Executive Summary of Spring 2006 Senior Survey Results
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Background

A locally developed survey has been used at Westminster College for several years to gauge opinions of senior students. The instrument is administered on the annual Assessment Day and is designed to measure: the extent to which students believe their New Foundations courses improve certain abilities; their satisfaction with certain academic and student life services and issues; and, their satisfaction with their over-all experiences at the institution.

The Senior Survey was completed by 131 seniors participating in Assessment Day on March 15, 2006. Selected demographic characteristics of the sample follow:

Table #1
Demographic Characteristics

Gender	Males = 71 (54%); Females = 60 (46%)
Home State	Missouri = 78 (60%); Other States = 41 (30%); International = 13 (10%)
Fraternity/Sorority?	Yes = 69 (53%); No = 62 (47%)
Transfer Student?	Yes = 23 (18%); No = 108 (82%)
Athlete?	Yes = 33 (25%); No = 98 (75%)

Analysis

Initially, independent sample t-tests were used to identify significant differences in student responses for selected demographic variables. Pearson correlation coefficients were also calculated and results reviewed to determine if any significant associations existed among the various measures of satisfaction and opinion variables. SPSS v. 14.0 was used for the analysis.

Results

Analysis of responses based on reported membership in fraternities/sororities follows in Table #2. Three survey items resulted in significant differences at the $\alpha = 0.01$ level (2-tailed).

Greeks reported greater levels of satisfaction with JCI and with Greek life. For satisfaction with JCI, the mean response for Greeks was 3.18 on the five-point scale and the mean response for Non-Greeks was 2.56. The mean response for Non-Greeks when reporting their satisfaction with fraternity/sorority life was a similar 2.58. The mean response for Greeks was considerably more positive with a mean of 4.22.

Greeks were also significantly more likely to report that they met people with whom they shared interests with a mean response on the five-point scale of 4.53 versus a mean response by Non-Greeks of 4.03.

Table #2
Significant Results of T-Tests for Membership in Fraternity/Sorority

		N	Mean	Std. Deviation	Std. Error Mean	t-test for Equality of Means		
						t	df	Sig. (2-tailed)
I was satisfied with JCI.	Non-Greek	57	2.56	1.018	.135	-3.359	123	.001
	Greek	68	3.18	1.021	.124			
I was satisfied with Fraternity/Sorority Life.	Non-Greek	52	2.58	.997	.138	-8.984	118	.000
	Greek	68	4.22	.990	.120			
I have met people with whom I share interests.	Non-Greek	62	4.03	.905	.115	-3.860	128	.000
	Greek	68	4.53	.532	.064			

Coding: Strongly Disagree = 1; Disagree = 2; Neither Agree/Disagree = 3; Agree = 4; Strongly Agree =5

Analysis of responses based on reported participation on an athletic team follows in Table #3. Two of the survey items resulted in significant differences at the α = 0.01 level (2-tailed). Athletes reported significantly greater levels of satisfaction with JCI (mean response = 3.33 for Athletes and 2.74 for Non-Athletes) and significantly lower levels of satisfaction with course availability (mean response = 2.45 for Athletes and 3.16 for Non-Athletes).

Table #3
Significant Results of T-Tests for Athletic Participation

		N	Mean	Std. Deviation	Std. Error Mean	t-test for Equality of Means		
						t	df	Sig. (2-tailed)
I was satisfied with JCI.	Non-Athlete	92	2.74	1.057	.110	-2.837	123	.005
	Athlete	33	3.33	.957	.167			
I was satisfied with Availability of Courses.	Non-Athlete	97	3.16	1.087	.110	3.177	128	.002
	Athlete	33	2.45	1.175	.205			

Coding: Strongly Disagree = 1; Disagree = 2; Neither Agree/Disagree = 3; Agree = 4; Strongly Agree =5

Analysis of responses based on gender follows in Table #4. Five survey items resulted in significant differences at the α = 0.01 level (2-tailed). Male students were more likely to indicate that the New Foundations improved ability to define and discuss terminology and concepts related to information technology (mean response = 3.55 for Males and 3.13 for Females).

Females were significantly less satisfied with both Robbie (mean response = 1.82 for Females and 2.60 for Males) and JCI (mean response = 2.43 for Females and 3.28 for Males).

Females also reported lower levels of satisfaction with Greek life (mean response = 3.16 for Females and 3.80 for Males) and were less likely to agree that they were unaware of attitudes or incidents of prejudice on campus (mean response = 2.68 for Females and 3.39 for Males).

Table #4
Significant Results of T-Tests for Gender

		N	Mean	Std. Deviation	Std. Error Mean	t-test for Equality of Means		
						t	df	Sig. (2-tailed)
In my New Foundations, I improved my ability to Define and discuss common information technology terminology and concepts.	Female	60	3.13	.892	.115	-2.661	129	.009
	Male	71	3.55	.891	.106			
I was satisfied with Robbie Dining Hall.	Female	56	1.82	.789	.105	-4.593	122	.000
	Male	68	2.60	1.053	.128			
I was satisfied with JCI.	Female	56	2.43	.951	.127	-4.817	123	.000
	Male	69	3.28	.998	.120			
Fraternity/Sorority Life	Female	55	3.16	1.244	.168	-2.782	118	.000
	Male	65	3.80	1.252	.155			
I am not aware of any attitudes or incidents of prejudice toward any group (e.g., racial, ethnic, gender).	Female	60	2.68	1.157	.149	-3.510	128	.001
	Male	70	3.39	1.120	.134			

Coding: Strongly Disagree = 1; Disagree = 2; Neither Agree/Disagree = 3; Agree = 4; Strongly Agree =5

Analysis of responses based on reported status as either a domestic or international student follows in Table #5. Four survey items resulted in significant differences at the $\alpha = 0.01$ level (2-tailed). International students were significantly more likely to report a positive impact of New Foundations on their ability to employ critical thinking (mean response = 4.46 for International Students and 3.93 for Domestic Students), speak effectively (mean response = 4.54 for International Students and 3.87 for Domestic Students), or communicate in another language (mean response = 3.92 for International Students and 2.87 for Domestic Students).

International students were also significantly less likely to report that they met people with who they shared interests (mean response = 3.69 for International Students and 4.36 for Domestic Students).

Table #5
Significant Results of T-Tests for Status as Domestic/International Student

		N	Mean	Std. Deviation	Std. Error Mean	t-test for Equality of Means		
						t	df	Sig. (2-tailed
In my New Foundations, I improved my ability to Employ critical thinking skills in problem solving?	Domestic	118	3.93	.676	.062	-2.686	129	.008
	International	13	4.46	.660	.183			
In my New Foundations Courses, I improved my ability to Speak effectively?	Domestic	118	3.87	.882	.081	-2.636	129	.009
	International	13	4.54	.660	.183			
In my New Foundations Courses, I improved my ability to Communicate in another language at the intermediate level of proficiency	Domestic	116	2.87	1.138	.106	-3.092	127	.002
	International	13	3.92	1.382	.383			
I have met people with whom I share interests.	Domestic	117	4.36	.725	.067	3.047	128	.003
	International	13	3.69	.947	.263			

Coding: Strongly Disagree = 1; Disagree = 2; Neither Agree/Disagree = 3; Agree = 4; Strongly Agree =5

Analysis of responses based on reported status as a transfer student follows in Table #6. Only one survey item resulted in significant differences at the $\alpha = 0.01$ level (2-tailed). Transfer students reported lower levels of satisfaction with their major academic advisor (mean response = 3.61 for Transfer Students and 4.25 for Traditional Students).

Table #6
Significant Result of T-Tests for Status as Traditional/Transfer Student

		N	Mean	Std. Deviation	Std. Error Mean	t-test for Equality of Means		
						t	df	Sig. (2-tailed
I was satisfied with my Major Academic Advisor.	Traditional	107	4.25	.902	.087	2.972	128	.004
	Transfer	23	3.61	1.118	.233			

Coding: Strongly Disagree = 1; Disagree = 2; Neither Agree/Disagree = 3; Agree = 4; Strongly Agree =5

Correlation Analysis

Correlations were calculated for all survey variables. For purposes of this summary two survey items are highlighted. Significant correlations were found at the $\alpha = 0.01$ level (2-tailed) for "I'm glad that I chose to attend Westminster College," with 10 of the other survey items. Results of these significant correlations are reported in Table #7. There were 6 significant correlations for "I would recommend Westminster College to my friends." Results appear in Table #8.

Table #7
Significant Results of Items Correlated with Satisfaction with Choice to Attend WC

		In my New Foundations Courses, I improved my ability to Employ critical thinking skills in problem solving	In my New Foundations Courses, I improved my ability to Write effectively?	In my New Foundations Courses, I improved my ability to Listen effectively?	In my New Foundations Courses, I improved my ability to Read effectively?	In my New Foundations Courses, I improved my ability to Speak effectively?
I am glad that I chose to attend WC	Pearson Correlation	.420**	.322**	.368**	.318**	.246**
	Sig. (2-tailed)	.000	.000	.000	.000	.007
	N	120	120	120	120	120

		I am not aware of any attitudes or incidents of prejudice toward any group	I was satisfied with the Quality of Instruction in my classes	I have met people with whom I share interests	Drug & alcohol use are not problems at WC	New Foundation courses helped me to succeed in my major
I am glad that I chose to attend WC	Pearson Correlation	.301**	.392**	.253**	.245**	.272**
	Sig. (2-tailed)	.001	.000	.005	.007	.003
	N	120	120	120	119	120

Coding: Strongly Disagree = 1; Disagree = 2; Neither Agree/Disagree = 3; Agree = 4; Strongly Agree =5

Figure #1
"I am glad that I chose to attend Westminster College."
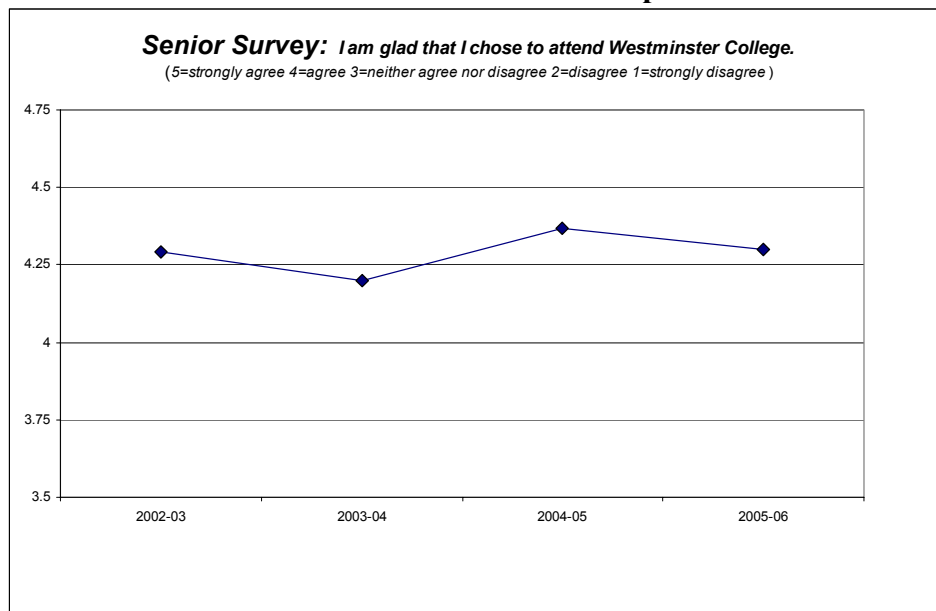**Four-Year Trend in Mean Responses**

Table #8
Significant Results of Items Correlated with Willingness to Recommend WC

		I am glad I chose to attend WC	Employ critical thinking skills in problem solving	In my New Foundations Courses, I improved my ability to Write effectively?	In my New Foundations Courses, I improved my ability to Listen effectively?	Quality of Instruction	I am not aware of any attitudes or incidents of prejudice toward any group
I would recommend WC to my friends…	Pearson Correlation	.779**	.389**	.332**	.289**	.382**	.302**
	Sig. (2-tailed)	.000	.000	.000	.001	.000	.001
	N	110	119	120	119	119	119

Coding: Strongly Disagree = 1; Disagree = 2; Neither Agree/Disagree = 3; Agree = 4; Strongly Agree =5

Figure #2
"I would recommend Westminster College to my friends..."
Four-Year Trend in Mean Responses

Senior Survey: I would recommend Westminster College to my friends who are considering college or interested in transferring from another institution.
(5=strongly agree 4=agree 3=neither agree nor disagree 2=disagree 1=strongly disagree)