

Outcomes Assessment – Available Data from Systematic Surveys

Item #	GOAL	Questions & Items	Data/Survey Source
1A	<p>Intellectual Development - Values</p> <p>Engagement in the pursuit of knowledge</p>	<p>In your experience at this institution during the current school year, about how often have you done each of the following? (<i>4-point, Very Often, Often, Occasionally, Never</i>)</p> <ul style="list-style-type: none"> • Completed the assigned readings for class • Took detailed notes during class • Contributed to class discussions • Tried to see how different facts and ideas fit together • Applied material learned in a class to other areas (your job or internship, other courses, relationships with friends, family, co-workers, etc.) • Used information or experience from other areas of your life (job, internship, interactions with others) in class discussions or assignments • Worked on a paper or project where you had to integrate ideas from various sources • Worked harder than you thought you could to meet an instructor's expectations and standards • Read articles about scientific or mathematical theories or concepts in addition to those assigned for a class • Practiced to improve your skill in using a piece of laboratory equipment • Compared the scientific method with other methods for gaining knowledge and understanding • Talked about the ideas and views of other people such as writers, philosophers, historians • Talked about science (theories, experiments, methods, etc.) • Talked about the economy (employment, wealth, poverty, debt, trade, etc.) • Referred to knowledge you acquired in your reading or classes • Explored different ways of thinking about the topic • Referred to something one of your instructors said about the topic • Subsequently read something that was related to the topic • Gone back to read a basic reference or document that other authors referred to 	College Student Experiences Questionnaire (CSEQ) 2002 Sophomores & Seniors
		<p>Indicate the extent to which each capacity was enhanced by your undergraduate experience. (<i>4-point, Not at all, A Little, Moderately, Greatly</i>)</p> <ul style="list-style-type: none"> • Engage in the pursuit of knowledge and truth 	The Senior Survey (HEDS) – 2000 & 2003

Item #	GOAL	Questions & Items	Data/Survey Source
1A	Intellectual Development - Values Commitment to life-long learning	In thinking about your college or university experience up to now, to what extent do you feel you have gained or made progress in the following areas? <i>(4-point, Very Much, Quite a Bit, Some, Very Little)</i> <ul style="list-style-type: none"> • Learning on your own, pursuing ideas and finding information you need 	College Student Experiences Questionnaire (CSEQ) 2002 Sophomores & Seniors
		Indicate the extent to which each capacity was enhanced by your undergraduate experience: <i>(4-point, Not at all, A Little, Moderately, Greatly)</i> <ul style="list-style-type: none"> • Acquire new skills and knowledge on my own 	The Senior Survey (HEDS) – 2000 & 2003
1B	Intellectual Development – Knowledge Facts, concepts, responsibilities, modes of inquiry in major and profession	In thinking about your college or university experience up to now, to what extent do you feel you have gained or made progress in the following areas? <i>(4-point, Very Much, Quite a Bit, Some, Very Little)</i> <ul style="list-style-type: none"> • Acquiring knowledge and skills applicable to a specific job or type of work (vocational preparation) • Acquiring background and specialization for further education in a professional, scientific or scholarly field • Gaining a range of information that may be relevant to a career • Learning on your own, pursuing ideas and finding information you need • Learning to adapt to change (new technologies, different jobs or personal circumstances, etc.) 	College Student Experiences Questionnaire (CSEQ) 2002 Sophomores & Seniors
		Indicate the extent to which each capacity was enhanced by your undergraduate experience: <i>(4-point, Not at all, A Little, Moderately, Greatly)</i> <ul style="list-style-type: none"> • Gain in-depth knowledge of a subject area 	The Senior Survey (HEDS) – 2000 & 2003
1B	Intellectual Development – Knowledge Intellectual, ethical, cultural traditions of Western civilization	In thinking about your college or university experience up to now, to what extent do you feel you have gained or made progress in the following areas? <i>(4-point, Very Much, Quite a Bit, Some, Very Little)</i> <ul style="list-style-type: none"> • Seeing the importance of history for understanding the present as well as the past • Becoming aware of different philosophies, cultures and ways of life 	College Student Experiences Questionnaire (CSEQ) 2002 Sophomores & Seniors

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1B	<p>Intellectual Development – Knowledge</p> <p>Values and moral principles inherent in Judeo-Christian, Catholic and Augustinian traditions</p>		
1B	<p>Intellectual Development – Knowledge</p> <p>Role and importance of science and technology</p>	<p>In thinking about your college or university experience up to now, to what extent do you feel you have gained or made progress in the following areas? (4-point, <i>Very Much, Quite a Bit, Some, Very Little</i>)</p> <ul style="list-style-type: none"> • Understanding the nature of science and experimentation • Understanding new developments in science and technology • Becoming aware of the consequences (benefits, hazards, dangers) of new applications of science and technology 	<p>College Student Experiences Questionnaire (CSEQ) 2002 Sophomores & Seniors</p>
1B	<p>Intellectual Development – Knowledge</p> <p>Topics of personal and intellectual interest</p>	<p>In conversations with others (students, family members, co-workers, etc.) outside the classroom <i>during this school year</i>, about how often have you talked about each of the following? (4-point, <i>Very often, Often, Occasionally, Never</i>)</p> <ul style="list-style-type: none"> • Current events in the news • The ideas and views of other people such as writers, philosophers, historians • The arts (painting, poetry, dance, theatrical productions, symphony, movies) • Science (theories, experiments, methods, etc.) • Computers and other technologies • Social and ethical issues related to science and technology such as energy, pollution, chemicals, genetics, military use • The economy (employment, wealth, poverty, debt, trade, etc.) • International relations (human rights, free trade, military activities, political differences, etc.) • Explored different ways of thinking about the topic 	<p>College Student Experiences Questionnaire (CSEQ) 2002 Sophomores & Seniors</p>

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1B	<p>Intellectual Development – Knowledge</p> <p>Recognize multidimensionality of human problems and culture</p>	<p>In conversations with others (students, family members, co-workers, etc.) outside the classroom <i>during this school year</i>, about how often have you talked about each of the following? <i>(4-point, Very often, Often, Occasionally, Never)</i></p> <ul style="list-style-type: none"> • Social issues such as peace, justice, human rights, equality, race relations • Different lifestyles, customs and religions 	<p>College Student Experiences Questionnaire (CSEQ) 2002 Sophomores & Seniors</p>
1B	<p>Intellectual Development – Knowledge</p> <p>Recognize interrelatedness of knowledge</p>	<p>In thinking about your college or university experience up to now, to what extent do you feel you have gained or made progress in the following areas? <i>(4-point, Very Much, Quite a Bit, Some, Very Little)</i></p> <ul style="list-style-type: none"> • Putting ideas together, seeing relationships, similarities and differences between ideas 	<p>College Student Experiences Questionnaire (CSEQ) 2002 Sophomores & Seniors</p>
1B	<p>Intellectual Development – Knowledge</p> <p>Demonstrate awareness of and value of multiple modes or inquiry and approaches to knowledge</p>		

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1C	Intellectual Development – Skills Demonstrate skills in - critical analysis - information literacy - quantitative literacy - scientific literacy - creative problem solving - oral communication - written communication	In thinking about your college or university experience up to now, to what extent do you feel you have gained or made progress in the following areas? <i>(4-point, Very Much, Quite a Bit, Some, Very Little)</i> <ul style="list-style-type: none"> • Writing clearly and effectively • Presenting ideas and information effectively when speaking to others • Using computers and other information technologies • Thinking analytically and logically • Analyzing quantitative problems (understanding probabilities, proportions, etc.) 	College Student Experiences Questionnaire (CSEQ) 2002 Sophomores & Seniors
		Indicate the extent to which each capacity was enhanced by your undergraduate experience. <i>(4-point, Not at all, A Little, Moderately, Greatly)</i> <ul style="list-style-type: none"> • Write effectively • Acquire new skills and knowledge on my own • Think analytically and logically • Formulate creative/original ideas and solutions • Evaluate and choose between alternative courses or action • Plan and execute complex projects • Use quantitative tools (e.g., statistics, graphs) • Use technology • Communicate well orally 	The Senior Survey (HEDS) – 2000 & 2003

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2A	<p>Personal & Emotional Development – Values</p> <p>Accept responsibility for consequences of decisions and behavior</p>		
2B	<p>Personal & Emotional Development – Knowledge</p> <p>Make initial commitment to vocation or work compatible with goals and interests</p>	<p>When thinking about a career, how important to you is each of the following considerations? <i>(4-point, Not Important, Somewhat Important, Very Important, Essential)</i></p> <ul style="list-style-type: none"> • Work for social change • Expression of personal values 	The Senior Survey (HEDS) – 2000 & 2003
2C	<p>Personal & Emotional Development – Skills</p> <p>Define personal goals reflective of individual's values, capabilities & interests</p>	<p>Indicate the extent to which each capacity was enhanced by your undergraduate experience. <i>(4-point, Not at all, A Little, Moderately, Greatly)</i></p> <ul style="list-style-type: none"> • Establish a course of action to accomplish goals • Understand myself; abilities, interests, limitations and personality 	The Senior Survey (HEDS) – 2000 & 2003
2C	<p>Personal & Emotional Development – Skills</p> <p>Demonstrate independence and self-direction in personal problem solving & goal attainment</p>	<p>Indicate the extent to which each capacity was enhanced by your undergraduate experience: <i>(4-point, Not at all, A Little, Moderately, Greatly)</i></p> <ul style="list-style-type: none"> • Formulate creative/original ideas and solutions • Develop self-esteem • Understand myself; abilities, interests, limitations and personality 	The Senior Survey (HEDS) – 2000 & 2003

Item #	GOAL	Questions & Items	Data/Survey Source
2C	<p>Personal & Emotional Development – Skills</p> <p>Find and employ appropriate resources in personal problem solving & goal attainment</p>	<p>In your experience at this institution during the current school year, about how often have you done each of the following? (<i>4-point, Very Often, Often, Occasionally, Never</i>)</p> <ul style="list-style-type: none"> • Ask a friend for help with a personal problem • Read articles or books about personal growth, self-improvement or social development • Talked with a faculty member, counselor or other staff member about personal concerns • Discussed your career plans and ambitions with a faculty member 	<p>College Student Experiences Questionnaire (CSEQ) 2002 Sophomores & Seniors</p>
2C	<p>Personal & Emotional Development – Skills</p> <p>Establish rewarding friendships/relationships within peer group</p>	<p>Rate the quality of relationships with other students on a seven-point scale.</p> <p>Friendly, Supportive, Sense of Belonging 7 6 5 4 3 2 1 Competitive, Uninvolved Sense of Alienation</p> <p>In thinking about your college or university experience up to now, to what extent do you feel you have gained or made progress in the following areas? (<i>4-point, Very Much, Quite a Bit, Some, Very Little</i>)</p> <ul style="list-style-type: none"> • Developing the ability to get along with different kinds of people <p>Indicate the extent to which each capacity was enhanced by your undergraduate experience. (<i>4-point, Not at all, A Little, Moderately, Greatly</i>)</p> <ul style="list-style-type: none"> • Relate well to people of different races, nations and religions 	<p>College Student Experiences Questionnaire (CSEQ) 2002 Sophomores & Seniors</p> <p>The Senior Survey (HEDS) – 2000 & 2003</p>

Item #	GOAL	Questions & Items	Data/Survey Source
3A	Social Development - Values Treat others with compassion, civility & respect		
3A	Social Development - Values Demonstrate acceptance of individual, cultural, social & ideological differences	In thinking about your college or university experience up to now, to what extent do you feel you have gained or made progress in the following areas? <i>(4-point, Very Much, Quite a Bit, Some, Very Little)</i> <ul style="list-style-type: none"> • Developing the ability to get along with different kinds of people 	College Student Experiences Questionnaire (CSEQ) 2002 Sophomores & Seniors
		Indicate the extent to which each capacity was enhanced by your undergraduate experience: <i>(4-point, Not at all, A Little, Moderately, Greatly)</i> <ul style="list-style-type: none"> • Relate well to people of different races, nations and religions 	The Senior Survey (HEDS) – 2000 & 2003
		In your experience at this institution during the current school year, about how often have you done each of the following? <i>(4-point, Very Often, Often, Occasionally, Never)</i> <ul style="list-style-type: none"> • Became acquainted with students whose interests were different from yours • Became acquainted with students whose family background (economic, social) was different from yours • Became acquainted with students whose age was different from yours • Became acquainted with students from another country • Had serious discussions with students whose philosophy of life or personal values were very different from yours • Had serious discussions with students whose political opinions were very different from yours • Had serious discussions with students whose religious beliefs were very different from yours • Had serious discussions with students whose race or ethnic background was different from yours • Had serious discussions with students from a country different from yours 	College Student Experiences Questionnaire (CSEQ) 2002 Sophomores & Seniors

Item #	GOAL	Questions & Items	Data/Survey Source
3A	<p>Social Development - Values</p> <p>Accept responsibilities of community membership</p>	<p>During your senior year how much time did you spend per week, on average, on the following? <i>(none, 2 hours or less, 3-5 hours, 6-10 hours, 11-15 hours, 16-20 hours, More than 20)</i></p> <ul style="list-style-type: none"> • Working with peers on class work • Participating in clubs or organized groups • Other socializing with friends <hr/> <p>In your experience at this institution during the current school year, about how often have you done each of the following? <i>(4-point, Very Often, Often, Occasionally, Never)</i></p> <ul style="list-style-type: none"> • Attended a meeting of a campus club, organization, or student government group) • Worked on a campus committee, student organization or project (publications, student government, special event, etc.) • Worked on an off-campus committee, organization or project (civic group, church group, community event, etc.) • Met with a faculty member or staff advisor to discuss the activities of a group or organization • Managed or provided leadership for a club or organization on or off campus 	<p>The Senior Survey (HEDS) – 2000 & 2003</p> <hr/> <p>College Student Experiences Questionnaire (CSEQ) 2002 Sophomores & Seniors</p>
3A	<p>Social Development - Values</p> <p>Demonstrate respect for natural environment</p>	<p>In your experience at this institution during the current school year, about how often have you done each of the following? <i>(4-point, Very Often, Often, Occasionally, Never)</i></p> <ul style="list-style-type: none"> • Explained to another person the scientific basis for concerns about scientific or environmental issues (pollution, recycling, alternative sources of energy, acid rain) or similar aspects of the world around you <p>In conversations with others (students, family members, co-workers, etc.) outside the classroom <i>during this school year</i>, about how often have you talked about each of the following? <i>(4-point, Very often, Often, Occasionally, Never)</i></p> <ul style="list-style-type: none"> • Social and ethical issues related to science and technology such as energy, pollution, chemicals, genetics, military use <p>In thinking about your college or university experience up to now, to what extent do you feel you have gained or made progress in the following areas? <i>(4-point, Very Much, Quite a Bit, Some, Very Little)</i></p> <ul style="list-style-type: none"> • Becoming aware of the consequences (benefits, hazards, dangers) of new applications of science and technology 	<p>College Student Experiences Questionnaire (CSEQ) 2002 Sophomores & Seniors</p>

Item #	GOAL	Questions & Items	Data/Survey Source
3B	Social Development - Skills Manage conflicts productively		
3B	Social Development - Skills Work together in teams to accomplish common goals and further common good	In thinking about your college or university experience up to now, to what extent do you feel you have gained or made progress in the following areas? <i>(4-point, Very Much, Quite a Bit, Some, Very Little)</i> <ul style="list-style-type: none"> • Developing the ability to function as a member of a team In your experience at this institution during the current school year, about how often have you done each of the following? <i>(4-point, Very Often, Often, Occasionally, Never)</i> <ul style="list-style-type: none"> • Worked on a class assignment, project or presentation with other students 	College Student Experiences Questionnaire (CSEQ) 2002 Sophomores & Seniors
		Indicate the extent to which each capacity was enhanced by your undergraduate experience: <i>(4-point, Not at all, A Little, Moderately, Greatly)</i> <ul style="list-style-type: none"> • Function effectively as a member of a team • Lead and supervise tasks and groups of people 	The Senior Survey (HEDS) – 2000 & 2003
3B	Social Development - Skills Motivate and coordinate others to work toward common goals	Indicate the extent to which each capacity was enhanced by your undergraduate experience: <i>(4-point, Not at all, A Little, Moderately, Greatly)</i> <ul style="list-style-type: none"> • Lead and supervise tasks and groups of people 	The Senior Survey (HEDS) – 2000 & 2003

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4A	Spiritual and Moral Development - Values Express a mature understanding of self and humanity in relation to God		
4A	Spiritual and Moral Development - Values Demonstrate a commitment to ongoing spiritual and moral development	Indicate the extent to which each capacity was enhanced by your undergraduate experience: <i>(4-point, Not at all, A Little, Moderately, Greatly)</i> <ul style="list-style-type: none"> Understand moral and ethical issues 	The Senior Survey (HEDS) – 2000 & 2003
		In thinking about your college or university experience up to now, to what extent do you feel you have gained or made progress in the following areas? <i>(4-point, Very Much, Quite a Bit, Some, Very Little)</i> <ul style="list-style-type: none"> Developing your own values and ethical standards 	College Student Experiences Questionnaire (CSEQ) 2002 Sophomores & Seniors
4A	Spiritual and Moral Development - Values Demonstrate understanding of and respect for different religious traditions and values	In thinking about your college or university experience up to now, to what extent do you feel you have gained or made progress in the following areas? <i>(4-point, Very Much, Quite a Bit, Some, Very Little)</i> <ul style="list-style-type: none"> Becoming aware of different philosophies, cultures and ways of life In your experience at this institution during the current school year, about how often have you done each of the following? <i>(4-point, Very Often, Often, Occasionally, Never)</i> <ul style="list-style-type: none"> Had serious discussions with students whose religious beliefs were very different from yours 	College Student Experiences Questionnaire (CSEQ) 2002 Sophomores & Seniors

Item #	GOAL	Questions & Items	Data/Survey Source
4B	<p>Spiritual and Moral Development - Skills</p> <p>Demonstrate incorporation of ethical and moral principles in decision making</p>	<p>Indicate the extent to which each capacity was enhanced by your undergraduate experience: (4-point, <i>Not at all, A Little, Moderately, Greatly</i>)</p> <ul style="list-style-type: none"> Understand moral and ethical issues <hr/> <p>In thinking about your college or university experience up to now, to what extent do you feel you have gained or made progress in the following areas? (4-point, <i>Very Much, Quite a Bit, Some, Very Little</i>)</p> <ul style="list-style-type: none"> Developing your own values and ethical standards 	<p>The Senior Survey (HEDS) – 2000 & 2003</p> <hr/> <p>College Student Experiences Questionnaire (CSEQ) 2002 Sophomores & Seniors</p>
4B	<p>Spiritual and Moral Development - Skills</p> <p>Demonstrate learned values through service to others, especially poor & disadvantaged</p>	<p>In which years during college did you actively participate in any of the following? (<i>Participated – 1st Year, 2nd Year, 3rd Year, 4th Year</i>)</p> <ul style="list-style-type: none"> Social action/issues group Volunteer service <p>During your senior year how much time did you spend per week, on average, on the following? (<i>none, 2 hours or less, 3-5 hours, 6-10 hours, 11-15 hours, 16-20 hours, More than 20</i>)</p> <ul style="list-style-type: none"> Volunteering <p>Indicate the extent to which each capacity was enhanced by your undergraduate experience: (4-point, <i>Not at all, A Little, Moderately, Greatly</i>)</p> <ul style="list-style-type: none"> Develop awareness of social problems 	<p>The Senior Survey (HEDS) – 2000 & 2003</p>

Item #	GOAL	Questions & Items	Data/Survey Source
5A	Cultural Development - Values Demonstrate appreciation for works produced by intellectual & artistic endeavors	In thinking about your college or university experience up to now, to what extent do you feel you have gained or made progress in the following areas? <i>(4-point, Very Much, Quite a Bit, Some, Very Little)</i> <ul style="list-style-type: none"> Developing an understanding and enjoyment of art, music and drama 	College Student Experiences Questionnaire (CSEQ) 2002 Sophomores & Seniors
		Indicate the extent to which each capacity was enhanced by your undergraduate experience: <i>(4-point, Not at all, A Little, Moderately, Greatly)</i> <ul style="list-style-type: none"> Appreciate art, literature, music, drama 	The Senior Survey (HEDS) – 2000 & 2003
5B	Cultural Development - Knowledge Demonstrate knowledge of works produced by intellectual & artistic endeavors	In conversations with others (students, family members, co-workers, etc.) outside the classroom <i>during this school year</i> , about how often have you talked about each of the following? <i>(4-point, Very often, Often, Occasionally, Never)</i> <ul style="list-style-type: none"> The arts (painting, poetry, dance, theatrical productions, symphony, movies) In your experience at this institution during the current school year, about how often have you done each of the following? <i>(4-point, Very Often, Often, Occasionally, Never)</i> <ul style="list-style-type: none"> Talked about art (painting, sculpture, artists, etc.) or the theater (plays, musicals, dance, etc.) with other students, friends or family members Went to an art exhibit/gallery or a play, dance or other theater performance, on or off the campus Participated in some art activity (painting, pottery, weaving, drawing, etc.) or theater event, or worked on some theatrical production (acted, danced, worked on scenery, etc.) on or off the campus Talked about music or musicians (classical, popular, etc.) with other students, friends or family members Attended a concert or other music event, on or off campus Participated in some music activity (orchestra, chorus, dance, etc.) on or off campus Read or discussed the opinions of art, music or drama critics 	College Student Experiences Questionnaire (CSEQ) 2002 Sophomores & Seniors

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6A	<p>Physical Development - Values</p> <p>Appreciate the role of physical wellness in present & future development</p>	<p>In thinking about your college or university experience up to now, to what extent do you feel you have gained or made progress in the following areas? <i>(4-point, Very Much, Quite a Bit, Some, Very Little)</i></p> <ul style="list-style-type: none"> • Developing good health habits and physical fitness 	<p>College Student Experiences Questionnaire (CSEQ) 2002 Sophomores & Seniors</p>
6B	<p>Physical Development - Knowledge</p> <p>Demonstrate an understanding of the consequences of lifestyle choices on health & well being</p>		