

WESTMONT COLLEGE

# SENIOR SURVEY REPORT

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THE CLASS OF 2006

Office of Institutional Research

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# SENIOR STUDENT SURVEY REPORT CLASS OF 2006

## Introduction

In the spring of 2006, all graduating Westmont seniors were invited to complete a survey administered by the Higher Education Research Institute of U.C.L.A. This survey is the nation's longest-standing and most comprehensive assessment of student attitudes, educational experiences, institutional satisfaction and plans for the future. Of the 332 seniors invited to respond, 124 students completed the survey (37%). Ninety-three percent (93%) of the students who completed the survey had entered Westmont as first-year students out of high school. Conducted in association with the American Council on Education, the survey serves as a resource for higher education researchers around the world. As well, Westmont uses the results of the survey as an important resource method for the college and distributes the results to the college faculty, staff and trustees.

Comparative data in this report is from the responses of 21,635 seniors from over 100 private, 4-year institutions ("All Priv 4-yr Colls"). In addition to the standardized portion of the survey, Westmont includes a section of supplemental questions not used by the other schools; so no comparative data is available for these items.

## Methodology

Except where apparent, the survey consists of declarative statements to which the student responds using a five-point scale. *The numbers in the following report are the percentage of students who responded in a particular manner.* In some cases it is the percentage of students that responded in a "polarized" fashion, (e.g.: "Satisfactory" and "Very Satisfactory" were combined). In other places it simply represents the percentage of students making a particular response. In a few cases more specific survey results have been presented where the additional information was thought to be beneficial.

## Overview

The survey results have been summarized and presented as follows:

- **Academics and Professors**
- **Programs and Student Services**
- **Computer Technology**
- **General College Activities**
- **Campus Climate**
- **Self-Perceptions**
- **Attitudes, Values & Beliefs**
- **Time Usage**
- **Faith and Learning**
- **Future Plans**
- **Summary / Conclusions**

## Academics and Professors

**Satisfaction with Academic Program.** Seniors expressed a high level of satisfaction for their Westmont experience. At the most general level, 94% of Westmont seniors expressed satisfaction for their “overall college experience.” High levels of satisfaction were also expressed by both male and female students for a number of more specific qualities of the educational program.

|   | Westmont |       |       | All Priv 4-yr Colls |       |       |
|---|----------|-------|-------|---------------------|-------|-------|
|   | Men      | Women | Total | Men                 | Women | Total |
| <b>Students indicating they were "very satisfied" or "satisfied" with the following aspects of campus life:</b> |          |       |       |                     |       |       |
| Class size  | 100%     | 100%  | 100%  | 93%                 | 94%   | 94%   |
| Overall quality of instruction  | 93%      | 97%   | 96%   | 88%                 | 90%   | 89%   |
| Amount of contact with faculty  | 93%      | 94%   | 94%   | 88%                 | 90%   | 89%   |
| Overall college experience  | 93%      | 94%   | 94%   | 85%                 | 88%   | 87%   |
| Interaction with other students   | 100%     | 90%   | 93%   | 89%                 | 91%   | 91%   |
| Courses in your major field   | 73%      | 92%   | 87%   | 88%                 | 89%   | 89%   |
| Relevance of coursework to life   | 87%      | 85%   | 85%   | 74%                 | 78%   | 77%   |
| Overall sense of community among students   | 90%      | 82%   | 84%   | 76%                 | 78%   | 78%   |
| Availability of campus social activities  | 80%      | 76%   | 77%   | 66%                 | 66%   | 66%   |
| Relevance of coursework to future career plans  | 70%      | 78%   | 76%   | 75%                 | 79%   | 78%   |
| Respect for the expression of diverse beliefs   | 77%      | 73%   | 74%   | 73%                 | 76%   | 75%   |

It is interesting to note that general educational courses received the greatest number of positive responses. Courses from all divisions of the college were also evaluated positively. The results summarized below suggest a modest gender difference in how some aspects of the academic program are evaluated. It also appears clear that educational facilities (labs and the library) are not rated as highly as the classroom experience.

|  | Westmont |       |       | All Priv 4-yr Colls |       |       |
|--|----------|-------|-------|---------------------|-------|-------|
|  | Men      | Women | Total | Men                 | Women | Total |
| <b>Students indicating they were "very satisfied" or "satisfied" with: [2]</b> |          |       |       |                     |       |       |
| General education or core curriculum courses                                   | 77%      | 95%   | 90%   | 77%                 | 81%   | 80%   |
| Humanities courses   | 79%      | 89%   | 87%   | 68%                 | 75%   | 73%   |
| Ability to find a faculty or staff mentor                                      | 78%      | 80%   | 80%   | 74%                 | 76%   | 75%   |
| Social science courses   | 71%      | 86%   | 82%   | 70%                 | 76%   | 74%   |
| Science and mathematics courses  | 82%      | 75%   | 77%   | 64%                 | 64%   | 64%   |
| Academic advising  | 69%      | 73%   | 72%   | 65%                 | 68%   | 67%   |
| Laboratory facilities and equipment  | 47%      | 63%   | 59%   | 63%                 | 64%   | 64%   |
| Library facilities   | 55%      | 51%   | 52%   | 73%                 | 73%   | 73%   |

[2] Respondents marking "Can't rate/No experience" were not included in the calculation of these results.

On several Westmont specific items, the classroom experience received the highest ratings and other aspects of the educational program were less highly rated. Male students were more likely to indicate “dissatisfaction” with the quality of instruction and advising than female students.

|   | Westmont |       |       |
|---|----------|-------|-------|
|   | Men      | Women | Total |
| <b>Opportunity to enroll in a quality internship.</b>                   |          |       |       |
| Very satisfied  | 17%      | 29%   | 26%   |
| Satisfied   | 28%      | 38%   | 36%   |
| Neutral   | 31%      | 14%   | 18%   |
| Dissatisfied  | 10%      | 7%    | 8%    |
| Can't rate  | 14%      | 12%   | 12%   |
| <b>Westmont's library as a place to study.</b>                          |          |       |       |
| Very satisfied  | 17%      | 11%   | 12%   |
| Satisfied   | 41%      | 48%   | 47%   |
| Neutral   | 24%      | 18%   | 20%   |
| Dissatisfied  | 17%      | 19%   | 19%   |
| Can't rate  | 0%       | 3%    | 3%    |
| <b>Availability of library resources to complete class assignments.</b> |          |       |       |
| Very satisfied  | 14%      | 5%    | 7%    |
| Satisfied   | 38%      | 45%   | 43%   |
| Neutral   | 21%      | 23%   | 23%   |
| Dissatisfied  | 28%      | 25%   | 25%   |
| Can't rate  | 0%       | 2%    | 2%    |
| <b>Quality of teaching in your major dept.</b>                          |          |       |       |
| Very satisfied  | 52%      | 39%   | 42%   |
| Satisfied   | 17%      | 52%   | 44%   |
| Neutral   | 14%      | 6%    | 8%    |
| Dissatisfied  | 17%      | 2%    | 6%    |
| Can't rate  | 0%       | 0%    | 0%    |
| <b>Quality of academic advising in major.</b>                           |          |       |       |
| Very satisfied  | 28%      | 34%   | 33%   |
| Satisfied   | 38%      | 43%   | 42%   |
| Neutral   | 10%      | 9%    | 9%    |
| Dissatisfied  | 24%      | 15%   | 17%   |
| Can't rate  | 0%       | 0%    | 0%    |

A second means by which Westmont students expressed their overall satisfaction for Westmont is seen in response to the question as to whether they would choose to enroll at Westmont again if they were once again starting college. Ninety-four percent (94%) of Westmont seniors indicated they would choose Westmont again compared to 82% of the national sample of seniors at private 4-year colleges.

|  | Westmont |       |       | All Priv 4-yr Colls |       |       |
|--|----------|-------|-------|---------------------|-------|-------|
|  | Men      | Women | Total | Men                 | Women | Total |
| <b>If you could make your college choice over, would you still choose to enroll at your current college?</b> |          |       |       |                     |       |       |
| Definitely yes   | 70%      | 57%   | 61%   | 41%                 | 44%   | 43%   |
| Probably I would   | 20%      | 37%   | 33%   | 39%                 | 39%   | 39%   |
| Don't know   | 0%       | 2%    | 2%    | 5%                  | 4%    | 4%    |
| Probably not   | 7%       | 1%    | 2%    | 12%                 | 11%   | 11%   |
| Definitely no  | 3%       | 2%    | 2%    | 4%                  | 3%    | 3%    |

**Academic Descriptions.** A common theme in the higher education literature is the need for faculty to “engage” students in the learning process. Learning is thought to occur best when students are actively participating in learning as opposed to being passive observers of instruction. Eighty percent (80%) of seniors reported that they frequently observe Westmont faculty “actively engaging students during class.” Less than 60% of the seniors in the national sample reported similar observations.

|   | Westmont |       |       | All Priv 4-yr Colls |       |       |
|---|----------|-------|-------|---------------------|-------|-------|
|   | Men      | Women | Total | Men                 | Women | Total |
| <b>Since entering college, students "frequently" or "occasionally":</b> |          |       |       |                     |       |       |
| Were graded on a curve  | 90%      | 90%   | 90%   | 77%                 | 73%   | 75%   |
| Met with an advisor/counselor about your career plans                   | 83%      | 83%   | 83%   | 82%                 | 86%   | 85%   |
| Observed professors actively engaging students during class [1]         | 77%      | 81%   | 80%   | 55%                 | 59%   | 57%   |
| Had difficulty getting the courses you needed                           | 47%      | 50%   | 49%   | 54%                 | 54%   | 54%   |
| Overslept and missed class or appointment                               | 67%      | 43%   | 48%   | 67%                 | 54%   | 58%   |
| Fell asleep in class  | 57%      | 40%   | 44%   | 46%                 | 34%   | 38%   |
| Contested a grade   | 30%      | 27%   | 27%   | 40%                 | 32%   | 35%   |
| Used/purchased class notes from a professional service                  | 3%       | 2%    | 2%    | 8%                  | 5%    | 6%    |

[1] Percentage responding "frequently" only. All other results reflect the percentage marking

It is surprising to note that 90% of the seniors reported they were regularly graded on a “curve.” This result was unexpected based upon grade distribution reports available from the registrar indicating that the most frequent grades awarded to students are A’s and B’s. The traditional meaning of grading on a curve, where the most frequent grade assigned is a C, is clearly not understood by students as they responded to this survey item.

Westmont expects much from the faculty regarding interaction with students, much of which takes place outside of the classroom. On most of the survey items asking students to describe their varied interactions with the faculty, the Westmont faculty were described as “frequently providing” the interaction described.

|   | Westmont |       |       | All Priv 4-yr Colls |       |       |
|---|----------|-------|-------|---------------------|-------|-------|
|   | Men      | Women | Total | Men                 | Women | Total |
| <b>Professors at your current college "frequently" provided you with:</b> |          |       |       |                     |       |       |
| Intellectual challenge and stimulation                                    | 72%      | 68%   | 69%   | 47%                 | 52%   | 50%   |
| An opportunity to discuss coursework outside of class                     | 59%      | 58%   | 58%   | 42%                 | 48%   | 46%   |
| Encouragement to pursue graduate/professional study                       | 45%      | 48%   | 47%   | 39%                 | 46%   | 44%   |
| An opportunity to apply classroom learning to "real-life" issues          | 41%      | 44%   | 43%   | 32%                 | 42%   | 39%   |
| Emotional support and encouragement                                       | 41%      | 43%   | 42%   | 27%                 | 40%   | 35%   |
| Feedback on your academic work (outside of grades)                        | 48%      | 38%   | 40%   | 35%                 | 39%   | 37%   |
| A letter of recommendation  | 31%      | 32%   | 32%   | 28%                 | 37%   | 34%   |
| Advice and guidance about your educational program                        | 14%      | 34%   | 30%   | 34%                 | 42%   | 39%   |
| Help in achieving your professional goals                                 | 31%      | 27%   | 28%   | 30%                 | 37%   | 35%   |
| An opportunity to work on a research project                              | 24%      | 19%   | 21%   | 26%                 | 31%   | 29%   |
| Help to improve your study skills   | 10%      | 14%   | 13%   | 18%                 | 20%   | 19%   |

Several Westmont specific questions were added related to the institution's *Six Learning Standards*. Some of these results are reported here and some are reported in a later section dealing with faith issues. The data that follows is obviously self-reported by the students but it is at least encouraging that students believe their education has benefited them in ways including (1) a need to be engaged in the community, (2) a desire to become a life-long learner, and (3) being challenged by cross-cultural experiences.

|  | Westmont |       |       |
|--|----------|-------|-------|
|  | Men      | Women | Total |
| <b>Westmont has contributed to my having a sense of responsibility for the needs and problems of my community.</b> |          |       |       |
| Strongly agree   | 41%      | 42%   | 42%   |
| Agree  | 28%      | 42%   | 39%   |
| Not sure   | 24%      | 10%   | 13%   |
| Disagree   | 7%       | 7%    | 7%    |
| Strongly disagree  | 0%       | 0%    | 0%    |
| <b>I have developed interests at Westmont which result in my desire to be a life-long learner.</b>                 |          |       |       |
| Strongly agree   | 52%      | 47%   | 48%   |
| Agree  | 38%      | 47%   | 45%   |
| Not sure   | 7%       | 4%    | 5%    |
| Disagree   | 0%       | 1%    | 1%    |
| Strongly disagree  | 3%       | 1%    | 2%    |
| <b>I have learned research skills and methodologies appropriate to my major discipline.</b>                        |          |       |       |
| Strongly agree   | 39%      | 31%   | 33%   |
| Agree  | 46%      | 60%   | 57%   |
| Not sure   | 14%      | 5%    | 7%    |
| Disagree   | 0%       | 3%    | 3%    |
| Strongly disagree  | 0%       | 0%    | 0%    |
| <b>As part of my Westmont experience, I have been challenged by one or more cross-cultural experiences.</b>        |          |       |       |
| Strongly agree   | 35%      | 45%   | 42%   |
| Agree  | 38%      | 40%   | 40%   |
| Not sure   | 14%      | 11%   | 11%   |
| Disagree   | 3%       | 4%    | 4%    |
| Strongly disagree  | 10%      | 0%    | 2%    |

**Transfer Work.** Recall that 93% of the Westmont respondents began Westmont as freshmen. It was thus unexpected that such a larger number of the students completed some credits outside Westmont at a rate 50% greater than the national sample. Presumably most of this is occurring in summer school and it may account for Westmont's four-year graduation rate being higher than the national average.

|  | Westmont |       |       | All Priv 4-yr Colls |       |       |
|--|----------|-------|-------|---------------------|-------|-------|
|  | Men      | Women | Total | Men                 | Women | Total |
| <b>Since entering college, have you ever taken courses, whether for credit or not for credit, at <u>another</u> institution?</b> |          |       |       |                     |       |       |
| Yes  | 57%      | 77%   | 72%   | 44%                 | 50%   | 48%   |
| No   | 43%      | 23%   | 28%   | 56%                 | 50%   | 52%   |

## Programs and Student Services

As with the academic program, seniors evaluated a number of student services in a generally positive manner. Campus health services were rated quite positively relative to the comparison group. On most survey items in this section, only small gender differences were observed. Additional study may be warranted in order to account for the large gender difference found on the items “student housing” and “financial aid services”.

|  | Westmont |       |       | All Priv 4-yr Colls |       |       |
|--|----------|-------|-------|---------------------|-------|-------|
|  | Men      | Women | Total | Men                 | Women | Total |
| <b>Students indicating they were "very satisfied" or "satisfied" with: [2]</b> |          |       |       |                     |       |       |
| Leadership opportunities   | 86%      | 80%   | 81%   | 68%                 | 70%   | 69%   |
| Ability to find a faculty or staff mentor                                      | 78%      | 80%   | 80%   | 74%                 | 76%   | 75%   |
| Campus health services   | 82%      | 77%   | 78%   | 54%                 | 51%   | 52%   |
| Opportunities for community service  | 75%      | 76%   | 76%   | 62%                 | 69%   | 66%   |
| Academic advising  | 69%      | 73%   | 72%   | 65%                 | 68%   | 67%   |
| Career counseling and advising   | 73%      | 60%   | 63%   | 56%                 | 59%   | 58%   |
| Student housing  | 87%      | 55%   | 63%   | 55%                 | 58%   | 57%   |
| Tutoring or other academic assistance  | 63%      | 62%   | 62%   | 59%                 | 65%   | 63%   |
| Financial aid services   | 83%      | 53%   | 61%   | 57%                 | 57%   | 57%   |
| Recreational facilities  | 55%      | 56%   | 56%   | 65%                 | 63%   | 64%   |
| Job placement services for students  | 46%      | 36%   | 38%   | 45%                 | 45%   | 45%   |

[2] Respondents marking "Can't rate/No experience" were not included in the calculation of these results.

Westmont added several student services questions. In the previous table a general item on “campus health services” was included. Since Westmont offers extensive medical health and mental health services, we wanted survey items that distinguished between these two aspects of health services. As noted below, the number of “dissatisfied” clients of either type of service was quite low. It is also important to note that the 40% number of “satisfied” or “very satisfied” users of counseling services compares well with the 25% responding in a like manner on the 2002 senior survey.

|   | Westmont |       |       |
|---|----------|-------|-------|
|   | Men      | Women | Total |
| <b>Quality and availability of counseling services through Health Center.</b> |          |       |       |
| Very satisfied  | 7%       | 12%   | 11%   |
| Satisfied   | 21%      | 31%   | 29%   |
| Neutral   | 10%      | 14%   | 13%   |
| Dissatisfied  | 3%       | 4%    | 4%    |
| Can't rate  | 59%      | 39%   | 44%   |
| <b>Quality and availability of medical services through Health Center.</b>    |          |       |       |
| Very satisfied  | 31%      | 25%   | 26%   |
| Satisfied   | 38%      | 53%   | 50%   |
| Neutral   | 10%      | 11%   | 11%   |
| Dissatisfied  | 3%       | 2%    | 2%    |
| Can't rate  | 17%      | 10%   | 11%   |

Both the residential character of Westmont and the parking limitations make it important to consider student evaluation of food services and shuttle services. Three-quarters of the senior class expressed satisfaction with the college shuttle service in the Santa Barbara area. Only 50% were satisfied with food service although only 16% were dissatisfied.

|   | Westmont |       |       |
|---|----------|-------|-------|
|   | Men      | Women | Total |
| <b>College shuttle service to the S.B. area</b> |          |       |       |
| Very satisfied                                  | 17%      | 14%   | 15%   |
| Satisfied                                       | 59%      | 60%   | 59%   |
| Neutral   | 17%      | 18%   | 18%   |
| Dissatisfied                                    | 0%       | 2%    | 2%    |
| Can't rate                                      | 7%       | 6%    | 7%    |
| <b>Quality of food services</b>                 |          |       |       |
| Very satisfied                                  | 7%       | 7%    | 7%    |
| Satisfied                                       | 62%      | 37%   | 43%   |
| Neutral   | 24%      | 35%   | 33%   |
| Dissatisfied                                    | 7%       | 19%   | 16%   |
| Can't rate                                      | 0%       | 1%    | 1%    |

Most students who participate in an off-campus program report being satisfied with the quality of the program attended. Two-thirds of the participants of Westmont operated programs indicate a high level of satisfaction with the program.

|   | Westmont |       |       |
|---|----------|-------|-------|
|   | Men      | Women | Total |
| <b>Quality of Westmont operated off-campus programs (Europe, England, Urban, WIM)</b> |          |       |       |
| Very satisfied  | 35%      | 42%   | 40%   |
| Satisfied   | 3%       | 15%   | 12%   |
| Neutral   | 10%      | 7%    | 8%    |
| Dissatisfied  | 3%       | 0%    | 1%    |
| Can't rate  | 48%      | 36%   | 39%   |
| <b>Quality of Westmont sponsored off-campus programs (ex. Consortium, CCCU, etc.)</b> |          |       |       |
| Very satisfied  | 14%      | 23%   | 21%   |
| Satisfied   | 10%      | 19%   | 17%   |
| Neutral   | 17%      | 9%    | 11%   |
| Dissatisfied  | 3%       | 0%    | 1%    |
| Can't rate  | 55%      | 49%   | 50%   |

## Computer Technology

In the past few years, Westmont first provided Internet access to every dorm room and now more recently, wireless access to the Internet has become available over an expanding portion of the campus. Thus it was to be expected that students would indicate high levels of satisfaction with Internet access. The College appears to be keeping up with other private colleges in this area of technology.

|  | Westmont |       |       | All Priv 4-yr Colls |       |       |
|--|----------|-------|-------|---------------------|-------|-------|
|  | Men      | Women | Total | Men                 | Women | Total |
| <b>Students indicating they were "very satisfied" or "satisfied" with: [2]</b> |          |       |       |                     |       |       |
| Availability of Internet access  | 83%      | 82%   | 82%   | 77%                 | 82%   | 80%   |
| Computer facilities  | 70%      | 71%   | 71%   | 73%                 | 74%   | 74%   |
| Quality of computer training/assistance  | 57%      | 53%   | 54%   | 54%                 | 55%   | 55%   |

[2] Respondents marking "Can't rate/No experience" were not included in the calculation of these results.

Additional study is needed to determine what additional computer training and assistance support students seem to be interested in receiving.

Using the Internet, campus network and email have become common place in the classroom. The numbers displayed below have all increased since the survey was last done in 2002.

|  | Westmont |       |       | All Priv 4-yr Colls |       |       |
|--|----------|-------|-------|---------------------|-------|-------|
|  | Men      | Women | Total | Men                 | Women | Total |
| <b>Since entering college, students report "frequently" or "occasionally":</b> |          |       |       |                     |       |       |
| Used the Internet for research or homework [1]                                 | 83%      | 93%   | 90%   | 82%                 | 90%   | 88%   |
| Turned in course assignments electronically                                    | 86%      | 89%   | 89%   | 94%                 | 93%   | 93%   |
| Received course assignments through the Internet                               | 90%      | 89%   | 89%   | 93%                 | 92%   | 93%   |

[1] Percentage marking "frequently" only. All other results reflect the percentage marking "frequently" or "occasionally".

## General College Activities

The following two tables summarize different aspects of the life of a student. Many of the qualities described illustrate the richness of the college experience Westmont students have had. For instance, the majority of Westmont students has participated in a study abroad program and has had an internship. In both cases, the percentage of Westmont students reporting these experiences is greater than the national sample.

Westmont students also report having significantly more exposure to diversity on most survey items than the comparison group. This finding is noted on such items as “had a roommate of a different race,” “attended a racial/cultural awareness workshop,” and “participated in an ethnic/racial student organization.”

|   | Westmont |       |       | All Priv 4-yr Colls |       |       |
|---|----------|-------|-------|---------------------|-------|-------|
|   | Men      | Women | Total | Men                 | Women | Total |
| <b>Since entering college have you:</b>               |          |       |       |                     |       |       |
| Participated in a study-abroad program                | 37%      | 69%   | 61%   | 19%                 | 26%   | 24%   |
| Participated in an internship program                 | 60%      | 55%   | 57%   | 45%                 | 47%   | 46%   |
| Had a roommate of different race/ethnicity            | 30%      | 55%   | 48%   | 36%                 | 30%   | 32%   |
| Attended a racial/cultural awareness workshop         | 43%      | 50%   | 47%   | 24%                 | 30%   | 28%   |
| Participated in leadership training                   | 50%      | 39%   | 42%   | 26%                 | 26%   | 26%   |
| Enrolled in honors or advanced courses                | 27%      | 37%   | 35%   | 21%                 | 24%   | 23%   |
| Taken an ethnic studies course                        | 23%      | 37%   | 34%   | 38%                 | 42%   | 41%   |
| Participated in an ethnic/racial student organization | 33%      | 28%   | 29%   | 14%                 | 16%   | 15%   |
| Taken a women's studies course                        | 17%      | 23%   | 22%   | 11%                 | 27%   | 21%   |
| Played varsity/intercollegiate athletics              | 30%      | 10%   | 15%   | 38%                 | 22%   | 28%   |
| Transferred from a community college                  | 10%      | 12%   | 11%   | 12%                 | 13%   | 13%   |
| Worked full-time while attending school               | 10%      | 6%    | 7%    | 20%                 | 21%   | 21%   |
| Participated in student government                    | 13%      | 5%    | 7%    | 13%                 | 10%   | 11%   |
| Failed one or more courses                            | 7%       | 5%    | 6%    | 16%                 | 11%   | 13%   |
| Transferred from a 4-year college                     | 3%       | 6%    | 6%    | 9%                  | 10%   | 10%   |
| Withdrew from school temporarily                      | 7%       | 4%    | 5%    | 7%                  | 7%    | 7%    |

The dramatic gender difference in the reporting of intercollegiate athletics involvement is not consistent with what is known from annual team rosters. For whatever reason, evidently women athletes were less likely to complete the survey than were male athletes.

Consistent with previous survey results, nearly all Westmont seniors report having been a guest in a professor’s home. This large difference compared with the private 4-year college group also has been noted in previous surveys.

|  | Westmont |       |       | All Priv 4-yr Colls |       |       |
|--|----------|-------|-------|---------------------|-------|-------|
|  | Men      | Women | Total | Men                 | Women | Total |
| <b>Since entering college, students report "frequently" or "occasionally":</b> |          |       |       |                     |       |       |
| Studied with other students  | 97%      | 96%   | 96%   | 94%                 | 96%   | 95%   |
| Have been a guest in a professor's home  | 97%      | 94%   | 94%   | 55%                 | 52%   | 53%   |
| Voted in a state/national election   | 83%      | 85%   | 85%   | 76%                 | 76%   | 76%   |
| Discussed course content with students outside of class [1]                    | 75%      | 77%   | 76%   | 62%                 | 70%   | 67%   |
| Came late to class   | 59%      | 68%   | 66%   | 75%                 | 68%   | 70%   |
| Worked on independent study projects   | 76%      | 54%   | 59%   | 69%                 | 70%   | 70%   |
| Failed to complete homework on time  | 66%      | 46%   | 51%   | 66%                 | 54%   | 58%   |
| Used the library for research or homework [1]                                  | 45%      | 46%   | 46%   | 48%                 | 57%   | 54%   |
| Tutored another college student  | 59%      | 43%   | 46%   | 50%                 | 46%   | 48%   |
| Performed community service as part of a class                                 | 29%      | 39%   | 37%   | 54%                 | 60%   | 58%   |
| Participated in intramural sports  | 62%      | 28%   | 36%   | 68%                 | 39%   | 49%   |
| Voted in a student election [1]  | 38%      | 31%   | 33%   | 24%                 | 23%   | 23%   |
| Felt bored in class [1]  | 17%      | 12%   | 13%   | 29%                 | 21%   | 24%   |
| Missed class due to employment   | 27%      | 7%    | 12%   | 29%                 | 22%   | 25%   |

[1] Percentage marking "frequently" only. All other results reflect the percentage marking "frequently" or "occasionally".

Seniors also express a high regard for the opportunities they have had serving the Santa Barbara community and participating in Christian ministry work.

|  | Westmont |       |       |
|--|----------|-------|-------|
|  | Men      | Women | Total |
| <b>Opportunity to be involved in Christian ministries.</b> |          |       |       |
| Very satisfied   | 52%      | 54%   | 54%   |
| Satisfied  | 41%      | 37%   | 38%   |
| Neutral  | 3%       | 6%    | 6%    |
| Dissatisfied   | 3%       | 0%    | 1%    |
| Can't rate   | 0%       | 2%    | 2%    |
| <b>Opportunities for community service in S.B.</b>         |          |       |       |
| Very satisfied   | 28%      | 22%   | 23%   |
| Satisfied  | 41%      | 52%   | 49%   |
| Neutral  | 28%      | 16%   | 19%   |
| Dissatisfied   | 3%       | 7%    | 6%    |
| Can't rate   | 0%       | 4%    | 3%    |

### Campus Climate

Students were asked to rate their college on several "climate" variables. In most respects, the Westmont climate is described in quite positive terms and consistent with the ideals of a Christian community. The "homophobic/non-homophobic" item might be an interesting one for follow-up. From this one item it is impossible to determine

whether the sizable response at the homophobic end of the continuum represents perceived disdain for the homosexual or for the practice of homosexuality.

| RATE THE CLIMATE OF YOUR COLLEGE ON THE FOLLOWING CONTINUA: | Westmont |       |       | All Priv 4-yr Colls |       |       |
|---|----------|-------|-------|---------------------|-------|-------|
|   | Men      | Women | Total | Men                 | Women | Total |
| <b>Hostile/Friendly</b>                                     |          |       |       |                     |       |       |
| 1 - Hostile   | 0%       | 1%    | 1%    | 1%                  | 0%    | 1%    |
| 2   | 3%       | 0%    | 1%    | 2%                  | 2%    | 2%    |
| 3   | 0%       | 5%    | 4%    | 13%                 | 15%   | 14%   |
| 4   | 10%      | 38%   | 31%   | 48%                 | 44%   | 45%   |
| 5 - Friendly  | 87%      | 56%   | 63%   | 36%                 | 39%   | 38%   |
| <b>Socially exclusive/inclusive</b>                         |          |       |       |                     |       |       |
| 1 - Socially exclusive                                      | 3%       | 2%    | 2%    | 4%                  | 3%    | 4%    |
| 2   | 7%       | 12%   | 11%   | 12%                 | 11%   | 12%   |
| 3   | 20%      | 33%   | 30%   | 34%                 | 37%   | 36%   |
| 4   | 53%      | 47%   | 49%   | 37%                 | 35%   | 36%   |
| 5 - Socially inclusive                                      | 17%      | 5%    | 8%    | 13%                 | 14%   | 14%   |
| <b>Accepting/Intolerant of diversity</b>                    |          |       |       |                     |       |       |
| 1 - Accepting of diversity                                  | 27%      | 17%   | 20%   | 22%                 | 25%   | 24%   |
| 2   | 47%      | 39%   | 41%   | 30%                 | 30%   | 30%   |
| 3   | 20%      | 29%   | 27%   | 28%                 | 27%   | 27%   |
| 4   | 3%       | 12%   | 10%   | 15%                 | 13%   | 14%   |
| 5 - Intolerant of diversity                                 | 3%       | 2%    | 3%    | 6%                  | 5%    | 5%    |
| <b>Sexist/Nonsexist</b>                                     |          |       |       |                     |       |       |
| 1 - Sexist  | 0%       | 0%    | 0%    | 0%                  | 0%    | 0%    |
| 2   | 7%       | 13%   | 12%   | 9%                  | 9%    | 9%    |
| 3   | 21%      | 36%   | 32%   | 36%                 | 34%   | 35%   |
| 4   | 38%      | 25%   | 28%   | 32%                 | 31%   | 31%   |
| 5 - Nonsexist   | 35%      | 25%   | 27%   | 21%                 | 25%   | 24%   |
| <b>Conformist/Individualistic</b>                           |          |       |       |                     |       |       |
| 1 - Conformist  | 0%       | 7%    | 5%    | 7%                  | 5%    | 6%    |
| 2   | 23%      | 23%   | 23%   | 18%                 | 16%   | 17%   |
| 3   | 47%      | 46%   | 46%   | 40%                 | 38%   | 39%   |
| 4   | 27%      | 21%   | 22%   | 25%                 | 27%   | 26%   |
| 5 - Individualistic   | 3%       | 3%    | 3%    | 9%                  | 14%   | 12%   |
| <b>Caring/Impersonal</b>                                    |          |       |       |                     |       |       |
| 1 - Caring  | 53%      | 46%   | 48%   | 21%                 | 31%   | 28%   |
| 2   | 37%      | 44%   | 42%   | 42%                 | 40%   | 41%   |
| 3   | 7%       | 9%    | 8%    | 25%                 | 20%   | 22%   |
| 4   | 3%       | 1%    | 2%    | 9%                  | 6%    | 7%    |
| 5 - Impersonal  | 0%       | 0%    | 0%    | 3%                  | 3%    | 3%    |
| <b>Worsening/Improving</b>                                  |          |       |       |                     |       |       |
| 1 - Worsening   | 3%       | 1%    | 2%    | 3%                  | 2%    | 2%    |
| 2   | 10%      | 3%    | 5%    | 7%                  | 6%    | 6%    |
| 3   | 13%      | 14%   | 14%   | 27%                 | 27%   | 27%   |
| 4   | 33%      | 52%   | 47%   | 44%                 | 43%   | 43%   |
| 5 - Improving   | 40%      | 30%   | 33%   | 19%                 | 23%   | 22%   |
| <b>Homophobic/Non-homophobic</b>                            |          |       |       |                     |       |       |
| 1 - Homophobic  | 17%      | 23%   | 21%   | 11%                 | 9%    | 9%    |
| 2   | 43%      | 36%   | 38%   | 21%                 | 19%   | 20%   |
| 3   | 27%      | 30%   | 30%   | 37%                 | 38%   | 38%   |
| 4   | 10%      | 10%   | 10%   | 20%                 | 20%   | 20%   |
| 5 - Non-homophobic  | 3%       | 1%    | 2%    | 11%                 | 15%   | 13%   |

## Self-Perceptions

The survey requires students to evaluate their growth and development by two different means. First, students were asked to determine how their abilities and skills have changed since they started college. In the table that follows is reported the percentage of students who believe they are “much stronger” now than when they entered college for the variable specified. As noted, significant numbers of students believe they have developed positively on most variables. What most stands out in this data is the number of items where responses vary by gender with Westmont students but not with the comparison sample. Westmont men are much more likely to perceive strong improvement in their abilities and skills than Westmont women or men and women from the national sample.

|  | Westmont |       |       | All Priv 4-yr Colls |       |       |
|--|----------|-------|-------|---------------------|-------|-------|
|  | Men      | Women | Total | Men                 | Women | Total |
| <b>Students reporting "much stronger" abilities and skills compared to when they first started college in:</b> |          |       |       |                     |       |       |
| Knowledge of a particular field or discipline  | 77%      | 71%   | 73%   | 59%                 | 64%   | 62%   |
| General knowledge  | 77%      | 52%   | 58%   | 48%                 | 51%   | 50%   |
| Ability to think critically  | 50%      | 45%   | 46%   | 43%                 | 43%   | 43%   |
| Analytical and problem-solving skills  | 47%      | 38%   | 40%   | 39%                 | 38%   | 38%   |
| Preparedness for graduate or advanced education  | 63%      | 32%   | 39%   | 36%                 | 36%   | 36%   |
| Interpersonal skills   | 43%      | 33%   | 36%   | 35%                 | 36%   | 36%   |
| Understanding of social problems facing our nation   | 43%      | 30%   | 33%   | 29%                 | 29%   | 29%   |
| Writing skills   | 27%      | 33%   | 32%   | 34%                 | 34%   | 34%   |
| Knowledge of people from different races/cultures  | 33%      | 28%   | 29%   | 26%                 | 28%   | 27%   |
| Understanding of the problems facing your community  | 20%      | 31%   | 29%   | 21%                 | 24%   | 23%   |
| Leadership abilities   | 40%      | 25%   | 29%   | 33%                 | 32%   | 32%   |
| Ability to manage your time effectively  | 37%      | 24%   | 27%   | 28%                 | 30%   | 29%   |
| Public speaking ability  | 27%      | 25%   | 25%   | 32%                 | 31%   | 31%   |
| Ability to get along with people of different races/cultures   | 27%      | 24%   | 24%   | 25%                 | 26%   | 25%   |
| Preparedness for employment after college  | 37%      | 20%   | 24%   | 32%                 | 32%   | 32%   |
| Computer skills  | 30%      | 14%   | 18%   | 26%                 | 23%   | 24%   |
| Mathematical skills  | 13%      | 9%    | 10%   | 18%                 | 13%   | 15%   |

A second evaluation of self-perception comes from survey items where students were asked to rate themselves on a number of items comparing themselves to an average person of the same age. In the next table is displayed the percentage of students who report that they are either “above average” or in the “highest 10%” compared to their peers.

Several conclusions seem warranted from these results. First, both Westmont students and the private college population self rate themselves highly on most items. Second,

unlike what was observed in the previous table, the gender differences that are found on a number of items are fairly consistent between Westmont and non-Westmont students. And finally, both Westmont and non-Westmont male students rated themselves higher than women students on most of these items.

|   | Westmont |       |       | All Priv 4-yr Colls |       |       |
|---|----------|-------|-------|---------------------|-------|-------|
|   | Men      | Women | Total | Men                 | Women | Total |
| <b>Compared with the average person of his/her age, student rated self "above average" or "highest 10%" in:</b> |          |       |       |                     |       |       |
| Academic ability  | 90%      | 84%   | 86%   | 78%                 | 75%   | 76%   |
| Understanding of others   | 66%      | 77%   | 75%   | 69%                 | 75%   | 73%   |
| Drive to achieve  | 79%      | 72%   | 74%   | 74%                 | 77%   | 76%   |
| Cooperativeness   | 66%      | 74%   | 72%   | 74%                 | 77%   | 76%   |
| Self-understanding  | 76%      | 67%   | 69%   | 72%                 | 66%   | 68%   |
| Persistence   | 66%      | 69%   | 68%   | 73%                 | 70%   | 71%   |
| Leadership ability  | 79%      | 65%   | 68%   | 73%                 | 61%   | 66%   |
| Writing ability   | 66%      | 66%   | 66%   | 61%                 | 60%   | 60%   |
| Spirituality  | 72%      | 63%   | 65%   | 48%                 | 48%   | 48%   |
| Self-confidence (intellectual)  | 76%      | 61%   | 65%   | 76%                 | 63%   | 68%   |
| Creativity  | 59%      | 56%   | 57%   | 60%                 | 56%   | 57%   |
| Emotional health  | 66%      | 50%   | 53%   | 64%                 | 53%   | 57%   |
| Self-confidence (social)  | 76%      | 43%   | 51%   | 63%                 | 55%   | 58%   |
| Physical health   | 72%      | 41%   | 49%   | 62%                 | 46%   | 51%   |
| Public speaking ability   | 59%      | 40%   | 45%   | 58%                 | 45%   | 49%   |
| Computer skills   | 45%      | 30%   | 34%   | 54%                 | 35%   | 42%   |
| Risk-taking   | 41%      | 30%   | 33%   | 56%                 | 39%   | 45%   |
| Mathematical ability  | 35%      | 31%   | 32%   | 44%                 | 28%   | 34%   |
| Artistic ability  | 28%      | 32%   | 31%   | 30%                 | 31%   | 31%   |

It is worth noting that these large gender differences in self-perceptions on items such as self-confidence (social and intellectual), public speaking ability, leadership ability and emotional health have been observed in previous senior surveys with the men always perceiving themselves more positively than women.

### Attitudes, Values and Beliefs

The student population remains skewed in the conservative direction of the political spectrum. It is interesting to note that only 12% of Westmont students described themselves as "left" of center in 2002 but 20% identified themselves this way in 2006.

|   | Westmont |       |       | All Priv 4-yr Colls |       |       |
|---|----------|-------|-------|---------------------|-------|-------|
|   | Men      | Women | Total | Men                 | Women | Total |
| <b>How would you characterize your political views?</b> |          |       |       |                     |       |       |
| Far left  | 0%       | 1%    | 1%    | 4%                  | 3%    | 3%    |
| Liberal   | 20%      | 18%   | 19%   | 25%                 | 32%   | 29%   |
| Middle-of-the-road                                      | 27%      | 47%   | 42%   | 36%                 | 37%   | 36%   |
| Conservative  | 53%      | 34%   | 39%   | 33%                 | 28%   | 30%   |
| Far right   | 0%       | 0%    | 0%    | 2%                  | 1%    | 1%    |

Westmont students' positions on public policy issues were quite similar to their private college counterparts, particularly when the issue did not involve what would typically be thought of as a moral issue. The greatest difference between Westmont students and the national sample were on the survey items regarding legalizing same-sex marriages and abortions.

On the role of married women (work vs. home), previous surveys have usually found that Westmont students are more likely to "confine" the married woman to the home than national samples and Westmont men are more likely to do so than Westmont women. Note below that neither of these previous trends was found with the seniors in 2006.

|   | Westmont |       |       | All Priv 4-yr Colls |       |       |
|---|----------|-------|-------|---------------------|-------|-------|
|   | Men      | Women | Total | Men                 | Women | Total |
| <b>Student agrees "strongly" or "somewhat":</b>                                   |          |       |       |                     |       |       |
| The federal government should do more to discourage energy consumption            | 76%      | 98%   | 93%   | 79%                 | 81%   | 80%   |
| The federal government should do more to control the sale of handguns             | 69%      | 82%   | 79%   | 67%                 | 80%   | 76%   |
| Colleges should prohibit racist/sexist speech on campus                           | 52%      | 60%   | 58%   | 52%                 | 63%   | 59%   |
| Wealthy people should pay a larger share of taxes than they do now                | 55%      | 56%   | 56%   | 58%                 | 61%   | 60%   |
| Affirmative action in college admissions should be abolished                      | 66%      | 47%   | 52%   | 58%                 | 45%   | 50%   |
| The death penalty should be abolished   | 38%      | 49%   | 46%   | 38%                 | 42%   | 40%   |
| There is too much concern in the courts for the rights of criminals               | 55%      | 39%   | 43%   | 58%                 | 52%   | 54%   |
| Same-sex couples should have the right to legal marital status                    | 45%      | 34%   | 37%   | 51%                 | 61%   | 57%   |
| It is important to have laws prohibiting homosexual relationships                 | 31%      | 36%   | 35%   | 32%                 | 23%   | 26%   |
| Marijuana should be legalized   | 35%      | 25%   | 27%   | 44%                 | 36%   | 39%   |
| Abortion should be legal  | 24%      | 25%   | 25%   | 52%                 | 54%   | 54%   |
| The chief benefit of a college education is that it increases one's earning power | 14%      | 15%   | 15%   | 53%                 | 49%   | 50%   |
| Federal military spending should be increased                                     | 21%      | 14%   | 15%   | 34%                 | 26%   | 29%   |
| Realistically, an individual can do little to bring about changes in our society  | 17%      | 8%    | 10%   | 32%                 | 22%   | 25%   |
| Racial discrimination is no longer a major problem in America                     | 21%      | 3%    | 8%    | 24%                 | 12%   | 16%   |
| The activities of married women are best confined to the home and family          | 7%       | 3%    | 4%    | 22%                 | 11%   | 15%   |

Westmont students' values on social and community issues were similar to students at other private colleges. Where their values seemed markedly different were more in the areas of career and professional accomplishment. Westmont students expressed less concern for obtaining recognition in the workplace, having administrative responsibilities, and acquiring financial wealth (see below).

|   | Westmont |       |       | All Priv 4-yr Colls |       |       |
|---|----------|-------|-------|---------------------|-------|-------|
|   | Men      | Women | Total | Men                 | Women | Total |
| <b>Student objectives noted as "essential" or "very important"</b>          |          |       |       |                     |       |       |
| Helping others who are in difficulty  | 87%      | 89%   | 89%   | 73%                 | 82%   | 79%   |
| Raising a family  | 77%      | 80%   | 79%   | 80%                 | 81%   | 80%   |
| Influencing social values   | 63%      | 63%   | 63%   | 50%                 | 54%   | 53%   |
| Developing a meaningful philosophy of life                                  | 73%      | 59%   | 63%   | 60%                 | 56%   | 57%   |
| Keeping up to date with political affairs                                   | 67%      | 43%   | 49%   | 50%                 | 42%   | 45%   |
| Becoming an authority in my field   | 50%      | 48%   | 48%   | 64%                 | 61%   | 62%   |
| Helping to promote racial understanding                                     | 47%      | 48%   | 48%   | 36%                 | 43%   | 40%   |
| Becoming a community leader   | 55%      | 40%   | 43%   | 45%                 | 39%   | 41%   |
| Participating in a community action program                                 | 40%      | 40%   | 40%   | 31%                 | 37%   | 35%   |
| Obtaining recognition from my colleagues for contributions in career        | 30%      | 26%   | 27%   | 52%                 | 51%   | 52%   |
| Having administrative responsibilities for the work of others               | 33%      | 24%   | 26%   | 49%                 | 40%   | 43%   |
| Writing original works (poems, novels)                                      | 27%      | 24%   | 25%   | 23%                 | 18%   | 20%   |
| Becoming involved in programs to clean up the environment                   | 30%      | 18%   | 21%   | 26%                 | 25%   | 26%   |
| Influencing the political structure   | 24%      | 18%   | 20%   | 30%                 | 22%   | 25%   |
| Becoming accomplished in one of the performing arts (acting, dancing, etc.) | 21%      | 18%   | 19%   | 17%                 | 18%   | 17%   |
| Becoming successful own business  | 23%      | 16%   | 18%   | 41%                 | 28%   | 33%   |
| Creating artistic works   | 20%      | 16%   | 17%   | 18%                 | 19%   | 19%   |
| Being very well off financially   | 10%      | 18%   | 16%   | 57%                 | 53%   | 55%   |
| Making a theoretical contribution to science                                | 3%       | 4%    | 4%    | 20%                 | 15%   | 17%   |

Westmont seniors distinguished themselves from the norms regarding personal behavior primarily on items dealing with religion (attending services and conversation).

|  | Westmont |       |       | All Priv 4-yr Colls |       |       |
|--|----------|-------|-------|---------------------|-------|-------|
|  | Men      | Women | Total | Men                 | Women | Total |
| <b>General activities engaged in during the last year:</b> |          |       |       |                     |       |       |
| Attended a religious service                               | 100%     | 98%   | 98%   | 66%                 | 73%   | 70%   |
| Performed volunteer work                                   | 77%      | 83%   | 82%   | 64%                 | 74%   | 70%   |
| Felt lonely or homesick                                    | 57%      | 80%   | 74%   | 40%                 | 60%   | 53%   |
| Drank wine or liquor                                       | 57%      | 76%   | 71%   | 71%                 | 74%   | 73%   |
| Discussed religion [1]                                     | 63%      | 66%   | 65%   | 29%                 | 27%   | 27%   |
| Drank beer   | 60%      | 51%   | 53%   | 71%                 | 55%   | 61%   |
| Socialized with someone of another racial/ethnic group [1] | 43%      | 53%   | 50%   | 42%                 | 43%   | 43%   |
| Felt overwhelmed by all I had to do[1]                     | 30%      | 44%   | 40%   | 24%                 | 45%   | 38%   |
| Sought personal counseling                                 | 27%      | 34%   | 32%   | 21%                 | 25%   | 24%   |
| Discussed politics [1]                                     | 33%      | 16%   | 20%   | 23%                 | 15%   | 18%   |
| Participated in organized demonstrations                   | 10%      | 13%   | 12%   | 21%                 | 22%   | 22%   |
| Felt depressed [1]   | 3%       | 10%   | 8%    | 6%                  | 7%    | 7%    |
| Smoked cigarettes [1]                                      | 3%       | 2%    | 2%    | 7%                  | 7%    | 7%    |

[1] Percentage responding "frequently" only. All other results reflect the percentage marking

## Time Usage

The following two pages summarize how students indicated they use their time.

|  | Westmont |       |       | All Priv 4-yr Colls |       |       |
|--|----------|-------|-------|---------------------|-------|-------|
|  | Men      | Women | Total | Men                 | Women | Total |
| <b>DURING THE PAST YEAR, HOW MUCH TIME DID YOU SPEND DURING A TYPICAL WEEK DOING THE FOLLOWING ACTIVITIES?</b> |          |       |       |                     |       |       |
| <b>Studying/homework</b>   |          |       |       |                     |       |       |
| Less than one hour   | 0%       | 0%    | 0%    | 4%                  | 1%    | 1%    |
| 1 to 2 hours   | 3%       | 1%    | 2%    | 12%                 | 6%    | 8%    |
| 3 to 5 hours   | 30%      | 9%    | 14%   | 27%                 | 22%   | 24%   |
| 6 to 10 hours  | 30%      | 30%   | 30%   | 27%                 | 29%   | 28%   |
| 11 to 15 hours   | 17%      | 25%   | 23%   | 14%                 | 19%   | 17%   |
| 16 to 20 hours   | 17%      | 23%   | 21%   | 8%                  | 12%   | 11%   |
| Over 20 hours  | 3%       | 13%   | 11%   | 8%                  | 11%   | 10%   |
| <b>Socializing with friends</b>  |          |       |       |                     |       |       |
| Less than one hour   | 0%       | 0%    | 0%    | 4%                  | 4%    | 4%    |
| 1 to 2 hours   | 0%       | 5%    | 4%    | 7%                  | 10%   | 9%    |
| 3 to 5 hours   | 20%      | 19%   | 20%   | 18%                 | 23%   | 21%   |
| 6 to 10 hours  | 33%      | 32%   | 33%   | 25%                 | 27%   | 26%   |
| 11 to 15 hours   | 33%      | 26%   | 28%   | 18%                 | 17%   | 17%   |
| 16 to 20 hours   | 10%      | 8%    | 8%    | 11%                 | 9%    | 10%   |
| Over 20 hours  | 3%       | 10%   | 8%    | 17%                 | 11%   | 13%   |
| <b>Talking with faculty during office hours</b>  |          |       |       |                     |       |       |
| None   | 13%      | 11%   | 12%   | 10%                 | 10%   | 10%   |
| Less than one hour   | 63%      | 64%   | 64%   | 46%                 | 48%   | 47%   |
| 1 to 2 hours   | 20%      | 20%   | 20%   | 32%                 | 32%   | 32%   |
| 3 to 5 hours   | 0%       | 3%    | 3%    | 9%                  | 9%    | 9%    |
| 6 to 10 hours  | 3%       | 1%    | 2%    | 2%                  | 2%    | 2%    |
| Over 10 hours  | 0%       | 1%    | 1%    | 1%                  | 1%    | 1%    |
| <b>Talking with faculty outside of class or office hours</b>   |          |       |       |                     |       |       |
| None   | 20%      | 15%   | 16%   | 18%                 | 20%   | 19%   |
| Less than one hour   | 40%      | 62%   | 57%   | 48%                 | 50%   | 49%   |
| 1 to 2 hours   | 30%      | 19%   | 21%   | 24%                 | 23%   | 23%   |
| 3 to 5 hours   | 7%       | 3%    | 4%    | 7%                  | 6%    | 6%    |
| 6 to 10 hours  | 3%       | 0%    | 1%    | 2%                  | 1%    | 2%    |
| Over 10 hours  | 0%       | 1%    | 1%    | 1%                  | 0%    | 1%    |
| <b>Exercising/sports</b>   |          |       |       |                     |       |       |
| None   | 10%      | 3%    | 5%    | 7%                  | 11%   | 9%    |
| Less than one hour   | 7%       | 15%   | 13%   | 10%                 | 15%   | 14%   |
| 1 to 2 hours   | 20%      | 28%   | 26%   | 19%                 | 22%   | 21%   |
| 3 to 5 hours   | 27%      | 36%   | 33%   | 26%                 | 27%   | 26%   |
| 6 to 10 hours  | 17%      | 12%   | 13%   | 18%                 | 15%   | 16%   |
| 11 to 15 hours   | 10%      | 4%    | 6%    | 8%                  | 5%    | 6%    |
| 16 to 20 hours   | 3%       | 0%    | 1%    | 5%                  | 3%    | 4%    |
| Over 20 hours  | 7%       | 2%    | 3%    | 7%                  | 3%    | 4%    |

|  | Westmont |       |       | All Priv 4-yr Colls |       |       |
|--|----------|-------|-------|---------------------|-------|-------|
|  | Men      | Women | Total | Men                 | Women | Total |
| <b>DURING THE PAST YEAR, HOW MUCH TIME DID YOU SPEND DURING A TYPICAL WEEK DOING THE FOLLOWING ACTIVITIES?</b> |          |       |       |                     |       |       |
| <b>Working (for pay) <u>on</u> campus</b>  |          |       |       |                     |       |       |
| None   | 33%      | 46%   | 43%   | 53%                 | 53%   | 53%   |
| Less than one hour   | 0%       | 0%    | 0%    | 3%                  | 1%    | 2%    |
| 1 to 2 hours   | 7%       | 10%   | 9%    | 5%                  | 4%    | 4%    |
| 3 to 5 hours   | 37%      | 15%   | 20%   | 12%                 | 11%   | 11%   |
| 6 to 10 hours  | 3%       | 20%   | 16%   | 16%                 | 18%   | 17%   |
| 11 to 15 hours   | 10%      | 4%    | 6%    | 6%                  | 7%    | 7%    |
| 16 to 20 hours   | 7%       | 4%    | 5%    | 3%                  | 3%    | 3%    |
| Over 20 hours  | 3%       | 0%    | 1%    | 3%                  | 2%    | 2%    |
| <b>Working (for pay) <u>off</u> campus</b>   |          |       |       |                     |       |       |
| None   | 53%      | 48%   | 50%   | 53%                 | 46%   | 48%   |
| Less than one hour   | 0%       | 1%    | 1%    | 3%                  | 2%    | 2%    |
| 1 to 2 hours   | 10%      | 7%    | 7%    | 4%                  | 3%    | 3%    |
| 3 to 5 hours   | 7%       | 14%   | 12%   | 6%                  | 7%    | 6%    |
| 6 to 10 hours  | 7%       | 6%    | 6%    | 7%                  | 10%   | 9%    |
| 11 to 15 hours   | 3%       | 11%   | 9%    | 6%                  | 8%    | 7%    |
| 16 to 20 hours   | 10%      | 8%    | 8%    | 7%                  | 9%    | 8%    |
| Over 20 hours  | 10%      | 6%    | 7%    | 15%                 | 17%   | 16%   |
| <b>Student clubs/groups</b>  |          |       |       |                     |       |       |
| None   | 33%      | 41%   | 39%   | 40%                 | 39%   | 40%   |
| Less than one hour   | 10%      | 17%   | 16%   | 14%                 | 13%   | 13%   |
| 1 to 2 hours   | 30%      | 19%   | 21%   | 19%                 | 20%   | 20%   |
| 3 to 5 hours   | 20%      | 13%   | 15%   | 14%                 | 16%   | 15%   |
| 6 to 10 hours  | 0%       | 7%    | 5%    | 7%                  | 7%    | 7%    |
| Over 10 hours  | 6%       | 3%    | 5%    | 6%                  | 4%    | 4%    |
| <b>Watching TV</b>   |          |       |       |                     |       |       |
| None   | 47%      | 36%   | 39%   | 11%                 | 11%   | 11%   |
| Less than one hour   | 13%      | 24%   | 21%   | 14%                 | 17%   | 16%   |
| 1 to 2 hours   | 20%      | 21%   | 21%   | 23%                 | 28%   | 26%   |
| 3 to 5 hours   | 13%      | 13%   | 13%   | 26%                 | 27%   | 26%   |
| 6 to 10 hours  | 7%       | 4%    | 5%    | 16%                 | 12%   | 13%   |
| Over 10 hours  | 0%       | 2%    | 2%    | 11%                 | 5%    | 7%    |
| <b>Partying</b>  |          |       |       |                     |       |       |
| None   | 53%      | 53%   | 53%   | 24%                 | 31%   | 28%   |
| Less than one hour   | 17%      | 19%   | 18%   | 12%                 | 15%   | 14%   |
| 1 to 2 hours   | 13%      | 12%   | 12%   | 15%                 | 16%   | 16%   |
| 3 to 5 hours   | 17%      | 14%   | 15%   | 19%                 | 19%   | 19%   |
| 6 to 10 hours  | 0%       | 2%    | 2%    | 15%                 | 12%   | 13%   |
| Over 10 hours  | 0%       | 0%    | 0%    | 15%                 | 8%    | 10%   |
| <b>Prayer/meditation</b>   |          |       |       |                     |       |       |
| None   | 0%       | 3%    | 2%    | 34%                 | 29%   | 31%   |
| Less than one hour   | 37%      | 26%   | 29%   | 27%                 | 30%   | 29%   |
| 1 to 2 hours   | 33%      | 42%   | 40%   | 22%                 | 25%   | 24%   |
| 3 to 5 hours   | 23%      | 24%   | 24%   | 11%                 | 11%   | 11%   |
| 6 to 10 hours  | 7%       | 4%    | 5%    | 4%                  | 4%    | 4%    |
| Over 10 hours  | 0%       | 1%    | 1%    | 3%                  | 2%    | 2%    |

## Faith and Learning

Westmont added several survey items focused on faith and practice. A number of these items are related to the Christian Orientation Learning Standard. Seniors strongly believe their Christian faith has developed during the college years and that their faith impacts their thinking, decision-making and personal well-being.

|  | Westmont |       |       |
|--|----------|-------|-------|
|  | Men      | Women | Total |
| <b>I have a personally meaningful relationship with God.</b>                   |          |       |       |
| Strongly agree   | 72%      | 70%   | 71%   |
| Agree  | 28%      | 22%   | 23%   |
| Not sure   | 0%       | 5%    | 4%    |
| Disagree   | 0%       | 1%    | 1%    |
| Strongly disagree  | 0%       | 2%    | 2%    |
| <b>My relationship with God contributes to my sense of well-being.</b>         |          |       |       |
| Strongly agree   | 69%      | 68%   | 68%   |
| Agree  | 24%      | 28%   | 27%   |
| Not sure   | 7%       | 2%    | 3%    |
| Disagree   | 0%       | 1%    | 1%    |
| Strongly disagree  | 0%       | 1%    | 1%    |
| <b>The decisions I make each day are affected by my relationship with God.</b> |          |       |       |
| Strongly agree   | 48%      | 51%   | 50%   |
| Agree  | 41%      | 37%   | 38%   |
| Not sure   | 10%      | 10%   | 10%   |
| Disagree   | 0%       | 2%    | 2%    |
| Strongly disagree  | 0%       | 1%    | 1%    |
| <b>I believe I am open to consider new insights and truths about my faith.</b> |          |       |       |
| Strongly agree   | 59%      | 59%   | 59%   |
| Agree  | 38%      | 40%   | 40%   |
| Not sure   | 3%       | 1%    | 2%    |
| Disagree   | 0%       | 0%    | 0%    |
| Strongly disagree  | 0%       | 0%    | 0%    |
| <b>Westmont has positively contributed to my development as a Christian.</b>   |          |       |       |
| Strongly agree   | 59%      | 54%   | 55%   |
| Agree  | 31%      | 34%   | 34%   |
| Not sure   | 7%       | 7%    | 7%    |
| Disagree   | 3%       | 4%    | 4%    |
| Strongly disagree  | 0%       | 1%    | 1%    |

Seniors also indicated regular commitment to maintaining a personal devotional life and to corporate worship. Students expect church attendance to be part of their post-college routine.

|   | Westmont |       |       |
|---|----------|-------|-------|
|   | Men      | Women | Total |
| <b>During the past year, you have maintained personal prayer &amp; Bible study.</b> |          |       |       |
| Often   | 41%      | 40%   | 41%   |
| Occasionally  | 41%      | 45%   | 44%   |
| Infrequently  | 17%      | 11%   | 12%   |
| Never   | 0%       | 4%    | 3%    |
| <b>During the past year, you have attended a local Santa Barbara church.</b>        |          |       |       |
| Often   | 62%      | 65%   | 64%   |
| Occasionally  | 17%      | 20%   | 20%   |
| Infrequently  | 14%      | 9%    | 10%   |
| Never   | 7%       | 6%    | 7%    |
| <b>During the past year, you have been in a small group for prayer/Bible study.</b> |          |       |       |
| Often   | 35%      | 31%   | 32%   |
| Occasionally  | 24%      | 22%   | 23%   |
| Infrequently  | 21%      | 23%   | 23%   |
| Never   | 21%      | 23%   | 23%   |
| <b>I expect to regularly attend church services next year wherever I live.</b>      |          |       |       |
| Yes   | 97%      | 89%   | 91%   |
| No  | 0%       | 4%    | 3%    |
| Not sure  | 3%       | 6%    | 6%    |

### Future Plans

Nearly two-thirds of the graduating seniors expected to be working full-time the year following graduation. Although less than a quarter of them planned beginning graduate school immediately, 49% of the senior class expects to enter graduate school within three years.

|  | Westmont |       |       |
|--|----------|-------|-------|
|  | Men      | Women | Total |
| <b>I expect to be in graduate school next fall.</b>                                |          |       |       |
| Yes  | 14%      | 19%   | 18%   |
| No   | 76%      | 68%   | 70%   |
| Not sure   | 10%      | 13%   | 12%   |
| <b>I would expect to enter graduate school, not next year, but within 3 years.</b> |          |       |       |
| Yes  | 57%      | 47%   | 49%   |
| No   | 18%      | 26%   | 24%   |
| Not sure   | 25%      | 27%   | 27%   |

|   | Westmont |       |       | All Priv 4-yr Colls |       |       |
|---|----------|-------|-------|---------------------|-------|-------|
|   | Men      | Women | Total | Men                 | Women | Total |
| <b>What do you plan to be doing in fall 2006?</b> |          |       |       |                     |       |       |
| Working full-time                                 | 70%      | 62%   | 64%   | 63%                 | 64%   | 63%   |
| Doing volunteer work                              | 30%      | 32%   | 32%   | 10%                 | 17%   | 14%   |
| Attending graduate/professional school            | 20%      | 26%   | 24%   | 23%                 | 24%   | 24%   |
| Traveling   | 13%      | 25%   | 22%   | 13%                 | 15%   | 14%   |
| Participating in a community service organization | 20%      | 19%   | 19%   | 6%                  | 11%   | 9%    |
| Working part-time                                 | 3%       | 18%   | 15%   | 11%                 | 15%   | 13%   |
| Staying at home to be with or start a family      | 13%      | 6%    | 8%    | 3%                  | 4%    | 4%    |
| No current plans                                  | 13%      | 3%    | 6%    | 4%                  | 3%    | 3%    |
| Attending a vocational training program           | 0%       | 1%    | 1%    | 1%                  | 1%    | 1%    |
| Serving in the Armed Forces                       | 0%       | 0%    | 0%    | 2%                  | 0%    | 1%    |

Ultimate degree objectives and fields of study vary greatly.

|   | Westmont |       |       | All Priv 4-yr Colls |       |       |
|---|----------|-------|-------|---------------------|-------|-------|
|   | Men      | Women | Total | Men                 | Women | Total |
| <b>Highest degree you plan to eventually complete</b> |          |       |       |                     |       |       |
| None  | 3%       | 0%    | 1%    | 2%                  | 1%    | 1%    |
| Vocational certificate                                | 0%       | 5%    | 4%    | 0%                  | 0%    | 0%    |
| Bachelor's degree (B.A., B.S., etc.)                  | 10%      | 23%   | 20%   | 22%                 | 16%   | 18%   |
| Master's degree (M.A., M.S., etc.)                    | 45%      | 37%   | 39%   | 42%                 | 50%   | 47%   |
| Ph.D. or Ed.D.  | 24%      | 14%   | 17%   | 18%                 | 19%   | 19%   |
| M.D., D.O., D.D.S., or D.V.M.                         | 3%       | 10%   | 8%    | 5%                  | 5%    | 5%    |
| LL.B. or J.D. (Law)                                   | 7%       | 4%    | 4%    | 8%                  | 5%    | 6%    |
| B.D. or M.Div. (Divinity)                             | 7%       | 4%    | 4%    | 2%                  | 1%    | 1%    |

|                               | Westmont |       |       | All Priv 4-yr Colls |       |       |
|-------------------------------|----------|-------|-------|---------------------|-------|-------|
|                               | Men      | Women | Total | Men                 | Women | Total |
| <b>Planned Graduate Major</b> |          |       |       |                     |       |       |
| Education                     | 0%       | 25%   | 18%   | 7%                  | 15%   | 13%   |
| Health Professional           | 11%      | 21%   | 18%   | 9%                  | 17%   | 14%   |
| Humanities                    | 21%      | 9%    | 12%   | 10%                 | 5%    | 7%    |
| Social Sciences               | 11%      | 9%    | 9%    | 8%                  | 17%   | 14%   |
| Other, non-technical          | 11%      | 7%    | 8%    | 16%                 | 13%   | 14%   |
| Undecided                     | 5%       | 9%    | 8%    | 2%                  | 3%    | 3%    |
| Business                      | 5%       | 5%    | 5%    | 22%                 | 11%   | 15%   |
| History or Political Science  | 5%       | 5%    | 5%    | 5%                  | 3%    | 4%    |
| Fine Arts                     | 11%      | 2%    | 4%    | 4%                  | 4%    | 4%    |
| Physical Sciences             | 11%      | 2%    | 4%    | 3%                  | 1%    | 2%    |
| Biological Science            | 0%       | 4%    | 3%    | 4%                  | 4%    | 4%    |
| English                       | 0%       | 4%    | 3%    | 2%                  | 3%    | 3%    |
| Other, technical              | 11%      | 0%    | 3%    | 3%                  | 1%    | 2%    |
| Engineering                   | 0%       | 0%    | 0%    | 4%                  | 1%    | 2%    |
| Mathematics or Statistics     | 0%       | 0%    | 0%    | 1%                  | 1%    | 1%    |

Westmont seniors are more undecided about their career objectives than the national sample. Westmont seniors are less likely to be considering a career in business but more likely to be considering careers in education and medicine than the private college population.

|                                       | Westmont |       |       | All Priv 4-yr Colls |       |       |
|---------------------------------------|----------|-------|-------|---------------------|-------|-------|
|                                       | Men      | Women | Total | Men                 | Women | Total |
| <b>Student's career</b>               |          |       |       |                     |       |       |
| Other choice                          | 23%      | 16%   | 18%   | 21%                 | 20%   | 20%   |
| Undecided                             | 17%      | 14%   | 15%   | 7%                  | 8%    | 7%    |
| Education (secondary)                 | 3%       | 14%   | 11%   | 7%                  | 7%    | 7%    |
| Business                              | 17%      | 7%    | 9%    | 26%                 | 15%   | 18%   |
| Artist                                | 7%       | 8%    | 7%    | 7%                  | 8%    | 7%    |
| Doctor (MD or DDS)                    | 7%       | 7%    | 7%    | 4%                  | 4%    | 4%    |
| Education (elementary)                | 0%       | 8%    | 6%    | 2%                  | 12%   | 8%    |
| Health professional                   | 7%       | 5%    | 6%    | 2%                  | 5%    | 4%    |
| Social, welfare, or recreation worker | 0%       | 8%    | 6%    | 1%                  | 5%    | 3%    |
| Lawyer                                | 3%       | 5%    | 5%    | 5%                  | 4%    | 4%    |
| Clergy                                | 7%       | 3%    | 4%    | 4%                  | 1%    | 2%    |
| College teacher                       | 3%       | 2%    | 2%    | 3%                  | 2%    | 2%    |
| Research scientist                    | 3%       | 2%    | 2%    | 3%                  | 2%    | 2%    |
| Nurse                                 | 0%       | 2%    | 2%    | 1%                  | 8%    | 5%    |
| Skilled worker                        | 3%       | 0%    | 1%    | 1%                  | 0%    | 0%    |
| Engineer                              | 0%       | 0%    | 0%    | 4%                  | 1%    | 2%    |
| Homemaker (full-time)                 | 0%       | 0%    | 0%    | 0%                  | 1%    | 0%    |

### Summary / Conclusions

In presenting survey data of this type, it is not possible to comment on everything of interest. Each reader will want to review the data and consider how having this information may be helpful in his or her work at Westmont. Overall, the 2006 seniors express a great deal of satisfaction for the curricular and extracurricular programs of the college. They also describe a wide range of educational experiences of the type that we desire for our students. Students believe they have developed and been strengthened in many areas of competencies, attitudes, and skills that represent learning goals of the college. Self-evaluation is obviously not the same as the independent assessment of these attributes. Students may believe they have acquired a competency that an external evaluator would not validate. It is important, however, that students have an understanding of what an education should be doing for them. Information like this is valuable when joined with other institutional and departmental assessment efforts for determining whether students' perceptions of learning outcomes and the faculty assessment of student learning outcomes results in a complementary view of learning at Westmont.