To: Traditional Learner Subcommittee of Strategic Self Study  
From: Anne McNabb  
Subject: Analysis of survey data from a variety of sources in relation to Educational Goals  
1/12/97

Survey name abbreviations:
- ES = entering students that attend orientation (almost exclusively 1st yr, few transfers)
- GS = graduating seniors (importance of goals and how well those goals were achieved)
- A = alumni
- T = college activities survey (includes time expenditure) 3 yr cycle of 450-600 students
- S = student opinion survey (college environment)
- N = needs assessment survey

EDUCATIONAL GOALS OF/FOR TRADITIONAL LEARNERS:

1. As defined by the University. (list generated by committee but not ranked in order of importance).

(a) to graduate in 4-6 years.
- Overall 6 yr graduation rate for the U: students entering 1989, graduation by 1995 was 73% (4285 students). The rate for different colleges at Tech ranged from 67-77%. (IRPA 95-96 #19)
- John Muffo can supply long range data showing that this graduation rate at Tech has been very stable and that it is higher than national averages (figures in 60-65% range). As a land grant U, Tech is somewhat unusual in having selective entrance standards rather than open admissions. This is a big factor in the graduation rates.

(b) to continue to enroll and make progress toward degree.
- Year to year return rates are about 85% (IRPA data)
- Detailed analysis of reasons why students don’t return to Tech was prepared for the Provost by the Center for Survey Research (undergrads enrolled in fall 94 who did not return in fall 95; survey of 592 students at a variety of class levels). - I haven’t tabulated this one yet.

- Student opinion information: (GS #47)
  The grade requirements for remaining in school after the freshman and sophomore years are appropriate.

<table>
<thead>
<tr>
<th>Opinion Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly agree/agree</td>
<td>58.6%</td>
</tr>
<tr>
<td>tend to agree</td>
<td>21.5%</td>
</tr>
<tr>
<td>no opinion</td>
<td>11.5%</td>
</tr>
<tr>
<td>tend to disagree</td>
<td>3.7%</td>
</tr>
<tr>
<td>disagree/strongly disagree</td>
<td>3.0%</td>
</tr>
<tr>
<td>all agree categories</td>
<td>80.1%</td>
</tr>
<tr>
<td>all disagree categ.</td>
<td>6.7%</td>
</tr>
</tbody>
</table>

(c) to prepare for a career.

T - section on the College Environment
Fifth question - Emphasis on the personal relevance and practical values of courses.

<table>
<thead>
<tr>
<th>Emphasis Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong emphasis (5-7)</td>
<td>84.2%</td>
</tr>
<tr>
<td>Weak emphasis (1-3)</td>
<td>20.4%</td>
</tr>
</tbody>
</table>
T - Estimate of gains section (estimate of the extent to which you have gained or made progress)

First q on left - Gain in vocational training (knowledge and skill applicable to a specific job).

- Very much: 17.4%
- Quite a bit: 32.1%
- Some: 33.4%
- Very little: 15.8%

Third q on left - Gain in information relevant to a career.

- Very much: 21.3%
- Quite a bit: 46.4%
- Some: 26.8%
- Very little: 4.2%

(d) to prepare for life-long learning (I’ve included critical thinking and problem solving in this one).

T - Section on the College Environment (emphasis the University puts on each; scale with 7 being the strongest emphasis)

First question - Development of academic, scholarly and intellectual qualities.

- Strong emphasis (5-7): 84.2%
- Weak emphasis (1-3): 4.6%

Third question - Emphasis on being critical, evaluative and analytical.

- Strong emphasis (5-7): 79.6%
- Weak emphasis (1-3): 6.1%

T - Section on Estimate of Gains

Seventh q on right - Gains in ability to think analytically and logically.

- Very much: 24.6%
- Quite a bit: 39.3%
- Some: 28.8%
- Very little: 6.2%

Ninth q on right - Gain in ability to put ideas together, to see relationships, similarities and differences between ideas.

- Very much: 19.1%
- Quite a bit: 47.5%
- Some: 28.1%
- Very little: 4.0%

Tenth q - Gain in ability to learn on your own, pursue ideas, and find information you need.

- Very much: 29.2%
- Quite a bit: 43.5%
- Some: 22.6%
- Very little: 3.3%

(e) to prepare for graduate or professional study.

T - Estimate of gains section.
Second q on left - Gain in acquiring background and specialization for further education in some professional, scientific or scholarly field.

- Very much    19.8%
- Quite a bit    38.2%
- Some    33.8%
- Very little    6.8%

(f) to fulfill goals in general education.
GS #51 The U-wide Core Curriculum should continue to be required for all undergraduate students.

- Strongly agree/agree    40.0%
- Tend to agree    24.4%
- No opinion    10.9%
- Tend to disagree    12.6%
- Disagree/strongly disagree    10.8%

T Estimate of Gains section.
Third q on left - Gaining a broad general education about different fields of knowledge.

- Very much    13.8%
- Quite a bit    43.1%
- Some    36.7%
- Very little    5.3%

(g) to prepare to contribute to society

(h) to understand global society. (stated as a Core Value)

T Estimate of Gains section.
Ninth q on left - Gains in becoming aware of different philosophies, cultures and ways of life.

- Very much    15.2%
- Quite a bit    35.8%
- Some    30.8%
- Very little    16.3%

First q on right - Gains in understanding other people and the ability to get along with different kinds of people.

- Very much    28.6%
- Quite a bit    45.7%
- Some    21.8%
- Very little    2.9%

(i) to have integrated knowledge across disciplines.

(j) to prepare for deep work in a specialty.

(k) personal growth and maturation. (part of the Core Value about educating the whole person?)

T Estimates of Gain section.

10th q on left - “developing your own vlaues and ethical standards” and

11th q on left - “understanding yourself - your abilities, interests and personality”.

(l) to produce good alumni.
*(m) computer literacy* (see separate report on computer related issues)

T Estimate of gains section -
8th on left - “acquiring familiarity with the use of computers.

2. **As defined by external constituencies (employers, business, industry, society)**

John Muffo has some general information in this area from the Outcomes Assessment info from depts. Janice has surveys of employers from Placement.

3. **As defined by students and parents.**

**Students:**

**(a) vocational outcomes.**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Importance</th>
<th>Student Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>GS #7 Gain knowledge and develop skills that apply to a specific profession.</td>
<td>Extremely/very important 81.6%</td>
<td>definitely/largely achieved 66.1%</td>
</tr>
<tr>
<td></td>
<td>Important 14.7%</td>
<td>moderately achieved 25.5%</td>
</tr>
<tr>
<td></td>
<td>Somewhat important 2.1%</td>
<td>small achievement 6.0%</td>
</tr>
<tr>
<td></td>
<td>Not important 0.7%</td>
<td>did not achieve 1.3%</td>
</tr>
<tr>
<td>GS #17 Understanding of professional and ethical standards.</td>
<td>Extremely/very important 67.8%</td>
<td>definitely/largely achieved 57.4%</td>
</tr>
<tr>
<td></td>
<td>Important 22.0%</td>
<td>moderately achieved 29.0%</td>
</tr>
<tr>
<td></td>
<td>Somewhat important 5.5%</td>
<td>small achievement 9.3%</td>
</tr>
<tr>
<td></td>
<td>Not important 1.5%</td>
<td>did not achieve 1.3%</td>
</tr>
</tbody>
</table>

N section on career and life goals. Importance of:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Importance</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 To have a steady job.</td>
<td>Very/moderately important 96.4%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Somewhat important 2.7%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not important 0.5%</td>
<td></td>
</tr>
<tr>
<td>#3 To be recognized as an expert by colleagues in my field of study.</td>
<td>Very/moderately important 65.9%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Somewhat important 24.3%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not important 9.2</td>
<td></td>
</tr>
<tr>
<td>#6 To own and operate my own business.</td>
<td>Very/moderately important 37.6%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Somewhat important 27.1%</td>
<td></td>
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<tr>
<td></td>
<td>Not important 34.8%</td>
<td></td>
</tr>
</tbody>
</table>

N - section on educational and personal needs.

Learning about job opportunities.

<table>
<thead>
<tr>
<th>Need</th>
<th>Amount</th>
<th>Help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need lot/medium amount of help 69.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Need a little help 21.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Need no help 7.4%</td>
<td></td>
<td></td>
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</tbody>
</table>

Learning more about educational requirements.

<table>
<thead>
<tr>
<th>Need</th>
<th>Amount</th>
<th>Help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need lot/medium amount of help 48.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Need a little help 34.8%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Need no help 14.4%

Arranging to discuss my career interests.
- Need lot/medium amount of help 59.9%
- Need a little help 27.2%
- Need no help 10.8%

Obtaining job experience in my area.
- Need lot/medium amount of help 69.2%
- Need a little help 19.9%
- Need no help 9.2%

Developing effective job seeking skills.
- Need lot/medium amount of help 58.0%
- Need a little help 31.0%
- Need no help 9.2%

(b) safety and well-being.

(c) maintaining contact between students and parents.

(d) personal and social maturation.

GS #4  Improve personal skills (self reliance and self confidence).
- Extremely/very important 79.1% definitely/largely achieved 70.3%
- Important 15.7% moderately achieved 22.0%
- Somewhat important 3.0% small achievement 5.1%
- Not important 1.0% did not achieve 0.8%

GS # 14  Development of personal values and a code of ethics.
- Extremely/very important 75.4% definitely/largely achieved 71.8%
- Important 16.7% moderately achieved 20.1%
- Somewhat important 4.2% small achievement 4.8%
- Not important 3.2% did not achieve 2.9%

N - Educ and personal needs section
- #34 - identifying strengths and weaknesses.
- #35 developing personal values.
- #36 learning how to handle stress.
- #37-46 - all self development related.

T - Estimate of Gains section

Gain in understanding yourself.
- Very much 32.5%
- Quite a bit 40.7%
- Some 18.7%
- Very little 7.0%

Gain in developing own values and ethics.
- Very much 25.5%
- Quite a bit 36.5%
- Some 27.9%
- Very little 8.6%
### Needs Assessment Survey

**Identifying my strengths and weaknesses.**
- Need lot/medium amount of help: 26.1%
- Need a little help: 39.6%
- Need no help: 33.0%

**Developing personal values.**
- Need lot/medium amount of help: 10.1%
- Need a little help: 31.7%
- Need no help: 56.7%

**Learning how to handle stress and anxiety.**
- Need lot/medium amount of help: 32.0%
- Need a little help: 37.5%
- Need no help: 29.5%

**Expressing my own views and opinions.**
- Need lot/medium amount of help: 17.3%
- Need a little help: 30.7%
- Need no help: 51.0%

**Developing confidence in myself.**
- Need lot/medium amount of help: 24.2%
- Need a little help: 35.6%
- Need no help: 39.0%

**Learning how to make decisions effectively.**
- Need lot/medium amount of help: 26.5%
- Need a little help: 38.2%
- Need no help: 34.1%

**Learning how to solve personal problems.**
- Need lot/medium amount of help: 20.2%
- Need a little help: 37.5%
- Need no help: 40.8%

**Becoming more self reliant.**
- Need lot/medium amount of help: 16.2%
- Need a little help: 34.8%
- Need no help: 47.6%

**Learning how to work effectively on my own.**
- Need lot/medium amount of help: 15.8%
- Need a little help: 31.0%
- Need no help: 51.9%

**Managing my time more effectively.**
- Need lot/medium amount of help: 38.2%
- Need a little help: 35.3%
- Need no help: 25.7%

(e) the “collegiate experience”.
GS #6 Participate in extracurricular activities.
Extremely/very important 44.7% definitely/largely achieved 45.8%
Important 32.7% moderately achieved 28.2%
Somewhat important 16.2% small achievement 19.2%
Not important 6.1% did not achieve 6.4%

(f) leadership opportunities.
Needs Assessment Survey.
Developing my leadership skills.
Need lot/medium amount of help 33.9%
Need a little help 38.2%
Need no help 26.4%

Items from “Clubs and Organizations section of T.
Looked in the student newspaper for notices about campus events and student organizations.
Very often 15.6%
Often 27.5%
Occasionally 41.5%
Never 14.3%

Attended program put on by student group.
Very often 12.3%
Often 19.1%
Occasionally 49.5%
Never 18.2%

Read or asked about club or organization.
Very often 7.9%
Often 20.2%
Occasionally 54.3%
Never 16.5%

Attended meeting of club or organization.
Very often 23.1%
Often 16.7%
Occasionally 32.5%
Never 26.4%

Voted in student election.
Very often 8.1%
Often 9.2%
Occasionally 22.4%
Never 59.3%

Discussed politics and issues.
Very often 5.9%
Often 10.5%
Occasionally 37.1%
Never 43.7%

Worked in some student organization.
Very often 15.4%
Often 8.4%
Occasionally 14.7%
(g) become good citizens.
ES#36 Question about attitude: Importance of influencing the political structure; influencing social values; helping others who are in difficulty; involvement in programs cleaning up the environment; participating in a community action program; helping to promote racial understanding; keeping up to date with political affairs; becoming a community leader.

GS#1 self understanding and service to society.
Extremely/very important 76.8% definitely/largely achieved 67.9%
Important 16.2% moderately achieved 26.6%
Somewhat important 5.2% small achievement 4.1%
Not important 1.4% did not achieve 0.7%

GS #5 Increase my knowledge of different philosophies, cultures, lifestyles.
Extremely/very important 46.2% definitely/largely achieved 40.2%
Important 30.1% moderately achieved 38.4%
Somewhat important 16.7% small achievement 17.5%
Not important 6.5% did not achieve 3.5%

T - Estimate of gains section.
Gain in knowledge about the world.
Very much 8.4%
Quite a bit 16.9%
Some 40.0%
Very little 33.6%

N- career and life goals section. Importance of:
#7 - To be active in politics.
Very/moderately important 19.9%
Somewhat important 29.3%
Not important 50.5%

(h) decision making about life.
GS #3 Explore career options and establish career goals.

<table>
<thead>
<tr>
<th>Importance</th>
<th>Percentage</th>
<th>Achievement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely/very important</td>
<td>84.4%</td>
<td>definitely/largely achieved</td>
<td>52.6%</td>
</tr>
<tr>
<td>Important</td>
<td>12.2%</td>
<td>moderately achieved</td>
<td>33.0%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>2.6%</td>
<td>small achievement</td>
<td>12.5%</td>
</tr>
<tr>
<td>Not important</td>
<td>0.5%</td>
<td>did not achieve</td>
<td>1.6%</td>
</tr>
</tbody>
</table>

N- Educ and personal needs section. Importance of:

#1 Deciding what to do with my life.

<table>
<thead>
<tr>
<th>Help Needed</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need lot/medium amount of help</td>
<td>32.7%</td>
</tr>
<tr>
<td>Need a little help</td>
<td>37.7%</td>
</tr>
<tr>
<td>Need no help</td>
<td>27.9%</td>
</tr>
</tbody>
</table>

#2 Identifying career areas.

<table>
<thead>
<tr>
<th>Help Needed</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need lot/medium amount of help</td>
<td>38.6%</td>
</tr>
<tr>
<td>Need a little help</td>
<td>33.9%</td>
</tr>
<tr>
<td>Need no help</td>
<td>25.7%</td>
</tr>
</tbody>
</table>

(i) social connections and connectedness.

T - see section on personal experiences and on student acquaintances.

(j) variety of opportunities.

(k) good education (include good grades)

ES #28 In deciding to go to college, how important was “to learn about things that interest me”.

GS#48 Virginia Tech has an image as a strong academic institution.

<table>
<thead>
<tr>
<th>Agreement Level</th>
<th>Percentage</th>
<th>All Agreement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree/agree</td>
<td>64.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tend to agree</td>
<td>25.4%</td>
<td>all agreement</td>
<td>90.0%</td>
</tr>
<tr>
<td>No opinion</td>
<td>4.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tend to disagree</td>
<td>3.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree/strongly disagree</td>
<td>1.4%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

GS #10 Importance of being able to write well.

<table>
<thead>
<tr>
<th>Importance</th>
<th>Percentage</th>
<th>Achievement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely/very important</td>
<td>75.5%</td>
<td>definitely/largely achieved</td>
<td>56.3%</td>
</tr>
<tr>
<td>Important</td>
<td>17.8%</td>
<td>moderately achieved</td>
<td>33.6%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>5.6%</td>
<td>small achievement</td>
<td>7.9%</td>
</tr>
<tr>
<td>Not important</td>
<td>0.7%</td>
<td>did not achieve</td>
<td>1.7%</td>
</tr>
</tbody>
</table>

GS #16 Importance of ability to speak well and give oral presentations.

<table>
<thead>
<tr>
<th>Importance</th>
<th>Percentage</th>
<th>Achievement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely/very important</td>
<td>76.9%</td>
<td>definitely/largely achieved</td>
<td>52.4%</td>
</tr>
<tr>
<td>Important</td>
<td>17.5%</td>
<td>moderately achieved</td>
<td>31.2%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>4.3%</td>
<td>small achievement</td>
<td>13.5%</td>
</tr>
<tr>
<td>Not important</td>
<td>0.8%</td>
<td>did not achieve</td>
<td>2.2%</td>
</tr>
</tbody>
</table>

N- Educ and personal needs section

#9-13 are about services needed to facilitate obtaining a good education.

Selecting courses necessary for my program.

<table>
<thead>
<tr>
<th>Help Needed</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need lot/medium amount of help</td>
<td>18.7%</td>
</tr>
<tr>
<td>Need a little help</td>
<td>40.2%</td>
</tr>
<tr>
<td>Need no help</td>
<td>34.4%</td>
</tr>
</tbody>
</table>

Getting counseling about my educational plans.

<table>
<thead>
<tr>
<th>Help Needed</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need lot/medium amount of help</td>
<td>27.5%</td>
</tr>
</tbody>
</table>
Need a little help 39.9%
Need no help 27.1%

Getting remedial/tutorial assistance.
Need lot/medium amount of help 12.7%
Need a little help 23.8%
Need no help 44.3%

Coping with academic difficulties.
Need lot/medium amount of help 17.5%
Need a little help 22.3%
Need no help 38.7%

Learning about educational opportunities.
Need lot/medium amount of help 48.6%
Need a little help 29.3%
Need no help 15.1%

(l) freedom.
ES #28 In deciding to go to college, how important was “wanted to get away from home”.

(m) expect to be treated as a consumer.

(n) skills for lifelong learning.
GS # 20 Gain knowledge for continued growth and self-development.
Extremely/very important 80.4% definitely/largely achieved 71.0%
Important 13.8% moderately achieved 21.5%
Somewhat important 4.1% small achievement 5.4%
Not important 0.9% did not achieve 1.3%

T- Estimate of gains section.
Gain in ability to learn on own.
Very much 29.2%
Quite a bit 43.5%
Some 22.6%
Very little 3.3%

*(o) preparation for graduate or professional school.
ES #16 What is the highest academic degree that you intend to obtain?
GS #8 Prepare for graduate or professional school.
Extremely/very important 39.3% definitely/largely achieved 33.0%
Important 23.3% moderately achieved 31.4%
Somewhat important 18.4% small achievement 16.3%
Not important 18.4% did not achieve 17.6%

S- #E question
N - #18 learning about opportunities after graduation (e.g. grad or professional school)
#23-30 - skills related development.

*(p) general education.
ES #28 In deciding to go to college, how important was “to gain a general education and appreciation of ideas” and “to make me a more cultured person”.

10
GS#9 Understanding and appreciation of the liberal arts and humanities.

<table>
<thead>
<tr>
<th>Importance Level</th>
<th>Extremely/Very Important</th>
<th>Definitely/Largely Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>25.9%</td>
<td>28.9%</td>
</tr>
<tr>
<td></td>
<td>35.0%</td>
<td>40.7%</td>
</tr>
<tr>
<td></td>
<td>26.8%</td>
<td>23.4%</td>
</tr>
<tr>
<td></td>
<td>11.8%</td>
<td>6.5%</td>
</tr>
</tbody>
</table>

GS#11 Understanding and appreciation of mathematical disciplines.

<table>
<thead>
<tr>
<th>Importance Level</th>
<th>Extremely/Very Important</th>
<th>Definitely/Largely Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>53.9%</td>
<td>50.5%</td>
</tr>
<tr>
<td></td>
<td>30.0%</td>
<td>32.5%</td>
</tr>
<tr>
<td></td>
<td>11.9%</td>
<td>13.2%</td>
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</table>

GS#13 Understanding and appreciation of the physical and life sciences.

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<tr>
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<th>Extremely/Very Important</th>
<th>Definitely/Largely Achieved</th>
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GS#15 Understanding of the social and behavioral sciences.

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<th>Definitely/Largely Achieved</th>
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</table>

GS#18 Awareness of the consequences (good and bad) of new applications of science and technology and their impacts on people and the environment.

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<tr>
<th>Importance Level</th>
<th>Extremely/Very Important</th>
<th>Definitely/Largely Achieved</th>
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GS# 19 Appreciation of art, music, drama and other cultural activities.

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<th>Extremely/Very Important</th>
<th>Definitely/Largely Achieved</th>
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</tbody>
</table>

*(q) develop intellectual skills (critical thinking, problem solving etc).

GS#2 Improve intellectual skills (critical thinking, logical reasoning, problem-solving).

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T - Estimate of Gains section.

Gain in writing clearly and effectively.

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>Quite a bit</td>
<td>38.5%</td>
</tr>
<tr>
<td>Some</td>
<td>40.7%</td>
</tr>
<tr>
<td>Very little</td>
<td>10.1%</td>
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</table>

Gain in quantitative thinking.

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<tr>
<th>Level</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Very much</td>
<td>15.8%</td>
</tr>
</tbody>
</table>
Quite a bit  31.0%
Some       38.7%
Very little 12.7%

N- Student Needs Assessment
Expressing my ideas in writing.
Need lot/medium amount of help 28.9%
Need a little help 41.6%
Need no help 27.9%

Developing my public speaking ability.
Need lot/medium amount of help 51.6%
Need a little help 32.5%
Need no help 14.6%

Improving my understanding of what I read.
Need lot/medium amount of help 29.0%
Need a little help 38.0%
Need no help 31.8%

Increasing my reading speed.
Need lot/medium amount of help 39.4%
Need a little help 26.4%
Need no help 32.9%

Improving my study skills and habits.
Need lot/medium amount of help 46.2%
Need a little help 29.5%
Need no help 23.1%

Improving my test-taking skills.
Need lot/medium amount of help 45.4%
Need a little help 31.3%
Need no help 22.1%

Improving my problem solving abilities.
Need lot/medium amount of help 29.6%
Need a little help 40.8%
Need no help 28.1%

*(r) computers (see summary of computer related info)
GS #12 Importance of skills in using computers.

Parents:
(a) vocational outcomes.
(b) safety and well-being.
(c) maintaining contact between students and parents.
(d) personal and social maturation.
(e) the “collegiate experience”.
(f) leadership opportunities.
(g) become good citizens.
(h) decision making about life.
(i) social connections and connectedness. 
(j) variety of opportunities. 
(k) good education (include good grades) 
(l) freedom. 
(m) expect to be treated as a consumer. 
(n) skills for lifelong learning.

Alumni 
We have the most recent alumni report (based on 1992 graduates).