

General Education Program Mission

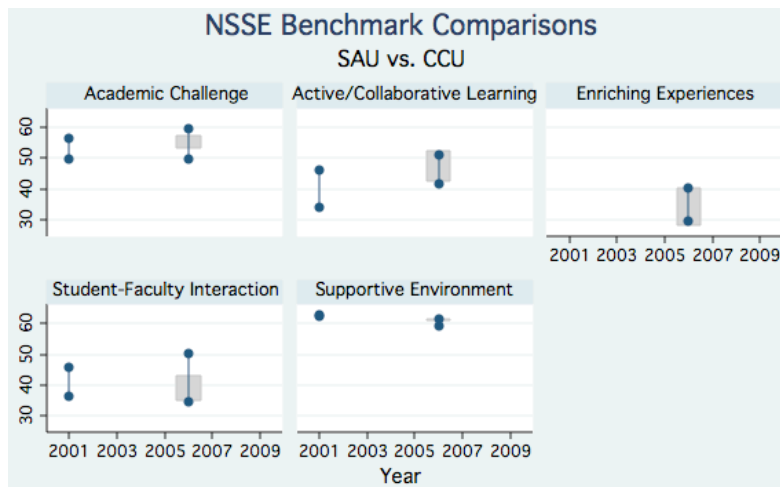
The General Education Program contributes to the St. Ambrose University mission of enabling all students to "develop intellectually, spiritually, ethically, socially, artistically, and physically to enrich their own lives and the lives of others," by providing a program of study, grounded in the Liberal Arts, which develops students' academic skills, knowledge, and values related to the mission, and stimulates a passion for lifelong learning for the sake of learning.

General Education Program Policy Statement

Students at St. Ambrose University are exposed to the "Liberal Arts" through completion of the General Education Program, which builds student recognition of the relationships among general education areas as well as the connection and application of this learning to the present and future contexts of their own lives. Thus, the General Education Program serves as a basis for the search for knowledge in, and across, all disciplines and serves as the core of each student's education at St. Ambrose University. All students must complete the entire General Education Program as described in the catalog. All curricular changes and new major programs at the Undergraduate level must be designed to accommodate the General Education Program.

In General, Successful students will demonstrate

- recognition of the relationships among general education areas
- recognition of the connection of this learning to the present and future contexts of their own lives
- application of this learning to the present and future contexts of their own lives
- the necessary skills, values, and knowledge needed to examine topics/issues/problems from more than one disciplinary group
- the necessary skills, values, and knowledge needed to solve problems
- the necessary skills, values, and knowledge needed to appreciate how values help shape knowledge
- the necessary skills, values, and knowledge needed to recognize the inherent relationships among content areas.



(Grey bars = Freshmen-Senior scores for Catholic Colleges & Universities)
(Blue lines = Freshmen-Senior Scores for SAU)

MAPP Total Score	2004	2007	Change
Freshmen	438.93	435.68	-3.25 (-.14 SD)
Seniors	451.35	436.26	-15.09 (-.60 SD)

MAPP Total Score	2007 Percentile Rank
Freshmen	26
Seniors	22

MAPP Growth	2004-2007
Freshmen-Seniors	-2.67 (-.11 SD)

NSSE Results:

11a) To what extent has your experience at this institution contributed to: Acquiring a broad general education	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Very Little	2%	3%	0%	2%
Some	22%	17%	11%	11%
Quite a bit	45%	46%	39%	38%
Very much	31%	35%	49%	49%

SKILLS (“Do”) Evidenced by action, tools, practice, implementing

The General Education Program provides students opportunities to develop the following skills:

Written Communication

- use writing as a tool for learning
- express themselves, explore issues, communicate with others, and persuade others using written communication
- respond to the requirements of a given audience, profession, and/or rhetorical situation
- demonstrate fluency in writing process: drafting, collaborating, revising, editing; yielding appropriate final product
- achieve personal, academic, and professional goals using written communication

NSSE Results:

1c) Prepared two or more drafts of a paper or assignment before turning it in	Freshmen		Seniors		
	SAU	CCU	SAU	CCU	
	Never	12%	16%	12%	18%
	Sometimes	30%	33%	41%	37%
	Often	38%	30%	26%	25%
Very Often	20%	21%	20%	20%	
1d) Worked on a paper or project that required integrating ideas or information from various sources	Freshmen		Seniors		
	SAU	CCU	SAU	CCU	
	Never	0%	1%	0%	1%
	Sometimes	33%	20%	11%	12%
	Often	50%	46%	39%	39%
Very Often	17%	32%	50%	48%	
3c) Number of written papers or reports of 20 pages or more	Freshmen		Seniors		
	SAU	CCU	SAU	CCU	
	None	89%	82%	49%	50%
	Between 1-4	7%	13%	45%	42%
	Between 5-10	3%	3%	3%	5%
Between 11-20	1%	1%	1%	1%	
3d) Number of written papers or reports between 5 and 19 pages	Freshmen		Seniors		
	SAU	CCU	SAU	CCU	
	None	14%	7%	5%	7%
	Between 1-4	54%	52%	26%	42%
	Between 5-10	22%	31%	38%	33%
Between 11-20	9%	8%	18%	13%	
3e) Number of written papers or reports of fewer than 5 pages	Freshmen		Seniors		
	SAU	CCU	SAU	CCU	
	None	0%	2%	3%	6%
	Between 1-4	17%	25%	23%	35%
	Between 5-10	38%	33%	21%	27%
Between 11-20	31%	24%	25%	17%	
11c) Extent to which experience at institution contributed to: Writing clearly/effectively	Freshmen		Seniors		
	SAU	CCU	SAU	CCU	
	Very little	4%	5%	1%	3%
	Some	26%	22%	16%	17%
	Quite a bit	44%	41%	38%	39%
Very much	26%	32%	44%	41%	

Alumni Survey Results

Write Effectively	Very Unimportant	Unimportant	--	Important	Very Important
	1.1%	4.2%	22.1%	21.1%	51.6%

% of students who believe "Write Effectively" is important or very important	2003	2004	2005	2006	2007
	93.9%	89.1%	98.1%	98.2%	72.6%

Write Effectively	Very Dissatisfied	Dissatisfied	--	Satisfied	Very Satisfied
	0.0%	2.1%	18.6%	45.4%	34.0%

% of students who are satisfied or very satisfied with "Write Effectively"	2003	2004	2005	2006	2007
	77.3%	76.6%	87.4%	89.9%	79.4%

Satisfaction – Importance for "Write effectively"	2003	2004	2005	2006	2007
	-16.6%	-12.5%	-10.7%	-8.3%	+6.8%

MAPP Results

MAPP Writing Score	2004	2007	Change
Freshmen	113.49	112.71	-0.78 (-.12 SD)
Seniors	115.87	112.89	-2.98 (-.48 SD)

MAPP Writing Score	2007 Percentile Rank
Freshmen	18
Seniors	10

MAPP Growth	2004-2007
Freshmen-Seniors	-0.60

MAPP Writing Score		Proficient	Marginal	Not Proficient
Freshmen	Writing Level I	48%	34%	18%
	Writing Level II	21%	12%	67%
Seniors	Writing Level I	60%	25%	15%
	Writing Level II	36%	15%	49%

MAPP Writing Score		% at or above proficient	% at or below marginal	% not proficient
2007 Seniors – 2004 Freshmen	Writing Level I	+6%	-6%	-9%
	Writing Level II	+15%	-15%	-9%

Oral Communication

- demonstrate the characteristics of effective human communication
- evaluate the effectiveness of messages and presentations
- research, organize, and deliver a message to a specific audience
- express the ethical implications of human communication

Alumni Survey Results

Communicate well orally	Very Unimportant	Unimportant	--	Important	Very Important
	2.0%	0.0%	1.0%	22.4%	74.5%

% of students who believe "Communicate well orally" is important or very important	2003	2004	2005	2006	2007
	97.0%	95.7%	98.1%	100.0%	96.9%

Communicate well orally	Very Dissatisfied	Dissatisfied	--	Satisfied	Very Satisfied
	1.0%	2.0%	11.1%	43.4%	42.4%

% of students who are satisfied or very satisfied with "Communicate well orally"	2003	2004	2005	2006	2007
	76.3%	78.7%	86.1%	90.9%	85.9%

Satisfaction – Importance for "Communicate well orally"	2003	2004	2005	2006	2007
	-20.7%	-17.0%	-12.0%	-9.1%	-11.0%

NSSE Results:

1b) Make a class presentation	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Never	4%	8%	1%	3%
Sometimes	64%	52%	33%	26%
Often	27%	31%	42%	40%
Very Often	4%	8%	24%	31%

11d) Extent to which experience at institution contributed to: Speaking clearly/effectively	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Very little	5%	7%	2%	4%
Some	32%	25%	21%	19%
Quite a bit	40%	40%	38%	38%
Very much	23%	27%	39%	39%

Interpersonal and collaborative skills

- describe influence of perception, listening, language, self-concept, nonverbal behavior in relationships
- work cooperatively with others toward achievement of a common goal
- respect others and what they have to say
- distinguish between ethical and unethical communication and relationships
- evaluate and improve communication in interpersonal contexts
- recognize sources of interpersonal conflict and implement conflict resolution techniques

Alumni Survey Results

Work effectively in a group	Very Unimportant	Unimportant	--	Important	Very Important
	0.0%	2.1%	2.1%	29.9%	66.0%

% of students who believe "Work effectively in a group" is important or very important	2003	2004	2005	2006	2007
	80.3%	80.9%	93.3%	93.4%	95.9%

Work effectively in a group	Very Dissatisfied	Dissatisfied	--	Satisfied	Very Satisfied
	1.0%	4.0%	11.1%	48.5%	35.4%

% of students who are satisfied or very satisfied with "Work effectively in a group"	2003	2004	2005	2006	2007
	84.8%	69.6%	84.5%	89.9%	83.8%

Satisfaction – Importance for "Work effectively in a group"	2003	2004	2005	2006	2007
	+4.5%	-11.3%	-8.8%	-3.5%	-12.1%

Respect individual differences	Very Unimportant	Unimportant	--	Important	Very Important
	0.0%	0.0%	15.6%	36.5%	47.9%

% of students who believe "Respect individual differences" is important or very important	2003	2004	2005	2006	2007
	89.4%	87.2%	93.2%	96.1%	84.4%

Respect individual differences	Very Dissatisfied	Dissatisfied	--	Satisfied	Very Satisfied
	0.0%	5.2%	26.8%	45.4%	22.7%

% of students who are satisfied or very satisfied with "Respect individual differences"	2003	2004	2005	2006	2007
	0.0%	5.2%	26.8%	45.4%	22.7%

Satisfaction – Importance for "Respect individual differences"	2003	2004	2005	2006	2007
	0.0%	5.2%	26.8%	45.4%	22.7%

NSSE Results:

1g) Worked with other students on projects during class	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Never	8%	11%	3%	8%
Sometimes	48%	48%	45%	43%
Often	35%	31%	36%	32%
Very Often	9%	9%	16%	16%

1h) Worked with classmates outside of class to prepare class assignments	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Never	11%	17%	11%	8%
Sometimes	46%	46%	43%	38%
Often	34%	28%	29%	33%
Very Often	8%	9%	17%	20%

8a) Quality of relationships with other students	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
1 (unfriendly, unsupportive, sense of alienation)	2%	1%	0%	1%
2	3%	2%	1%	2%
3	3%	5%	9%	4%
4	13%	12%	13%	10%
5	18%	22%	16%	19%
6	37%	29%	30%	29%
7 (friendly, supportive, sense of belonging)	23%	29%	31%	35%

8b) Quality of relationships with faculty members	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
1 (unfriendly, unsupportive, sense of alienation)	1%	1%	0%	1%
2	0%	2%	1%	2%
3	5%	7%	3%	4%
4	12%	17%	8%	11%
5	28%	26%	22%	21%
6	31%	28%	35%	30%
7 (friendly, supportive, sense of belonging)	22%	20%	31%	31%

11h) Extent to which experience at institution contributed to: Working effectively with others	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Very little	6%	5%	3%	3%
Some	25%	23%	15%	15%
Quite a bit	46%	40%	37%	37%
Very much	23%	32%	46%	45%

Mathematical reasoning skills

- analyze quantitative information; solve problems in areas of personal daily experience and professional endeavors
- use higher-order cognitive skills to make sense of quantitative and spatial information enabling graduates to:
 - determine the validity of conclusions based on quantitative and spatial data
 - recognize patterns, trends, and relationships
 - analyze the logic of arguments
 - choose the appropriate technological tools to produce and process quantitative and spatial information

Alumni Survey Results

Think quantitatively	Very Unimportant	Unimportant	--	Important	Very Important
	0.0%	2.1%	17.5%	34.0%	46.4%

% of students who believe "Think quantitatively" is important or very important	2003	2004	2005	2006	2007
	80.3%	80.9%	89.2%	87.6%	80.4%

Think quantitatively	Very Dissatisfied	Dissatisfied	--	Satisfied	Very Satisfied
	2.0%	3.1%	23.5%	35.7%	35.7%

% of students who are satisfied or very satisfied with "Think quantitatively"	2003	2004	2005	2006	2007
	69.7%	63.8%	75.5%	71.7%	71.4%

Satisfaction – Importance for "Think quantitatively"	2003	2004	2005	2006	2007
	-10.6%	-17.1%	-13.7%	-15.9%	-9.0%

Solve problems effectively	Very Unimportant	Unimportant	--	Important	Very Important
	1.0%	0.0%	5.1%	29.6%	64.3%

% of students who believe "Solve problems effectively" is important or very important	2003	2004	2005	2006	2007
	97.0%	91.5%	99.0%	99.0%	93.9%

Solve problems effectively	Very Dissatisfied	Dissatisfied	--	Satisfied	Very Satisfied
	1.0%	4.1%	12.4%	53.6%	28.9%

% of students who are satisfied or very satisfied with "Solve problems effectively"	2003	2004	2005	2006	2007
	77.7%	74.5%	77.9%	87.9%	82.5%

Satisfaction – Importance for "Solve problems effectively"	2003	2004	2005	2006	2007
	-19.3%	-17.0%	-21.1%	-11.1%	-11.4%

NSSE Results:

11f) Extent to which experience at institution contributed to: Analyzing quantitative problems	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Very little	9%	7%	2%	4%
Some	32%	27%	23%	21%
Quite a bit	38%	41%	38%	39%
Very much	21%	25%	37%	36%

MAPP Results

MAPP Math Score	2004	2007	Change
Freshmen	112.82	111.53	-1.29 (-.17 SD)
Seniors	115.52	111.85	-3.67 (-.41 SD)

MAPP Writing Score	2007 Percentile Rank
Freshmen	11
Seniors	18

MAPP Growth	2004-2007
Freshmen-Seniors	-0.97

MAPP Math Score		Proficient	Marginal	Not Proficient
Freshmen	Math L1	47%	39%	14%
	Math L2	19%	26%	55%
	Math L3	2%	11%	86%
Seniors	Math L1	61%	23%	16%
	Math L2	31%	26%	43%
	Math L3	9%	16%	75%

MAPP Math Score		% at or above proficient	% at or below marginal	% not proficient
2007 Seniors – 2004 Freshmen	Math L1	+14%	-14%	+2%
	Math L2	+12%	-12%	-12%
	Math L3	+7%	-6%	-11%

Critical thinking skills

- recognize, analyze, and evaluate another's argued position, and give reasoned accounts of their own positions
- determine when/how problems can be addressed by means of analytical methods of arts, sciences, & other fields
- use analytical methods typical of the arts, sciences, and other fields to work toward the solution of problems

Alumni Survey Results

Think critically	Very Unimportant	Unimportant	--	Important	Very Important
	1.0%	0.0%	9.3%	25.8%	63.9%

% of students who believe "Think critically" is important or very important	2003	2004	2005	2006	2007
	95.5%	91.5%	97.0%	97.1%	89.7%

Think critically	Very Dissatisfied	Dissatisfied	--	Satisfied	Very Satisfied
	6.1%	14.1%	28.3%	30.3%	21.2%

% of students who are satisfied or very satisfied with "Think critically"	2003	2004	2005	2006	2007
	65.2%	61.7%	73.3%	86.9%	51.5%

Satisfaction – Importance for "Think critically"	2003	2004	2005	2006	2007
	-30.3%	-28.9%	-23.7%	-10.2%	-38.2%

NSSE Results:

2a) Extent to which Coursework emphasizes: Memorizing facts, ideas, or methods from your courses and readings	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Very little	4%	5%	13%	8%
Some	32%	26%	33%	29%
Quite a bit	50%	41%	38%	37%
Very much	14%	27%	15%	25%

2b) Extent to which Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Very little	1%	2%	1%	1%
Some	23%	20%	17%	13%
Quite a bit	56%	46%	41%	43%
Very much	20%	32%	41%	42%

6d) Examined the strengths and weaknesses of your own views on a topic or issue	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Never	11%	11%	6%	9%
Sometimes	44%	42%	36%	38%
Often	35%	32%	40%	35%
Very often	10%	15%	18%	19%

11e) Extent to which experience at institution contributed to: Thinking critically & analytically	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Very little	2%	3%	2%	2%
Some	24%	18%	6%	10%
Quite a bit	45%	43%	39%	37%
Very much	29%	36%	54%	51%

11m) Extent to which experience at institution contributed to: Solving complex real-world problems	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Very little	19%	12%	10%	10%
Some	40%	35%	32%	29%
Quite a bit	31%	35%	33%	36%
Very much	11%	17%	24%	25%

MAPP Results

MAPP Critical Thinking Score	2004	2007	Change
Freshmen	108.98	109.53	+ 0.55
Seniors	112.19	109.52	-2.67 (-.32 SD)

MAPP Writing Score	2007 Percentile Rank
Freshmen	42
Seniors	51

MAPP Growth	2004-2007
Freshmen-Seniors	+0.54

MAPP Math Score		Proficient	Marginal	Not Proficient
Freshmen	Critical Thinking	3%	6%	91%
Seniors	Critical Thinking	8%	13%	79%

MAPP Math Score		% at or above proficient	% at or below marginal	% not proficient
2007 Seniors – 2004 Freshmen	Critical Thinking	+7%	-7%	-14%

Health and recreation skills

- determine ways to assess and improve health-related fitness status
- apply knowledge of wellness concepts/ motor skill devel. to selection of safe/individualized fitness/leisure activities
- demonstrate knowledge of/competence in variety of motor skills/movement patterns as a means to support and maintain physical activity through the lifespan
- apply knowledge of risk for stress-related illness/chronic disease to health-related fitness/behavior choices

Alumni Survey Results

Make healthy life decisions	Very Unimportant	Unimportant	--	Important	Very Important
	1.0%	1.0%	4.2%	33.3%	60.4%

% of students who believe "Make healthy life decisions" is important or very important	2003	2004	2005	2006	2007
	78.8%	71.7%	85.3%	83.8%	93.8%

Make healthy life decisions	Very Dissatisfied	Dissatisfied	--	Satisfied	Very Satisfied
	1.0%	6.2%	16.5%	32.0%	44.3%

% of students who are satisfied or very satisfied with "Make healthy life decisions"	2003	2004	2005	2006	2007
	65.2%	53.2%	59.6%	49.5%	76.3%

Satisfaction – Importance for "Make healthy life decisions"	2003	2004	2005	2006	2007
	-13.6%	-18.5%	-25.7%	-34.3%	-17.5%

NSSE Results:

6b) Exercised or participated in physical fitness activities	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Never	6%	17%	17%	18%
Sometimes	30%	28%	37%	33%
Often	20%	22%	21%	22%
Very often	43%	33%	25%	27%

Computer literacy skills

- perform the tasks necessary to begin using a computer for personal use
- write a paper with graphs, tables, and pictures using word-processing skills
- develop and make a presentation using presentation software

Alumni Survey Results

Use computer adequately	Very Unimportant	Unimportant	--	Important	Very Important
	0.0%	2.1%	11.6%	42.1%	44.2%

% of students who believe "Use computer adequately" is important or very important	2003	2004	2005	2006	2007
	95.5%	78.7%	97.1%	96.2%	86.3%

Use computer adequately	Very Dissatisfied	Dissatisfied	--	Satisfied	Very Satisfied
	3.1%	6.3%	30.2%	33.3%	27.1%

% of students who are satisfied or very satisfied with "Use computer adequately"	2003	2004	2005	2006	2007
	84.8%	72.3%	88.5%	70.7%	60.4%

Satisfaction – Importance for "Use computer adequately"	2003	2004	2005	2006	2007
	-10.7%	-6.4%	-8.6%	-25.5%	-25.9%

NSSE Results:

1l) Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Never	15%	14%	15%	10%
Sometimes	35%	29%	31%	27%
Often	26%	29%	27%	27%
Very often	24%	29%	28%	36%

1m) Used e-mail to communicate with an instructor	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Never	1%	2%	1%	1%
Sometimes	21%	24%	18%	17%
Often	35%	38%	32%	31%
Very often	43%	37%	49%	50%

10g) Using computers in academic work	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Very little	2%	2%	1%	2%
Some	22%	14%	12%	11%
Quite a bit	33%	33%	28%	30%
Very much	43%	51%	59%	57%

11g) Using computing and information technology	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Very little	7%	5%	3%	4%
Some	29%	22%	14%	16%
Quite a bit	37%	38%	38%	36%
Very much	27%	35%	45%	44%

Information literacy

- demonstrate a knowledge of the framework of information, including books, journals, and the internet
- decide which sources to use when searching for specific types of information
- use alternative methods of finding information
- successfully evaluate the quality of a source in terms of bias, reliability, timeliness, and authority
- exhibit an understanding of search strategies
- access information remotely

Alumni Survey Results

Locate appropriate sources of information	Very Unimportant	Unimportant	--	Important	Very Important
	2.0%	6.1%	26.5%	28.6%	36.7%

% of students who believe "Locate appropriate sources of information" is important or very important	2003	2004	2005	2006	2007
	89.4%	72.7%	90.1%	93.3%	65.3%

Locate appropriate sources of information	Very Dissatisfied	Dissatisfied	--	Satisfied	Very Satisfied
	7.1%	11.2%	30.6^	27.6%	23.5%

% of students who are satisfied or very satisfied with "Locate appropriate sources of information"	2003	2004	2005	2006	2007
	65.2%	67.4%	84.5%	72.7%	51.0%

Satisfaction – Importance for "Locate appropriate sources of information"	2003	2004	2005	2006	2007
	-24.2%	-5.3%	-5.6%	-20.6%	-14.3%

NSSE Results:

2d) Coursework emphasizes: Making judgments about the value of information, arguments, or methods	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Very little	8%	5%	2%	4%
Some	28%	27%	26%	21%
Quite a bit	48%	43%	41%	41%
Very much	17%	25%	31%	35%

Foreign Language

- begin to develop proficiency in skills of reading/writing/listening/speaking/culture in English and a target language
- develop oral communication skills, including self-expression (students' accent & pronunciation) in target language
- appreciate cultural awareness & develop sensitivity to the country (or countries) where a target language is spoken

Alumni Survey Results

Communicate in a foreign language	Very Unimportant	Unimportant	--	Important	Very Important
	3.1%	6.1%	20.4%	23.5%	46.9%

% of students who believe "Communicate in a foreign language" is important or very important	2003	2004	2005	2006	2007
	22.7%	17.4%	32.6%	33.4%	70.4%

Communicate in a foreign language	Very Dissatisfied	Dissatisfied	--	Satisfied	Very Satisfied
	2.1%	10.4%	33.3%	38.5%	15.6%

% of students who are satisfied or very satisfied with "Communicate in a foreign language"	2003	2004	2005	2006	2007
	16.7%	16.3%	27.0%	23.2%	54.2%

Satisfaction – Importance for "Communicate in a foreign language"	2003	2004	2005	2006	2007
	-6.0%	-1.1%	-5.6%	-10.2%	-16.2%

NSSE Results:

7e) Foreign language coursework	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Have not decided	16%	19%	5%	9%
Do not plan to do	34%	27%	37%	45%
Plan to do	21%	33%	6%	8%
Done	29%	21%	51%	37%

7f) Study abroad	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Have not decided	39%	31%	9%	13%
Do not plan to do	28%	30%	71%	71%
Plan to do	30%	37%	6%	7%
Done	2%	2%	14%	10%

Understand alternative ways of knowing, including what the discipline is and does, discipline methods, discipline limits

* Humanities – Group I

MAPP Results

MAPP Humanities Score	2004	2007	Change
Freshmen	113.07	112.34	-0.73
Seniors	116.81	112.46	-4.35 (-.51 SD)

MAPP Humanities Score	2007 Percentile Rank
Freshmen	18
Seniors	7

MAPP Growth	2004-2007
Freshmen-Seniors	-0.61

Embedded Assessment Results

History

- identify various patterns of behavior, value systems, and social institutions of a particular time period and/or geographical region to form a factual foundation from which to build further analytical and expressive skills
- identify the raw materials of history; which include, among others, official documents, contemporary writings, material culture, and oral interviews
- analyze both primary and secondary sources and develop a personal interpretation of the past
- engage in open discussion and debate understanding that history is not a solitary process

Alumni Survey Results

Place issues into historical perspective	Very Unimportant	Unimportant	--	Important	Very Important
	2.1%	4.2%	21.1%	28.4%	44.2%

% of students who believe "Place issues into historical perspective" is important or very important	2003	2004	2005	2006	2007
	39.4%	38.3%	60.6%	61.9%	72.6%

Place issues into historical perspective	Very Dissatisfied	Dissatisfied	--	Satisfied	Very Satisfied
	2.0%	2.0%	38.8%	36.7%	20.4%

% of students who are satisfied or very satisfied with "Place issues into historical perspective"	2003	2004	2005	2006	2007
	42.4%	36.2%	50.0%	46.4%	57.1%

Satisfaction – Importance for "Place issues into historical perspective"	2003	2004	2005	2006	2007
	3.0%	-2.1%	-10.6%	-15.5%	-15.5%

Literature

- recognize the reading of literature as an interaction between a literary work and a reader, an interaction which may yield an intellectual, affective, and/or aesthetic experience
- explore the literary, thematic, and social grounds of literature in a specific cultural context
- develop sensitivity to and understanding of the richness and complexity of words in either a native language or a target language

MAPP Results

MAPP Reading Score	2004	2007	Change
Freshmen	116.44	115.24	-1.20
Seniors	121.23	115.39	-5.84 (-.70 SD)

MAPP Reading Score	2007 Percentile Rank
Freshmen	21
Seniors	5

MAPP Growth	2004-2007
Freshmen-Seniors	-1.05

NSSE Results:

3a) Number of assigned textbooks, books, or book-length packs of course readings	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
None	0%	1%	1%	1%
1-4	15%	16%	21%	26%
5-10	46%	43%	47%	39%
11-20	31%	27%	16%	20%
20+	7%	13%	15%	14%

3b) Number of books read on your own for personal enjoyment or academic enrichment	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
None	31%	27%	26%	21%
1-4	56%	54%	48%	56%
5-10	7%	13%	14%	14%
11-20	3%	3%	6%	4%
20+	2%	3%	6%	5%

Fine Arts

- evaluate the importance of design/structural form in an artistic medium
- relate art to humankind's historical development
- ascertain the role of the arts in contemporary society
- recognize and articulate the relationship between the arts and various forms of human development

Alumni Survey Results

Appreciate artistic and other events	Very Unimportant	Unimportant	--	Important	Very Important
	1.0%	4.2%	25.0%	36.5%	33.3%

% of students who believe "Appreciate artistic and other events" is important or very important	2003	2004	2005	2006	2007
	63.6%	44.7%	72.2%	65.7%	69.8%

Appreciate artistic and other events	Very Dissatisfied	Dissatisfied	--	Satisfied	Very Satisfied
	0.0%	6.1%	20.4%	45.9%	27.6%

% of students who are satisfied or very satisfied with "Appreciate artistic and other events"	2003	2004	2005	2006	2007
	69.7%	46.8%	69.4%	84.9%	73.5%

Satisfaction – Importance for "Appreciate artistic and other events"	2003	2004	2005	2006	2007
	6.1%	2.1%	-2.8%	19.2%	3.7%

NSSE Results:

6a) Attended an art exhibit, gallery, play, dance, or other theater performance	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Never	22%	26%	27%	33%
Sometimes	50%	49%	48%	47%
Often	16%	18%	13%	14%
Very often	12%	8%	12%	6%

Philosophy

- demonstrate careful, precise, and logical expression of thought
- explore questions of value and goodness
- explore their intellectual heritage referring to primary texts in the history of philosophy
- examine methods of philosophy to determine the uses/limitations of the methods in relationship to other disciplines
- express a reflective attitude toward the meaning of human experience
- appreciate and confidently use reason to solve problems of human choice and self-determination

NSSE Results

11k) To what extent does the institution contribute to: Understanding yourself	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Very little	13%	10%	11%	10%
Some	35%	29%	27%	23%
Quite a bit	33%	37%	31%	35%
Very much	19%	25%	31%	32%

Theology

- recognize the rich tradition of the Judeo-Christian/Catholic community which includes both historical or classical sources and contemporary ecumenical perspectives flowing from Vatican II
- describe and practice the discipline of theology as an interpretive, speculative, and practical science that includes critical reflection on both tradition and one's own faith experience
- recognize the resources provided by human reason, faith, and religious tradition for facing the challenge of human choice and growth
- discuss issues of value and goodness from the perspective of a mature personal system of values
- engage in critical analysis of theological statements and methods and the relationship of these statements and methods to other disciplines

NSSE Results:

6c) Participated in activities to enhance your spirituality	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Never	35%	36%	32%	32%
Sometimes	30%	35%	36%	35%
Often	15%	15%	16%	16%
Very often	19%	14%	16%	17%

* Creative Arts – Group II

Creative Arts

- recognize the tools of expression used in an artistic medium and the use of those tools in design/structural form
- express a basic creative ability in writing, visual or performing art
- achieve personal expression through an artistic medium

Alumni Survey Results

Express self through an artistic medium	Very Unimportant	Unimportant	--	Important	Very Important
	4.2%	6.3%	31.3%	31.3%	27.1%

% of students who believe “Express self through an artistic medium” is important or very important	2003	2004	2005	2006	2007
	33.3%	31.9%	51.0%	42.9%	58.3%

Express self through an artistic medium	Very Dissatisfied	Dissatisfied	--	Satisfied	Very Satisfied
	2.0%	7.1%	40.8%	29.6%	20.4%

% of students who are satisfied or very satisfied with “Express self through an artistic medium”	2003	2004	2005	2006	2007
	51.5%	29.8%	46.4%	42.5%	50.0%

Satisfaction – Importance for “Express self through an artistic medium”	2003	2004	2005	2006	2007
	+18.2%	-2.1%	-4.6%	-0.4%	-8.3%

Embedded Assessment Results

* Social Sciences – Group III

Social Science

- recognize the basis for knowledge in social sciences is grounded in the application of scientific method to behavior
- apply moral and ethical standards to human relationships and develop personal standards of behavior
- identify and compare various theories of human behavior and the application of these theories to society
- analyze problems of human behavior and offer potential solutions
- identify current/past ways in which humans deal with social problems & discover/evaluate strengths/weaknesses

MAPP Results

MAPP Social Science Score	2004	2007	Change
Freshmen	111.68	111.64	-0.04
Seniors	114.58	111.74	-2.84 (-.33 SD)

MAPP Social Science Score	2007 Percentile Rank
Freshmen	29
Seniors	17

MAPP Growth	2004-2007
Freshmen-Seniors	+0.06

Alumni Survey Results

Make moral and ethical decisions	Very Unimportant	Unimportant	--	Important	Very Important
	0.0%	3.1%	8.2%	45.4%	43.3%

% of students who believe "Make moral and ethical decisions" is important or very important	2003	2004	2005	2006	2007
	90.9%	87.2%	96.1%	94.3%	88.7%

Make moral and ethical decisions	Very Dissatisfied	Dissatisfied	--	Satisfied	Very Satisfied
	0.0%75.8%	70.2%	86.1%	76.7%	31.6%

% of students who are satisfied or very satisfied with "Make moral and ethical decisions"	2003	2004	2005	2006	2007
	75.8%	70.2%	86.1%	76.7%	72.4%

Satisfaction – Importance for "Make moral and ethical decisions"	2003	2004	2005	2006	2007
	-15.1%	-17.0%	-10.0%	-17.6%	-16.3%

NSSE Results

11n) To what extent does the institution contribute to: Developing a personal code of values and ethics	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Very little	13%	11%	9%	9%
Some	36%	28%	31%	23%
Quite a bit	37%	36%	32%	35%
Very much	14%	25%	28%	33%

Embedded Assessment Results

Natural and Physical Science

- explain the goals of science and both describe and apply the methodology scientists use in their work
- describe range of questions that may be addressed by scientific inquiry & identify questions that fall outside the purview of science
- communicate scientific concepts and facts that explain the functioning of the natural world
- apply scientific principles that underlie contemporary issues drawn from distinct disciplines within the natural and physical sciences

MAPP Results

MAPP Natural Science Score	2004	2007	Change
Freshmen	113.17	114.60	+1.43
Seniors	116.61	113.52	-3.09 (-.45 SD)

MAPP Natural Science Score	2007 Percentile Rank
Freshmen	65
Seniors	24

MAPP Growth	2004-2007
Freshmen-Seniors	+0.35

Embedded Assessment Results

Overall percentages	Unsatisfactory	Basic	Proficient	Distinguished
Explain the goals of science	2.4%	27.1%	51.4%	19.2%
Describe range of questions addressed by scientific inquiry	4.4%	23.8%	52.7%	19.0%
Communicate scientific principles	3.1%	31.0%	51.0%	14.9%
Apply scientific principles	4.4%	35.2%	41.4%	19.0%

Lowest/Highest Percentages within a class	Unsatisfactory	Basic	Proficient	Distinguished
Explain the goals of science	0% / 14%	4% / 100%	0% / 90%	0% / 57%
Describe range of questions addressed by scientific inquiry	0% / 33%	0% / 77%	17% / 69%	0% / 57%
Communicate scientific principles	0% / 14%	10% / 90%	10% / 90%	0% / 46%
Apply scientific principles	0% / 22%	10% / 77%	17% / 64%	0% / 57%

Comments:

They are generally competent in the stating and testing of simple hypotheses and in the design of very simple experiments. They have begun the process of internalizing appropriate methodology for the discipline.

overall, have a proficient level of knowledge of the chemical science

The greatest strength of the students this semester was the development of a testable hypothesis, identification of the control group, and design of a basic experiment to test their hypothesis.

This group of students did a good job of formulating a hypothesis and designing experiments. The basis for their hypotheses were well researched. They clearly understood the role of the control group

Out of all the different assignments in this course, the highest scores typically occur in the laboratories, where the scientific methodologies are most directly put into practice. This shows the students, when working in groups with all necessary instructions provided directly, are best able to meet the general goals of the natural sciences when putting them into practice.

Work well in groups in both laboratory and classroom activities

Recognition of underlying scientific laws. Understanding the vocabulary of physics.

students generally have good grasp of physical concepts, and high interest in science and technology

Students have great interest in science and technology and are eager to learn.

ATTITUDES/VALUES (“Think About”) - Values significant to enriching one’s own and others’ lives

Respect for differences

- recognize the broad range of differences and develop an understanding and sensitivity for differences
- broaden knowledge, understanding, and personal community by interacting with persons who are different
- encourage maintenance and sharing of differences among persons of different cultures and ethnic backgrounds without expectations for others to assimilate
- recognize a person's weaknesses as well as a person's strengths

Alumni Survey Results

Respect individual differences	Very Unimportant	Unimportant	--	Important	Very Important
	0.0%	0.0%	15.6%	36.5%	47.9%

% of students who believe “Respect individual differences” is important or very important	2003	2004	2005	2006	2007
	89.4%	87.2%	93.2%	96.1%	84.4%

Respect individual differences	Very Dissatisfied	Dissatisfied	--	Satisfied	Very Satisfied
	0.0%	5.2%	26.8%	45.4%	22.7%

% of students who are satisfied or very satisfied with “Respect individual differences”	2003	2004	2005	2006	2007
	59.1%	55.3%	71.7%	72.8%	68.0%

Satisfaction – Importance for “Respect individual differences”	2003	2004	2005	2006	2007
	-30.3%	-31.9%	-21.5%	-23.3%	-16.4%

NSSE Results:

1e) Included diverse perspectives in class discussions or writing assignments	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Never	4%	5%	3%	5%
Sometimes	49%	33%	28%	29%
Often	36%	39%	42%	37%
Very Often	10%	23%	27%	30%

1p) Discussed ideas from your readings or classes with faculty members outside of class	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Never	46%	39%	23%	26%
Sometimes	43%	41%	48%	44%
Often	10%	15%	15%	19%
Very Often	1%	6%	14%	11%

1t) Discussed ideas from your readings or classes with others outside of class	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Never	11%	8%	4%	4%
Sometimes	46%	41%	38%	34%
Often	34%	34%	38%	37%
Very Often	9%	18%	20%	24%

1u) Had serious conversations with students of a different race or ethnicity than your own	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Never	34%	16%	16%	13%
Sometimes	42%	34%	43%	35%
Often	13%	27%	26%	27%
Very Often	12%	23%	14%	25%

1v) Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Never	13%	12%	10%	11%
Sometimes	44%	34%	40%	35%
Often	26%	30%	33%	29%
Very Often	17%	25%	17%	25%

6e) Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Never	7%	6%	3%	6%
Sometimes	46%	38%	37%	32%
Often	36%	38%	39%	41%
Very Often	11%	18%	20%	21%

7c) Participate in a learning community or some other formal program where groups of students take two or more classes together	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Very little	18%	35%	11%	16%
Some	22%	22%	45%	48%
Quite a bit	7%	27%	5%	8%
Very much	54%	16%	39%	29%

10c) To what extent does the institution emphasize: Encouraging contact among students from different economic, social, and racial/ethnic backgrounds	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Very little	22%	12%	16%	16%
Some	38%	30%	49%	32%
Quite a bit	29%	34%	22%	31%
Very much	10%	24%	13%	21%

11l) To what extent does the institution contribute to your development in: Understanding people of other racial and ethnic backgrounds	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Very little	25%	11%	14%	12%
Some	42%	31%	38%	29%
Quite a bit	26%	34%	27%	34%
Very much	8%	24%	20%	25%

Freedom of inquiry and dissent

- recognize that freedom of inquiry must include the possibility of dissent
- test premises rather than take them at face value
- appreciate the right to take an adversarial stance against bodies of information in order to test them
- develop tolerance

Alumni Survey Results

Recognize that freedom of inquiry allows for dissent	Very Unimportant	Unimportant	--	Important	Very Important
	2.1%	3.1%	19.6%	46.4%	28.9%

% of students who believe "Recognize that freedom of inquiry allows for dissent" is important or very important	2003	2004	2005	2006	2007
	74.2%	63.0%	70.0%	81.0%	75.3%

Recognize that freedom of inquiry allows for dissent	Very Dissatisfied	Dissatisfied	--	Satisfied	Very Satisfied
	0.0%	4.1%	27.6%	38.8%	29.6%

% of students who are satisfied or very satisfied with "Recognize that freedom of inquiry allows for dissent"	2003	2004	2005	2006	2007
	57.6%	48.9%	65.3%	52.5%	68.4%

Satisfaction – Importance for "Recognize that freedom of inquiry allows for dissent"	2003	2004	2005	2006	2007
	-16.6%	-14.1%	-4.7%	-28.5%	-6.9%

NSSE Results:

2d) Coursework emphasizes: Making judgments about the value of information, arguments, or methods	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Very little	8%	5%	2%	4%
Some	28%	27%	26%	21%
Quite a bit	48%	43%	41%	41%
Very much	17%	25%	31%	35%

6e) Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Very little	7%	6%	3%	6%
Some	46%	38%	37%	32%
Quite a bit	36%	38%	39%	41%
Very much	11%	18%	20%	21%

Respect for differences

- explain from a Judeo-Christian perspective why all persons are considered to be created in the image of God and thus worthy of respect
- describe at least one way in which one's personal actions may have an adverse effect on the life or living conditions of people elsewhere in the world
- recognize how policies or practices embodied in institutions, intentionally or unintentionally, lead to inequities in the treatment of others, especially the poor, marginalized, or powerless

Self-responsibility and autonomy

- exhibit behaviors that illustrate that they have taken ownership of various dimensions of their lives
- accept the consequences of their own actions and words
- recognize when independent work is necessary and when collaboration is appropriate

NSSE Results:

1a) Asked questions in class or contributed to class discussions	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Never	3%	3%	0%	1%
Sometimes	33%	34%	13%	20%
Often	38%	38%	39%	34%
Very Often	26%	26%	48%	44%

1f) Come to class without completing readings or assignments	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Never	22%	26%	26%	27%
Sometimes	57%	58%	65%	56%
Often	15%	11%	6%	11%
Very Often	6%	5%	3%	5%

1n) Discussed grades or assignments with an instructor	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Never	6%	8%	1%	4%
Sometimes	44%	42%	33%	34%
Often	34%	33%	37%	34%
Very Often	17%	17%	29%	27%

1o) Talked about career plans with a faculty member or advisor	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Never	17%	19%	15%	14%
Sometimes	50%	48%	35%	40%
Often	23%	23%	29%	27%
Very Often	10%	10%	21%	19%

1r) Worked harder than you thought you could to meet an instructor's standards or expectations	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Never	9%	6%	5%	5%
Sometimes	42%	38%	28%	31%
Often	38%	39%	49%	42%
Very Often	11%	16%	18%	23%

7a) Practicum, internship, field experience, co-op experience, or clinical assignment	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Have not decided	9%	11%	6%	7%
Do not plan to do	2%	3%	22%	16%
Plan to do	73%	74%	16%	19%
Done	15%	11%	56%	57%

7d) Worked on a research project with a faculty member outside of course or program requirements	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Have not decided	45%	40%	18%	17%
Do not plan to do	27%	26%	58%	56%
Plan to do	21%	28%	7%	10%
Done	7%	6%	17%	17%

7g) Independent study or self-designed major	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Have not decided	42%	35%	9%	12%
Do not plan to do	46%	44%	67%	61%
Plan to do	12%	17%	6%	9%
Done	1%	4%	19%	17%

9b) Hours per week spent: Working for pay on campus	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
0 hr/wk	65%	74%	72%	78%
1-5 hr/wk	2%	5%	4%	4%
6-10 hr/wk	26%	11%	19%	7%
11-15 hr/wk	4%	7%	3%	5%
16-20 hr/wk	0%	3%	1%	4%
21-25 hr/wk	0%	1%	1%	1%
26-30 hr/wk	1%	0%	0%	0%
30+ hr/wk	2%	0%	1%	1%

9c) Hours per week spent: Working for pay off campus	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
0 hr/wk	71%	56%	20%	28%
1-5 hr/wk	6%	6%	6%	4%
6-10 hr/wk	8%	7%	7%	7%
11-15 hr/wk	7%	7%	7%	8%
16-20 hr/wk	2%	8%	10%	12%
21-25 hr/wk	2%	7%	12%	10%
26-30 hr/wk	2%	3%	10%	6%
30+ hr/wk	2%	7%	29%	24%

9d) Hours per week spent: Participating in co-curricular activities	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
0 hr/wk	19%	41%	54%	52%
1-5 hr/wk	38%	31%	22%	26%
6-10 hr/wk	19%	11%	11%	8%
11-15 hr/wk	12%	7%	6%	5%
16-20 hr/wk	4%	5%	2%	4%
21-25 hr/wk	1%	2%	1%	2%
26-30 hr/wk	4%	1%	0%	1%
30+ hr/wk	3%	1%	2%	3%

9e) Hours per week spent: Relaxing and socializing (watching TV, partying, etc.)	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
0 hr/wk	0%	1%	3%	1%
1-5 hr/wk	16%	24%	28%	31%
6-10 hr/wk	28%	29%	36%	33%
11-15 hr/wk	22%	20%	18%	16%
16-20 hr/wk	14%	11%	9%	10%
21-25 hr/wk	12%	6%	2%	4%
26-30 hr/wk	2%	3%	2%	2%
30+ hr/wk	6%	5%	3%	4%

10a) To what extent does the institution emphasize: Spending significant amounts of time studying and on academic work	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Very little	4%	2%	1%	2%
Some	22%	21%	19%	18%
Quite a bit	50%	46%	45%	44%
Very much	24%	31%	34%	35%

11j) To what extent does the institution contribute to: Learning effectively on your own	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Very little	8%	6%	5%	5%
Some	32%	27%	23%	19%
Quite a bit	43%	44%	43%	42%
Very much	16%	23%	29%	34%

Caring, service, community responsibility

- acknowledge and accept themselves as members of both local and world-wide communities whose interests, concerns, and issues are shared
- demonstrate care for one another by offering challenges and support to peers
- fulfill civic duties and become involved in community issues and activities
- volunteer time to both on- and off-campus groups dedicated to helping underprivileged, minorities, the environment, children, the homeless, and any who are in need
- show concern for the global community by gathering for discussion or prayer about current issues

Alumni Survey Results

Participate in the life of my community	Very Unimportant	Unimportant	--	Important	Very Important
	2.1%	8.4%	36.8%	27.4%	25.3%

% of students who believe "Participate in the life of my community" is important or very important	2003	2004	2005	2006	2007
	71.2%	66.0%	81.7%	82.8%	52.6%

Participate in the life of my community	Very Dissatisfied	Dissatisfied	--	Satisfied	Very Satisfied
	0.0%	4.1%	23.5%	41.8%	30.6%

% of students who are satisfied or very satisfied with "Participate in the life of my community"	2003	2004	2005	2006	2007
	63.7%	53.2%	72.8%	60.6%	72.4%

Satisfaction – Importance for "Participate in the life of my community"	2003	2004	2005	2006	2007
	-7.5%	-12.8%	-8.9%	-22.2%	+19.8%

NSSE Results:

1j) Tutored or taught other students (paid or voluntary)	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Never	54%	54%	43%	45%
Sometimes	37%	32%	35%	33%
Often	7%	10%	14%	13%
Very Often	2%	5%	8%	9%

1k) Participated in a community-based project (e.g. service learning) as part of a regular course	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Never	56%	50%	53%	46%
Sometimes	30%	34%	31%	31%
Often	7%	12%	12%	14%
Very Often	7%	5%	4%	10%

1s) Worked with faculty members on activities other than coursework	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Never	49%	54%	41%	45%
Sometimes	33%	30%	37%	32%
Often	14%	12%	12%	14%
Very Often	4%	5%	9%	9%

7b) Community service or volunteer work	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Never	15%	13%	8%	10%
Sometimes	4%	6%	20%	16%
Often	33%	38%	11%	14%
Very Often	48%	42%	61%	61%

9f) Hours per week spent: Providing care for dependents living with you	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
0 hr/wk	83%	63%	50%	51%
1-5 hr/wk	14%	17%	14%	16%
6-10 hr/wk	1%	8%	5%	8%
11-15 hr/wk	0%	4%	6%	5%
16-20 hr/wk	0%	2%	3%	4%
21-25 hr/wk	0%	1%	1%	2%
26-30 hr/wk	0%	1%	3%	2%
30+ hr/wk	1%	4%	19%	13%

11i) To what extent does the institution contribute to: Voting in local, state, or national elections	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Very little	65%	49%	38%	40%
Some	21%	30%	37%	30%
Quite a bit	9%	15%	16%	18%
Very much	5%	7%	9%	12%

11o) To what extent does the institution contribute to: Contributing to the welfare of your community	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Very little	23%	16%	17%	14%
Some	33%	33%	35%	31%
Quite a bit	31%	31%	28%	31%
Very much	13%	20%	21%	25%

11p) To what extent does the institution contribute to: Developing a deepened sense of spirituality	Freshmen		Seniors	
	SAU	CCU	SAU	CCU
Very little	29%	22%	29%	24%
Some	32%	29%	34%	30%
Quite a bit	25%	28%	15%	25%
Very much	15%	20%	21%	21%

Aesthetic sense

- develop a personal set of values and tastes in order to perceive and respond to the arts and the artistic
- appreciate artistic and other events
- recognize the roles that such events have in a historical context and in current society
- assimilate artistic awareness into various aspects of personal, professional, and public life