

WABASH NATIONAL STUDY OF **Liberal Arts Education**

Gustavus Adolphus College

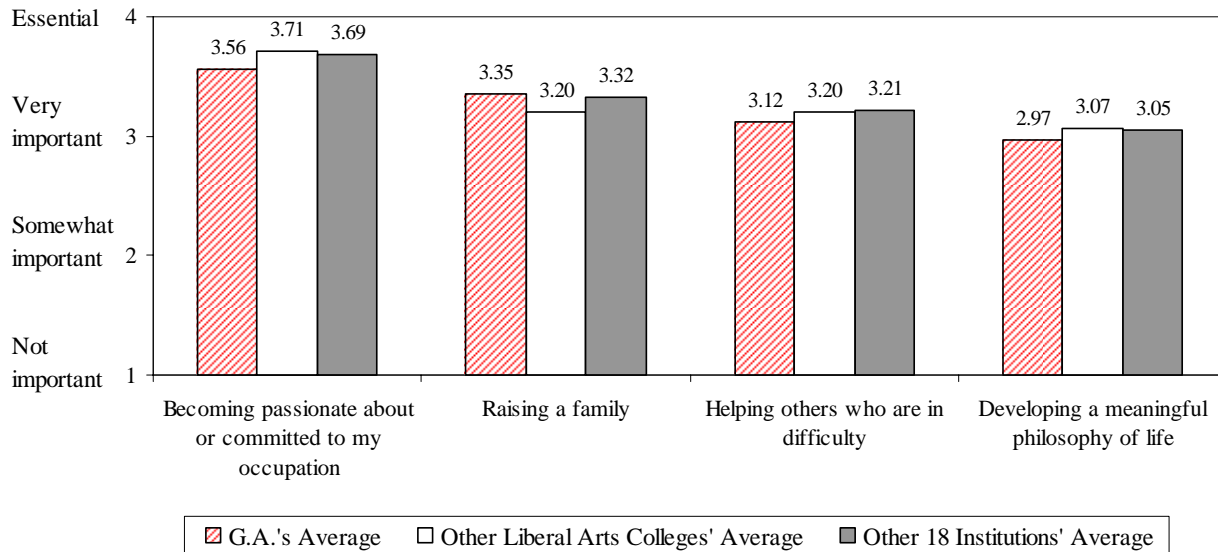
Fall 2006 Assessment Reports Student Survey, Section I: Students' Values and Goals

This report highlights the values and goals Gustavus Adolphus's Wabash National Study participants reported when they came to campus. It identifies items that your students rated as most and least important and items where your students' responses differed significantly from students' responses at similar-size institutions; additional information is available in the accompanying detailed reports (see Table 1). There were 23 items in total on this section of the fall 2006 Student Survey.

Four items Gustavus Adolphus students rated as most important out of all the survey items:

- 1) Becoming passionate about or committed to my occupation
- 2) Raising a family
- 3) Helping others who are in difficulty
- 4) Developing a meaningful philosophy of life

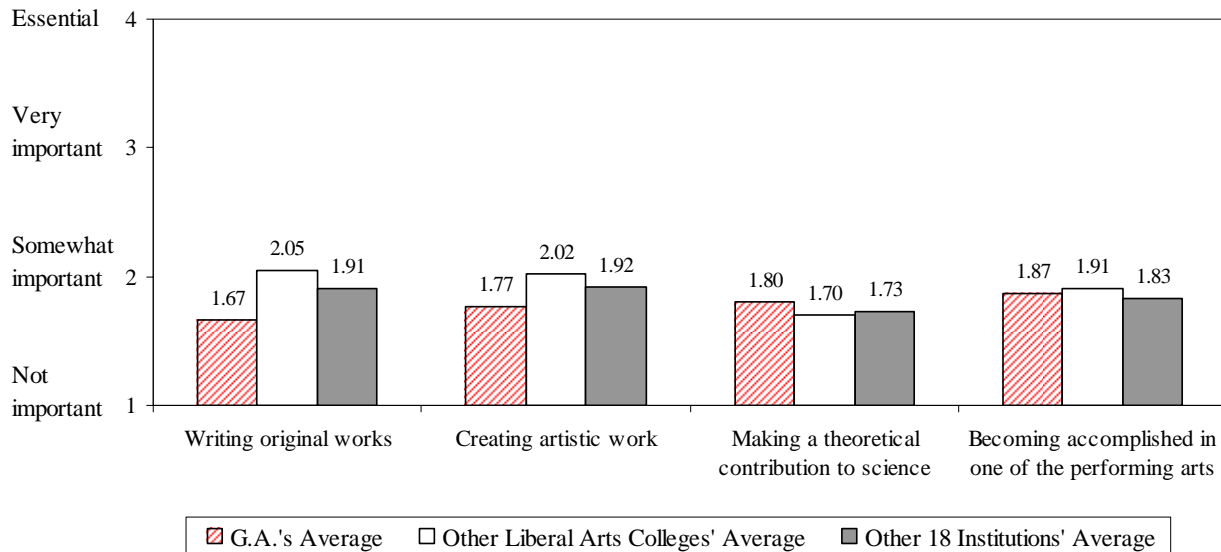
How students at other institutions responded to these items:



Four items Gustavus Adolphus students rated as least important out of all the survey items:

- 1) Writing original works (poems, novels, short stories, etc.)
- 2) Creating artistic work (painting, sculpture, film, etc.)
- 3) Making a theoretical contribution to science
- 4) Becoming accomplished in one of the performing arts (acting, dancing, singing, etc.)

How students at other institutions responded to these items:



Comparison of Gustavus Adolphus students' responses with the responses of students at other liberal arts colleges

Items that Gustavus Adolphus students rated significantly* more important than students at other liberal arts colleges in the Wabash National Study:

- Raising a family
- Integrating spirituality into my life
- Making a lot of money

Items that Gustavus Adolphus students rated significantly* less important than students at other liberal arts colleges in the Wabash National Study:

- Influencing the political structure
- Influencing social values
- Writing original works (poems, novels, shorts stories, etc.)
- Creating artistic work (painting, sculpture, film, etc.)
- Helping to promote racial understanding
- Keeping up to date with political affairs
- Improving my understanding of other countries and cultures
- Becoming passionate about or committed to my occupation

*Difference statistically significant at or below the 0.05 level.

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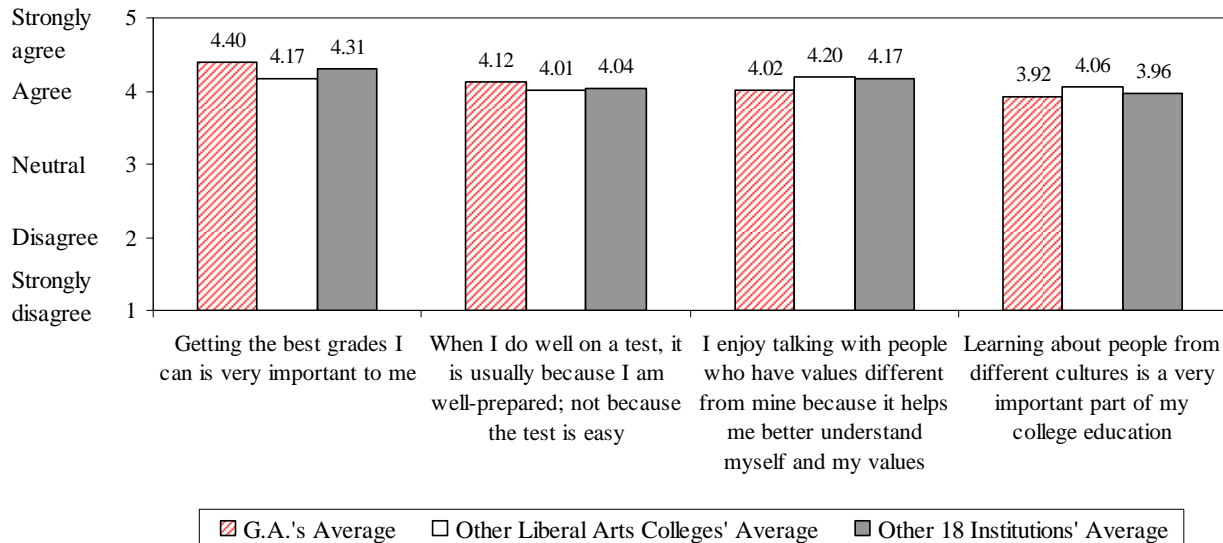
Fall 2006 Assessment Reports Student Survey, Section II: Students' Expectations about College

This report highlights the expectations about college that Gustavus Adolphus's Wabash National Study participants reported when they came to campus. This section of the survey asked about openness to diversity and challenge, academic motivation, and attitudes toward literacy. The following summaries identify statements with which your students agreed most and least and items for which your students' responses differed significantly from students' responses at similar-size institutions; additional information is available in the accompanying detailed reports (see Table 2). There were 21 items in total on this section of the fall 2006 Student Survey.

Four statements with which Gustavus Adolphus students agreed most strongly out of all the survey items:

- 1) Getting the best grades I can is very important to me.
- 2) When I do well on a test, it is usually because I am well-prepared; not because the test is easy.
- 3) I enjoy talking with people who have values different from mine because it helps me better understand myself and my values.
- 4) Learning about people from different cultures is a very important part of my college education.

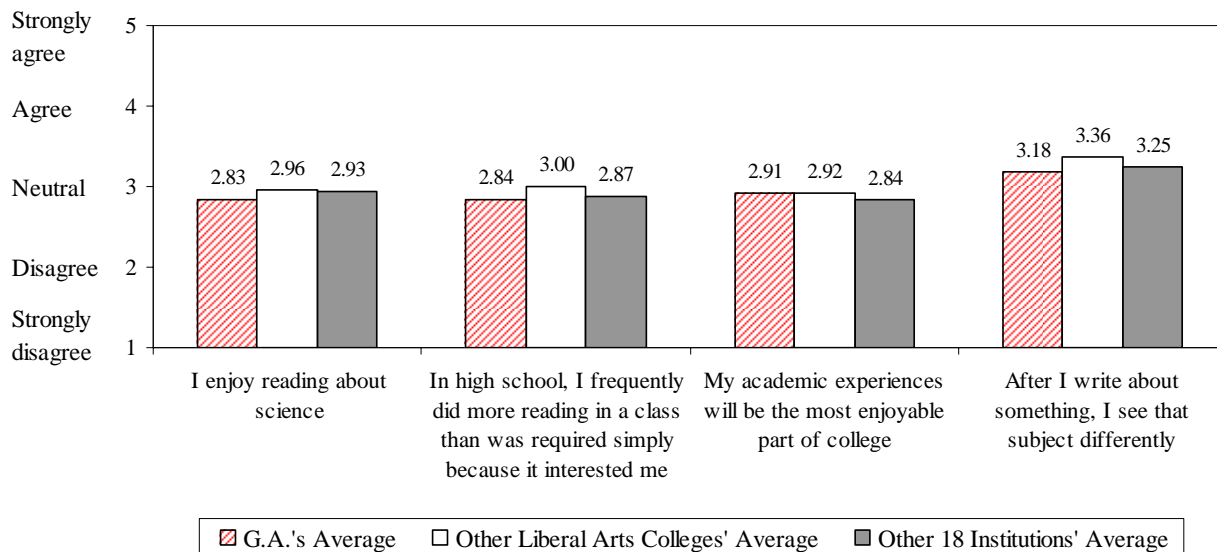
How students at other institutions responded to these items:



Four statements with which Gustavus Adolphus students agreed the least out of all the survey items:

- 1) I enjoy reading about science.
- 2) In high school, I frequently did more reading in a class than was required simply because it interested me.
- 3) My academic experiences (i.e., courses, labs, studying, discussions with faculty) will be the most enjoyable part of college.
- 4) After I write about something, I see that subject differently.

How students at other institutions responded to these items:



Comparison of Gustavus Adolphus students' responses with the responses of students at other liberal arts colleges

Statements that Gustavus Adolphus students agreed with significantly more than students at other liberal arts colleges in the Wabash National Study:

- Getting the best grades I can is very important to me.

Statements that Gustavus Adolphus students agreed with significantly less than students at other liberal arts colleges in the Wabash National Study:

- I enjoy having discussions with people whose ideas and values are different from my own.
- I enjoy talking with people who have values different from mine because it helps me better understand myself and my values.
- Learning about people from different cultures is a very important part of my college education.
- The courses I enjoy most are those that make me think about things from a different perspective.
- Contact with individuals whose backgrounds (e.g., race, national origin, sexual orientation) are different from my own is an essential part of my college education.
- I am willing to work hard in a course to learn the material even if it won't lead to a higher grade.
- In high school, I frequently did more reading in a class than was required simply because it interested me.
- I enjoy reading poetry and literature.
- I enjoy expressing my ideas in writing.
- After I write about something, I see that subject differently.
- If I have something good to read, I'm never bored.

*Difference statistically significant at or below the 0.05 level.

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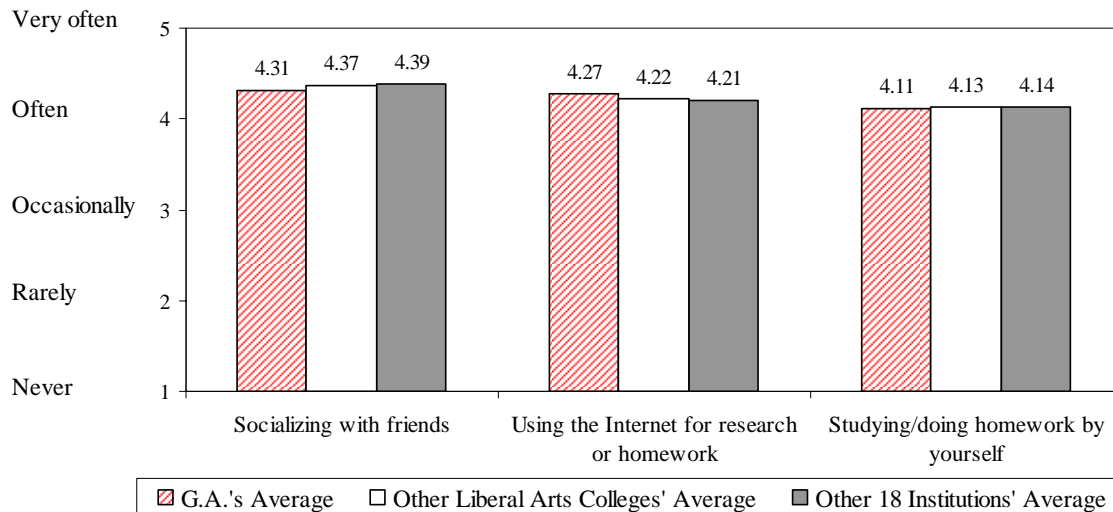
Fall 2006 Assessment Reports Students' High School Experiences and Health

This report combines information from one question about high school experiences on the Wabash National Study registration form and select items from section III of the fall 2006 Student Survey. Students were asked how they spent their time in high school, as well as asked to evaluate aspects of their health. The following summaries identify high school activities that your students engaged in most and least frequently and items where your students' responses differed significantly from students' responses at similar-size institutions; additional information is available in the accompanying detailed reports (see Tables 3 and 4). There were 12 items in total on the high school experiences question.

Three activities Gustavus Adolphus students engaged in most often in high school:

- 1) Socializing with friends
- 2) Using the Internet for research or homework
- 3) Studying/doing homework by yourself

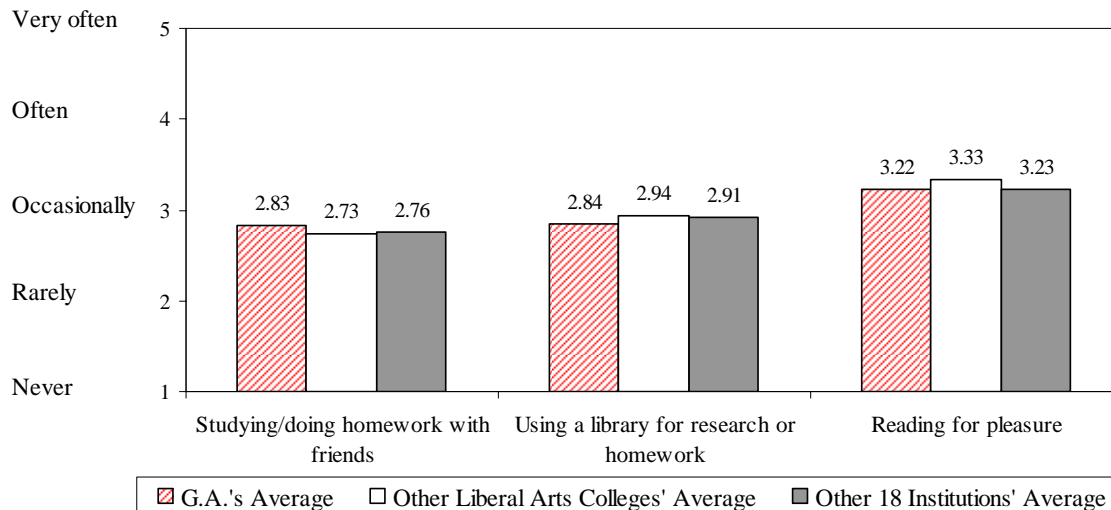
How students at other institutions responded to these items:



Three activities Gustavus Adolphus students engaged in least often in high school:

- 1) Studying/doing homework with friends
- 2) Using a library for research or homework
- 3) Reading for pleasure

How students at other institutions responded to these items:



Comparison of Gustavus Adolphus students' responses with the responses of students at other liberal arts colleges

High school activities that Gustavus Adolphus students engaged in significantly* more often than students at other liberal arts colleges in the Wabash National Study:

- Working for pay
- Community service/volunteer work

High school activities that Gustavus Adolphus students engaged in significantly* less often than students at other liberal arts colleges in the Wabash National Study:

- Using a computer for recreational purposes (communicating with friends, games, surfing the Internet, etc.)

*Difference statistically significant at or below the 0.05 level.

Gustavus Adolphus students' responses on items related to their health:

	Gustavus Adolphus's Average	Other Liberal Arts Colleges' Average	Other 18 Institutions' Average
Overall evaluation of health ^a	4.33	4.27	4.25
Typical number of alcoholic beverages consumed per week during last year of high school ^b	0.31	0.56	0.51
How often students feel sleep deprived ^c	3.21	3.23	3.26

^a Excellent = 5, Good = 4, Fair = 3, Poor = 2, Very poor = 1

^b 0 times = 0, 1 time per week = 1, 2 times per week = 2, 3 times per week = 3, 4 times per week = 4, 5 times per week = 5, 6 times per week = 6, 7 times per week = 7, More than 7 times per week = 8

^c Almost always = 5, Frequently = 4, Occasionally = 3, Seldom = 2, Never = 1