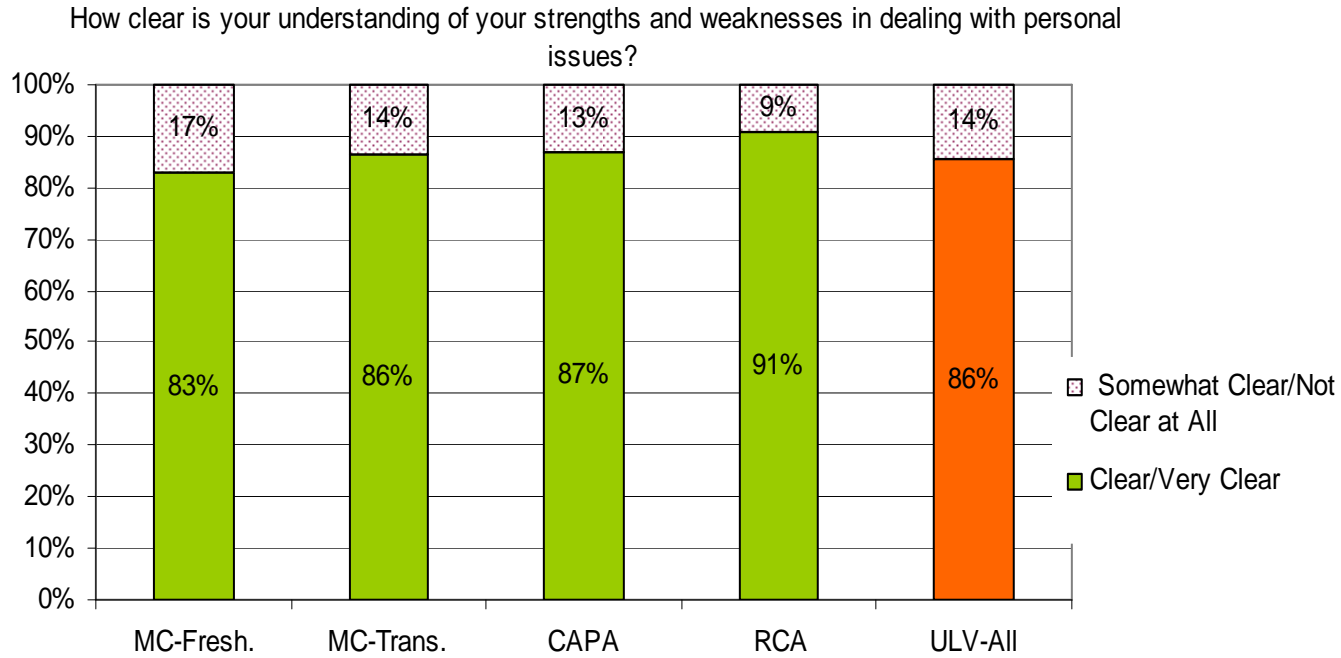
- In rating their social self-confidence (social) and self-understanding against the average person of their age, a higher percentage of the University of La Verne seniors reported that they were of the highest 10% or above average, compared with the seniors of other private four-year colleges and universities.
- About 73% of the University of La Verne seniors thought that their intellectual self-confidence was of the highest 10% or above average, when compared with the average person their age, which was similar to their peers of other private four-year colleges and universities.

Student Self-Perception, Compared with the Average Person Your Age (Highest 10% and Above Average)



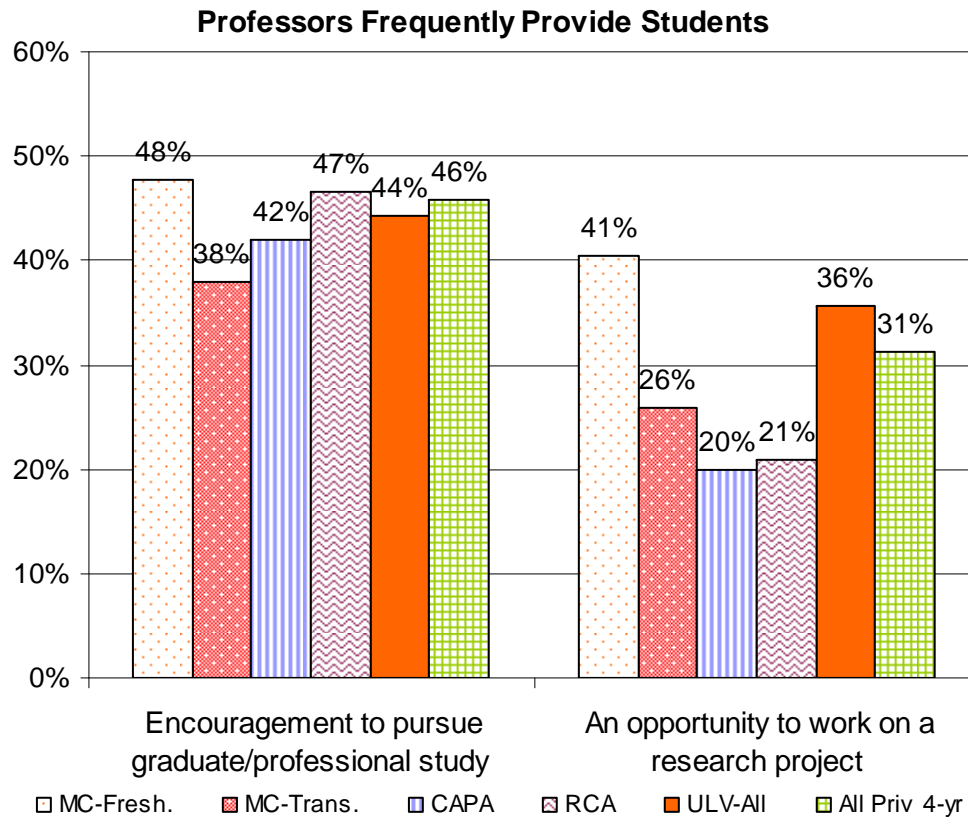
Self-Awareness of Strengths and Weakness

- Overall, 86% of the University of La Verne seniors reported that they had a clear or very clear understanding of their strengths and weaknesses in dealing with personal issues.



Encouragement and Opportunities Provided by Professors

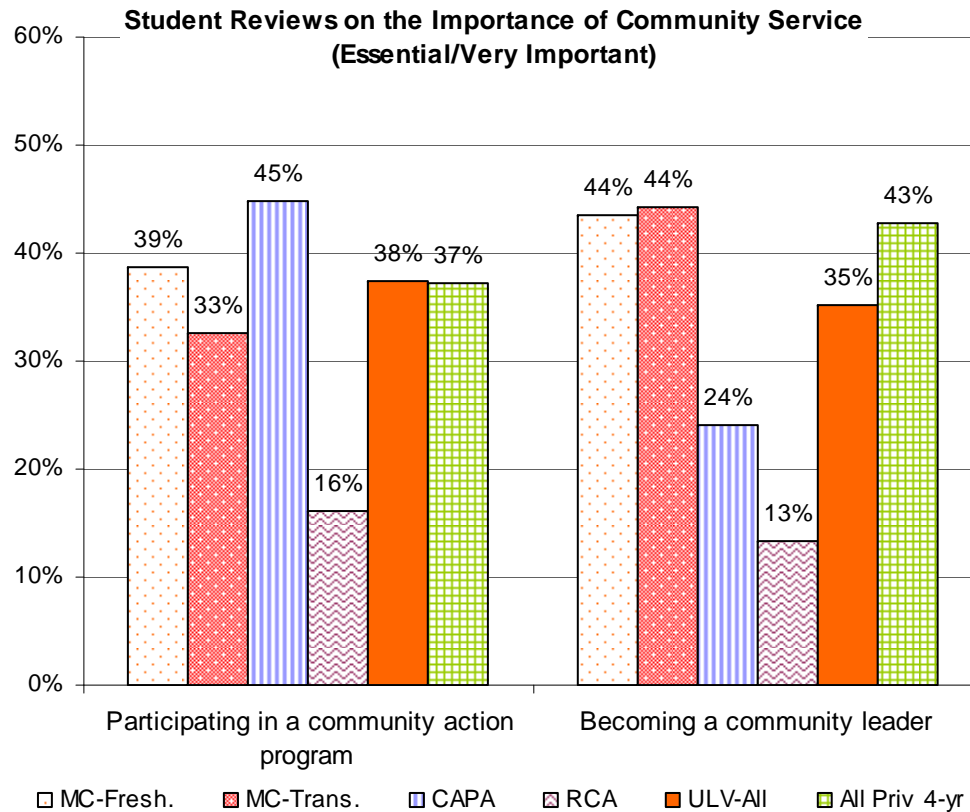
- Compared with the seniors from other private four-year colleges and universities, 5% more University of La Verne seniors reported that their professors had provided opportunities to work on research projects.
- 44% of the University of La Verne seniors reported that their professors had provided them encouragement to pursue graduate or professional studies.



Community Service

Views on the Importance of Participation in Community Service

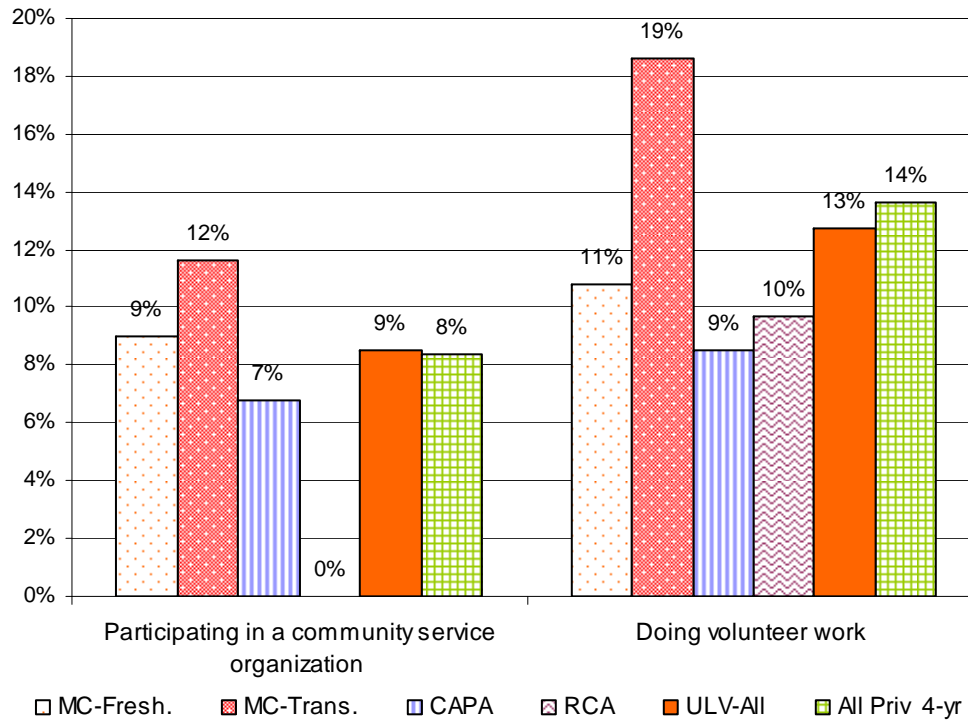
- Compared with the seniors from other private four-year colleges and universities, 8% fewer University of La Verne seniors regarded becoming a community leader as being essential or very important to them personally.
- Similar to the seniors from other private four-year colleges and universities, 38% of the University of La Verne seniors regarded participating in a community action program as essential or very important to them personally.



Plans for Participation in Community Services

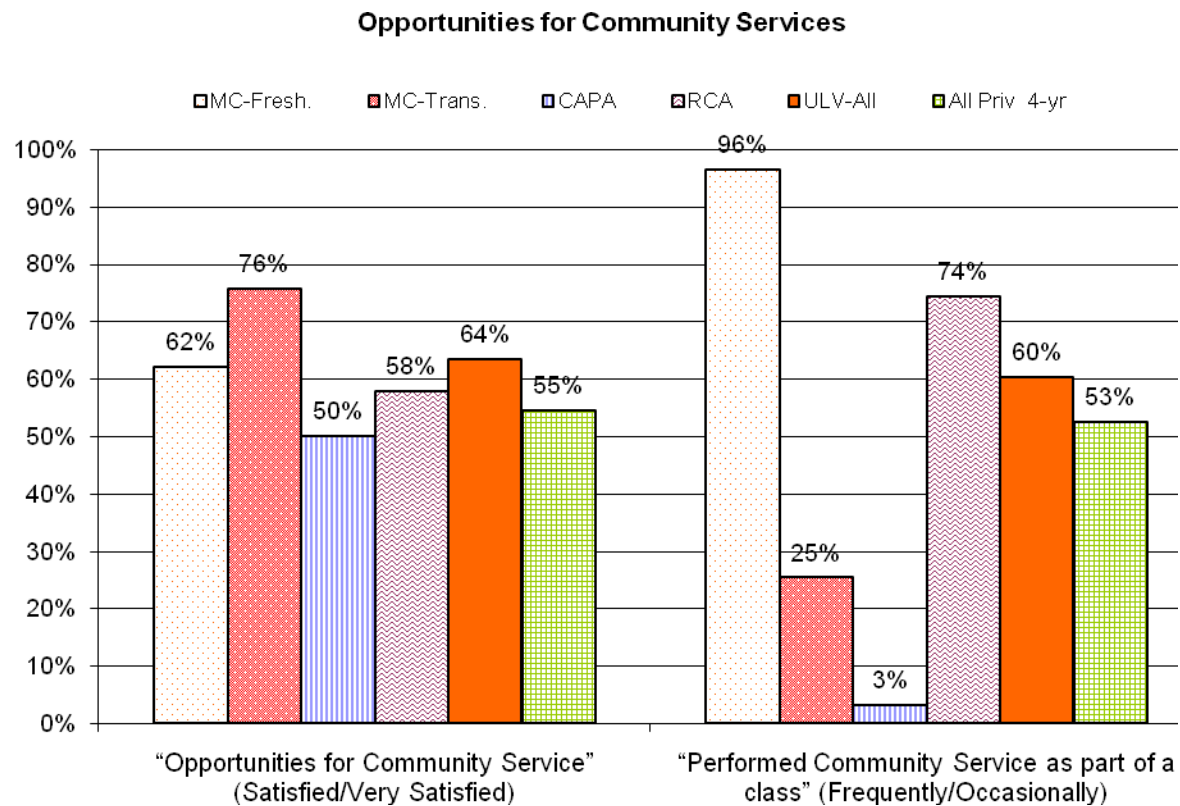
- Similar to the seniors from other private four-year colleges and universities, 9% of the University of La Verne seniors planned to participate in a community service organization after graduation and 13% of them planned to do volunteer work.

Plan for Fall 2007 (after Graduation)



Opportunities Provided for Community Service

- Compared with the seniors from other private four-year colleges and universities, 9% more University of La Verne seniors reported that they were satisfied or very satisfied with the opportunities for community service provided by the University of La Verne.
- Compared with the seniors from other private four-year colleges and universities, 9% more University of La Verne seniors also reported that they had frequently or occasionally performed community service as part of a class.



2006-2007 COLLEGE SENIOR SURVEY

CIRP

PLEASE PRINT (one letter or number per box). All information is confidential. Your name and email address here helps facilitate follow-up studies to improve the college experience.

NAME: First MI LAST

BIRTH DATE: Month (01-12) Day (01-31) Year

STUDENT ID# (as instructed): EMAIL (print letters carefully):

MARKING DIRECTIONS

- Use a pencil or black or blue pen. Erase cleanly any answer you wish to change or "X" out mark if in pen.

CORRECT MARK



INCORRECT MARKS



Group Code A or B

Group Code grid with numbers 0-9 in circles.

Congratulations on your impending graduation! We are very interested in your experiences as a college student. This form has been designed to provide feedback that can help improve the college experience. Thank you very much for your help with this important project.

4. Since entering college, indicate how often you: (Mark one in each row)

Frequency scale: Frequently, Occasionally, Not At All. List of activities including independent study, course content discussion, guest in professor's home, etc.

5. Since entering college have you: (Mark yes or no for each item)

Yes/No scale for various activities: social fraternity, failed courses, worked full-time, student government, remedial course, etc.

FORM NO:

1. Please rate your satisfaction with your college in each area: (Mark one in each row)

Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied, Can't Rate/Don't Know

Satisfaction scale for various college areas: General education, science/math, humanities, etc.

2. What year did you first enter: (Mark one in each column)

Your 1st College, This College, Not enrolled

Year selection: 2006 or 2007, 2005, 2004, 2003, 2002 or earlier

3. Please indicate your enrollment status below: (Mark one)

Enrollment status: Full-time undergraduate, Part-time undergraduate, Not enrolled

6. Mark your undergraduate and graduate major. (Use codes provided on the attached fold-out)

Undergraduate major and Graduate major selection boxes

7. Please mark your probable career/occupation. (Use codes provided on the attached fold-out)

Career/occupation selection box

8. Expected Graduation Date:

Expected graduation date: 2006, 2007, Other, Not sure

DO NOT WRITE IN THIS BOX!

9. During the past year, how much time did you spend during a typical week doing the following activities?
(Mark one in each row)

	Hours Per Week							
	None	Less than 1 hour	1-2	3-5	6-10	11-15	16-20	Over 20
Studying/homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending classes/labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socializing with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking with faculty during office hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking with faculty outside of class or office hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercising/sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working (for pay) <u>on</u> campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working (for pay) <u>off</u> campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student clubs/groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching TV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Housework/childcare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading for pleasure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commuting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prayer/meditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Planning (job searches, internships, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Playing video/computer games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surfing the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. For the activities listed below, please indicate how often you engaged in each during the past year.
(Mark one in each row)

	Frequently	Occasionally	Not At All
Smoked cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt lonely or homesick	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialized with someone of another racial/ethnic group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt depressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt overwhelmed by all I had to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended a religious service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank beer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank wine or liquor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in political demonstrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed politics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sought personal counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Indicate the extent to which you have interacted with students from each of the following groups.
(Mark one in each row)

	Very Often	Often	Sometimes	Seldom	Never
White/Caucasian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
African American/Black	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
American Indian/Alaska Native	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asian American/Asian/Pacific Islander	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hispanic/Latino	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students from outside the United States	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students from a different religion than yours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students from a different economic background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Please rate your satisfaction with your college in each area.
(Mark one in each row)

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Courses in your major field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amount of contact with faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class size	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interaction with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance of coursework to everyday life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance of coursework to future career plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall quality of instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall sense of community among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of campus social activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall college experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect for the expression of diverse beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to find a faculty or staff mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Size of student population	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Compared with when you first entered this college, how would you now describe your:
(Mark one in each row)

	Much Stronger	Stronger	No Change	Weaker	Much Weaker
General knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analytical and problem-solving skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of a particular field or discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to think critically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of people from different races/cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to get along with people of different races/cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of the problems facing your community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of social problems facing our nation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public speaking ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematical skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparedness for employment after college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparedness for graduate or advanced education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to manage your time effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of global issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foreign language ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself. (Mark one in each row)

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Academic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Artistic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperativeness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drive to achieve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematical ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public speaking ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Risk-taking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (intellectual)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (social)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spirituality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Please indicate the highest degree you (A) will have earned as of June 2007 and (B) plan to complete eventually at any institution. (Mark one in each column)

None	(A)	(B)
Vocational certificate	(A)	(B)
Associate (A.A. or equiv.)	(A)	(B)
Bachelor's (B.A., B.S., etc.)	(A)	(B)
Master's (M.A., M.S., etc.)	(A)	(B)
Ph.D. or Ed.D.	(A)	(B)
M.D., D.O., D.D.S., or D.V.M.	(A)	(B)
LL.B. or J.D. (Law)	(A)	(B)
B.D. or M.Div. (Divinity)	(A)	(B)
Other	(A)	(B)

Highest Earned
Highest Planned

16. Indicate the importance to you personally of each of the following: (Mark one in each row)

Becoming accomplished in one of the performing arts (acting, dancing, etc.)	(E)	(V)	(S)	(N)
Becoming an authority in my field	(E)	(V)	(S)	(N)
Obtaining recognition from my colleagues for contributions to my special field	(E)	(V)	(S)	(N)
Influencing the political structure	(E)	(V)	(S)	(N)
Influencing social values	(E)	(V)	(S)	(N)
Raising a family	(E)	(V)	(S)	(N)
Having administrative responsibility for the work of others	(E)	(V)	(S)	(N)
Being very well off financially	(E)	(V)	(S)	(N)
Helping others who are in difficulty	(E)	(V)	(S)	(N)
Making a theoretical contribution to science	(E)	(V)	(S)	(N)
Writing original works (poems, novels, short stories, etc.)	(E)	(V)	(S)	(N)
Creating artistic work (painting, sculpture, decorating, etc.)	(E)	(V)	(S)	(N)
Becoming successful in a business of my own	(E)	(V)	(S)	(N)
Becoming involved in programs to clean up the environment	(E)	(V)	(S)	(N)
Developing a meaningful philosophy of life	(E)	(V)	(S)	(N)
Participating in a community action program	(E)	(V)	(S)	(N)
Helping to promote racial understanding	(E)	(V)	(S)	(N)
Keeping up to date with political affairs	(E)	(V)	(S)	(N)
Becoming a community leader	(E)	(V)	(S)	(N)
Improving my understanding of other countries and cultures	(E)	(V)	(S)	(N)

Essential
Very Important
Somewhat Important
Not Important

17. To what extent have you experienced the following with students from a racial/ethnic group other than your own? (Mark one in each row)

Dined or shared a meal	(5)	(4)	(3)	(2)	(1)
Had meaningful and honest discussions about race/ethnic relations outside of class	(5)	(4)	(3)	(2)	(1)
Had guarded interactions	(5)	(4)	(3)	(2)	(1)
Shared personal feelings and problems	(5)	(4)	(3)	(2)	(1)
Had tense, somewhat hostile interactions	(5)	(4)	(3)	(2)	(1)
Had intellectual discussions outside of class	(5)	(4)	(3)	(2)	(1)
Felt insulted or threatened because of your race/ethnicity	(5)	(4)	(3)	(2)	(1)
Studied or prepared for class	(5)	(4)	(3)	(2)	(1)
Socialized or partied	(5)	(4)	(3)	(2)	(1)
Attended events sponsored by other racial/ethnic groups	(5)	(4)	(3)	(2)	(1)

Very Often
Often
Sometimes
Seldom
Never

18. Your current religious preference: (Mark one)

Baptist	()	Methodist	()
Buddhist	()	Presbyterian	()
Eastern Orthodox	()	Quaker	()
Episcopal	()	Roman Catholic	()
Hindu	()	Seventh Day Adventist	()
Islamic	()	United Church of Christ	()
Jewish	()	Other Christian	()
LDS (Mormon)	()	Other Religion	()
Lutheran	()	None	()

19. How often have professors at your college provided you with:

(Mark <u>one</u> in each row)			
Encouragement to pursue graduate/professional study	(F)	(O)	(N)
An opportunity to work on a research project	(F)	(O)	(N)
Advice and guidance about your educational program	(F)	(O)	(N)
Emotional support and encouragement	(F)	(O)	(N)
A letter of recommendation	(F)	(O)	(N)
Help to improve your study skills	(F)	(O)	(N)
Feedback on your academic work (outside of grades)	(F)	(O)	(N)
Intellectual challenge and stimulation	(F)	(O)	(N)
An opportunity to discuss coursework outside of class	(F)	(O)	(N)
Help in achieving your professional goals	(F)	(O)	(N)
An opportunity to apply classroom learning to "real-life" issues	(F)	(O)	(N)

Frequently
Occasionally
Not At All

20. Please indicate your agreement with each of the following statements.

(Mark <u>one</u> in each row)				
Abortion should be legal	(4)	(3)	(2)	(1)
The death penalty should be abolished	(4)	(3)	(2)	(1)
Marijuana should be legalized	(4)	(3)	(2)	(1)
It is important to have laws prohibiting homosexual relationships	(4)	(3)	(2)	(1)
Racial discrimination is no longer a major problem in America	(4)	(3)	(2)	(1)
Colleges should prohibit racist/sexist speech on campus	(4)	(3)	(2)	(1)
Same-sex couples should have the right to legal marital status	(4)	(3)	(2)	(1)
Affirmative action in college admissions should be abolished	(4)	(3)	(2)	(1)
Federal military spending should be increased	(4)	(3)	(2)	(1)
The federal government should do more to encourage energy conservation	(4)	(3)	(2)	(1)

Agree Strongly
Agree Somewhat
Disagree Somewhat
Disagree Strongly

21. If you borrowed money to help pay for college expenses, estimate how much you will owe as of June 30, 2007:

\$.00

22. How much of the past year's educational expenses (room, board, tuition, and fees) were covered from each of the following sources? (Mark one answer for each possible source)

(Mark <u>one</u> answer for each possible source)						
Family resources (parents, relatives, spouse, etc.)	(6)	(5)	(4)	(3)	(2)	(1)
My own resources (income from work, work-study, etc.)	(6)	(5)	(4)	(3)	(2)	(1)
Aid which need not be repaid (grants, scholarships, military, etc.)	(6)	(5)	(4)	(3)	(2)	(1)
Aid which must be repaid (loans, etc.)	(6)	(5)	(4)	(3)	(2)	(1)
Other sources	(6)	(5)	(4)	(3)	(2)	(1)

None
Less than \$1,000
\$1,000 to 2,999
\$3,000 to 5,999
\$6,000 to 9,999
\$10,000 or more

23. Think back over the past two weeks. How many times in the past two weeks, if any, have you had five or more alcoholic drinks in a row? (A drink can be a 12-ounce beer or wine cooler, a 4-ounce glass of wine, or a shot of liquor either straight or in a mixed drink.)

- None
- 3-5 times
- Once
- 6-9 times
- Twice
- 10 or more times

24. When thinking about your career path after college, how important are the following considerations:

(Mark one in each row)

Essential
Very Important
Somewhat Important
Not Important

- Work for social change (E) (V) (S) (N)
- High income potential (E) (V) (S) (N)
- Social recognition or status (E) (V) (S) (N)
- Stable, secure future (E) (V) (S) (N)
- Creativity and initiative (E) (V) (S) (N)
- Expression of personal values (E) (V) (S) (N)
- Availability of jobs (E) (V) (S) (N)
- Limited working hours (E) (V) (S) (N)
- Leadership potential (E) (V) (S) (N)

25. What do you plan to be doing in fall 2007?

(Mark all that apply)

- Attending undergraduate college full-time
- Attending undergraduate college part-time
- Attending graduate/professional school
- Working full-time
- Working part-time
- Participating in a community service organization
- Serving in the Armed Forces
- Attending a vocational training program
- Traveling
- Doing volunteer work
- Staying at home to be with or start a family
- No current plans

26. If you are planning on being employed after graduation, which best describes the current state of your employment plans?

(Mark one response only)

- Not actively looking for a position
- Looking, but no offers yet
- Received an offer for a position, but declined
- Currently considering an offer
- Accepted an offer of employment
- Not planning on employment this fall

27. If you are planning to attend graduate or professional school, which of the following best describes the current state of your educational plans?

(Mark one response only)

- Accepted and will be attending in the fall
- Accepted and deferred admission until a later date
- Placed on waiting list, no acceptances
- Still awaiting responses, no acceptances
- Will be applying this coming fall
- Not applying this fall, but might apply at a future date
- No plans to apply to school now or in the future

28. If you could make your college choice over, would you still choose to enroll at your current college?

- Definitely yes
- Probably yes
- Probably no
- Definitely no

29. How would you characterize your political views? (Mark one)

- Far left
- Liberal
- Middle-of-the-road
- Conservative
- Far right

30. Is English your native language?

- Yes
- No

31. What is the average grade you received during your college career, both overall and in your major? (Mark ONE circle in EACH column)

- | | | |
|---------------|-----------------------|-----------------------|
| A or A+ | <input type="radio"/> | <input type="radio"/> |
| A- | <input type="radio"/> | <input type="radio"/> |
| B+ | <input type="radio"/> | <input type="radio"/> |
| B | <input type="radio"/> | <input type="radio"/> |
| B- | <input type="radio"/> | <input type="radio"/> |
| C+ | <input type="radio"/> | <input type="radio"/> |
| C | <input type="radio"/> | <input type="radio"/> |
| D | <input type="radio"/> | <input type="radio"/> |

Overall GPA
Major GPA

32. Please indicate your racial/ethnic background.

(Mark all that apply)

- White/Caucasian
- African American/Black
- American Indian/Alaska Native
- Asian American/Asian
- Native Hawaiian/Pacific Islander
- Mexican American/Chicano
- Puerto Rican
- Other Latino
- Other

33. Your sex:

- Female
- Male

34. Do you give the Higher Education Research Institute (HERI) permission to include your ID number should your college request the data for additional research analyses? HERI maintains strict standards of confidentiality and would require your college to sign a pledge of confidentiality.

- Yes
- No

ADDITIONAL QUESTIONS: If you received an additional page of questions, please mark your answers below:

- | | |
|---------------|---------------|
| 35. A B C D E | 48. A B C D E |
| 36. A B C D E | 49. A B C D E |
| 37. A B C D E | 50. A B C D E |
| 38. A B C D E | 51. A B C D E |
| 39. A B C D E | 52. A B C D E |
| 40. A B C D E | 53. A B C D E |
| 41. A B C D E | 54. A B C D E |
| 42. A B C D E | 55. A B C D E |
| 43. A B C D E | 56. A B C D E |
| 44. A B C D E | 57. A B C D E |
| 45. A B C D E | 58. A B C D E |
| 46. A B C D E | 59. A B C D E |
| 47. A B C D E | 60. A B C D E |

**CSS SUPPLEMENTAL QUESTIONS
UNIVERSITY OF LA VERNE
Spring 2007**

By responding openly and honestly to the following questions you will help the University of La Verne better serve students. **Please record your answers by marking the ovals next to questions 35 to 49 on page 4 of the 2006-2007 CSS Survey form.** Thank you.

35. Which of the following groups best describes your student status at ULV?
- A. Main Campus, started as First-Year Freshman
 - B. CAPA Student
 - C. Regional Campus Student (e.g. Central Coast, High Desert, Inland Empire, etc.)
 - D. Main Campus, started as Transfer Student
 - E. Other
36. How confident do you feel about your ability to search online databases for academic purposes?
- A. Not confident at all
 - B. Somewhat confident
 - C. Confident
 - D. Very confident
37. How sure are you about your values that guide your life at this time?
- A. Not sure at all
 - B. Somewhat sure
 - C. Sure
 - D. Very sure
38. How clear is your understanding of your strengths and weaknesses in dealing with personal issues?
- A. Not clear at all
 - B. Somewhat clear
 - C. Clear
 - D. Very clear
39. How confident do you feel about your understanding of personal finances such as loans, credits, investments and banking rules?
- A. Not confident at all
 - B. Somewhat confident
 - C. Confident
 - D. Very confident
40. How often do you act in ways that help sustain a healthy environment, such as in purchasing, transportation, and waste disposal?
- A. Almost never
 - B. Sometimes
 - C. Often
 - D. Very often
41. How confident do you feel about your ability to determine the validity of information from mass media (e.g. the internet, television, magazines and newspapers)?
- A. Not confident at all
 - B. Somewhat confident
 - C. Confident
 - D. Very confident
42. How important do you think it is for you to view an issue from the perspective of multiple fields?
- A. Not important
 - B. Somewhat important
 - C. Important
 - D. Very important
43. What has been the **primary** source of academic advising you have received from ULV? (MARK ONLY ONE PLEASE)
- A. Individual in-person or telephone advising by an Academic Advising staff member
 - B. Individual in-person or telephone advising by a ULV faculty member
 - C. Individual in-person or telephone advising by a coach in the ULV Athletic Department
 - D. Other
 - E. Does not apply

Please turn over.

44. How many times have you used services offered through the ULV Career Center (such as career counseling, career testing, attending a career fair, etc.)?

- A. Never
- B. 1-3 times
- C. 4-6 times
- D. 7-9 times
- E. 10 times or more

45. How many times have you used services available through the ULV Learning Enhancement Center (such as tutoring, writing, language skills, workshops, etc...)?

- A. Never
- B. 1-3 times
- C. 4-6 times
- D. 7-9 times
- E. 10 times or more

46. Overall, how satisfied were you with the online aspect of courses you completed at ULV (including online courses, hybrid courses, and courses incorporating the use of Blackboard)?

- A. Very Dissatisfied
- B. Dissatisfied
- C. Satisfied
- D. Very Satisfied
- E. Not Applicable

47. How many other colleges or universities have you attended from which you transferred some course credits to ULV?

- A. None
- B. 1
- C. 2
- D. 3-4
- E. 5 or more

48. Overall, how strongly do you feel personally connected to ULV?

- | | |
|-------------------------|-------------------|
| A. Not connected at all | C. Connected |
| B. Somewhat connected | D. Very connected |

49. If able, how likely is it that you would support ULV financially in the future?

- | | |
|----------------------|----------------|
| A. Not likely at all | C. Likely |
| B. Somewhat likely | D. Very likely |

50. How likely is it that you would recommend ULV to a prospective student?

- | | |
|----------------------|----------------|
| A. Not likely at all | C. Likely |
| B. Somewhat likely | D. Very likely |

Thank you.