

Spring 2003

Report on the Spring 2003 Survey of UMM Seniors: Assessment of Student Learning: General Education

UMM Institutional Research

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Report on the Spring 2003 Survey of UMM Seniors: Assessment of Student Learning: General Education

Summary by UMM Institutional Research

From February 18 through March 7 of 2003, an online survey entitled “Assessment of Your Learning Experience: General Education” was administered via the Internet to UMM seniors. The Office of Institutional Research and Reporting in the Twin Cities coded the questionnaire into HTML format and prepared the statistical report. There were 182 responses to the survey. Since the total number of graduating seniors invited to take the survey was 317, this was a 57.4% response rate.

Shifts from Intended Major to Current Major

Of the 182 survey respondents, 106 (58%) indicated that they had one intended major when they entered UMM, 54 (30%) had two intended majors, and 22 (12%) intended to triple major. The respondents reported that 137 (76%) currently had single majors, 40 (22%) had double majors, and 3 (2%) had triple majors. The following table shows the proportion of students with intended and current majors in the four Divisions, interdisciplinary studies, and who were undecided on a major.

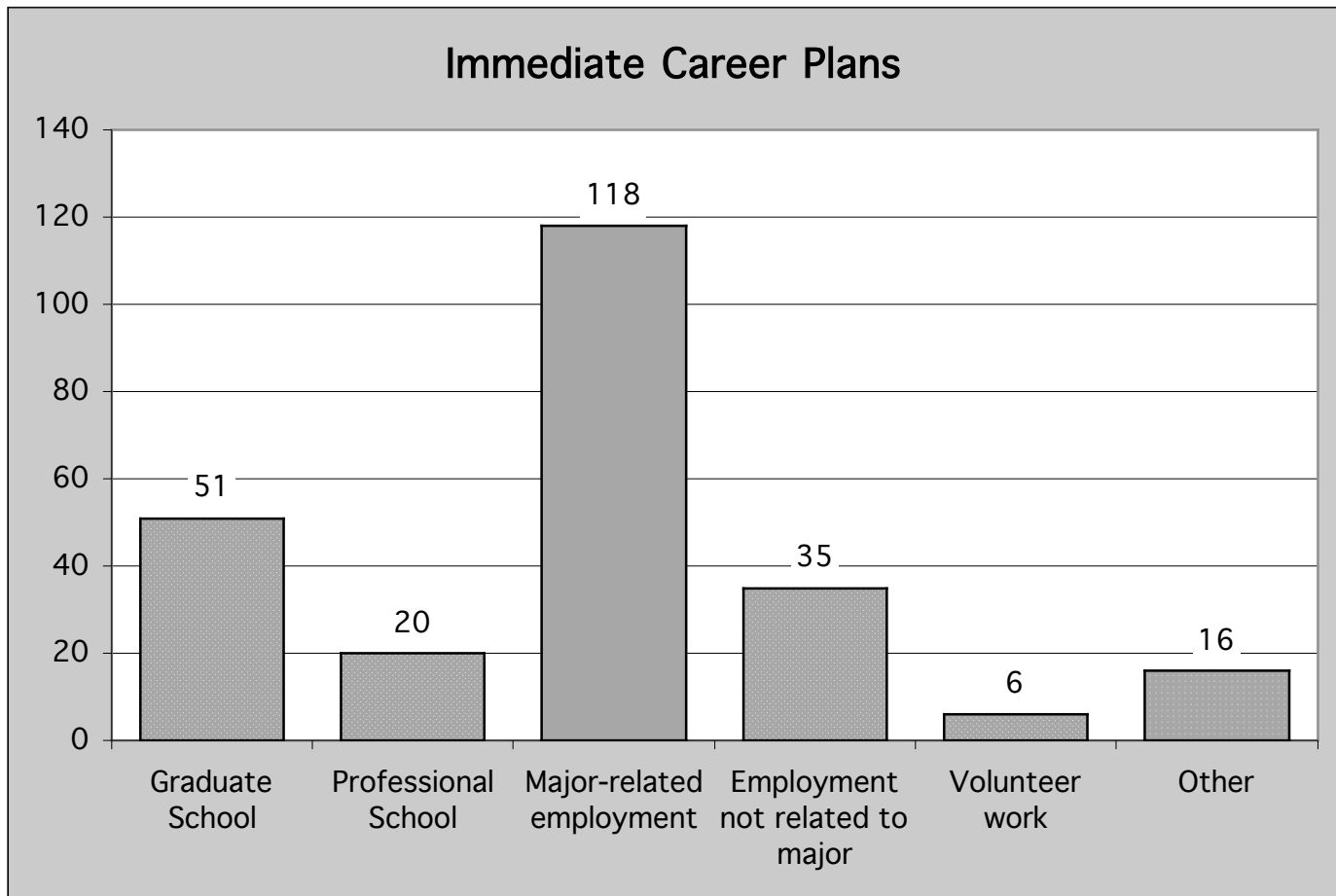
| <i>Type of Major</i> | <i>Intended Majors</i> | | <i>Current Majors</i> | |
|----------------------|------------------------|------|-----------------------|------|
| Education | 16 | 6% | 14 | 6% |
| Humanities | 58 | 21% | 53 | 23% |
| Science & Math | 100 | 36% | 64 | 28% |
| Social Sciences | 71 | 25% | 90 | 40% |
| Interdisciplinary | 4 | 1% | 5 | 2% |
| Undecided | 31 | 11% | 0 | 0% |
| | 280 | 100% | 226 | 100% |

Thirty percent intended to double major and 12% to triple major. Actual double majors were 22% of respondents and triple majors were 2%. Changed majors resulted in a decrease in majors in the Division of Science and Mathematics (and undecideds). Majors in the Division of Social Sciences increased after the changes.

| No of Yrs at UMM | # Students | %-age |
|--------------------------|------------|--------|
| 1-2 | 14 | 7.7% |
| 3-4 | 141 | 77.5% |
| 5-6 | 24 | 13.1% |
| 7-8 | 1 | .5% |
| 9 | 0 | 0% |
| 10 or more | 2 | 1.1% |
| <input type="checkbox"/> | 182 | 100.0% |

Of 182 student respondents, 121 (66.5%) attended UMM for 4 years, 20 (11%) were at UMM for 3 years, 14 (7.7%) were at UMM for 2 years, and 27 (14.8%) were at UMM for more than 4 years. The average number of years at UMM was 3.97, the median was 4.00 years, and the standard deviation was 1.02.

Immediate Career Plans



The majority of UMM graduates (65%) planned to go directly into major-related employment; 28% to graduate school, 11% to professional school, 19% to employment not related to the major, 3% to volunteer work, and 9% had other plans not mentioned.

General Education Categories

Students were asked four questions about each category of the General Education Requirements (GER). The questions were as follows:

1. To what extent have you achieved the learning objective specified?
2. How important was this objective to your education?
3. What activities enabled you to achieve this requirement?
4. What important things did you gain while meeting this objective?

In addition, two categories included one additional question designed to provide direct evidence of learning. The two categories chosen and the questions used are given below:

- A. Historical Perspectives: With what historical era or eras, other than the present, do you feel you are familiar?
- B. Human Diversity: What culture or cultures did gain knowledge about during your time at UMM with which you were not familiar when you entered?

Scores for questions 1-2 were ranked on a scale from one to five. The higher the score the student gave, the better they felt about the requirement. Questions 3-4 and A-B were multiple choice with text boxes for

additional open-ended answers. To see the students' actual responses to the open ended questions, please see the appendix.

The first section dealt with the **Skills for the Liberal Arts**, including Artistic Performance, College Writing, Mathematical/Symbolic Reasoning, and Foreign Language.

| Summary of Scores for <u>Achievement</u> of General Education Objectives | | | | | |
|---|-------------|---------------------------|---------------|-------------------------------------|----------------------------------|
| (Ranked by Mean Score) | | | | | |
| General Education Requirement | Mean | Standard Deviation | Median | % Scores "Moderate" or above | % Scores Below "Moderate" |
| Human Behavior, Social Proc/Inst | 3.68 | 1.09 | 4.00 | 84% | 16% |
| Artistic Performance | 3.48 | 1.21 | 4.00 | 76% | 24% |
| College Writing | 3.43 | 1.12 | 4.00 | 83% | 17% |
| Global: Human Diversity | 3.37 | 1.07 | 4.00 | 78% | 22% |
| Mathematical/Symbolic Reasoning | 3.32 | 1.18 | 3.00 | 76% | 24% |
| Communication, Language,Lit,Phil | 3.30 | 1.18 | 3.00 | 74% | 26% |
| Historical Perspectives | 3.28 | 1.00 | 3.00 | 77% | 23% |
| Physical & Biological Sciences | 3.27 | 1.23 | 3.00 | 71% | 29% |
| Fine Arts | 3.21 | 1.17 | 3.00 | 70% | 30% |
| Global:Ethic/Civic Responsibility | 3.20 | 1.01 | 3.00 | 75% | 25% |
| Global:People & Environment | 3.08 | 1.06 | 3.00 | 70% | 30% |
| Global: International Perspective | 3.04 | 1.16 | 3.00 | 65% | 35% |
| Foreign Language | 2.90 | 1.27 | 3.00 | 54% | 46% |

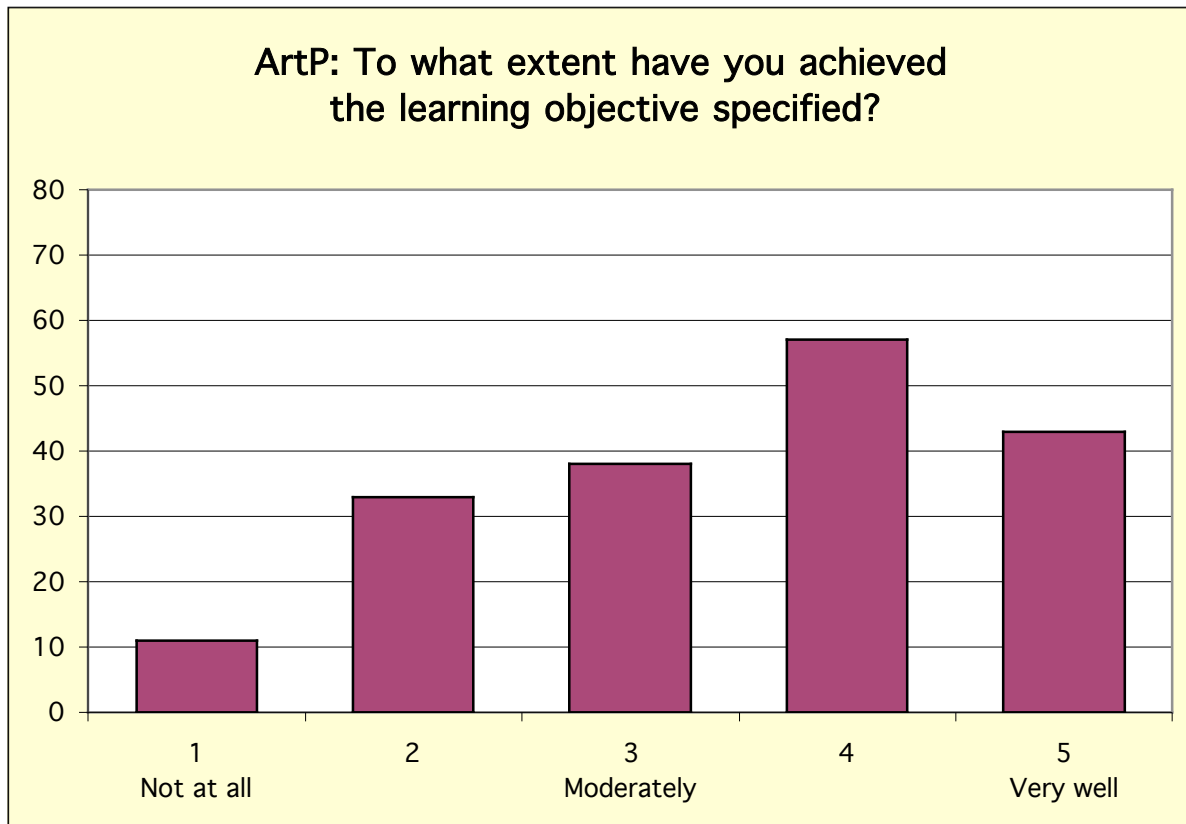
All of the GER categories, except Foreign Language, had mean scores of 3 (moderately) or above for Question #1, "To what extent have you achieved the learning objective specified?" Human Behavior, Social Proc/Inst was the objective that received the highest mean score of 3.68 and also had 84% of its scores in the "moderate" or above range. It is worth noting that one category—Foreign Language—had over 40% of the scores in the below "moderate" range.

| Summary of Scores for <u>Importance</u> of General Education Objectives | | | | | |
|--|-------------|---------------------------|---------------|-------------------------------------|----------------------------------|
| (Ranked by Mean Score) | | | | | |
| General Education Requirement | Mean | Standard Deviation | Median | % Scores "Moderate" or above | % Scores Below "Moderate" |
| College Writing | 3.39 | 1.16 | 3.00 | 77% | 23% |
| Human Behavior, Social Proc/Inst | 3.32 | 1.17 | 3.00 | 72% | 28% |
| Global: Human Diversity | 3.13 | 1.23 | 3.00 | 67% | 33% |
| Mathematical/Symbolic Reasoning | 3.13 | 1.26 | 3.00 | 64% | 36% |
| Communication, Language,Lit,Phil | 3.04 | 1.21 | 3.00 | 61% | 39% |
| Global:Ethic/Civic Responsibility | 3.01 | 1.08 | 3.00 | 67% | 33% |
| Physical & Biological Sciences | 2.95 | 1.39 | 3.00 | 54% | 46% |
| Global: International Perspective | 2.91 | 1.27 | 3.00 | 56% | 44% |
| Historical Perspectives | 2.83 | 1.22 | 3.00 | 57% | 43% |
| Global:People & Environment | 2.78 | 1.10 | 3.00 | 54% | 46% |
| Fine Arts | 2.64 | 1.30 | 2.00 | 49% | 51% |
| Artistic Performance | 2.56 | 1.31 | 2.00 | 45% | 55% |
| Foreign Language | 2.46 | 1.24 | 2.00 | 39% | 61% |

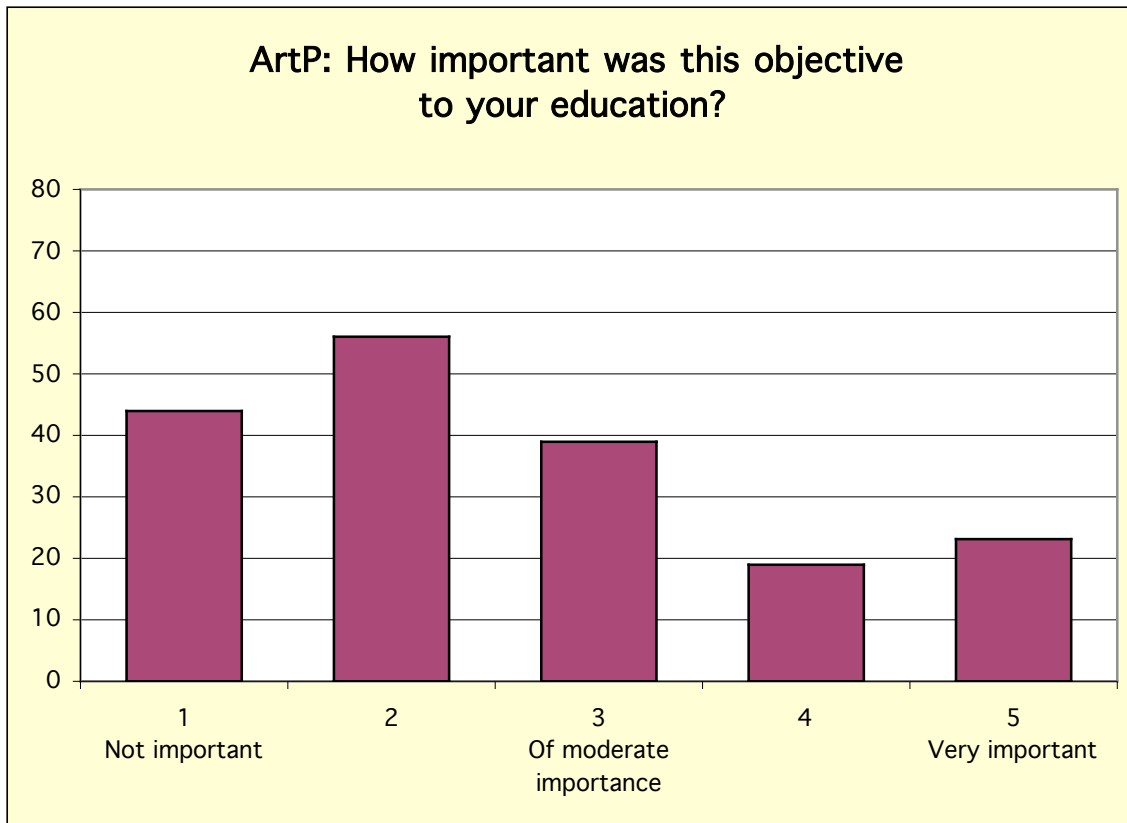
The mean scores for Question #2, “How important was this objective to your education?” were significantly lower than for Question #1. College Writing was the objective that received the highest mean score (3.39). College Writing also had 77% of its scores in the “moderate” or above range. Three categories—Foreign Language, Artistic Performance, and Fine Arts—had over 50% of the scores in the below “moderate” range.

Skills for the Liberal Arts

Artistic Performance (ArtP)



Scores for the achievement of the artistic performance objective were mostly positive. Seventy-six percent of the scores were 3 or above. The mean score was 3.48; standard deviation was 1.21, and median was 4.00.



The students surveyed did not feel that the artistic performance requirement was important to their education to the same degree that they had achieved the objective. Fifty-five percent of the scores were below 3. They gave the importance of ArtP a mean score of 2.56, median of 2.00, and standard deviation of 1.31.

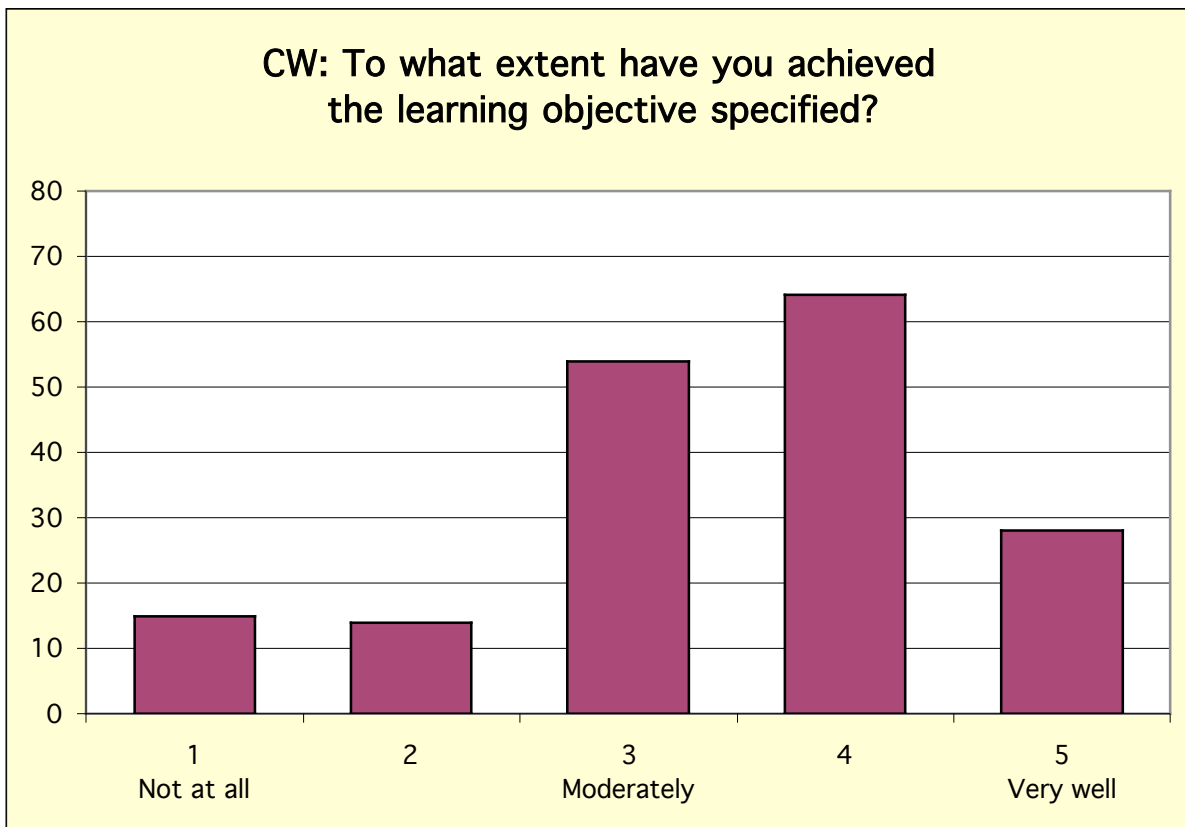
| Activities that Met Artistic Performance Requirement | | |
|---|------------|-----|
| Music class or music performance group | 95 | 52% |
| Art class | 54 | 30% |
| Theatre class or performance group | 34 | 19% |
| Dance class or performance group | 27 | 15% |
| Writing, foreign language, speech, sign lang. or other ArtP class | 76 | 42% |
| Extra-curricular activities/class activities outside of ArtP class | 51 | 28% |
| Attending UMM outside speakers/art groups | 62 | 34% |
| Other | 7 | 4% |
| This requirement was waived for me. | 3 | 2% |
| Tested out/not sure. | 4 | 2% |
| | 413 | |

This table shows what activities students used to achieve the artistic performance objective. The two most frequent answers were music class (52%) and Writing, foreign language, speech, sign lang., or other ArtP class (42%). Note: throughout the survey, students were allowed to choose more than one category for the questions about enabling activities and important things gained.

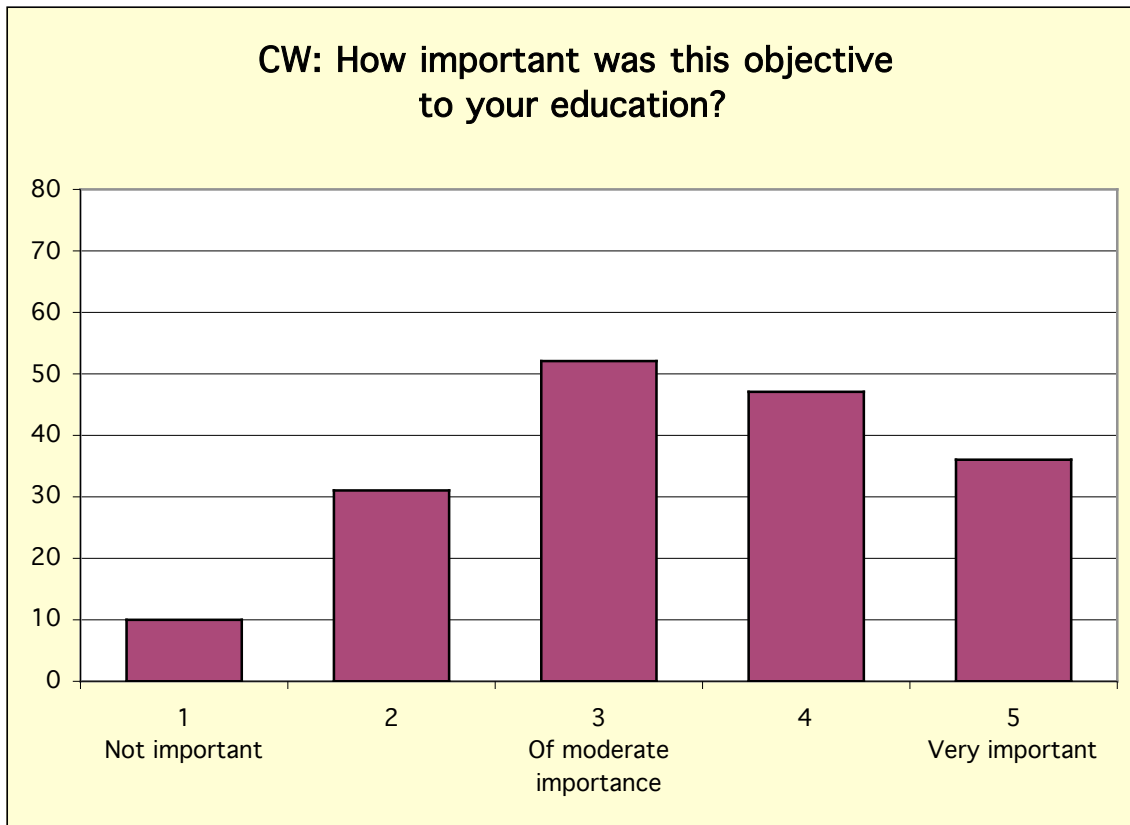
| <i>ArtP: Important Things Learned in Meeting This Objective</i> | | |
|--|-----|-----|
| Increased artistic ability in general or a specific skill | 98 | 54% |
| Enjoyment/relaxation | 129 | 71% |
| Increased appreciation of art/music, its difficulty, or its importance | 116 | 64% |
| Increased confidence in area | 92 | 51% |
| How to work with others | 57 | 31% |
| Other | 3 | 2% |
| Nothing/not sure | 17 | 9% |
| | 512 | |

Seventy-one percent of respondents indicated that they gained enjoyment/relaxation through this requirement. Another 64% indicated appreciation of the skills of this area and 54% believe their artistic abilities were increased.

College Writing (CW)



Eighty-three percent of the scores on achievement of the College Writing component were 3 or above. The median score for this objective was 4.00. The mean was 3.43 and standard deviation was 1.12.



As in the previous question, students felt quite highly about the importance of writing to their education. They gave this question the highest mean (3.39) for Question #2. The standard deviation was 1.16 and the median was 3.00. Seventy-seven percent of the scores were 3 or above.

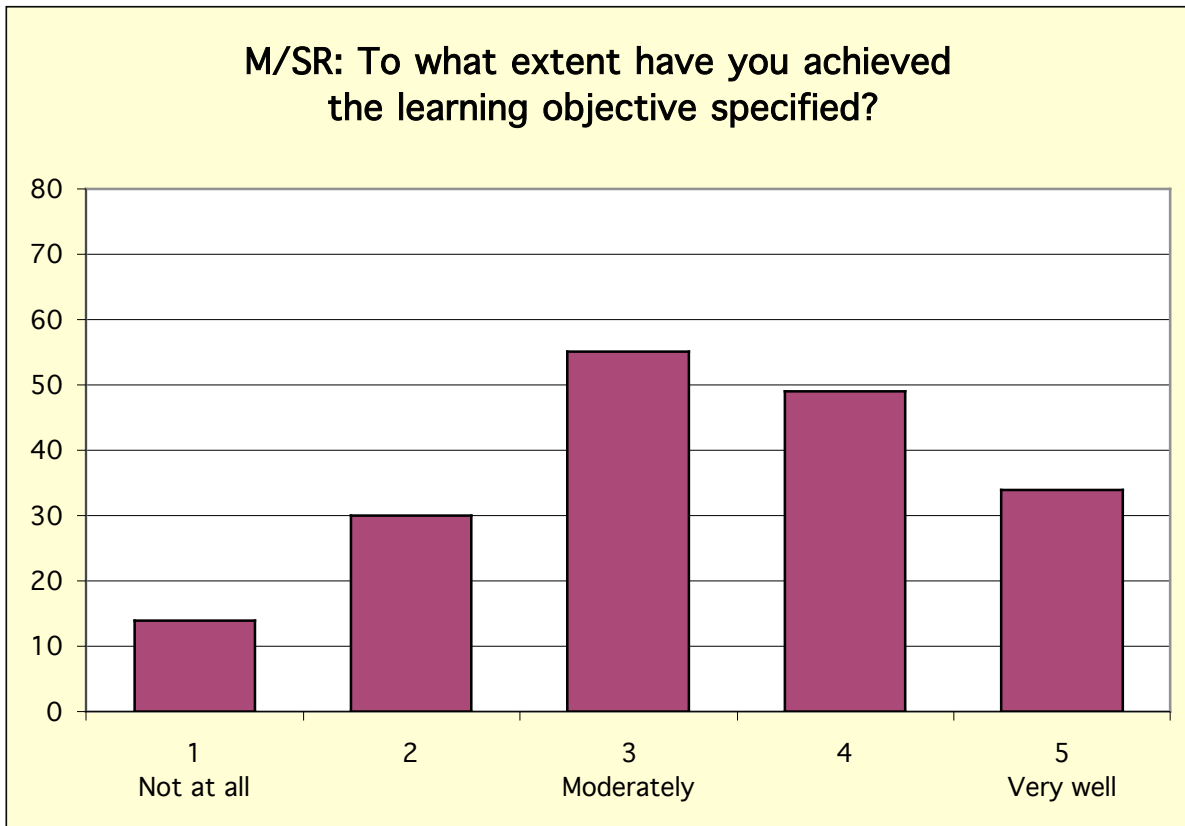
| Activities that Met <u>College Writing Requirement</u> | | |
|---|-----------|-----|
| Writing papers in classes in general | 125 | 69% |
| College Writing class | 75 | 41% |
| Other specific classes | 33 | 18% |
| Other | 17 | 9% |
| This requirement was waived for me. | 38 | 21% |
| Tested out/not sure | <u>36</u> | 20% |
| | 324 | |

Writing papers in classes in general (69%) and College Writing classes (41%) were the two answers that received the most responses to this question.

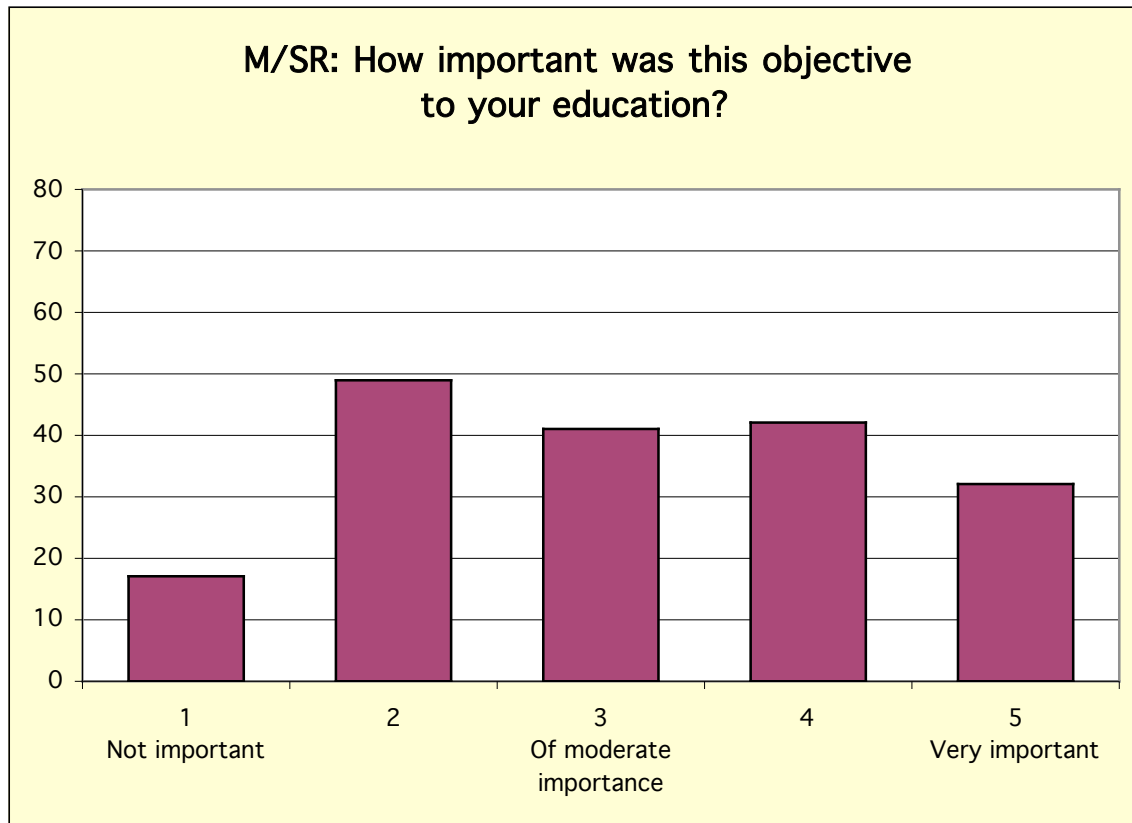
| CW: Important Things Learned in Meeting This Objective | | |
|---|-----|-----|
| How to write | 85 | 47% |
| A particular skill helpful to writing | 76 | 42% |
| Better work habits | 61 | 34% |
| Increased confidence in area | 73 | 40% |
| Other | 6 | 3% |
| Nothing/not sure | 24 | 13% |
| | 325 | |

The top two answers to what students learned through the Writing requirement were “How to write” (47%) and “A particular skill helpful to writing” (42%). This table also shows that the Writing objective helped students achieve better work habits and increased their confidence in writing.

Mathematical/Symbolic Reasoning (M/SR)



Seventy-six percent of the students felt that they achieved the learning objective of Mathematical/Symbolic Reasoning moderately to very well. The mean score for this objective was 3.32 with a standard deviation of 1.18. It had a median of 3.00.



Sixty-four percent of the students felt the Mathematical/Symbolic Reasoning requirement was moderately to very important. The mean score for this objective was 3.13 with a standard deviation of 1.26. It had a median of 3.00.

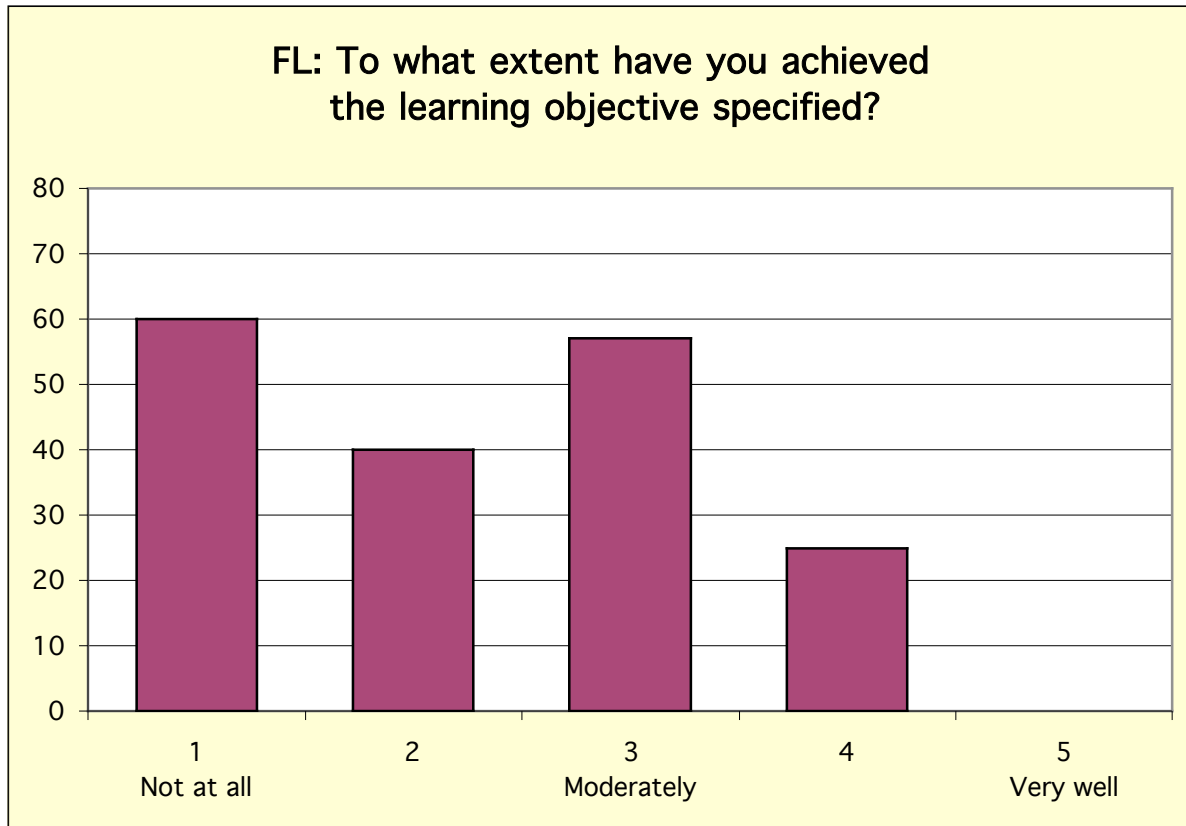
| Activities that Met Mathematical/Symbolic Reasoning Requirement | | |
|--|-----|-----|
| Class | 157 | 86% |
| Other | 20 | 11% |
| Tested out/not sure | 20 | 11% |
| | 197 | |

Eighty-six percent of the respondents met this requirement with a class. Eleven percent tested out or were not sure how they met the requirement.

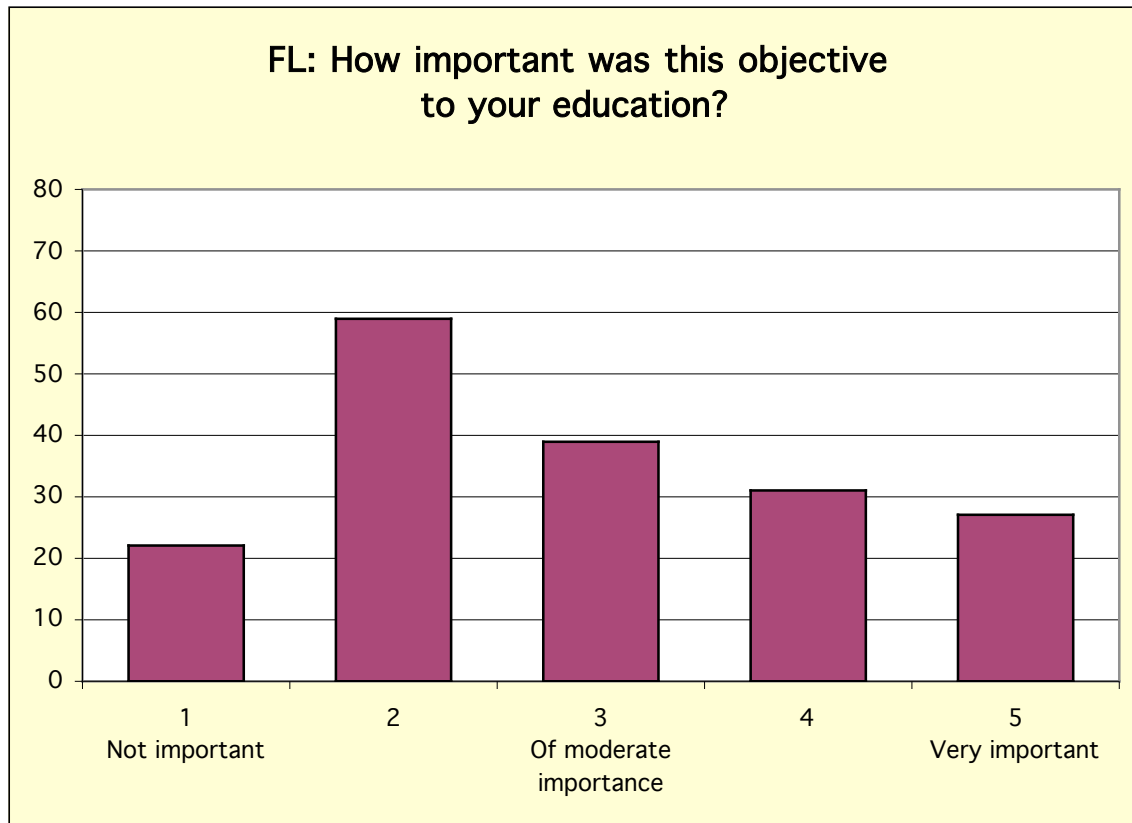
| M/SR: Important Things Learned in Meeting This Objective | | |
|--|-----|-----|
| Increased mathematical ability in general or a specific skill | 113 | 62% |
| Increased ability to think logically | 116 | 64% |
| Other | 5 | 3% |
| Nothing/not sure | 33 | 18% |
| | 267 | |

The top two answers to what students learned through the Mathematical/Symbolic Reasoning requirement were “increased ability to think logically” (64%) and “increased mathematical ability” (62%).

Foreign Language (FL)



Students did not feel quite as positively about the Foreign Language objective as they did the previous objectives. They gave this question a mean score of 2.90, median of 3.00, and standard deviation of 1.27. This question resulted in the lowest mean answers given within the Skills for the Liberal Arts section of the General Education Requirements. Forty-six percent of the responses were below 3.



The responses to the question about the importance of the Foreign Language requirement resulted in the lowest ratings of all questions. The mean was 2.46, standard deviation 1.24, and median was 2.00. Sixty-one percent of responses were below 3.

A new question was added to the general education survey in 2003 to determine whether students were fulfilling the Foreign Language requirement with UMM courses. One-third of students did not take a UMM course to meet the FL requirement and nearly another third took two UMM courses.

| Number of UMM Courses Taken to Fulfill FL Requirement | | |
|---|-----------|------------|
| 0 UMM courses | 60 | 33% |
| 1 UMM course | 40 | 22% |
| 2 UMM courses | 57 | 31% |
| 3 or more UMM courses | <u>25</u> | <u>14%</u> |
| | 182 | |

| Activities that Met Foreign Language Requirement | | |
|--|-----------|-----|
| College class | 123 | 68% |
| High school language class | 114 | 63% |
| Study abroad/ELTAP | 34 | 19% |
| Other | 20 | 11% |
| Tested out/not sure | <u>33</u> | 18% |
| | 324 | |

Two-thirds of the students surveyed said that they achieved the Foreign Language objective through some type of college language class. The other most frequent answer was a high school language class (63%). Eighteen percent of the students did not have to take a foreign language class because they tested out or met the requirement in high school.

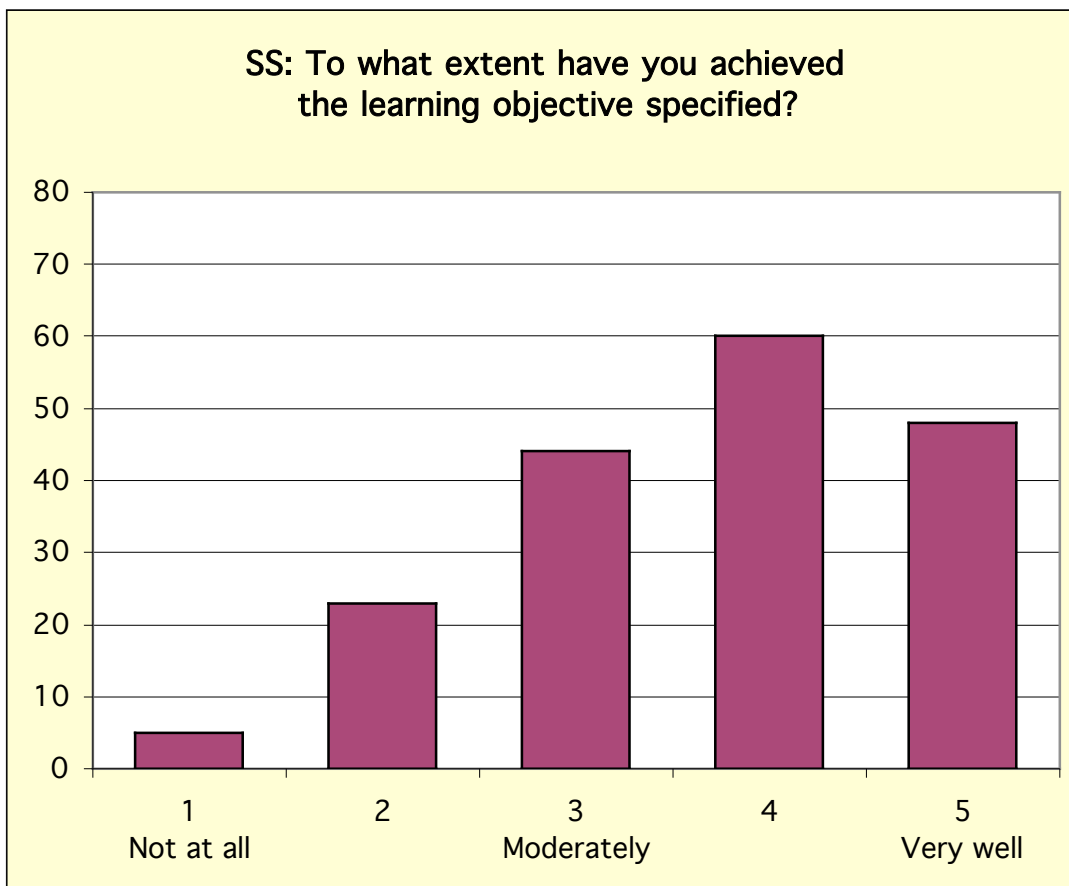
| FL: Important Things Learned in Meeting This Objective | | |
|---|-----|-----|
| Increased ability in a foreign language | 114 | 63% |
| Appreciation and/or knowledge of foreign cultures | 102 | 56% |
| Appreciation of importance of knowing a foreign language | 101 | 55% |
| Increased confidence in a foreign language | 61 | 34% |
| Other | 4 | 2% |
| Nothing/not sure | 29 | 16% |
| | 411 | |

Sixty-three percent of respondents said they had an increased ability in foreign language and 56% had an increased knowledge of foreign cultures. The percentage who were not sure was 16%.

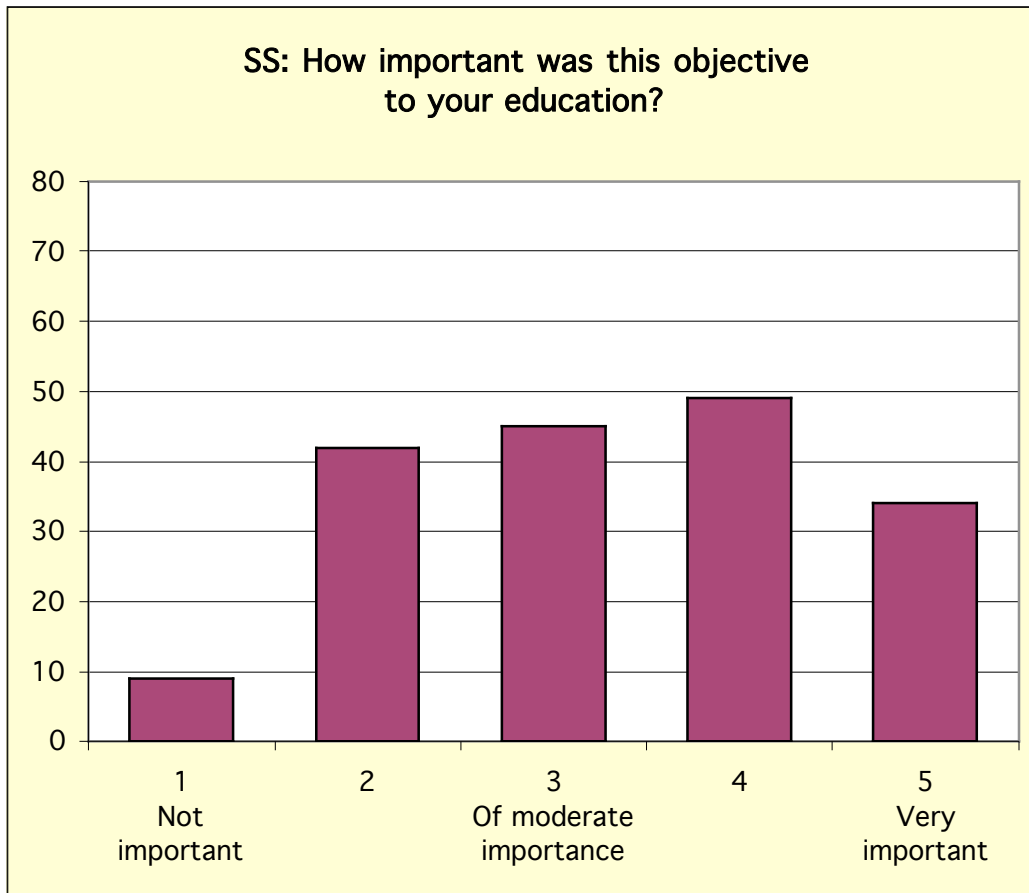
Expanding Perspectives

The second section of General Education questions deals with the Expanding Perspectives requirements, including Historical Perspectives; Human Behavior, Social Processes and Institutions; Communication, Language, Literature, and Philosophy; Fine Arts; Physical and Biological Sciences; Human Diversity; People and the Environment; International Perspective; and Ethical and Civic Responsibility.

Human Behavior, Social Processes and Institutions (SS)



The responses for the SS achievement were the highest for all questions. The mean was 3.68, standard deviation 1.09, and median was 4.00. Eighty-four percent of respondents gave scores of 3 or above.



The mean rating for the importance of the SS requirement was 3.32. The standard deviation was 1.17, and the median was 3.00. Seventy-two percent of respondents gave a score of 3 or above.

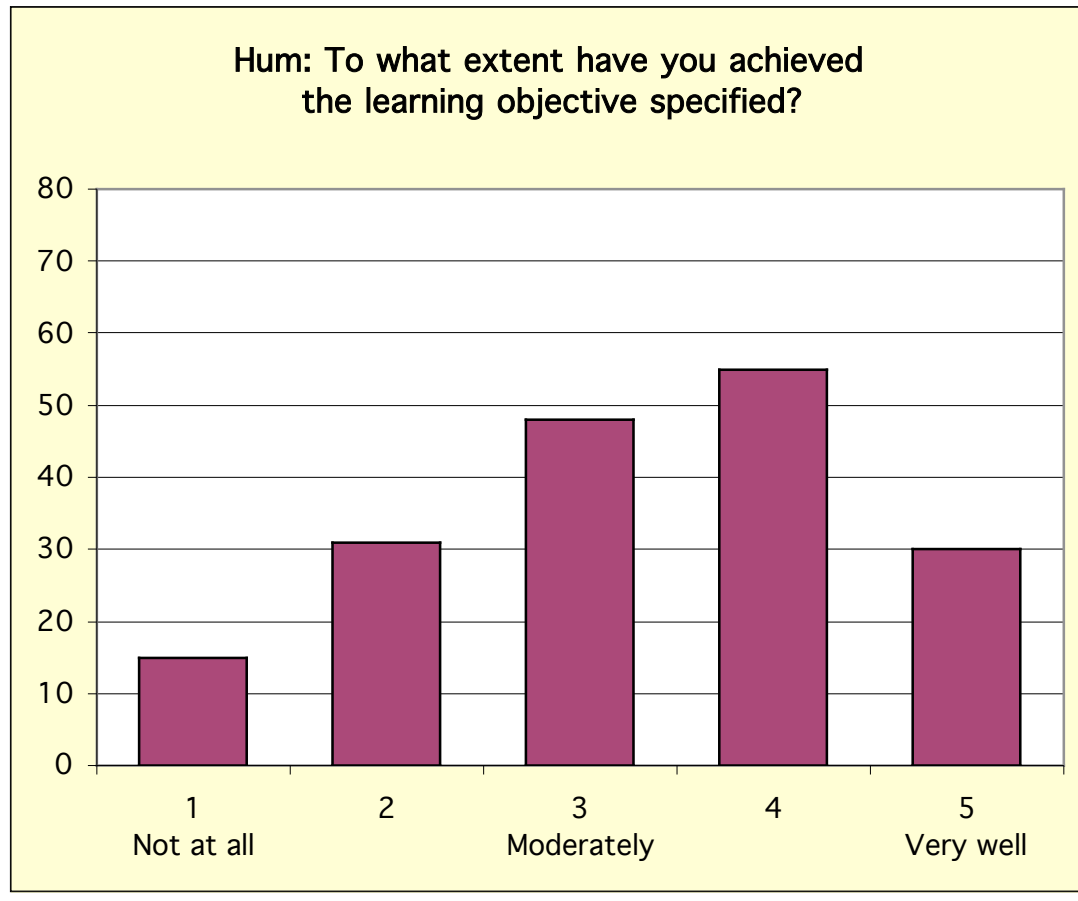
| Activities that Met "SS" Requirement | | |
|--------------------------------------|-----|-----|
| Class | 156 | 86% |
| UMM experience as a whole | 136 | 75% |
| Other | 20 | 11% |
| Tested out, not sure | 7 | 4% |
| | 319 | |

Eighty-six percent of the surveyed students felt that they had achieved the “SS” objective through classes. Another 75% felt that they accomplished it through their UMM experience as a whole.

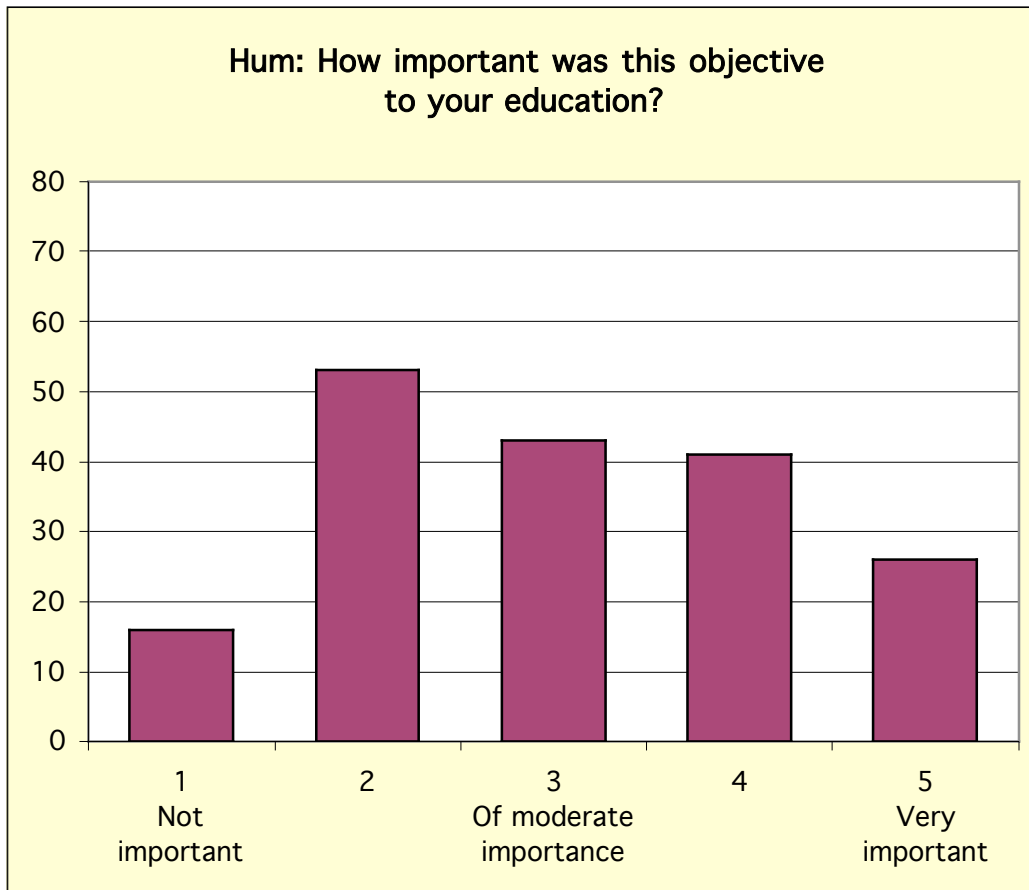
| SS: Important Things Learned in Meeting This Objective | | |
|--|-----|-----|
| Increased ability to understand social sciences | 132 | 73% |
| Increased appreciation of importance of diversity | 123 | 68% |
| Increased confidence in area | 93 | 51% |
| Other | 3 | 2% |
| Nothing/not sure | 18 | 10% |
| | 369 | |

The most frequent response to what important things students learned while achieving the “SS” objective was understanding (73%) and appreciation for human behavior, social processes and institutions (68%). Another 51% of the students gained confidence in the area.

Communication, Language, Literature, and Philosophy (Hum)



The mean score for achievement of the Humanities requirement was 3.30 with a standard deviation of 1.18. The median was 3.00. Seventy-four percent of responses were scores of 3 or above.



The mean score for the importance of the Humanities requirement was 3.04 with a standard deviation of 1.21. The median was 3.00. Sixty-one percent of responses were scores of 3 or above.

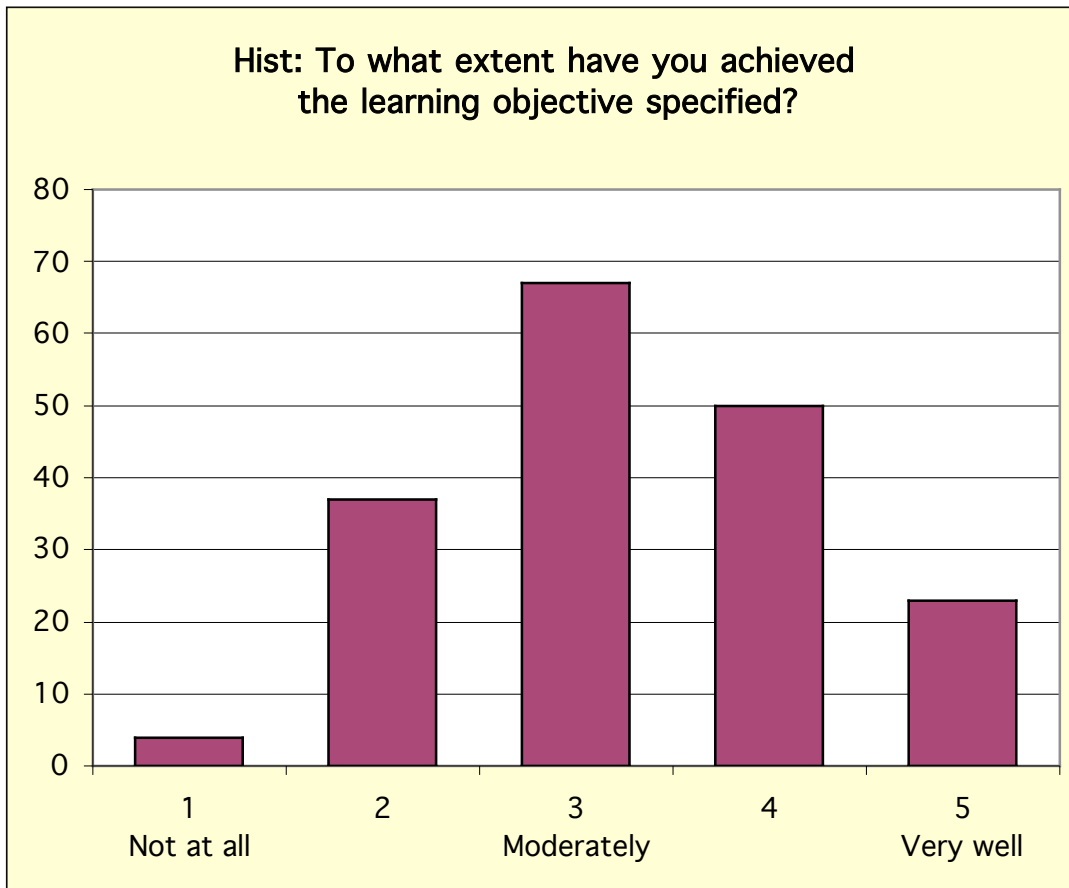
| Activities that Met "Hum" Requirement | | |
|--|-----------|-----|
| Class | 147 | 81% |
| UMM experience as a whole | 112 | 62% |
| Other | 16 | 9% |
| Tested out, not sure | <u>11</u> | 6% |
| | 286 | |

Eighty-one percent of the surveyed students felt that they had achieved the “Hum” objective through a class. Another 62% felt that they accomplished it through their UMM experience as a whole.

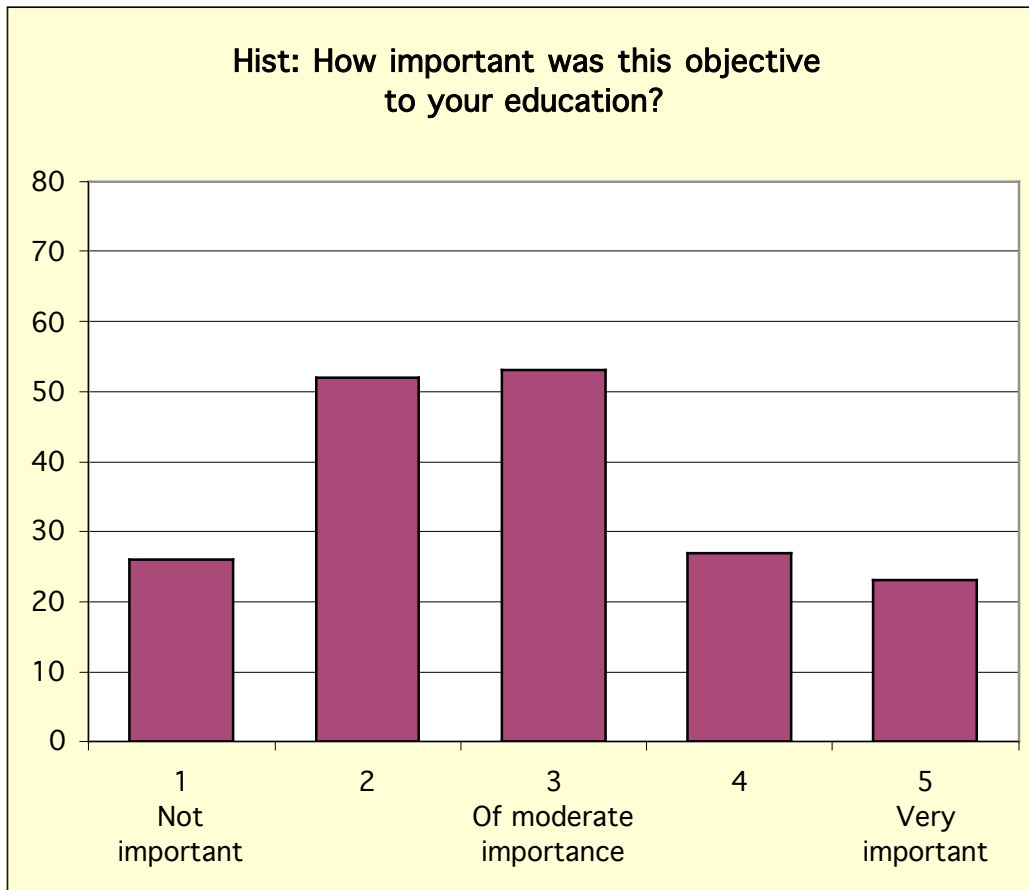
| Hum: Important Things Learned in Meeting This Objective | | |
|--|-----------|-----|
| Increased ability to understand humanities | 119 | 65% |
| Increased appreciation of importance of diversity | 105 | 58% |
| Increased confidence in area | 82 | 45% |
| Other | 4 | 2% |
| Nothing/not sure | <u>30</u> | 16% |
| | 340 | |

The most frequent response to what important things students learned while achieving the “Hum” objective was understanding in the area (65%). Another 58% of the students gained appreciation for humanities.

Historical Perspectives (Hist)



The mean score for this question was 3.28 with a standard deviation of 1.00. The median was 3.00. Seventy-seven percent of responses were 3 or above.



The mean score for the importance of the Historical Perspectives requirement was 2.83 with a standard deviation of 1.22. The median was 3.00. Fifty-seven percent of responses were scores of 3 or above.

| Activities that Met "Hist" Requirement | | |
|---|-----------|-----|
| Class | 167 | 92% |
| Other | 15 | 8% |
| Tested out/not sure | <u>13</u> | 7% |
| | 195 | |

Over 90% of the students replied that they achieved the Historical Perspectives objective through some type of class.

| Hist: Important Things Learned in Meeting This Objective | | |
|--|-----------|-----|
| Increased knowledge of history | 143 | 79% |
| More aware of possible bias in the presentation of "facts" of history | 129 | 71% |
| Attitudinal: e.g., "I'm more open-minded." | 89 | 49% |
| Other | 6 | 3% |
| Nothing/not sure | <u>11</u> | 6% |
| | 378 | |

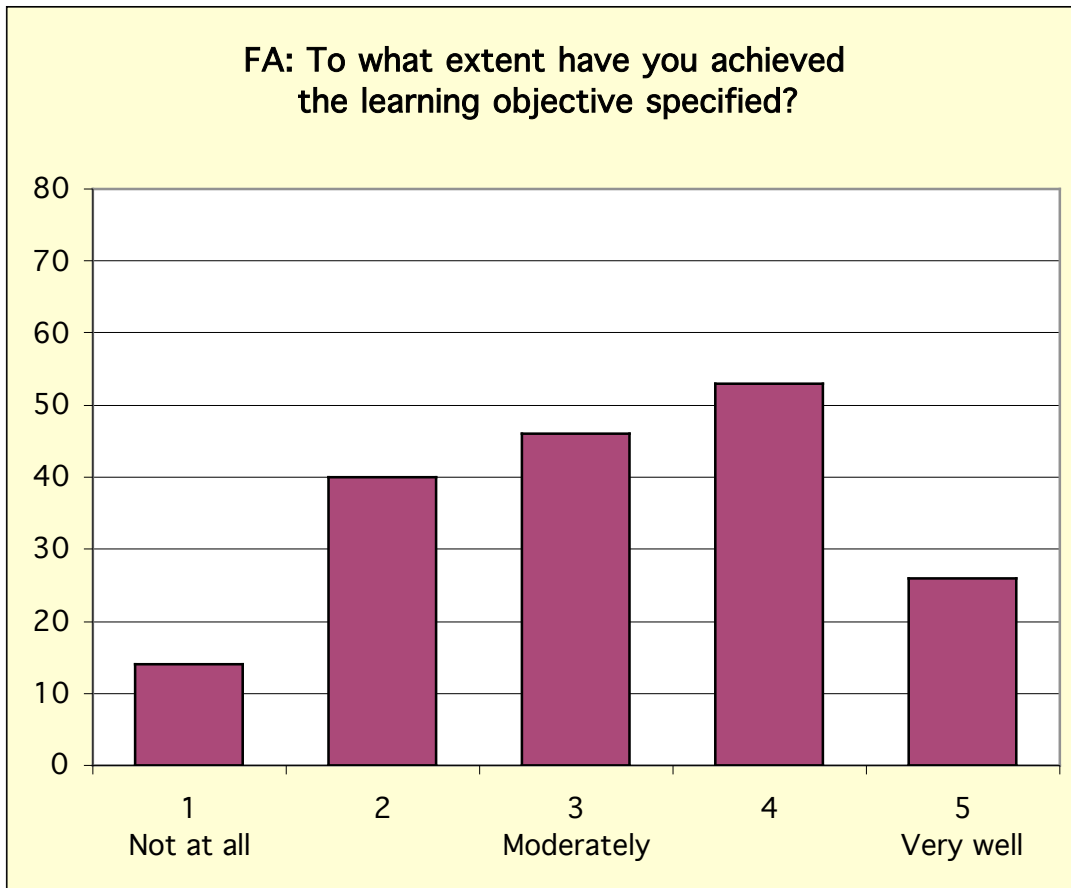
Increased knowledge of history was the most frequent answer to this question (79%). Seventy-one percent said they were more aware of bias in history "facts."

With what historical era or eras, other than the present, do you feel you are familiar?

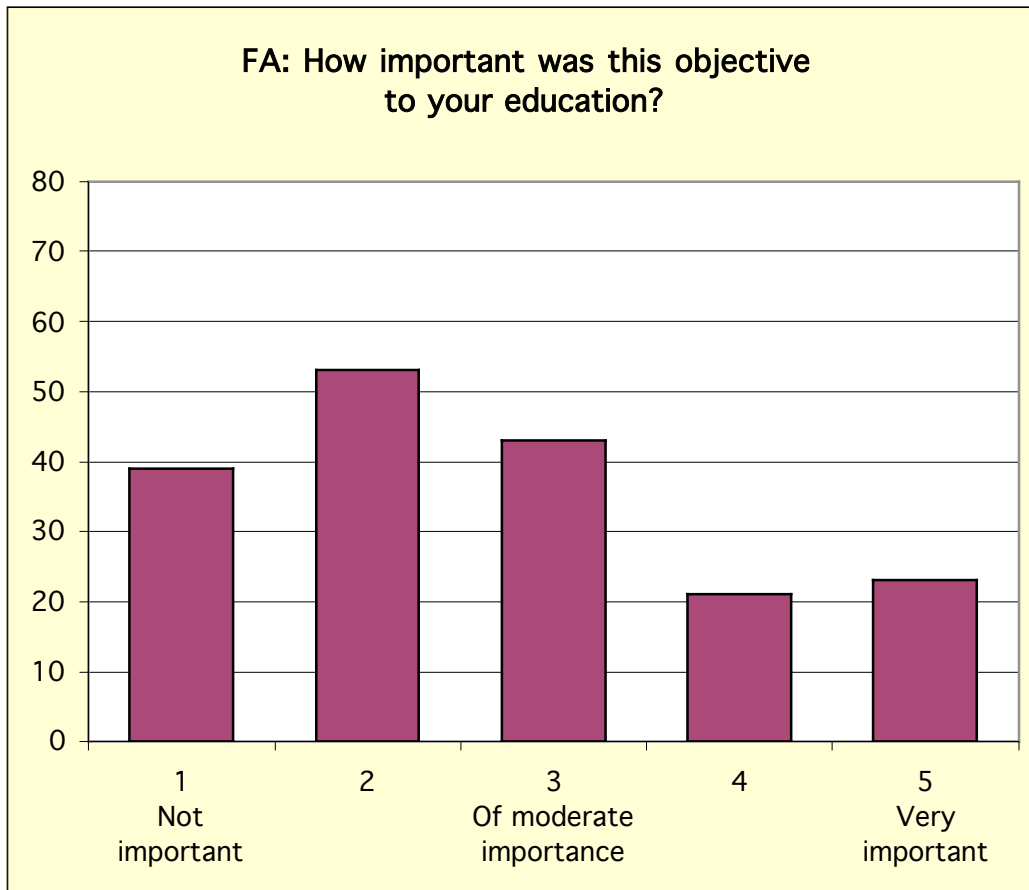
| | | |
|-----------------------|-----|-----|
| Named one or more era | 109 | 61% |
| None | 69 | 39% |
| | 178 | |

Approximately 60% of the students named an era with which they were familiar. About 40% were not familiar with an era.

Fine Arts (FA)



Seventy percent of the responses for this question were at 3 or above. The mean for this question was 3.21 and the median was 3.00. The standard deviation was 1.17.



The responses related to the importance of the Fine Arts requirement were as numerous at the low end of the scale as they were at the high end. Fifty-one percent of scores were below 3. The mean for this question was 2.64 and the median was 2.00. The standard deviation was 1.30.

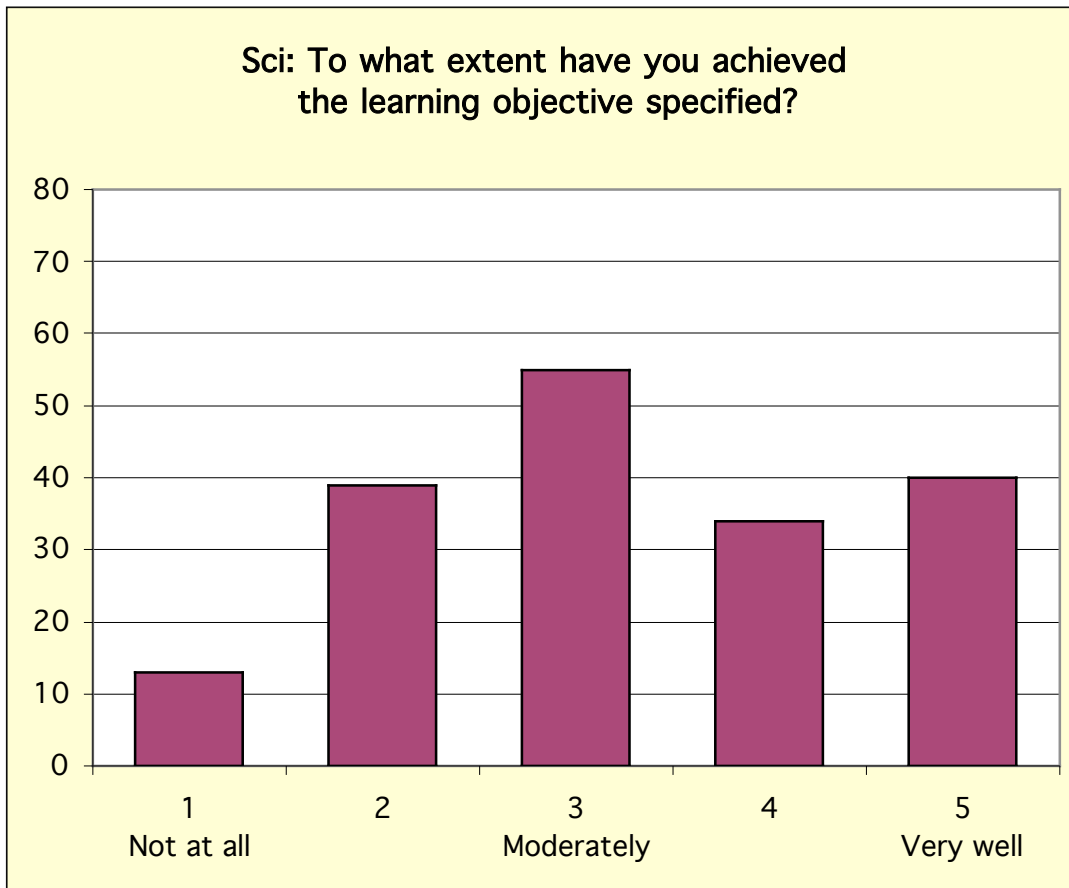
| Activities that Met "FA" Requirement | | |
|---|-----------|-----|
| Class | 138 | 76% |
| Attending performances, seeing art shows, etc. | 141 | 77% |
| Other | 21 | 12% |
| Tested out/not sure | <u>10</u> | 5% |
| | 310 | |

The two most frequent answers to how students achieved the Fine Arts objective were attending performances, seeing art shows, etc. (77%) and classes (76%).

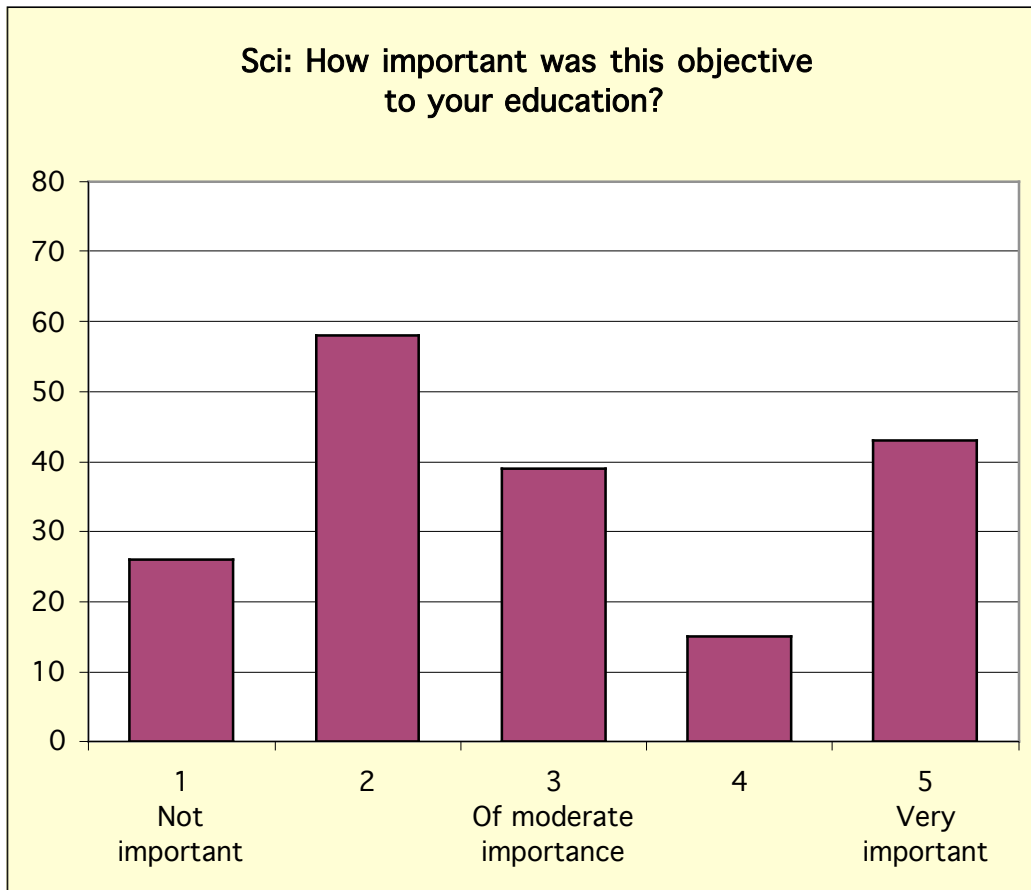
| FA: Important Things Learned in Meeting This Objective | | |
|---|-----------|-----|
| Appreciation of music/art | 132 | 73% |
| Increased knowledge of art/music | 134 | 74% |
| Enjoyment/relaxation | 140 | 77% |
| Attitudinal: e.g., "flexibility." | 59 | 32% |
| Other | 3 | 2% |
| Nothing/not sure | <u>10</u> | 5% |
| | 478 | |

Seventy-seven percent of respondents gained enjoyment or relaxation while meeting this requirement and 74% increased their knowledge of art and/or music. In addition, 73% felt they had increased their appreciation of art and/or music

Physical and Biological Sciences



The achievement of the Physical and Biological Sciences objective scored right on the mean for all general education components at 3.27. Seventy-one percent of scores were 3 or above. This question had a standard deviation of 1.23 and median of 3.00.



The Physical and Biological Sciences objective was not as important to students compared to how well they achieved it. Forty-six percent of scores were below 3. The importance mean score was 2.95, standard deviation of 1.39, and median of 3.00.

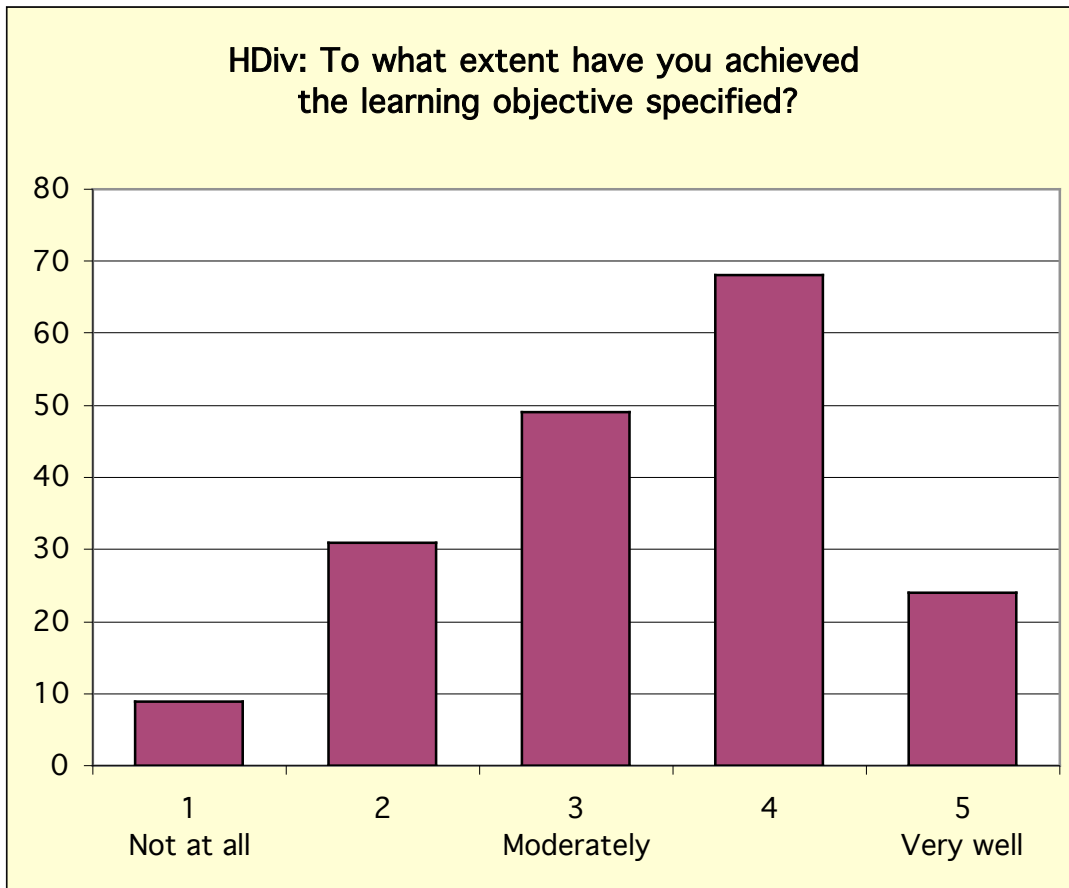
| Activities that Met "Sci" Requirement | | |
|---------------------------------------|-----------|-----|
| Class | 166 | 91% |
| Other | 33 | 18% |
| Tested out/not sure | <u>14</u> | 8% |
| | 213 | |

Ninety-one percent of respondents took a class to fulfill the science requirement.

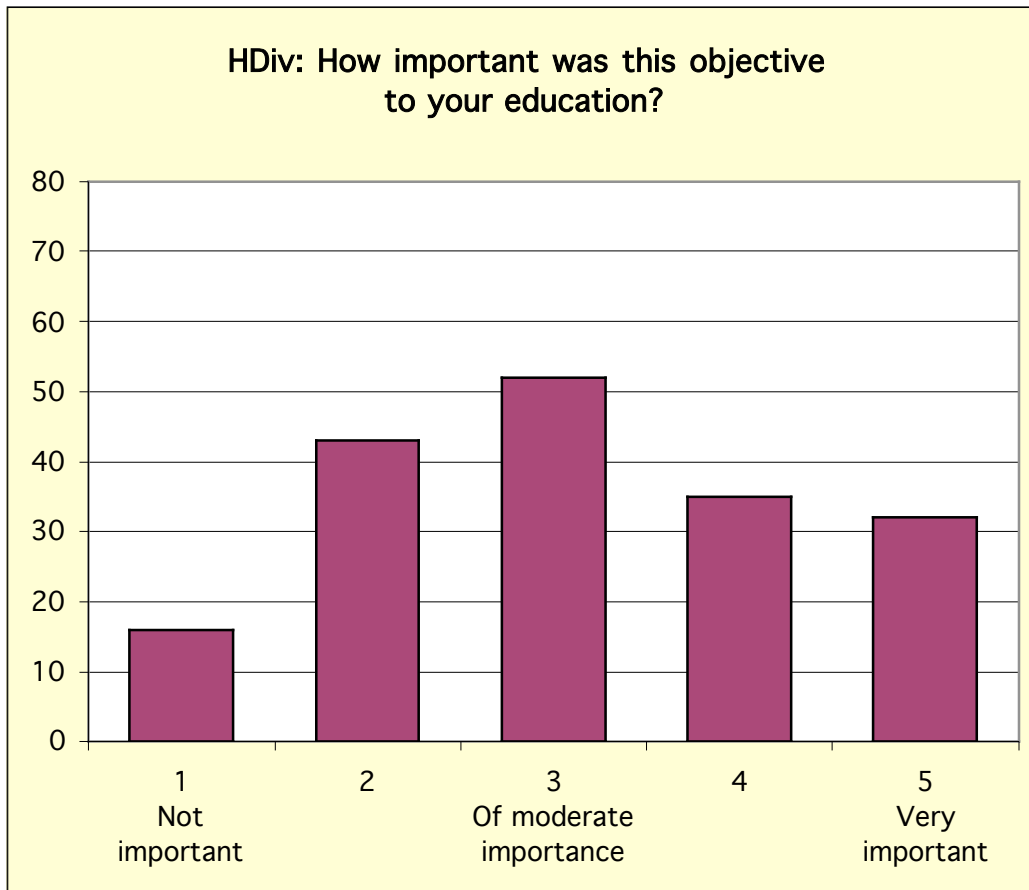
| Sci: Important Things Learned in Meeting This Objective | | |
|--|-----------|-----|
| Increased general or particular knowledge of science | 153 | 84% |
| Attitudinal: e.g., "heightened environmental awareness" | 109 | 60% |
| Other | 5 | 3% |
| Nothing/not sure | <u>16</u> | 9% |
| | 283 | |

Over 80% of respondents felt they had increased their knowledge from the science requirement. Nine percent learned nothing or were not sure what they learned.

Global Village: Human Diversity (HDiv)



For the Human Diversity requirement, 78% of scores were 3 or above. The mean score for the Achievement of the Human Diversity objective was 3.37 with a standard deviation of 1.07. The median was 4.00.



The mean score for the importance of the Human Diversity objective was 3.13 with a standard deviation of 1.23. The median was 3.00. Sixty-seven percent of scores were 3 or above.

| Activities that Met "HDiv" Requirement | | |
|--|------------|-----|
| Class | 149 | 82% |
| Extra-curricular activities, speakers, shows | 111 | 61% |
| Interaction with other students/being at UMM in general | 137 | 75% |
| ELTAP/study abroad | 46 | 25% |
| Other | 14 | 8% |
| Tested out/not sure | 7 | 4% |
| | 464 | |

Over 80% of respondents said they met the Human Diversity objective through a class at UMM. Seventy-five percent met HDiv through interaction with students or being at UMM in general and 61% met it through extra-curricular activities. Twenty-five percent met it through study abroad.

| HDiv: Important Things Learned in Meeting This Objective | | |
|---|------------|-----|
| Greater understanding of other cultures | 149 | 82% |
| That racism/oppression is still around today | 124 | 68% |
| Attitudinal: e.g., "I respect diversity." | 113 | 62% |
| Other | 4 | 2% |
| Nothing/not sure | 13 | 7% |
| | 403 | |

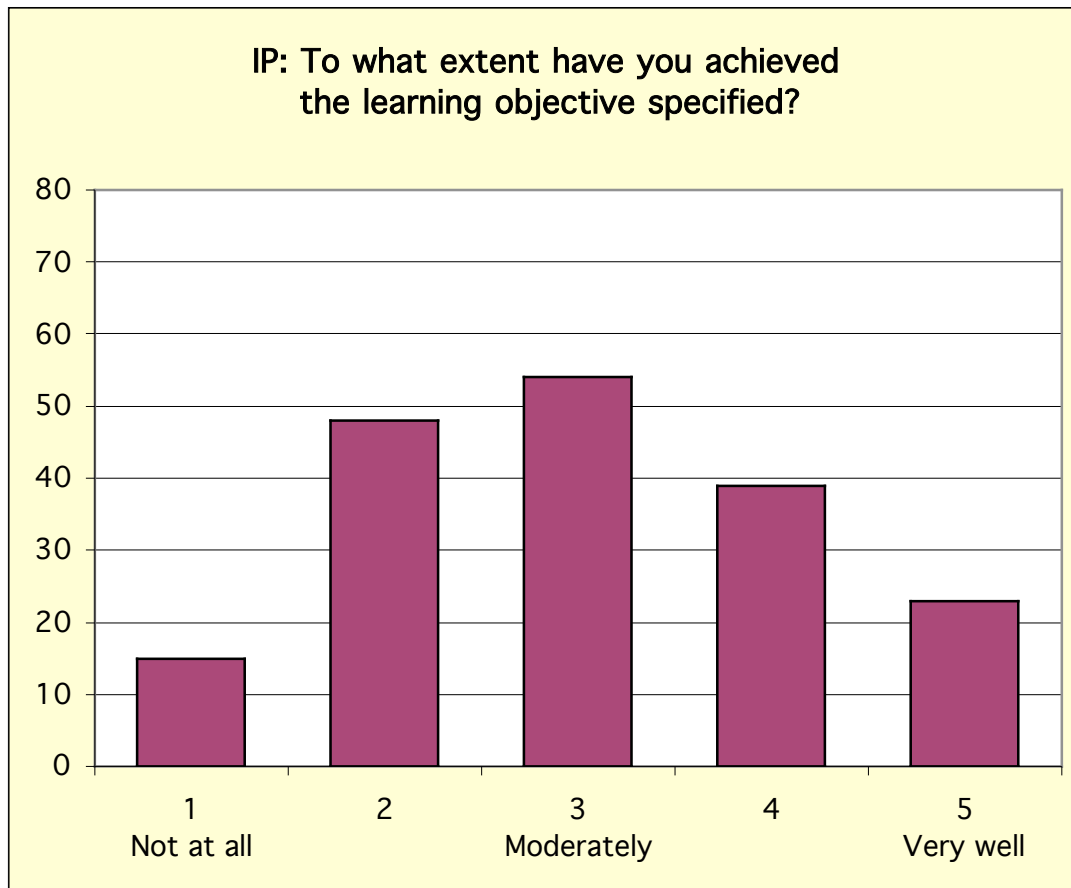
Eighty-two percent of respondents believed they gained a greater understanding of other cultures through the Human Diversity requirement. Nearly 70% believe racism/oppression is part of society and over 60% believe that their attitudes changed due to this requirement.

What culture or cultures did you learn about during your time at UMM with which you were not familiar when you entered?

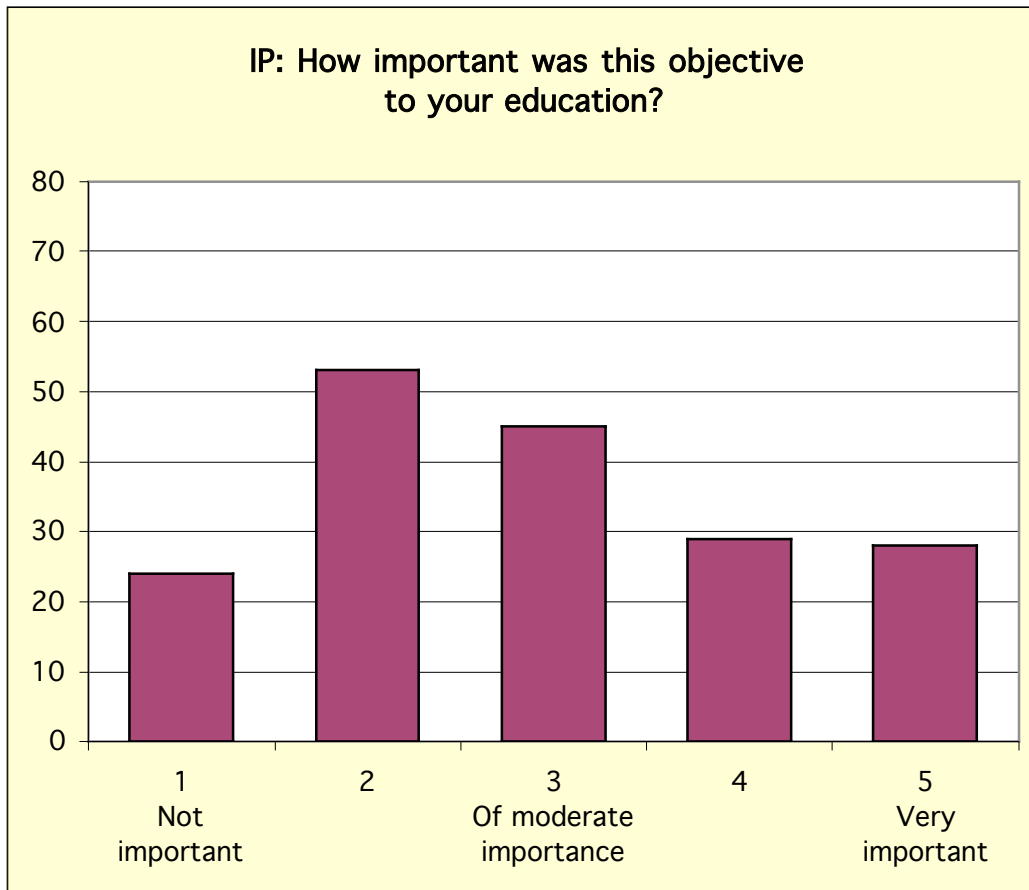
| | | |
|---|-----|-----|
| Named a particular culture: African American | 88 | 48% |
| Named a particular culture: Native American | 115 | 63% |
| Named a particular culture: Latin American/Hispanic | 75 | 41% |
| Named a particular culture: Asian | 52 | 29% |
| Named a particular culture: African | 25 | 14% |
| Other culture | 27 | 15% |
| None | 21 | 12% |
| | 403 | |

Sixty-three percent of respondents named Native American as a culture with which they had become familiar while at UMM. Only 12% said they had learned about no cultures at UMM.

Global Village: International Perspective (IP)



The achievement of the International Perspective objective question had a mean of 3.04, standard deviation of 1.16, and median of 3.00. Sixty-five percent of scores were 3 or above.



The importance of the International Perspective objective question had a mean of 2.91, standard deviation of 1.27, and median of 3.00. Fifty-six percent of scores were 3 or above.

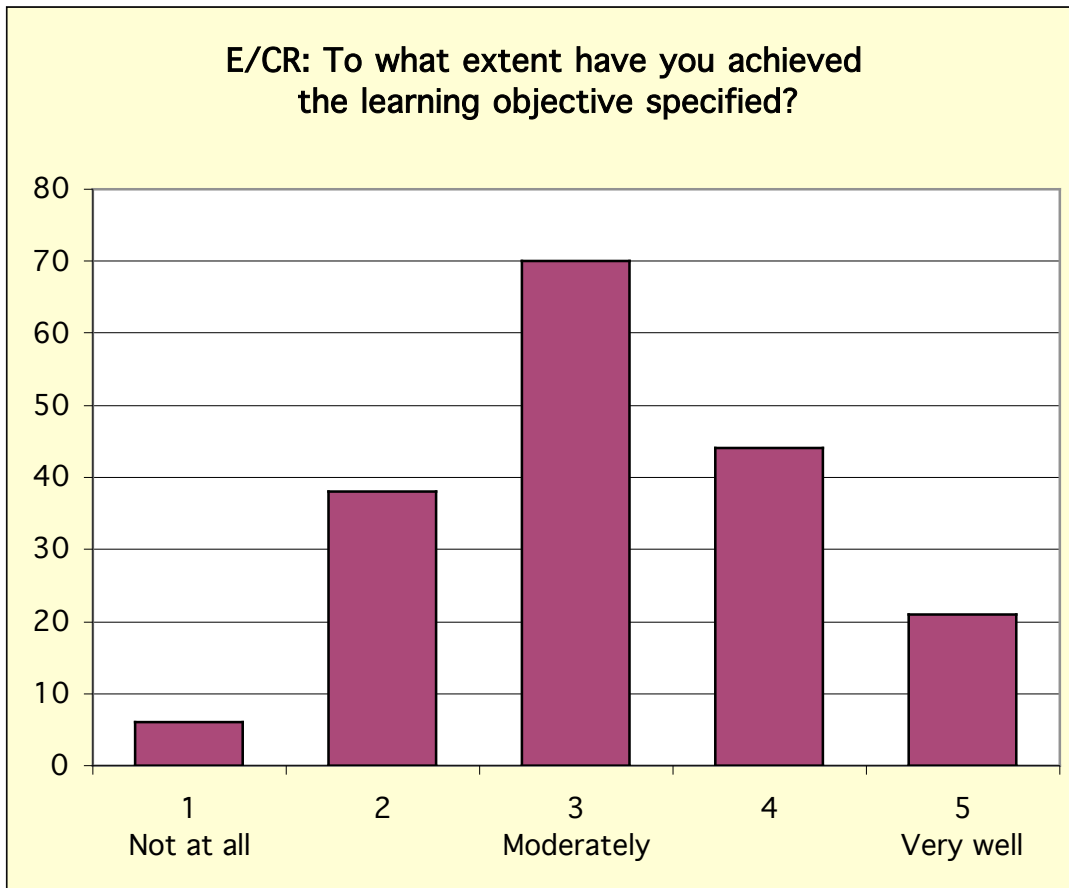
| Activities that Met "IP" Requirement | | |
|--|------------|-----|
| Class | 143 | 79% |
| Extra-curricular activities, speakers, shows | 91 | 50% |
| Interaction with other students/being at UMM in general | 98 | 54% |
| ELTAP/study abroad | 51 | 28% |
| Other | 8 | 4% |
| Tested out/not sure | 9 | 5% |
| | 400 | |

The most frequent answer to how students achieved the International Perspective objective were classes (79%).

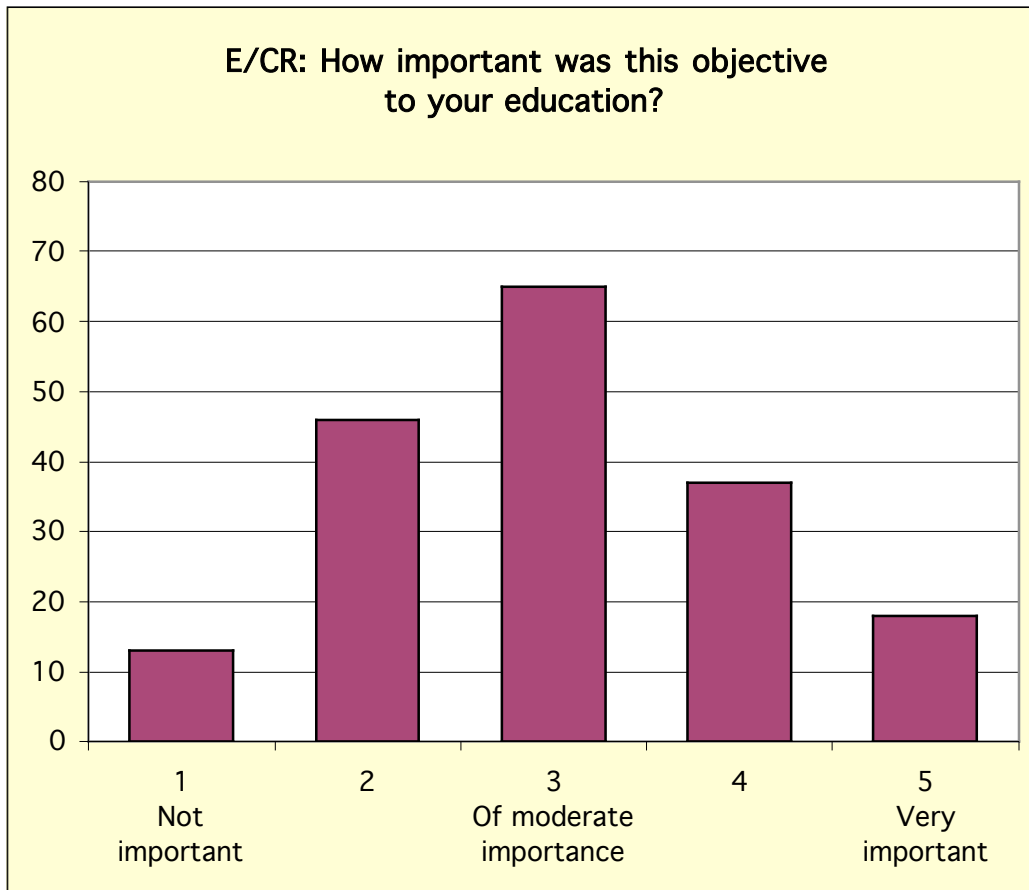
| IP: Important Things Learned in Meeting This Objective | | |
|---|------------|-----|
| Greater understanding/appreciation of other cultures | 142 | 78% |
| Attitudinal: e.g., "appreciation of differences." | 112 | 62% |
| Other | 3 | 2% |
| Nothing/not sure | <u>22</u> | 12% |
| | 279 | |

Seventy-eight percent of respondents felt they had gained a greater understanding or appreciation of other cultures because of the International Perspective requirement. In addition, 62% had a change of attitude.

Global Village: Ethical and Civic Responsibility (E/CR)



Most students were in the middle of the road on this question. Seventy-five percent of scores were 3 or above. This question had a mean of 3.20, standard deviation of 1.01, and median of 3.00.



The importance of the Ethical and Civic Responsibility requirement had a mean of 3.01, standard deviation of 1.08, and median of 3.00. Sixty-seven percent of scores were 3 or above.

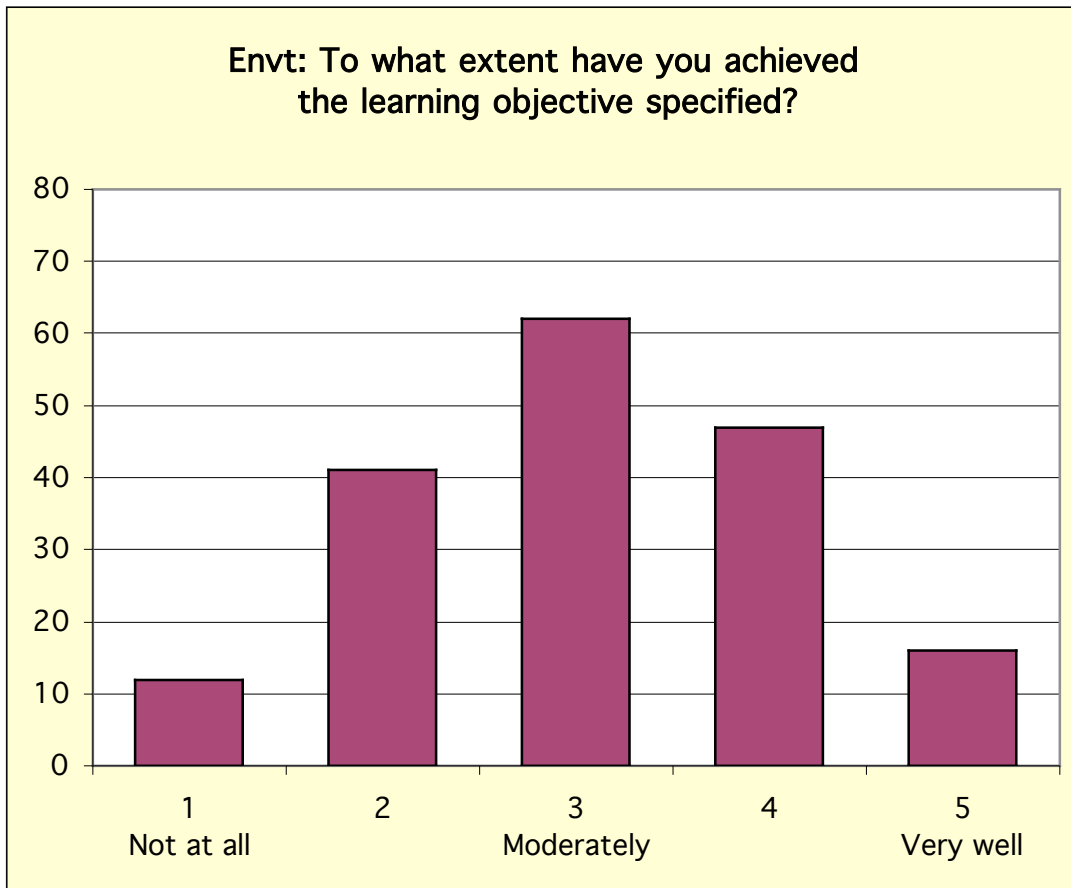
| Activities that Met "E/CR" Requirement | | |
|--|------------|-----|
| Class | 141 | 77% |
| Extra-curricular activities, speakers, shows on campus | 88 | 48% |
| Interaction with other students/being at UMM in general | 118 | 65% |
| Other | 8 | 4% |
| Tested out/not sure | <u>12</u> | 7% |
| | 367 | |

Seventy-seven percent of respondents met this requirement through a class.

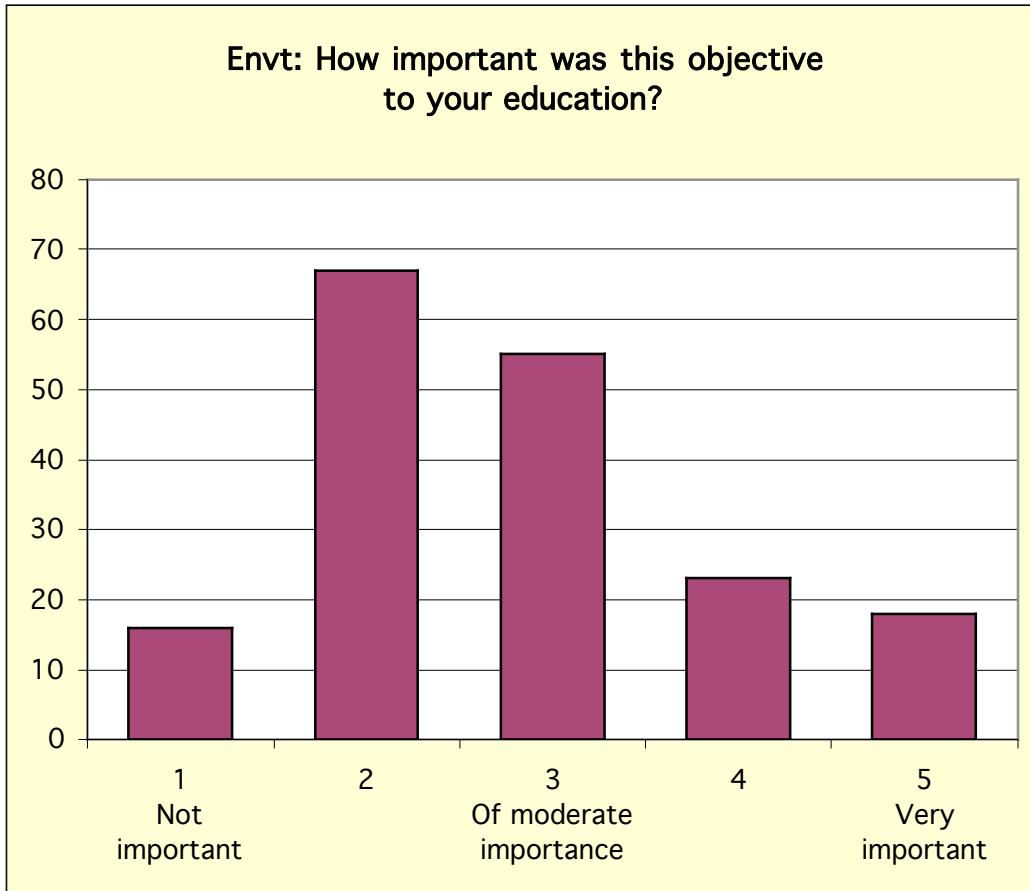
| E/CR: Important Things Learned in Meeting This Objective | | |
|---|------------|-----|
| Increased critical thinking skills | 139 | 76% |
| Attitudinal: e.g., "don't accept things at face value." | 128 | 70% |
| Other | 5 | 3% |
| Nothing/not sure | <u>22</u> | 12% |
| | 294 | |

Seventy-six percent of respondents felt their critical thinking skills had increased because of this requirement. Another 70% felt their attitudes had changed.

Global Village: People and the Environment (Envt)



The majority of students felt that they had achieved the People and the Environment objective. Seventy percent of scores were 3 or above. The median score for this objective was 3.00 and it had a mean of 3.08 with a standard deviation of 1.06.



The scores on the importance of the environment requirement resulted in a mean of 2.78, a standard deviation of 1.10, and a median of 3.00. Fifty-four percent of scores were 3 or above.

| Activities that Met "Envt" Requirement | | |
|--|------------|-----|
| Class | 138 | 76% |
| Interaction with other students/being at UMM in general | 105 | 58% |
| Other | 8 | 4% |
| Tested out/not sure | <u>21</u> | 12% |
| | 272 | |

Seventy-six percent of respondents said they met the People and the Environment requirement with a class.

| Envt: Important Things Learned in Meeting This Objective | | |
|---|------------|-----|
| Attitudinal | 131 | 72% |
| Other | 8 | 4% |
| Nothing/not sure | <u>42</u> | 23% |
| | 181 | |

For this question, 72% of students believed the important result of this requirement was a change in attitude.