



## **Institutional Assessment Outcomes 2006**

This document summarizes selected measures of student outcomes at Elon University. It is arranged to show chronological progression from a student's first-year to senior year and beyond. By monitoring these outcomes, Elon is able to make improvements to its programs and services.

This document also provides results for measuring Elon's mission statement. More specifically, the four commitments that the University acts upon are measured in the National Survey of Student Engagement (NSSE) results.

- We nurture a rich intellectual community characterized by active student engagement with a faculty dedicated to excellent teaching and scholarly accomplishment.
- We provide a dynamic and challenging undergraduate curriculum grounded in the traditional liberal arts and sciences and complemented by distinctive professional and graduate programs.
- We integrate learning across the disciplines and put knowledge into practice, thus preparing students to be global citizens and informed leaders motivated by concern for the common good.
- We foster respect for human differences, passion for a life of learning, personal integrity, and an ethic of work and service.

Overall, the results from these instruments indicate that Elon's reputation has grown substantially; its students are more engaged in, more challenged by, and more satisfied with their college; and an increasing number of Elon students are furthering their education by attending graduate school.

# Institutional Assessment Outcomes 2006

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## Freshmen CIRP: Student Expectations

Research has long established the correlation between student expectations and student actions. For example, if a student expects to transfer out of their current college, chances are they will do so. In addition, research has also shown how important it is to account for the pre-entering characteristics of students when conducting relational studies for impact.

The Freshmen CIRP survey is an instrument used to collect student expectations and pre-entering characteristics. Since Elon has participated in the Freshmen CIRP survey every year since 1984, this survey can be used for trend analysis. The University uses results from this survey to help predict retention, gauge possible demand and use of various programs (such as the Service Learning Center and the Study Abroad program), and to measure student perceptions of Elon – like its academic reputation. In addition, Elon has used the results from this instrument to support increases in study abroad offerings, increases in degree offerings, modifications to admission requirements, and modifications to financial aid programs.

The table below indicates how entering 1996 and 2006 freshmen who estimated their chances as Very Good that he/she will transfer, be satisfied, or volunteer and Very Important reasons in their decision to attend Elon. In addition, the last column provides for a comparison between Elon and other religious 4-year college freshmen.

Freshmen CIRP Survey	1996 Elon	2006 Elon	2006 Other Religious 4-yr colleges
Very Good chances that he/she will ...			
Transfer to another college before graduating	5.6%	2.9%	7.1%
Be satisfied with your college	57.5%	72.9%	56.3%
Participate in volunteer or community service work	37.8%	48.3%	32.9%
Very Important reasons to attend this college			
This college has a very good academic reputation	50.8%	73.2%	57.6%
This college's graduates get good jobs	54.5%	58.8%	46.4%
This college's graduates gain admission to top graduate/professional school	30.3%	31.2%	27.3%

SOURCE: Elon University 2006 CIRP Institutional Summary

## YFCY: 1<sup>st</sup> Year Experiences

Students enrolled in first-year core courses English 110 and General Studies 110 during the Spring term may participate in the Your First College Year (YFCY) survey. The survey is primarily used to evaluate the many aspects of a students' first-year experience in college. Elon has conducted a first-year experience survey since 1992 and has used the YFCY annually since 2002.

In addition to this survey's results supporting additional research - such as more in depth analysis of the impact of campus community, the First-Year Committee also used its results extensively in their analysis. Specifically, the YFCY survey helped to establish the impact of a students' sense of empowerment, was used as a springboard to establish more "empowerment" activities for students (such as creating their own clubs or interest groups while at Elon), and helped to establish adjustment/skills seminars for first-year students.

The table below indicates student ratings in various aspects of their first year experience at Elon. Generally, Elon first-year students are more satisfied with their college experience than other private 4-year schools that also participated in the YFCY survey.

<b>2006 YFCY Survey</b>	<b>Elon</b>	<b>Other Private 4-yr colleges</b>
Satisfied or Very Satisfied with ...		
Your overall academic experience	87%	77%
Classroom facilities	90%	75%
Computer facilities/labs	91%	75%
Library facilities and services	92%	75%
Overall sense of community among students	75%	65%
Overall college experience	85%	73%
Availability of campus social activities	71%	62%
Agree or Strongly Agree with ...		
I see myself as part of the campus community	88%	79%
I feel a sense of belonging with this college	84%	77%
There is strong competition among most of the students for high grades	57%	48%
Student has ...		
Participated in student clubs/groups	69%	51%

SOURCE: 2006 Your First College Year (YFCY) Survey

## NSSE: Student-Faculty Engagement

Elon has participated in the National Survey of Student Engagement (NSSE) each year since 2000. The results from this survey have helped to support changes in curriculum and programs in various areas of the University (such as Diversity training workshops and seminars, the development of a core statistics course, holding faculty forums on out of class activities for students, monitoring student expectations for foreign language course studies, and monitoring academic challenge and rigor).

The tables below compare the percent of Elon students versus all NSSE schools students who answered Often or Very Often to these questions.

In addition to Elon's faculty engaging students in and outside of the classroom, Elon's environment encourages students to perpetuate that engagement on their own by working with their classmates outside of the classroom.

<b>2006 NSSE Question – Freshmen Responses</b>	<b>Elon</b>	<b>NSSE</b>	<b>Elon minus NSSE</b>
Received prompt written or oral feedback from faculty on your academic performance	73%	53%	20%
Asked questions in class or contributed to class discussions	79%	58%	21%
Used e-mail to communicate with an instructor	92%	70%	22%
Worked with classmates outside of class to prepare class assignments	64%	40%	24%
Made a class presentation	57%	31%	26%

<b>2006 NSSE Question – Senior Responses</b>	<b>Elon</b>	<b>NSSE</b>	<b>Elon minus NSSE</b>
Received prompt written or oral feedback from faculty on your academic performance	82%	63%	19%
Talked about career plans with a faculty member or advisor	64%	41%	23%
Worked with classmates outside of class to prepare class assignments	84%	58%	26%
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	48%	21%	27%
Made a class presentation	89%	61%	28%

SOURCE: 2006 National Survey of Student Engagement (NSSE)

## NSSE: A Challenging Curriculum

Elon continually strives to challenge its students. One way in which Elon measures this is through student feedback. The NSSE contains questions that Elon uses to gather students' perception of how challenging the curriculum is at Elon.

NSSE results have helped support the creation of the Center for the Advancement of Teaching and Learning (CATL) - which helps enhance pedagogy. In addition, NSSE results have been helpful in supporting the Academic Summit and in senior staff promoting academic challenge and rigor to the faculty.

The tables below compare the percent of Elon students versus all NSSE schools students who answered Often or Very Often to these questions.

Elon freshmen and seniors work harder than their peers to meet faculty expectations. In addition, Elon faculty have designed courses that emphasize the use of analytical skills, the application of theories, making judgments, and synthesizing data into information.

<b>2006 NSSE Question – Freshmen Responses</b>	<b>Elon</b>	<b>NSSE</b>	<b>Elon minus NSSE</b>
Worked harder than you thought you could to meet an instructor's standards or expectations	62%	51%	11%
Coursework emphasizes: <u>Analyzing</u> the basic elements of an idea, experience, or theory	88%	77%	11%
Coursework emphasizes: <u>Applying theories</u> or concepts to practical problems or in new situations	86%	72%	14%
Coursework emphasizes: <u>Making judgments</u> about the value of information, arguments, or methods	79%	65%	14%
Coursework emphasizes: <u>Synthesizing</u> and organizing ideas, information, or experiences	82%	65%	17%

<b>2006 NSSE Question – Senior Responses</b>	<b>Elon</b>	<b>NSSE</b>	<b>Elon minus NSSE</b>
Worked harder than you thought you could to meet an instructor's standards or expectations	66%	57%	9%
Coursework emphasizes: <u>Analyzing</u> the basic elements of an idea, experience, or theory	90%	84%	6%
Coursework emphasizes: <u>Applying theories</u> or concepts to practical problems or in new situations	85%	79%	6%
Coursework emphasizes: <u>Making judgments</u> about the value of information, arguments, or methods	80%	70%	10%
Coursework emphasizes: <u>Synthesizing</u> and organizing ideas, information, or experiences	83%	73%	10%

SOURCE: 2006 National Survey of Student Engagement (NSSE)

## NSSE: Learning across Disciplines

Elon firmly believes in the value of integrating learning across disciplines. Thus, the faculty require students to display their understanding of why and how events are inherently connect to each other. As a result, many courses require evidence of cross-disciplinary knowledge of its students. Elon uses NSSE results to monitor and measure the level of cross-disciplinary activities that students perform.

In response to these and other findings, Elon has added additional living-learning communities (such as the International Pavilion and Spanish House). Elon has also added interdisciplinary majors (such as Multimedia Authoring and Music Technology) and is investigating the addition of more interdisciplinary majors.

The tables below compare the percent of Elon students versus all NSSE schools students who answered Often or Very Often to these questions.

Elon freshmen and seniors frequently include diverse perspectives, concepts from different courses, and integrate ideas or information from various sources.

<b>2006 NSSE Question – Freshmen Responses</b>	<b>Elon</b>	<b>NSSE</b>	<b>Elon minus NSSE</b>
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments	77%	60%	17%
Put together ideas or concepts from different courses when completing assignments or during class discussions	65%	51%	14%
Worked on a paper or project that required integrating ideas or information from various sources	89%	75%	14%

<b>2006 NSSE Question – Senior Responses</b>	<b>Elon</b>	<b>NSSE</b>	<b>Elon minus NSSE</b>
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments	70%	60%	10%
Put together ideas or concepts from different courses when completing assignments or during class discussions	79%	69%	10%
Worked on a paper or project that required integrating ideas or information from various sources	92%	85%	7%

SOURCE: 2006 National Survey of Student Engagement (NSSE)

## NSSE: Respect, Integrity, Ethic of Work and Service

Education is more than just learning about things; it's also about developing persons so they can take appropriate action. Elon believes that developing an ethic of work and service, integrity, and respect are fundamental to helping students in making good decisions and then turning those decisions into action.

As a result, Elon has revised its honor code and now has "A Call to Honor" ceremony, has recently appointed a Faculty Development Fellow for service learning, the Love School of Business has embedded ethics into all of its business classes and has a year long program on ethics for faculty and students, many of Elon's majors require an internship for degree completion requirements (i.e. Communications, Business, Education), and the Elon Career Center is offering a week-long Professional Discovery program - which helps prepare students for employment and graduate school.

The tables below compare the percent of Elon students versus all NSSE schools students who answered Very Much or Quite a Bit to their college contributing to the development of following knowledge, skills, or values.

The experiences of Elon freshmen and seniors is that the University contributes significantly to work-related knowledge and skills, service to their community, developing their values and ethics, and working effectively with others.

<b>2006 NSSE Question – Freshmen Responses</b>	<b>Elon</b>	<b>NSSE</b>	<b>Elon minus NSSE</b>
Acquiring job or work-related knowledge and skills	71%	58%	13%
Contributing to the welfare of your community	65%	42%	23%
Developing a personal code of values and ethics	68%	53%	15%
Working effectively with others	85%	68%	17%

<b>2006 NSSE Question – Senior Responses</b>	<b>Elon</b>	<b>NSSE</b>	<b>Elon minus NSSE</b>
Acquiring job or work-related knowledge and skills	78%	72%	6%
Contributing to the welfare of your community	66%	45%	21%
Developing a personal code of values and ethics	69%	55%	14%
Working effectively with others	90%	77%	13%

SOURCE: 2006 National Survey of Student Engagement (NSSE)

## NSSE: Student Satisfaction

Student satisfaction is an important factor in learning. Students that are satisfied with the education and guidance they are receiving will attend classes and participate in other activities that help to provide a well-rounded education. As a result, those students will most likely persist at that college.

In addition to NSSE results, other survey results of satisfaction have supported important changes to programs and services. For example, new study abroad programs are being offered (i.e. Costa Rica and service learning themes), an expanded recreational facility, additional playing fields (Elon's South Campus), additional food variety (i.e. sushi), wireless connections on campus, high tech classrooms, new apartment style housing (the Oaks), and financial aid for study abroad.

The tables below compare the percent of Elon students versus all NSSE schools students who rated Good or Excellent to the following questions and who indicate that they would Probably or Definitely start their college career again at their respective school.

Elon freshmen and seniors more tend to be very satisfied with their educational experience and the academic advising. As a result, more Elon students say they would attend Elon again.

2006 NSSE Question – Freshmen Responses	Elon	NSSE	Elon minus NSSE
If you could start over again, would you <u>go to the same institution</u> you are now attending? (Definitely or Probably response)	90%	83%	7%
Overall, how would you evaluate the quality of <u>academic advising</u> you have received at your institution?	85%	74%	11%
How would you evaluate your entire <u>educational experience</u> at this institution?	96%	85%	11%

2006 NSSE Question – Senior Responses	Elon	NSSE	Elon minus NSSE
If you could start over again, would you <u>go to the same institution</u> you are now attending? (Definitely or Probably response)	88%	81%	7%
Overall, how would you evaluate the quality of <u>academic advising</u> you have received at your institution?	83%	67%	16%
How would you evaluate your entire <u>educational experience</u> at this institution?	95%	85%	10%

SOURCE: 2006 National Survey of Student Engagement (NSSE)

## Senior Survey: General Studies Outcomes

Each graduating senior class is invited to participate in an exiting senior survey. The survey covers a wide range of topics that are important to Elon for measuring student progress or satisfaction (such as educational outcomes, various services provided to students, and student activities). Other departments (i.e. Library, Financial Planning, and Psychological counseling services) also use the results from this survey to monitor student ratings for their respective area. Elon has conducted an exiting senior survey since 1992.

One of the areas that Elon uses this survey to measure is its General Studies goals. Each goal is measured as a rating with regard to students' perception of their development while at Elon. In addition to supporting the construction of a new Health Center, this survey supported the expanded hours of operation in the Library and Campus Recreation Center.

The table below indicates student ratings of their development in each General Studies outcome for 2001-02 and 2005-06 graduating seniors (Very Good or Good).

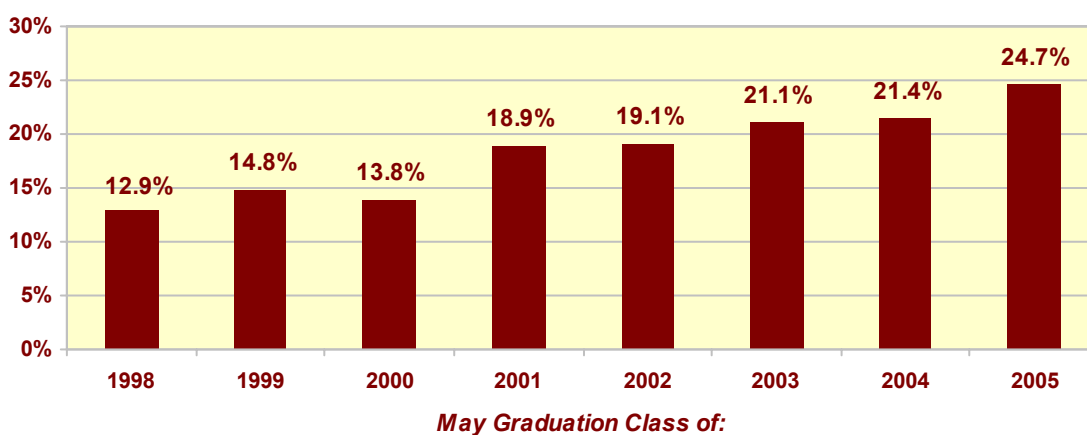
Exiting Senior Survey	2001-02 Graduating Seniors	2005-06 Graduating Seniors
Very Good or Good development of ...		
Tolerance for different ways of thinking	90%	89%
Development of a "philosophy of life"	80%	76%
Recognition of your responsibilities in public/community affairs	85%	82%
Recognizing and acting on ethical principles	88%	89%
Understanding yourself: abilities, interests, personality...	92%	91%
Caring for your own physical and mental health	77%	77%
Appreciation of the arts, music, and literature	77%	79%

SOURCE: 2006 Elon University Exiting Senior Survey (ESS)

## Alumni in Graduate School

Elon uses the National Student Clearinghouse to track where its graduates go on to further their studies. Most MBA and MED programs require 2-years of experience before a person can enroll. However, graduate programs in the Arts and Science (i.e. Biology, History, English, or Psychology) typically allow for immediate entry. Approximately 25% of Elon's Arts and Sciences majors go on to further their studies within 1-year of graduation and over 40% within 5-years. One example of how Elon uses this information is to inform students and parents about graduate school attendance during recruitment efforts.

*College of A&S Graduates Further Their Studies w/in 1-year*



Graduating Class: Elon University	Year(s) Since Bachelors onto Further Studies:				
	1-Year	2-Years	3-Years	4-Years	5-Years
<b>1998</b>	10.0%	17.4%	21.3%	25.4%	30.8%
<b>1999</b>	9.8%	14.0%	18.9%	23.1%	26.7%
<b>2000</b>	11.0%	17.0%	21.4%	26.5%	29.4%
<b>2001</b>	12.9%	18.3%	23.0%	27.5%	32.5%
<b>2002</b>	10.9%	15.7%	21.8%	27.8%	na
<b>2003</b>	13.4%	21.3%	27.8%	na	na
<b>2004</b>	14.2%	19.8%	na	na	na
<b>2005</b>	16.4%	na	na	na	na
<b>College A &amp; S</b>					
<b>1998</b>	12.9%	24.3%	28.9%	32.9%	36.6%
<b>1999</b>	14.8%	22.1%	27.9%	31.2%	33.3%
<b>2000</b>	13.8%	23.2%	29.6%	32.8%	37.1%
<b>2001</b>	18.9%	27.9%	34.3%	37.0%	42.3%
<b>2002</b>	19.1%	25.3%	31.0%	38.2%	na
<b>2003</b>	21.1%	32.1%	41.2%	na	na
<b>2004</b>	21.4%	27.9%	na	na	na
<b>2005</b>	24.7%	na	na	na	na

SOURCE: Institutional Research and National Student Clearinghouse