



EDUVENTURES

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A Longitudinal Analysis of Mission-Related Outcomes at Santa Clara University: *A Comparative Analysis of CSS and SIF Data (1995 to 1997 and 2005 to 2007)*

Data Type	Key Sources
Primary data	<p><i>College Senior Survey</i> data and matching <i>Survey of Incoming Freshmen</i> cases(2005, 2006, 2007)</p> <p>1998 report of <i>College Senior Survey</i> data and matching <i>Survey of Incoming Freshmen</i> cases(1995, 1996, 1997)</p>

Key Questions:

- How did students respond to survey items associated with SCU's mission? (2005 to 2007)
- How did students' responses to survey items associated with SCU's mission change between their freshman and senior years? (2005 to 2007)
- Compared with students at other universities, how did SCU students respond to survey items associated with SCU's mission? (2005 to 2007)
- Comparing the findings from the 2005 to 2007 data to those in the 1998 report, how have students' responses changed and what trends emerge?

Table of Contents

Abstract	1
Executive Summary	2
Introduction	8
Methodology	8
Findings	9
Discussion	19
Appendix	20

Abstract

Santa Clara University (SCU) was interested in learning about how its students' beliefs and actions align with the university's distinctive mission of compassion, leadership for a just society, and respect for diversity. In order to look at this, student responses to mission-related items from the *College Senior Survey* (CSS) and *Survey of Incoming Freshmen* (SIF) were analyzed in order to determine how students responded, and how graduating students' responses from recent years (2005 to 2007) compare to those collected 10 years prior (1995 to 1997).

Value-added analysis was conducted for instances where corresponding SIF data is available, and significant subgroup findings by race and school are also reported.

Custom Research Support – Short-Answer Analysis of Issues of Concern to Individual Members or Small Groups
The SA-LC maintains dedicated staff to support members' needs for short-answer, quick-turnaround research inquiries. Requests may address issues raised in the SA-LC's collaborative research studies, leverage the collective experience of the SA-LC membership, review secondary literature, or include small-scale primary research investigations. Requests are fulfilled on a first-come, first-served basis. SA-LC staff works to deliver accurate, reliable

Executive Summary

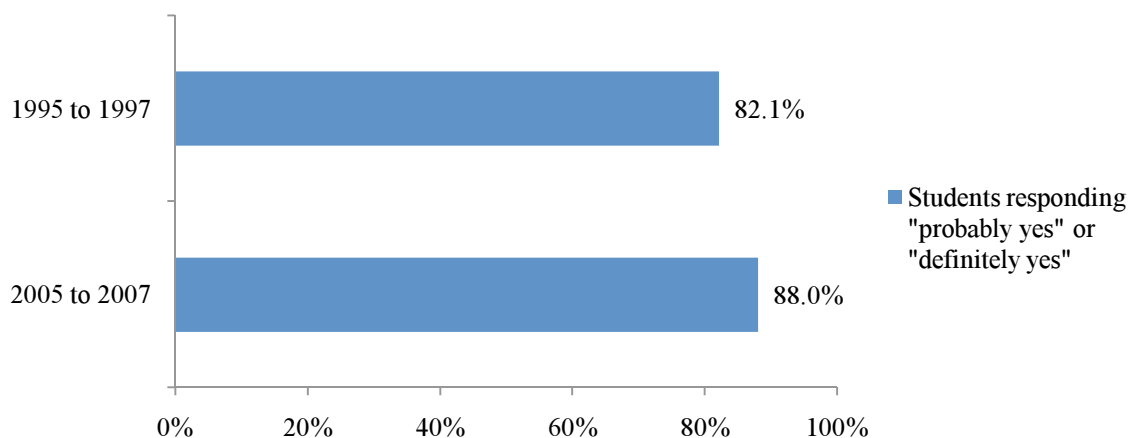
In order to learn more about how SCU students' beliefs and actions align with the institution's mission, mission-related items from its 2005, 2006, and 2007 CSS and SIF data were analyzed and compared to the findings from the 1998 report, which looked at data from 1995, 1996, and 1997.

In addition, Eduventures staff examined mission-related items from 2005-2007 CSS data broken down by the following sub-groups of students: Schools (Arts & Sciences, Business, and Engineering), Gender and Race. For a full reporting of these sub-groups, please see the Appendix on page 20.

Finding #1: Santa Clara Seniors Reported Levels of Satisfaction With SCU That Are Markedly Higher Than 10 Years Ago

- Between 2005 and 2007, 88% of graduating seniors reported that they would re-enroll at SCU if they could choose again, compared to 82.1% of SCU seniors who responded from 1995 to 1997.

Figure 1. If You Could Make the Decision Again, Would You Enroll at Santa Clara University?

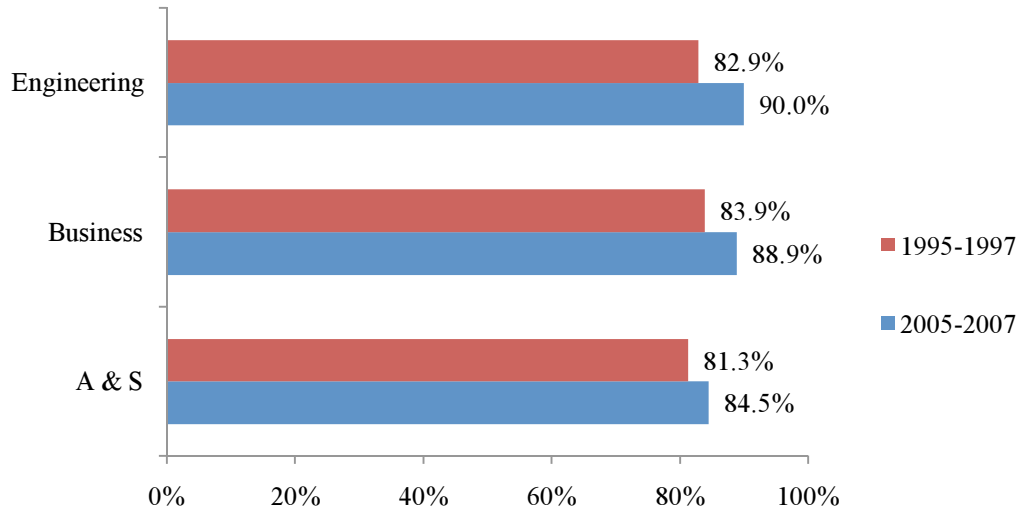


On a five-point scale ranging from "definitely no" to "definitely yes"

- Graduating seniors from all schools at SCU reported that they would choose SCU over again more frequently than they had from 1995 to 1997.
- SCU students more frequently reported that they would choose to reenroll at their institution than did other students at private and 4-year institutions (87.9% vs. 83.1% and 82.7%, respectively), and also showed greater improvement in this measure over the last 10 years (an increase of 5.8% vs. 1.9% and 3.5%, respectively).

- Engineering students reported the highest levels of satisfaction, followed closely by business students. Similar to the findings from the 1998 report, students in the College of Arts and Sciences (A&S) reported high, but comparatively lower, likelihood of reenrolling.

Figure 2. If You Could Make the Decision Again, Would You Enroll at Santa Clara University?

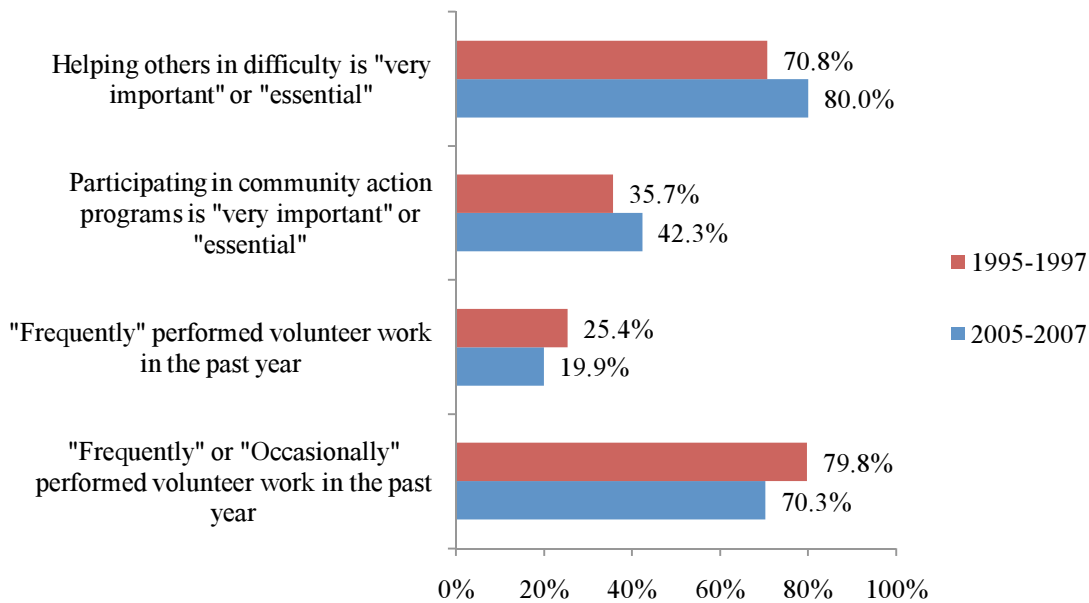


Percent of seniors responding they “probably” or “definitely” would reenroll at SCU if they could make the decision again, on a five-point scale ranging from “definitely no” to “definitely yes”

Finding #2: Compared to 10 Years Ago, SCU Seniors Said They Value Compassion-Related Activities More Highly, but Engage in Volunteer Work Less Frequently

- Seniors who graduated in 2005 to 2007 rated *helping others in difficulty* and *participating in community action programs* as very important or essential more frequently than seniors from 1995 to 1998 did.
- Interestingly, despite the increase in importance ratings over the past 10 years, there appears to be a decline in the frequency with which students engage in volunteer work (see Figure 3 below). This appears to extend beyond the SCU campus however, since a benchmark analysis revealed that this trend was also present in the data collected from private institutions and all 4-year institutions.

Figure 3. Mission-Related Attitudes and Behaviors



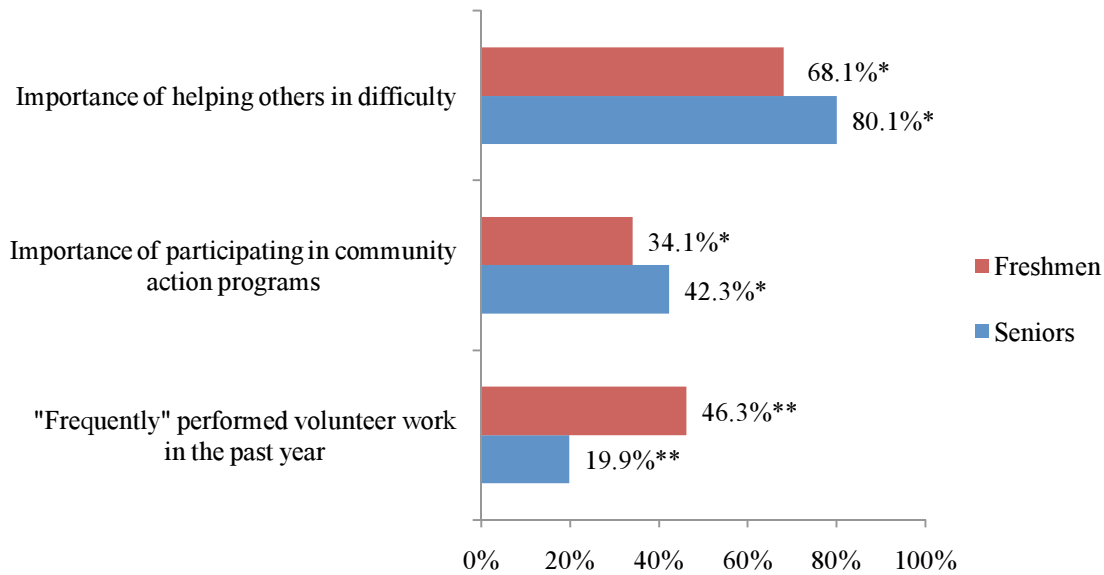
*Scale: Four-point scale from "not important" to "essential"
 **Scale: Three-point scale from "not at all" to "frequently"

- Further research, such as focus groups, could shed light on why students participate in volunteer work less frequently than they did 10 years ago. Because it appears that students highly value compassion-related activities such as helping others, follow-up research can determine whether there are logistical factors contributing to the decline in volunteer engagement such as less free time, more working for pay, or fewer accessible volunteer opportunities. It is also important to note that volunteering is only one way of measuring compassionate behavior, and a survey could help identify intervening variables unrelated to compassion that are affecting this- possible factors that could include circumstances such as increased financial pressure or, increased time put toward political campaigns.*
- SCU, if it has not already done so, could consider the development of a program such as "The Dean's Dozen" –whereby 12 students are selected each year that embody the ideals and the mission of the university through their activities and work. Such recognition programs are usually helpful in highlighting the commitment of the institution to these goals and provide a vehicle to recognize such outstanding students. A program of recognition, whatever it is called, could encourage students to engage in volunteer activities and be excellent ambassadors for the institution.*

Finding #3: Between Freshman and Senior Years, SCU Students Show an Increase in Compassion, but a Decline in Volunteer Engagement

- Students perceived compassion-related items to be significantly more important than they did during their freshman year, indicating that during their time at SCU, the importance of items related to SCU’s mission increased significantly.
- Despite appearing to value compassion more than they did as freshmen, graduating seniors engaged in volunteer work significantly less frequently than they did when they came to SCU.
- This too appears to be a trend among not only SCU, but the other private and 4-year institutions looked at aggregately as well. Also, although SCU seniors participate less frequently than they did in high school, this decline is of a smaller magnitude than at other private and 4-year institutions, on average.

Figure 4. Changes in Students’ Mission-Related Attitudes and Behaviors between Freshman and Senior Year



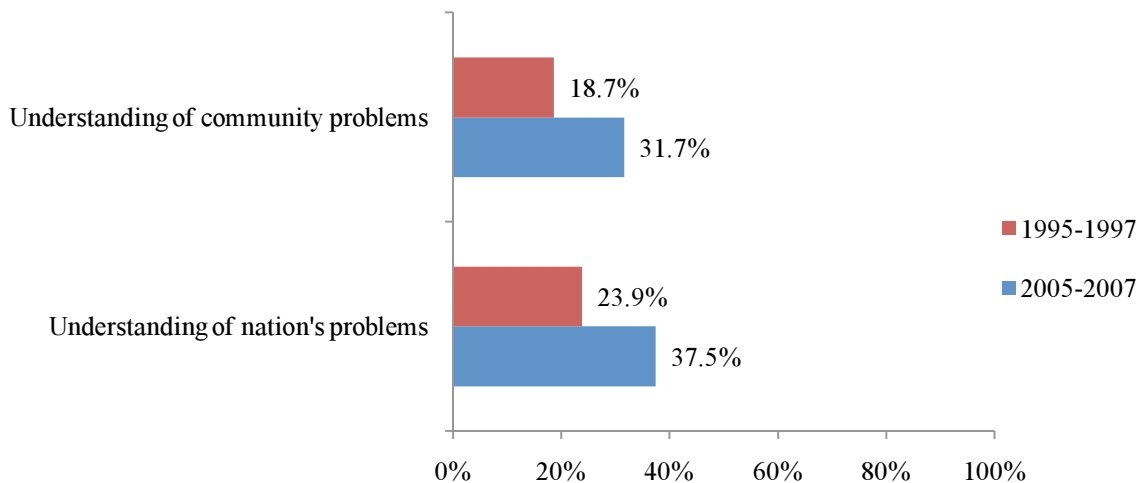
*Percent reporting “very important” or “essential” on a four-point scale from “not important” to “essential”

**On a three-point scale from “not at all” to “frequently”

Finding #4: Leadership-Related Measures Have Increased Notably in the Past 10 Years Among SCU Seniors

- In 2005 to 2007, seniors showed higher levels of improvement in their leadership skills than they did 10 years earlier; students who reported that their leadership skills are *much stronger* than when they entered SCU has risen from 24.1% to 34.4%.
- The increase in leadership skill improvement occurred across all schools at SCU, but business students still scored higher than A&S and engineering students.
- Seniors from 2005 to 2007 reported notably higher confidence in their understanding of national and community problems than did students 10 years earlier.
- Comparative data analysis reveals that there has been a noticeable increase in students' belief in their own leadership improvement over the past 10 years across private and 4-year colleges as well. However, SCU does come out slightly ahead in the absolute measure of students reported much stronger leadership skills since entering college.

Figure 5. The Change Students' Understanding of Problems Facing Community and Nation in the Past Ten Years

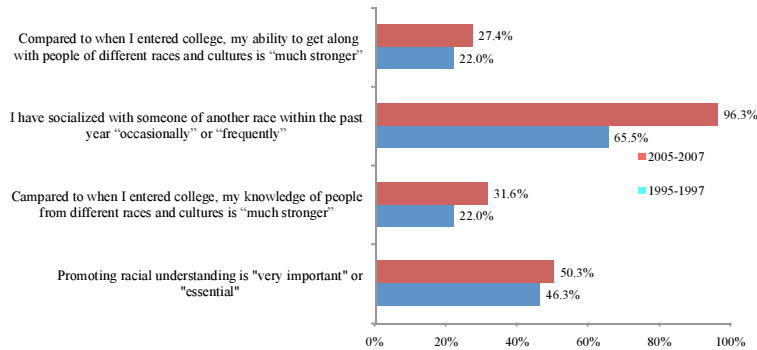


Percent of seniors reporting that their understanding was "much stronger" than when they began college, on a five-point scale from "much weaker" to "much stronger"

Finding #5: Compared to 10 Years Ago, Seniors Graduating between 2005 and 2007 Displayed Higher Levels of Respect for Diverse Races and Cultures

- From 2005 to 2007, graduating seniors reported greater gains in the realm of appreciation for different races and cultures than did seniors who responded 10 years earlier.

Figure 6. Change in Seniors’ Mission-Related Attitudes and Behaviors in the Past Ten Years



- Compared to other private and 4-year institutions, SCU a larger percentage of SCU students report that it is very important or essential to promote racial understanding. SCU has also shown a larger improvement in this area over the past 10 years than the other groups of schools have.

Table 1. Importance of Promoting Racial Understanding

	1995-1997	2005-2007	Change (+/-)
SCU	46.3%	50.3%	4.3%
Private Institutions	41.6%	42.3%	0.7%
All 4-year Institutions	42.3%	40.2%	-2.1%

Introduction

Santa Clara University was interested in learning how its students responded to *College Student Survey* (CSS) items related to the university's distinctive mission of compassion, leadership for a just society, and respect for diversity. The analysis looked at the responses from seniors who graduated between 2005 and 2007, and how these responses compare to the 1995 to 1997 senior responses. Where data is available for respondents for both freshman and senior years, significance testing was used to determine whether there was any significant change in students' responses between when they entered and left SCU. Significant subgroup findings by race and school are also reported. Benchmarking comparisons are also presented where data was available, in order to contextualize SCU student responses against four-year institutions and against other private institutions.

Methodology

Santa Clara University provided Eduventures with electronic copies of the 2005, 2006, and 2007 CSS raw data files in SPSS format, including their matched SIF cases, as well as the aggregate normative data reports for these years.

In order to draw comparisons between the two reports, the SA-LC research staff analyzed the 2005, 2006, and 2007 CSS and SIF data using methods consistent with those used in the 1998 report. Therefore, the report analyzed the 12 survey items associated with SCU's mission and reported the following:

- *Overall levels:*
 - Percentage of students providing focal responses were calculated (unweighted average of the percentages for three individual years)
- *Group differences:*
 - Independent t-tests identified significant differences in responses by school and by race (white versus non-white)
- *Value-added findings:*
 - Matched freshman and senior files were analyzed using matched pair t-tests. Years were analyzed separately in order to adjust for differences in sample sizes, serving a similar function as blocking between years for repeated measures ANOVAs conducted on matched data in the 1998 report
- *Benchmark comparisons:*
 - Santa Clara students' responses were compared to those of students at private and at all institutions

Findings were compared and contrasted to the findings from the 1998 report in order to determine changes in student response trends.

Findings

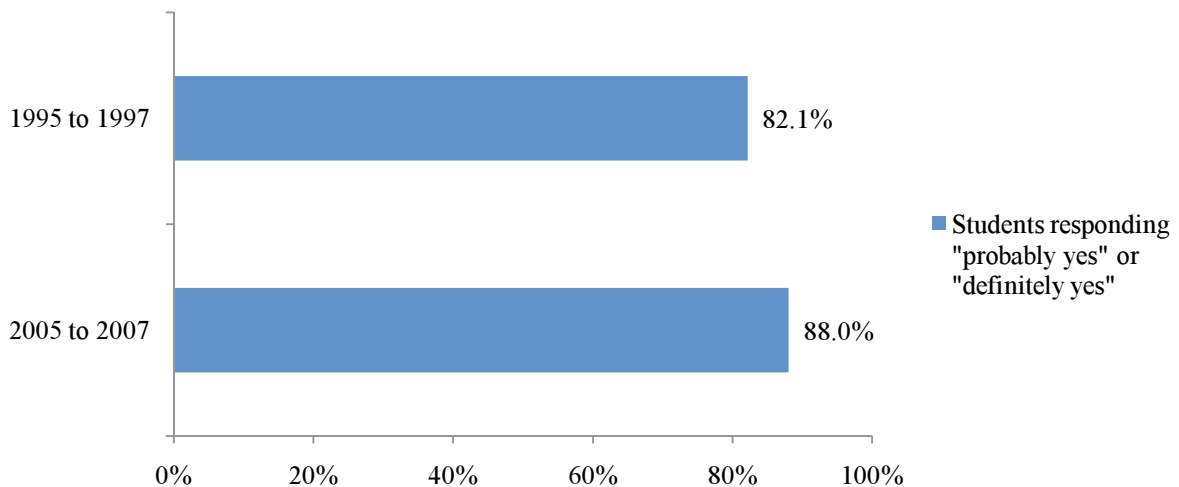
There were a total of 918 *College Senior Survey* responses between 2005 and 2007, 677 of which were matched with their responses to the *Survey of Incoming Freshmen*. For items looking at change between freshman and senior year survey items, only the 677 matched responses were analyzed.

I. How Satisfied Are Graduating Seniors at Santa Clara?

Likelihood Seniors Would Choose SCU Again

Graduating seniors appear to be very satisfied with their experience at SCU; 88% of them reported that they would *probably* or *definitely* re-enroll at SCU if they had to make their decision again. This is a notable increase since the 1998 report, when 82.1% gave that response.

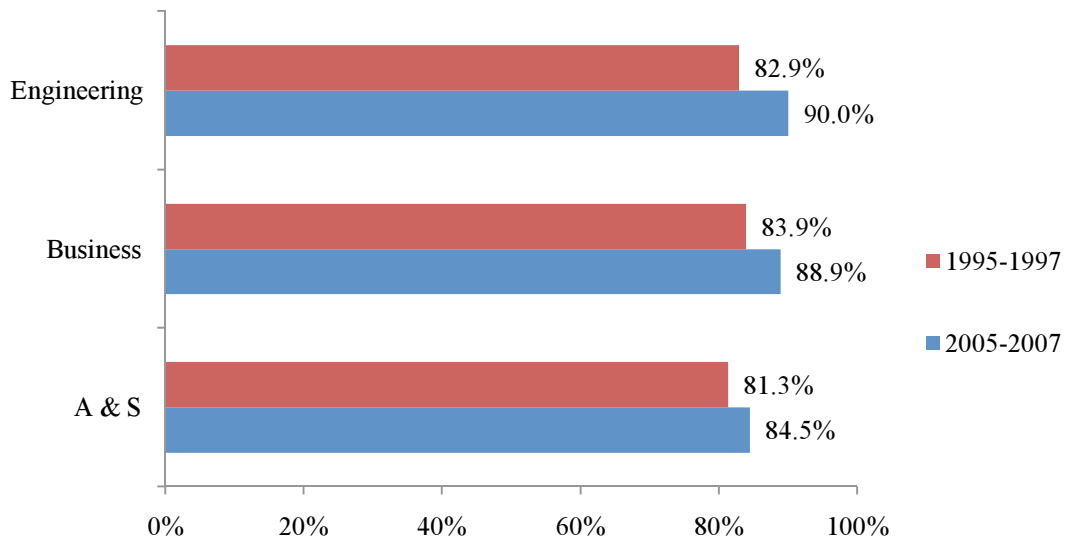
Figure 7. If You Could Make the Decision Again, Would You Enroll at Santa Clara University?



On a five-point scale ranging from "definitely no" to "definitely yes"

Students reported high levels of satisfaction regardless of the school in which they were enrolled, but similar to the 1998 report, A&S students reported being slightly less likely than other students to re-enroll if they could do it over (84.5% versus 88.9% in business and 90.0% in engineering). However, students in each of these areas of study reported higher levels of satisfaction than they did in 1995 to 1997.

Figure 8. If You Could Make the Decision Again, Would You Enroll at Santa Clara University?



Percentage of students responding that they “probably” or “definitely” would on a 3-point scale.

- One hypothesis regarding these differences is the degree of structure in the academic programs that the students experience. Engineering and business students usually have more highly structured academic requirements than do A&S students. The difference could be a sign that advising, academic decision making processes and alternatives need to be more fully explored by A&S students.*

A notably higher percentage of SCU students responded positively to this question than they did 10 years ago, and as you can see in Table 2, SCU students responses have increased more over the past 10 years than students at private institutions and at 4-year institutions. Between 2005 and 2007, SCU students report that they would make the decision to enroll at SCU again if given the choice far more frequently than students at other institutions. 89.3% of SCU students said they would make the same decision compared to 80.4% of students at private institutions, and 81.4% of students at all 4-year institutions. The 1998 report found that slightly more SCU reported that they would reenroll the institution, than did students at other private and 4-year institutions (82.1% vs. 81.2% and 79.2%).

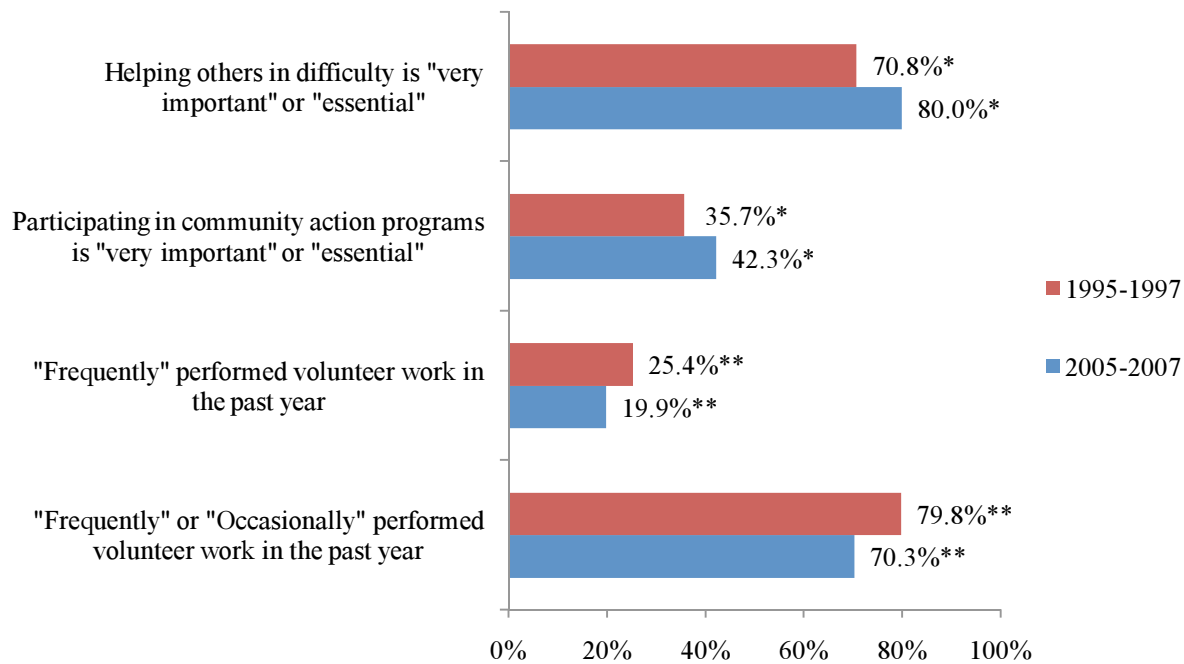
Table 2. Students Reporting That They Would “Probably” or “Definitely” Reenroll at their Institution if They Had to Choose Again

	1995-1997	2005-2007	Change (+/-)
SCU	82.1%	87.9%	+5.8%
Private Institutions	81.2%	83.1%	+1.9%
4-year Institutions	79.2%	82.7%	+3.5%

II. How Effective Is SCU at Instilling Beliefs and Promoting Activities Associated With Compassion?

Responses to three items related to compassion were analyzed and revealed that students' importance ratings for compassion-related activities increased in the past 10 years; yet paradoxically, as you can see in the figure below, the rate of students' volunteer engagement has declined. This trend was exhibited not only by SCU, but also by other private and 4-year institutions, however the disparity was the largest among SCU students, since they displayed the greatest gains on compassion-related items, but also had the largest decline over the past 10 years in their frequency of participation.

Figure 9. Graduating SCU Seniors' Responses to Compassion-Related Items



*Percent reporting "very important" or "essential" on a four-point scale from "not important" to "essential"

**On a three-point scale from "not at all" to "frequently"

Helping Others in Difficulty

When asked to report how important it was to help others who are in difficulty, 80% of seniors said that it was important or essential. This was a notable increase in the past 10 years; between 1995 and 1997, an average of 70.8% of seniors gave this response.

As you can see from the table below, over the past 10 years the increase in the percentage of students providing the focal response was notably greater at SCU than at private and 4-year institutions. In fact, both the absolute level and the relative change in the level of responses were both markedly higher than those at other institutions, a change since the results of the 1998 report.

Table 3. Students Reporting That It Is "Very Important" or "Essential" to Help Others in Difficulty

	1995-1997	2005-2007	Change (+/-)
SCU	70.8%	79.8%	+9.0%
Private Institutions	71.9%	74.3%	+2.4%
4-year Institutions	73.5%	77.0%	+3.5%

Community Action Programs

Students also reported placing a higher value on participation in community action programs; an average of 42.3% seniors from 2005 to 2007 rated it very important or essential, compared to an average of 35.7% of seniors between 1995 and 1998.

The gains in this category were similar to those exhibited by other private institutions, and slightly higher than the gains at 4-year institutions, however there was an upward trend among all types of institutions.

Table 4. Students Reporting That It Is “Very Important” or “Essential” to Participate in Community Action Programs

	1995-1997	2005-2007	Change (+/-)
SCU	35.7%	41.9%	+6.2%
Private Institutions	33.1%	38.9%	+5.8%
4-year Institutions	31.6%	35.4%	+3.8%

Engagement in Volunteer Work

Despite the fact that SCU seniors seem to place a greater importance on helping others and participating in community action programs than they did 10 years ago, this trend is not mirrored by the students’ engagement in volunteer work. Between 1995 and 1998, an average of 25.4% of seniors reported that they frequently engaged in community service during the past year, compared to 19.9% of seniors between 2005 and 2007 who frequently volunteered. When looking at seniors who reported that they participated occasionally or frequently, the rate has decreased from 79.8% to 70.3%, respectively (see Figure 9).

This was the one area in which the percentage of students providing the focal response dropped across the board, at each type of institution. SCU students exhibited an even greater drop off in their participation in community service than did students at other types of institutions. However, as you can see below, SCU students still participate more frequently overall than students at other private and 4-year institutions.

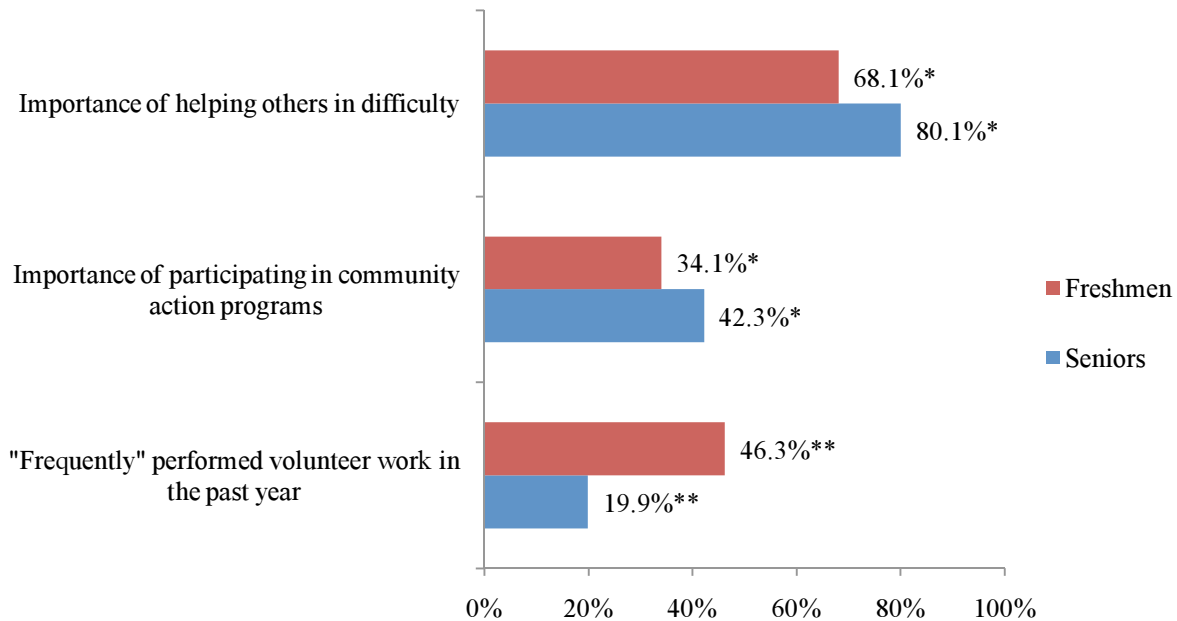
Table 5. Students Reporting They Had “Frequently” or “Occasionally” Performed Community Service

	1995-1997	2005-2007	Change (+/-)
SCU	79.8%	70.3%	-9.6%
Private Institutions	72.7%	65.9%	-6.8%
4-year Institutions	71.9%	65.9%	-6.0%

Value-Added: Changes From Freshman to Senior Year

Because these items also appear on the Survey of Incoming Freshmen, it allowed us to test for significant changes between students' freshman and senior year responses. Paired t-tests, broken out by year, found that seniors rated *helping other people in difficulty* and *participating in community action programs* as significantly more important than they did as freshmen for all years from 2005 to 2007. Similar to the findings in the 1998 report, this report also found a significant decrease in the frequency with which students participate in volunteer work between freshman and senior years. This could be due, as posited in the 1998 report, to increased time pressures of college, as opposed to a decline in how students value these activities, because students' responses show that they actually place greater importance on compassionate forms of engagement.

Figure 10. Change in Compassion-Related Items From Freshman to Senior Year, Seniors Graduating from 2005 to 2007



*Percent reporting "very important" or "essential" on a four-point scale from "not important" to "essential"

**On a three-point scale from "not at all" to "frequently"

To provide perspective, the gains exhibited by SCU students between freshman and senior year were compared to those of students at other universities. We already established that SCU students exhibited significant gains in compassion-related items between freshman and senior year. Without having access to other institutions respondent-level data, we are unable to test whether other schools also exhibit significant gains. However, comparing the percentage increase in their importance ratings, it appears that SCU students do exhibit great gains in these mission-related importance items. When looking at student's mission-related behavior by using community service as an outcome, it appears that although SCU students volunteer less at the end of college than they did when they came in, the decrease is slightly smaller than at other institutions (see Table 6), and they still volunteer more frequently than students at other institutions on average (see Table 5 above).

Table 6. Change in Compassion-Related Items From Freshman to Senior Year, Seniors Graduating from 2005 to 2007

	SCU	Private Universities	All 4-year institutions
Importance of helping others in difficulty	+12.3%	+7.7%	+8.7%
Importance of participating in community action programs	+10.3%	+8.4%	+7.4%
Performed volunteer work in the past year	-21.9%	-26.7%	-24.0%

III. To What Extent Are SCU Graduates Ready to Take a Leadership Role in Bringing About a More Just Society?

Feelings of Despair

In order to determine students' levels of despair or impotence, they were asked as freshmen and again as seniors to what degree they agreed with the statement that *realistically, an individual can do little to bring about change to society*. Similar to the findings of the 1998 report, this sample shows a significant decrease in the rejection of this statement between freshman and senior year.

As you can see from Table 6 below, there has not been much change over the past 10 years, either at universities or at SCU, in the despair displayed by seniors.

Table 7. Students Reporting That Disagree That “An Individual Can Do Little to Bring about Change to Society”

	1995-1997	2005-2006*	Change (+/-)
SCU	75.0%	74.0%	-1.0%
Private Institutions	72.6%	72.2%	-0.4%
4-year Institutions	72.7%	73.8%	+1.2%

*Benchmarking data from 2007 not available

Self-Reported Change in Leadership Abilities

Many students did, however, report belief that they are more prepared to lead than they were when they entered SCU. When asked how they perceived their leadership abilities had changed as a result of their college experience, 34.4% of seniors reported that they are *much stronger*. This is notably higher than the rate 10 years ago, when 24.1% of graduating students reported that their leadership skills were much stronger than when they entered. By looking at the comparative data, we see that there has been a noticeable increase in students' belief in their own leadership improvement over the past 10 years, regardless of type of school. However, SCU does come out slightly ahead in the absolute measure of students reported much stronger leadership skills since entering college.

Table 8. Students Reporting That Their Leadership Abilities Are “Much Stronger” Than They Were When They Entered College

	1995-1997	2005-2007	Change (+/-)
SCU	24.1%	34.4%	+10.4%
Private Institutions	19.7%	30.3%	+10.6%
4-year Institutions	22.5%	31.3%	+8.8%

Business students reported more frequently than A&S and engineering students (38.9% versus 33.8% versus 31.9%, respectively) that their leadership abilities were *much stronger than they were freshman year*. This finding that business students reported above-average leadership improvements and engineering students reported below-average improvements is consistent with the findings from the 1998 report. It is important to keep in perspective, however, that all three groups have shown marked improvements in this area; engineering students showed the largest improvement of nearly 17 percentage points.

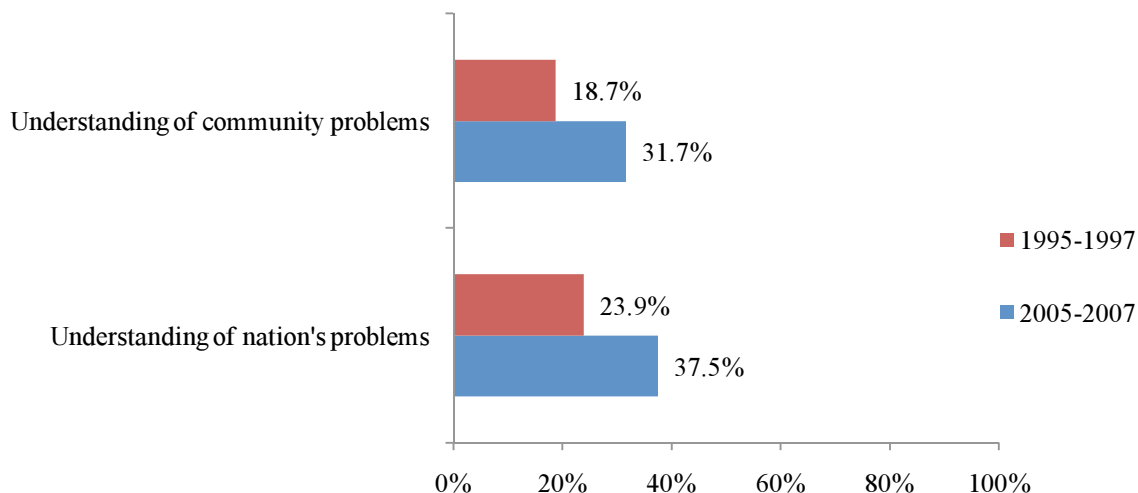
Table 9. Percentage of Seniors Who Reported *Much Stronger* Leadership Abilities Due to Their SCU Experience, by School

	1995 to 1998	2005 to 2008	Change
A & S	~24%	33.9%	+9.9%
Business	27.2%	38.9%	+11.7%
Engineering	15.3%	31.9%	+16.6%

Understanding Problems Facing Nation and Community

Students were asked whether they feel that they have a better understanding of problems facing their community and their nation than when they entered; 31.7% of seniors reported having a much stronger understanding of community problems, and 37.5% of seniors reported having a much stronger understanding of the nation’s problems. As shown in the chart below, these figures are notably higher than they were 10 years ago.

Figure 11. Percentage of Seniors Who Reported Having a “Much Stronger” Understanding of Problems Facing Community and Nation, By Years



It appears that in the past 10 years, students across institution types report having a better understanding of problems facing both their community and nation. In light of the vast changes in media accessibility and

outlets that have become readily available and widely used in the past 10 years, this increase is not surprising. SCU students, however, display an even stronger upward trend than do students in private institutions and all 4-year institutions (see Tables 10 and 11).

Table 10. Students Reporting That Their Understanding of Problems Facing Their Community is “Much Stronger” Than It Was When They Entered College

	1995-1997	2005-2007	Change (+/-)
SCU	18.7%	31.0%	+12.3%
Private Institutions	17.3%	24.6%	+7.3%
All 4-year Institutions	18.5%	23.3%	+4.8%

Table 11. Students Reporting That Their Understanding of Problems Facing Their Nation is “Much Stronger” Than It Was When They Entered College

	1995-1997	2005-2007	Change (+/-)
SCU	23.9%	37.1%	+13.2%
Private Institutions	21.8%	29.9%	+8.1%
All 4-year Institutions	23.1%	29.0%	+5.9%

IV. How Effective Is Santa Clara at Nurturing Respect for Diverse Races and Cultures?

Importance of Promoting Racial Understanding

The portion of students who reported that it is very important or essential to promote racial understanding has risen about four percentage points over the last 10 years, from 46.3% to 50.3%. This figure is notably higher for SCU than for private institutions and 4-year institutions being compared, and SCU shows an upward trend over the past 10 years that is not displayed in the other groups – in fact, the focal response among seniors at 4-year institutions actually went down about 2%, and there was almost no change among private institutions.

Table 12. Importance of Promoting Racial Understanding

	1995-1997	2005-2007	Change (+/-)
SCU	46.3%	50.3%	+4.3%
Private Institutions	41.6%	42.3%	+0.7%
All 4-year Institutions	42.3%	40.2%	-2.1%

Knowledge of Other Races and Cultures

Nearly 32% (31.6%) of graduating seniors reported that they have a *much stronger* knowledge of people from other races and cultures than they did when they came to SCU. This figure has also risen notably compared to 10 years ago, when 22% of SCU seniors gave the same response.

There has in fact been an upward trend in this area across types of colleges, which could be due to an increase in the racial and cultural diversity at surveyed institutions. SCU again has the highest percentage of students who provided the focal response; as pointed out in the 1998 report, this could be partially due to the fact that, with about 40% of its student body being non-white, SCU’s campus is likely more diverse than many of the schools that were included in the aggregate sample. From 2005 to 2007, the aggregate sample consisted of about 68% Caucasian students, compared to about 62% at SCU.

Table 13. Students Reporting That Their Knowledge of Other Races and Cultures is “Much Stronger” Than It Was When They Entered College

	1995-1997	2005-2007	Change (+/-)
SCU	22.0%	30.9%	+8.9%
Private Institutions	~19%	25.9%	+6.9%
All 4-year Institutions	~19%	25.6%	+6.6%

Frequency of Socialization With Students of a Different Race

The percentage of SCU students who reported socializing with someone of another race within the last year either occasionally or frequently, has seen the largest jump in the last 10 years and has risen more than 30% (from 65.5% to 96.3%).¹

¹ Since the normative data was reported by HERI differently for the years 2005, 2006, and 2007, we were unable to combine them to provide a aggregated benchmark comparison for these three years.

Table 14. Longitudinal Comparison: Respect for Diverse Races and Cultures

Survey Item	1995 to 1998	2005 to 2008	Change
Importance of promoting racial understanding (percentage who reported “very important” or “essential”)	46.3%	50.3%	+4.0%
Knowledge of people from different races and cultures (percentage who reported “much stronger”)	22.0%	31.6%	+9.6%
Frequency of socializing with someone of another race within the past year (percentage who reported “occasionally” or “frequently”)	65.5%	96.3%	+30.8%
Ability to get along with people of different races and cultures (percentage who reported “much stronger”)	22.0%	27.4%	+5.4%

Discussion

Overall, analysis of students' responses revealed a number of improvements in items measuring beliefs and actions associated with the university's mission of compassion, leadership for a just society, and respect for diversity.

Compared to 10 years ago, students at SCU show great gains in the degree to which they value diversity, understand community and national problems, and feel their leadership skills have improved. Value-added comparisons also revealed that between freshman and senior year, students report significant gains in the degree to which they value diverse cultures and compassion-related activities. This supports the idea that SCU provides an atmosphere that fosters and encourages these qualities. Benchmarking data was used to contextualize these changes, and indeed many of the mission-related gains covered in this report have exceeded those at the private and 4-year institutions included in this analysis.

The most notable opportunity identified in this report falls in the area of volunteer work. Paradoxically, seniors value compassion-related activities more than they did 10 years ago, but participate in volunteer work at lower rates. Future research could focus on this topic, and use focus groups or qualitative interviews to explore potential intervening causes, such as a lack of volunteer opportunities, inconvenient opportunities, or less free time due to working for pay.

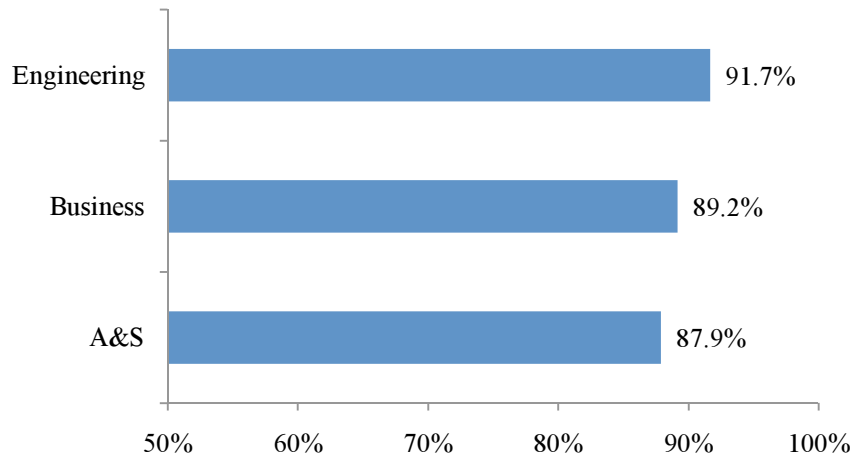
Appendix

Below are the mission-related survey responses (from aggregated 2005, 2006 and 2007 CSS survey data) broken down by the following student segments:

- Schools (Arts & Sciences vs. Engineering vs. Business)
- Gender (Male vs. Female)
- Race (Caucasian vs. Non-Caucasian)

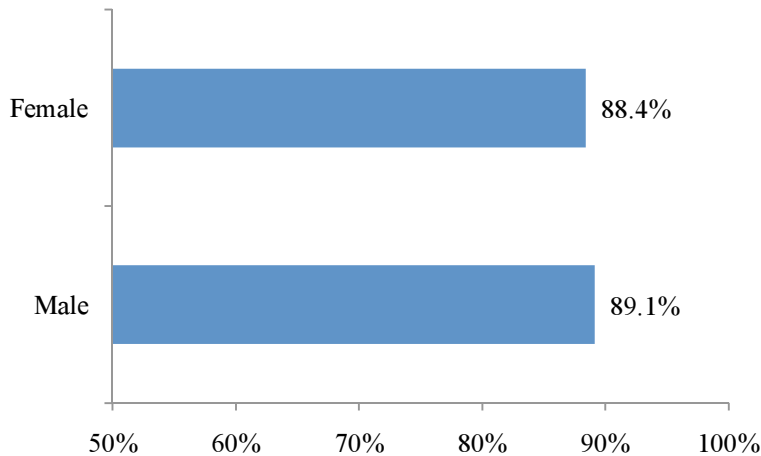
Segments that revealed significant differences (i.e. p score < .05) are highlighted in yellow.

Q1. If you could make the decision again, would you enroll at Santa Clara University?*



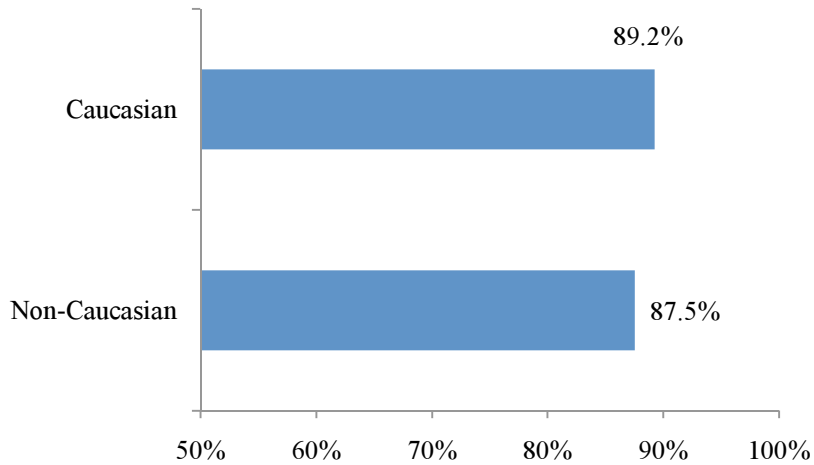
*Percent reporting "Probably I would" and "Definitely yes"

Q1. If you could make the decision again, would you enroll at Santa Clara University?*

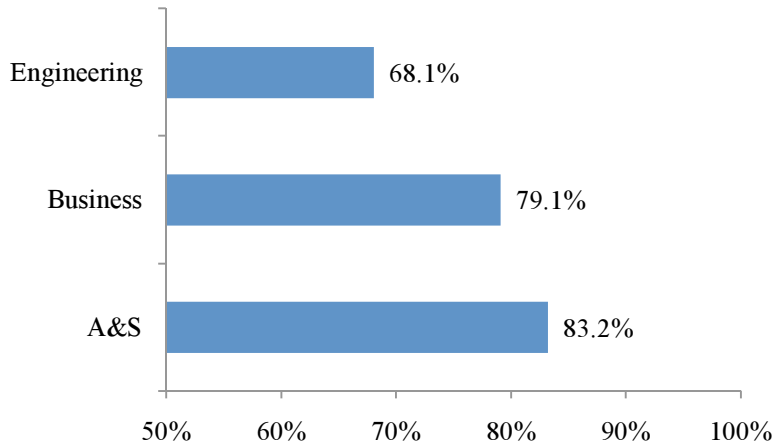


*Percent reporting "Probably I would" and "Definitely yes"

Q1. If you could make the decision again, would you enroll at Santa Clara University?

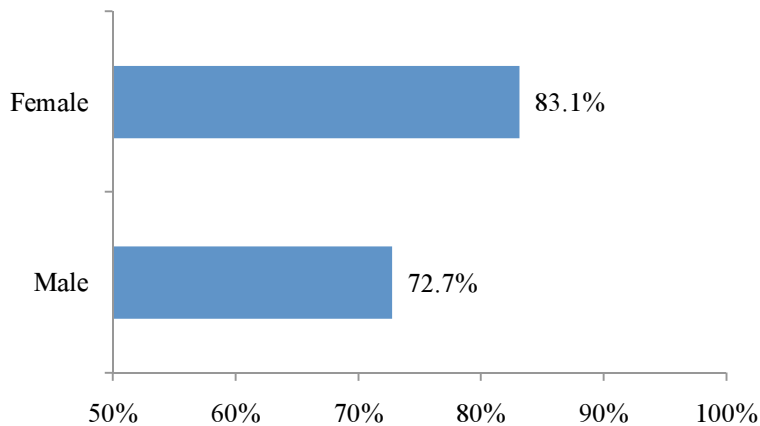


Q2. Indicate the importance to you personally of helping others who are in difficulty*



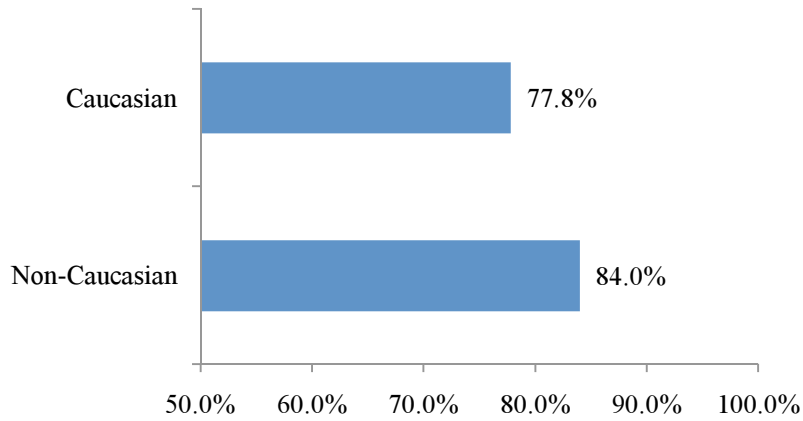
*Percent reporting “very important” or “essential” on a four-point scale from “not important” to “essential”

Q2. Indicate the importance to you personally of helping others who are in difficulty*



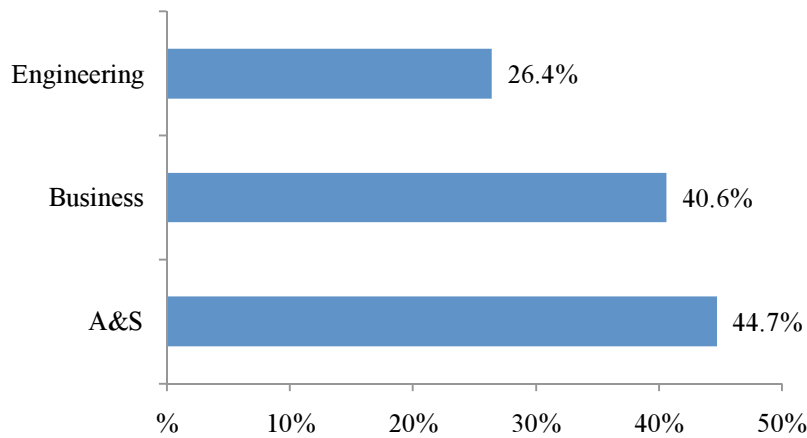
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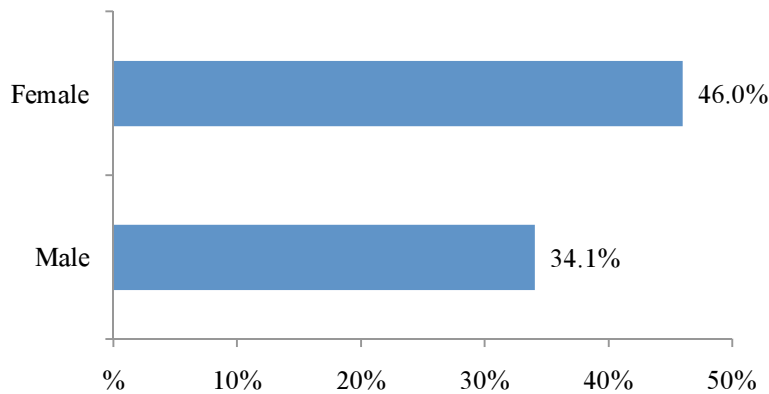
*Percent reporting “very important” or “essential” on a four-point scale from “not important” to “essential”

Q3. Indicate the importance to you personally of participating in a community action program*



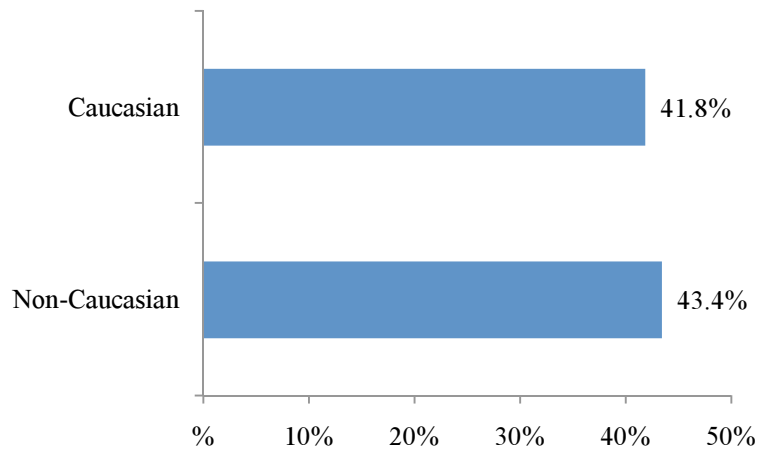
*Percent reporting “very important” or “essential” on a four-point scale from “not important” to “essential”

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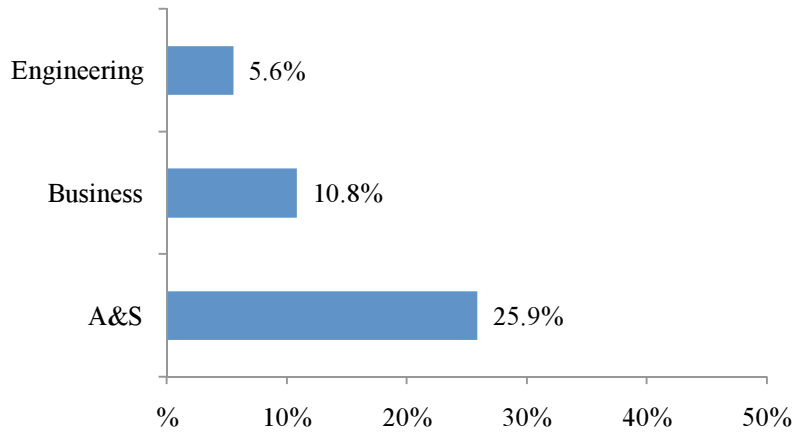
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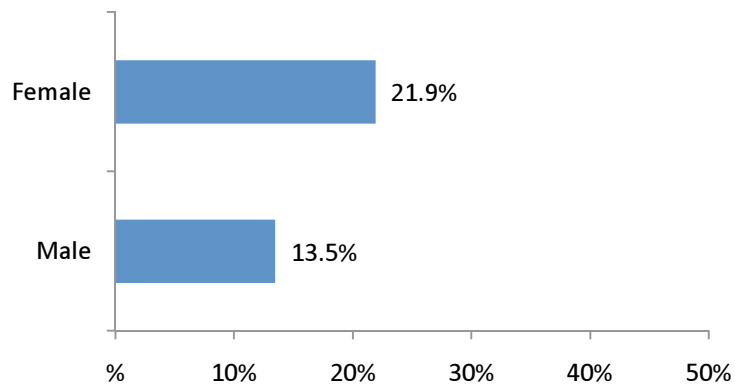
*Percent reporting “very important” or “essential” on a four-point scale from “not important” to “essential”

Q4. Indicate how often you performed volunteer work during the past year*



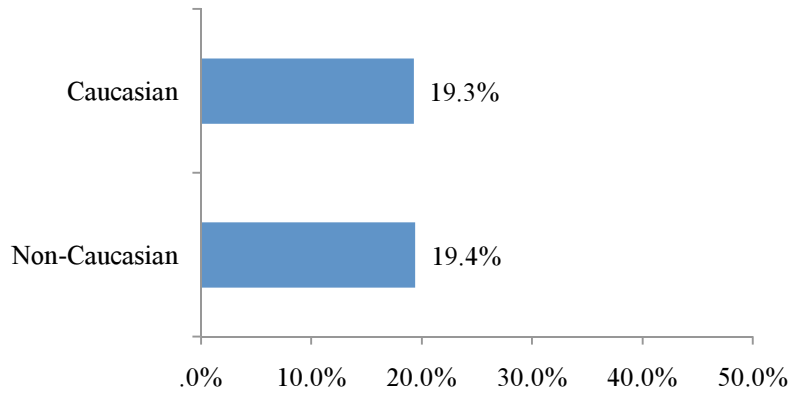
*Percent reporting “Occasionally” or “Frequently”

Q4. Indicate how often you performed volunteer work during the past year*



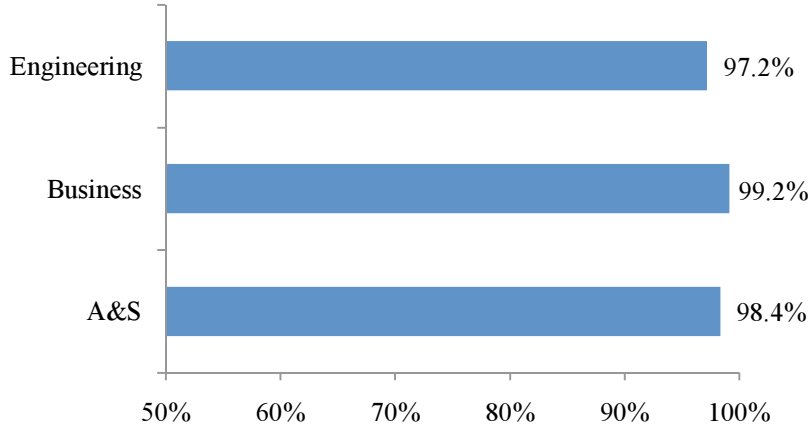
*Percent reporting “Occasionally” or “Frequently”

Q4. Indicate how often you performed volunteer work during the past year*



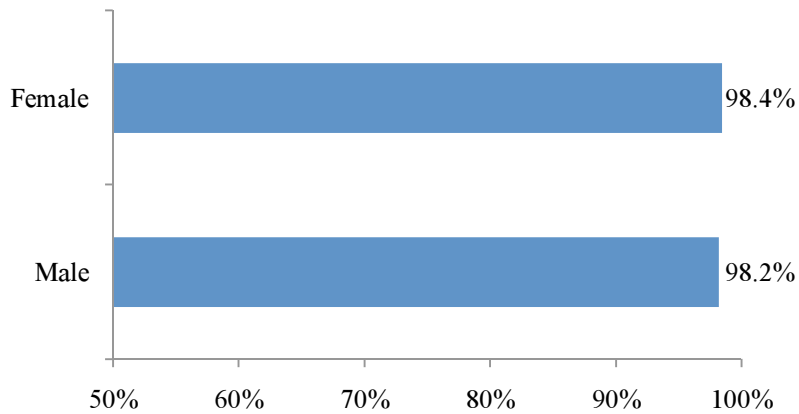
*Percent reporting "Occasionally" or "Frequently"

Q5. Compared to when you first started college, how would you now describe your leadership ability?*



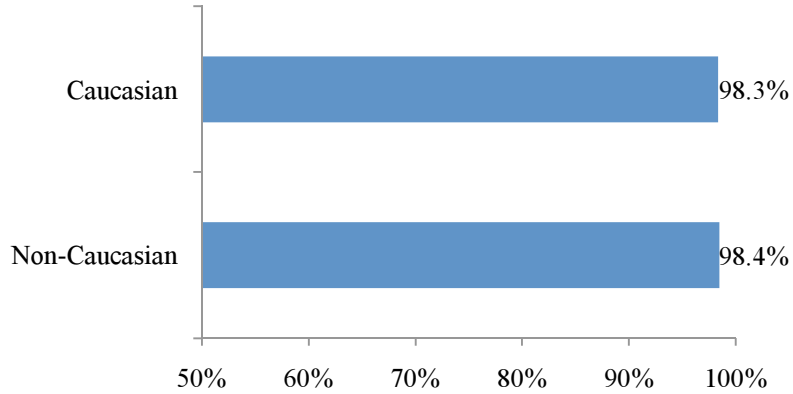
*Percent reporting "Stronger" or "Much Stronger"

Q5. Compared to when you first started college, how would you now describe your leadership ability?*



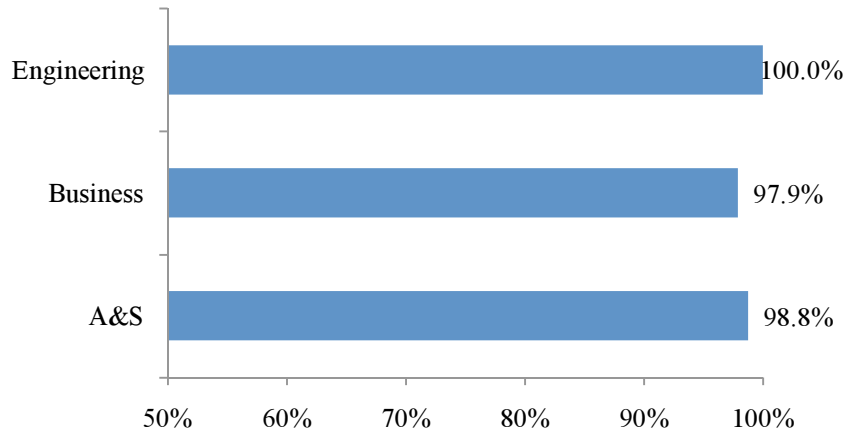
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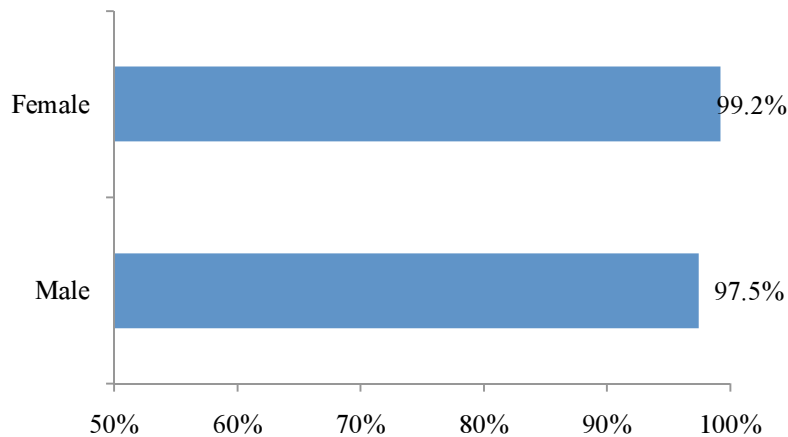
*Percent reporting "Stronger" or "Much Stronger"

Q6. Compared to when you first started college, how would you now describe your understanding of the problems facing your community?



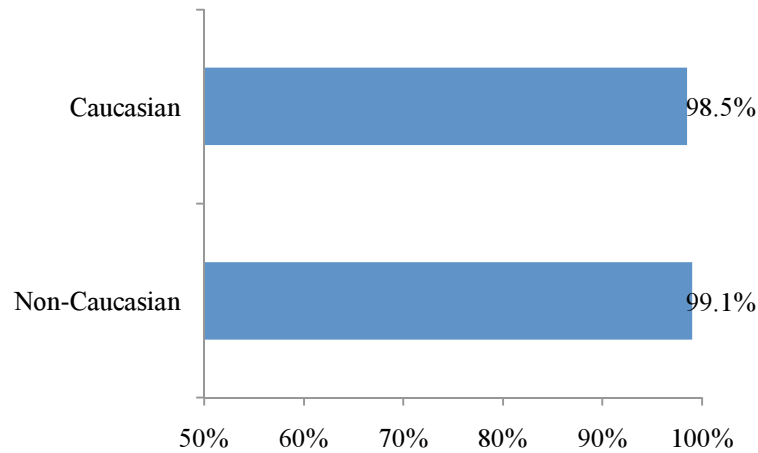
*Percent reporting "Stronger" or "Much Stronger"

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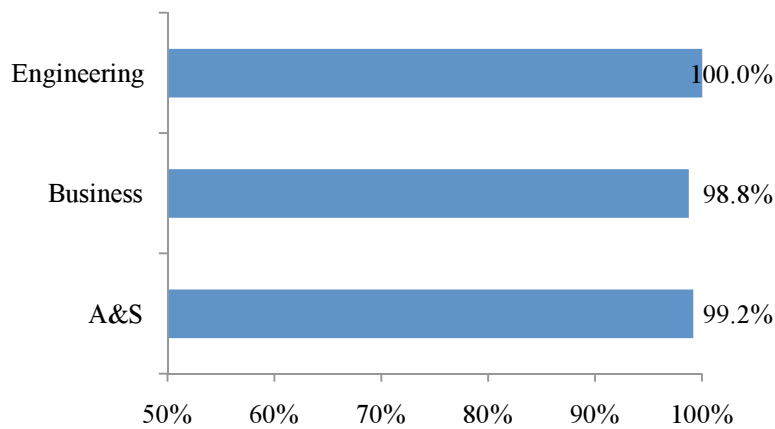
*Percent reporting "Stronger" or "Much Stronger"

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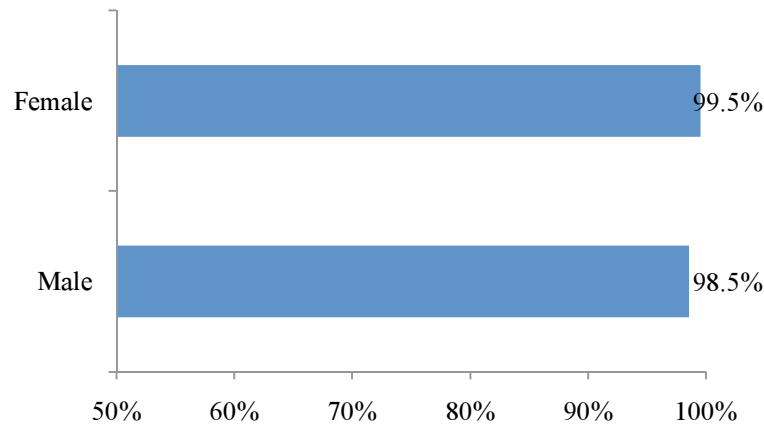
*Percent reporting "Stronger" or "Much Stronger"

Q7. Compared to when you first started college, how would you now describe your understanding of the problems facing the nation?



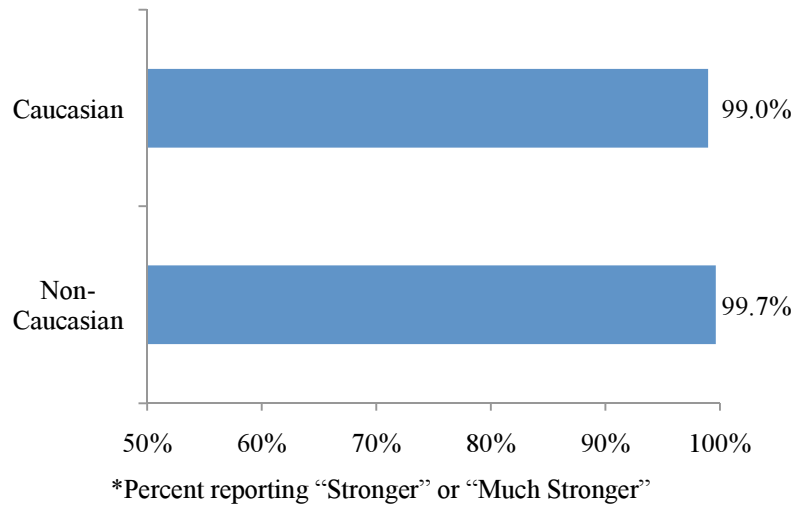
*Percent reporting "Stronger" or "Much Stronger"

Q7. Compared to when you first started college, how would you now describe your understanding of the problems facing the nation?

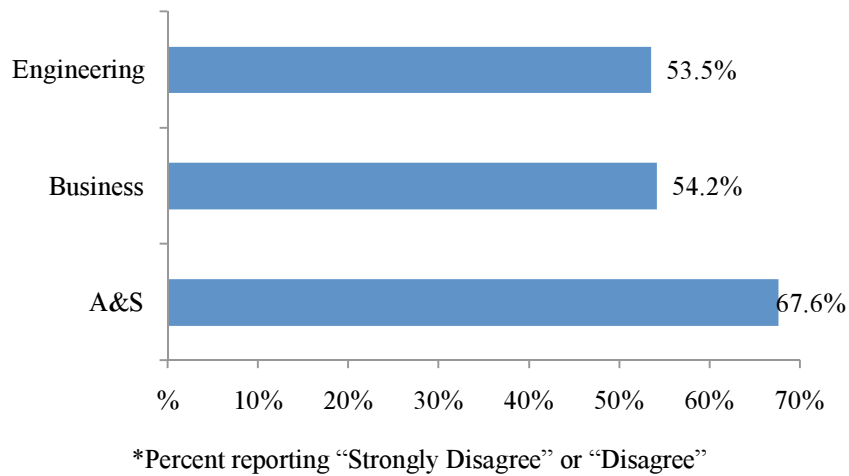


*Percent reporting "Stronger" or "Much Stronger"

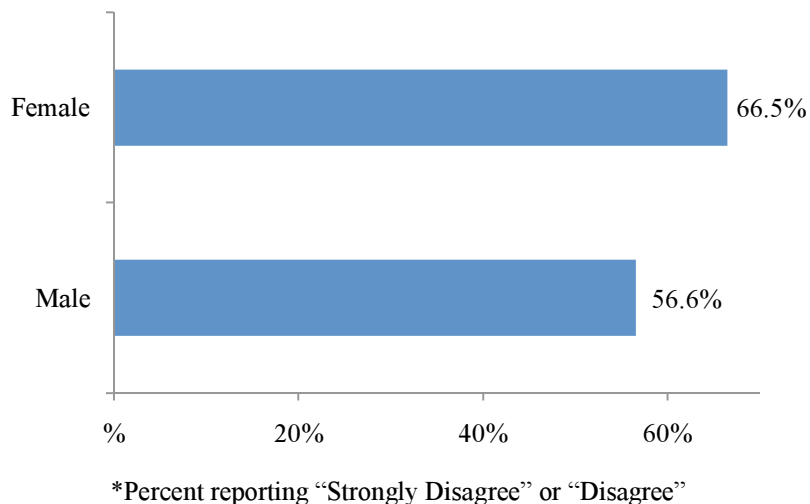
Q7. Compared to when you first started college, how would you now describe your understanding of the problems facing the nation?



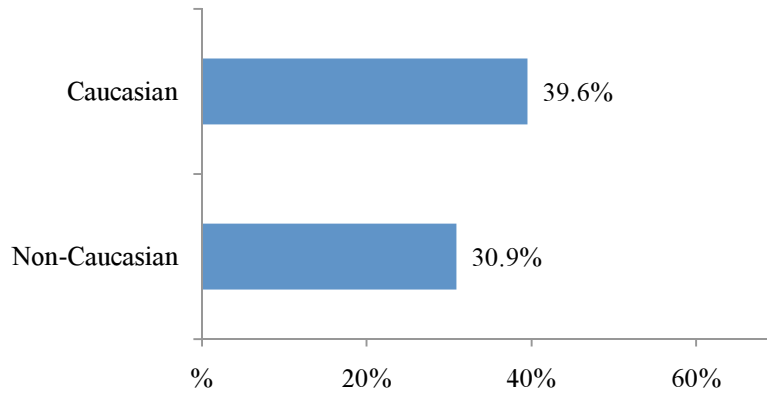
Q8. Realistically, an individual can do little to bring about changes in our society.



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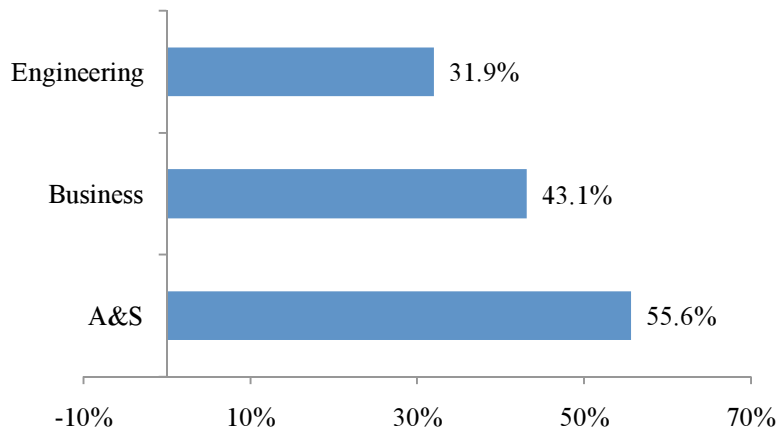


Q8. Realistically, an individual can do little to bring about changes in our society*.



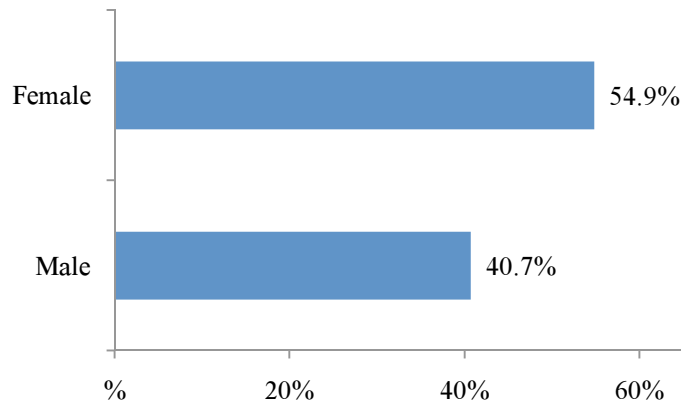
*Percent reporting “Strongly Disagree” or “Disagree”

Q9. Indicate the importance to you personally of helping to promote racial understanding



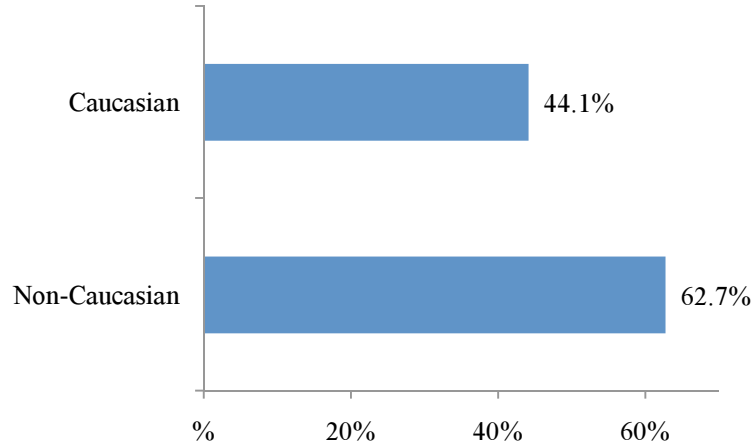
*Percent reporting “very important” or “essential” on a four-point scale from “not important” to “essential”

Q9. Indicate the importance to you personally of helping to promote racial understanding



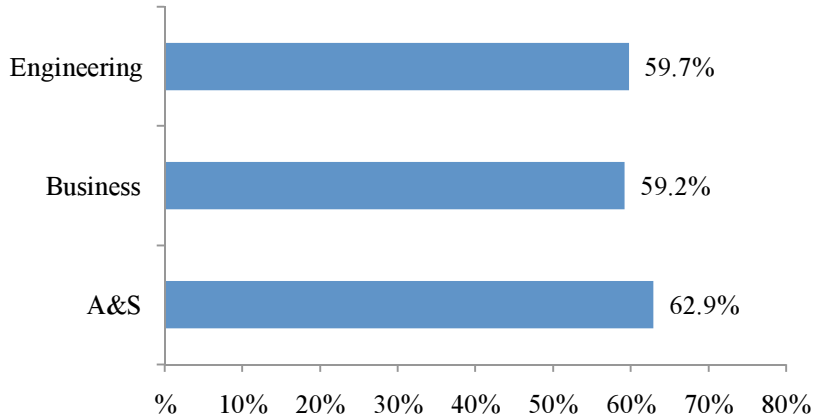
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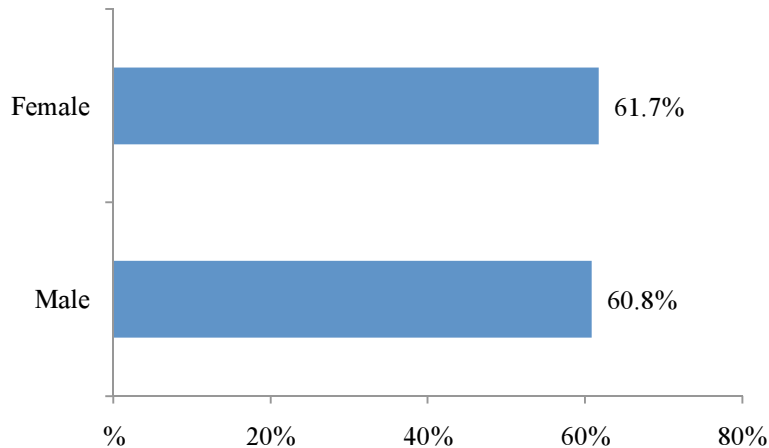
*Percent reporting “very important” or “essential” on a four-point scale from “not important” to “essential”

Q10. Indicate how often you engaged in socializing with someone from another racial/ethnic group in the past year



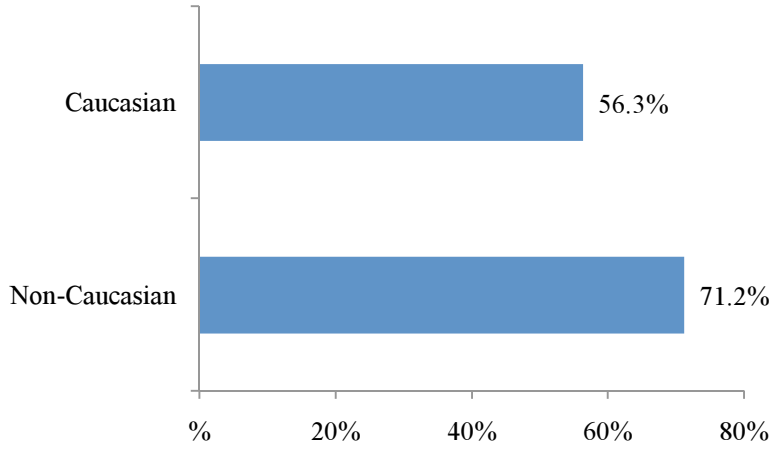
*Percent reporting “Occasionally” or “Frequently”

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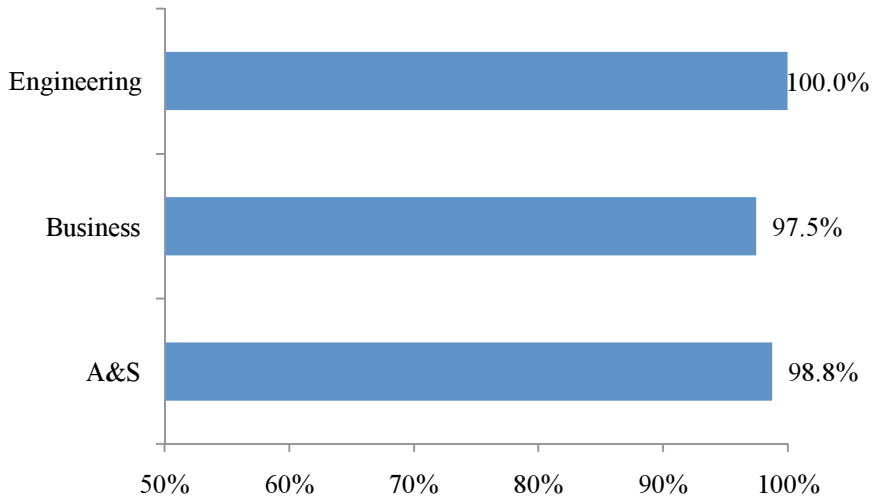
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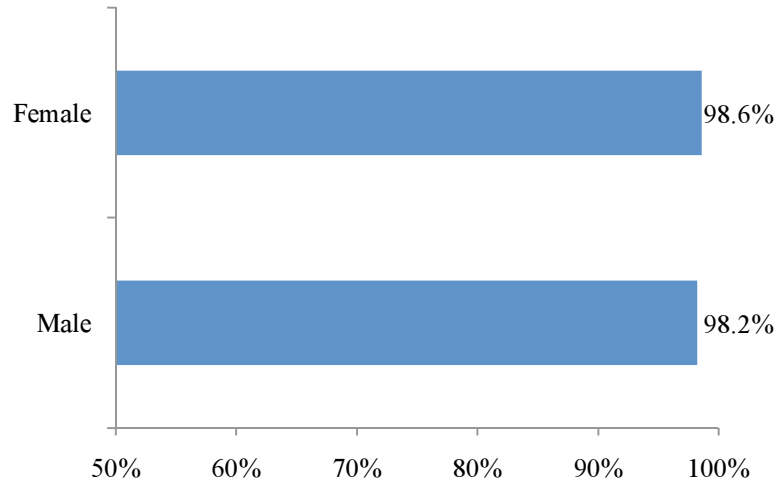
*Percent reporting "Occasionally" or "Frequently"

Q11. Compared to when you first started college, how would you now describe your knowledge of people from different races/cultures?



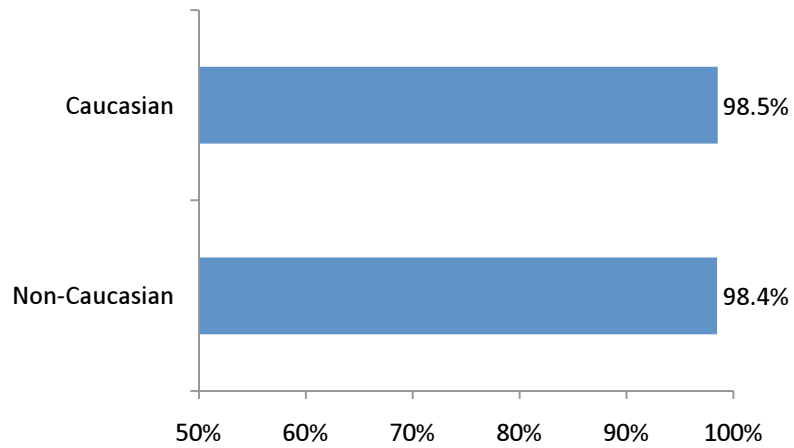
*Percent reporting "Stronger" or "Much Stronger"

Q11. Compared to when you first started college, how would you now describe your knowledge of people from different races/cultures?



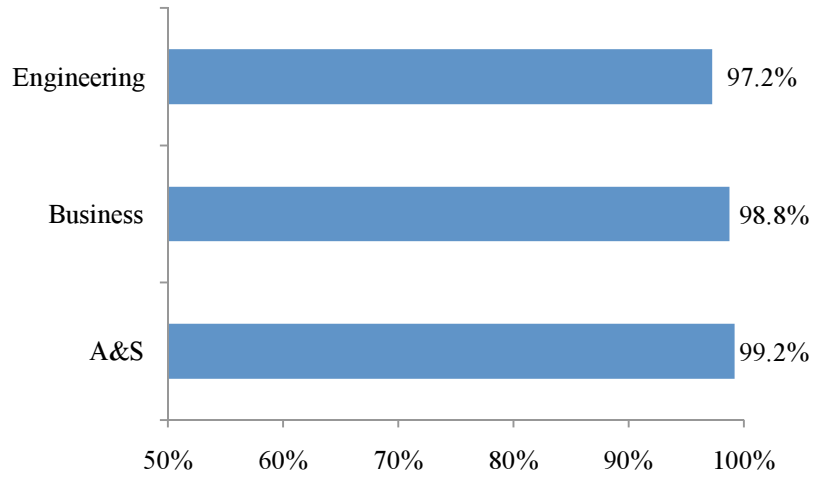
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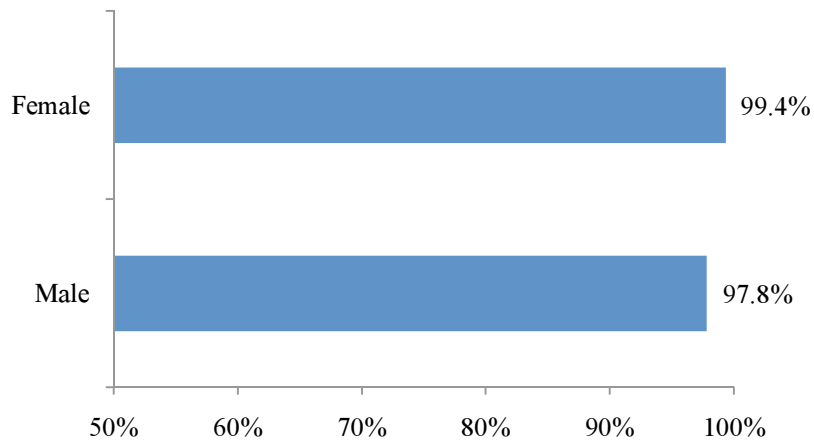
*Percent reporting "Stronger" or "Much Stronger"

Q12. Compared to when you first started college, how would you now describe your ability to get along with people of different races/cultures?



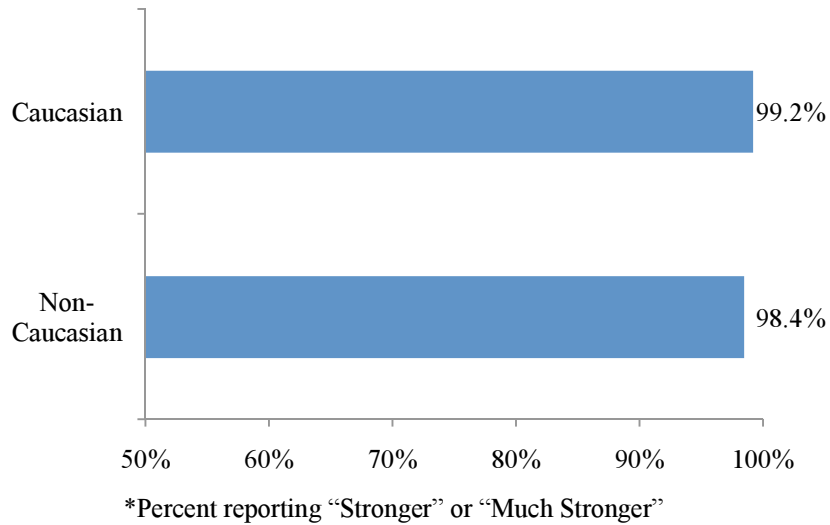
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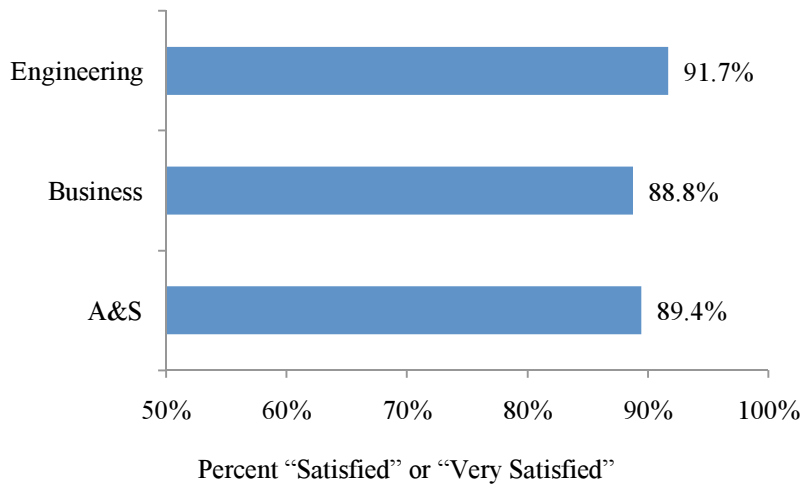


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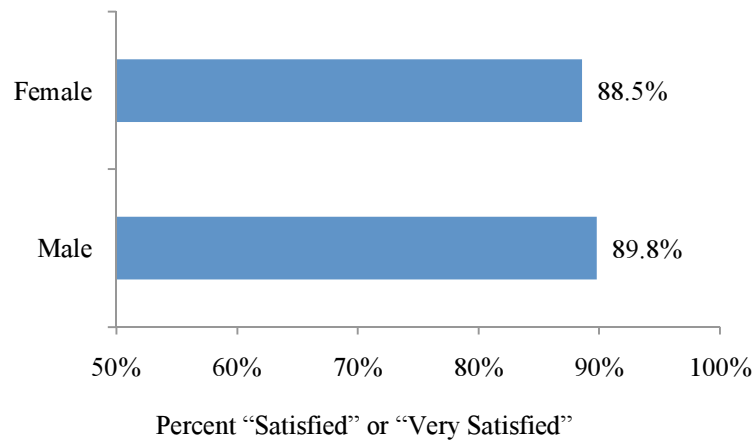
Q12. Compared to when you first started college, how would you now describe your ability to get along with people of different races/cultures?



Q13. Please rate your overall satisfaction with your SCU experience.



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