



2018-2019 Institutional Assessment: Collegiate Learning Assessment and Learning Goals Questionnaire September 2019

Full Report

In accordance with St. Olaf's data collection schedule, the college administered two institution-level assessments in 2018-19: the Collegiate Learning Assessment and the Learning Goals Questionnaire. The Collegiate Learning Assessment (CLA+) is a direct assessment of students' written communication and critical thinking skills. The Learning Goals Questionnaire (LGQ) is a locally-developed survey that asks students to self-report their growth in developing skills related to the eight college-wide learning goals ("[STOGGoals](#)"). Results from these two instruments are presented below.

The Collegiate Learning Assessment (CLA+)

The CLA+ was developed by the Council for Aid to Education (CAE) and is administered and scored (using both human and automated scoring) through the organization. Many institutions utilize this direct assessment to measure their students' abilities to analyze, evaluate, and synthesize information; think critically; and solve problems. The assessment consists of two sections: a Performance Task and a set of Selected-Response Questions. Both sections are timed; students have 60 minutes to complete the Performance Task and 30 minutes to complete the Selected-Response Questions.

The Performance Task presents students with a real-world scenario and asks them to propose a solution or recommend a course of action in a written essay response. Students are given a set of documents (such as technical reports, data tables, newspaper articles, and emails) to use as reference materials when formulating their response. Appendix A shows the rubric used to score the Performance Task essays. The 25 Selected-Response Questions measure scientific and quantitative reasoning, critical reading and evaluation, and the ability to critique arguments. These questions also provide students with supporting documents on which to base their answers.

The CLA+ is administered every three years to incoming first-years in the fall and seniors in the spring. Two hundred first-years are randomly selected to receive an invitation to complete the CLA+, and the senior participants are drawn from those who completed the assessment as first-years three years prior (aiming for a sample size of 100). Seniors are incentivized to participate by offering reimbursement for their cap and gown fees if they complete the CLA+. The

institution-level report provided by the CAE includes mean scores for each task as well as the combined score, percentile rankings compared to other institutions who administered the assessment, and a mastery level rating (ranging from Below Basic to Advanced, based on a standard-setting study conducted by the CAE) for St. Olaf students. The report also provides a value-added growth estimate for seniors relative to other CLA+ schools, indicating whether their performance was near what would be expected given their first-year performance.

Results from the 2018-19 CLA+

The figure below shows the expected score for seniors based on their performance on the CLA+ as first-years. The graph indicates that seniors’ performance was very near what was expected (represented by the dotted diagonal line) given their first-year scores and the performance of students at other institutions.

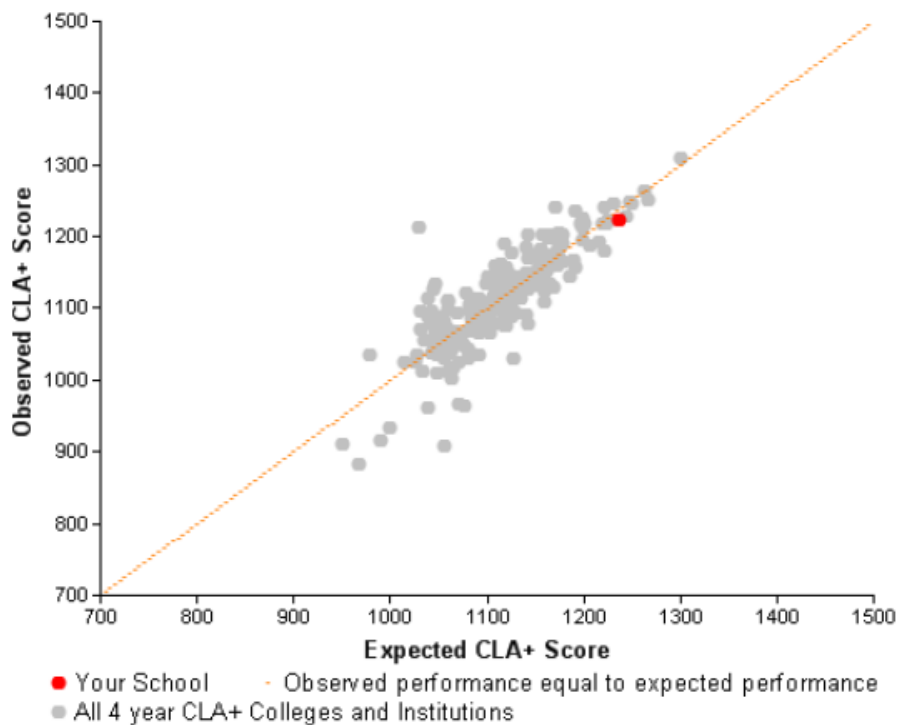


Figure 1. Expected vs. Observed CLA+ Scores

The table below shows the average total scores and two individual task scores for first-years and seniors from 2018-19 and 2015-16. In 2018-19, both first-years and seniors were given a “Proficient” mastery level rating and scored at or above the 90th percentile overall. Scores for the Performance Task were slightly weaker than those for the Selected-Response Questions for both classes, which was the case in 2015-16 as well.

Table 1. CLA+ Summary Results by Class, 2018-19 and 2015-16 Administrations			
	Mean Score	Percentile Rank	Mastery Level
2018-19			
First-Years – Class of 2022 (N=134)			
Total Score	1174 (<i>SD</i> =127)	94 th	Proficient
Performance Task Score	1129 (<i>SD</i> =144)	85 th	n/a
Selected-Response Score	1219 (<i>SD</i> =165)	97 th	n/a
Seniors – Class of 2019 (N=52)			
Total Score	1222 (<i>SD</i> =116)	90 th	Proficient
Performance Task Score	1185 (<i>SD</i> =147)	82 nd	n/a
Selected-Response Score	1258 (<i>SD</i> =139)	94 th	n/a
2015-16			
First-Years – Class of 2019 (N=183)			
Total Score	1179 (<i>SD</i> =113)	96 th	Proficient
Performance Task Score	1143 (<i>SD</i> =129)	90 th	n/a
Selected-Response Score	1214 (<i>SD</i> =166)	98 th	n/a
Seniors – Class of 2016 (N=102)			
Total Score	1246 (<i>SD</i> =129)	96 th	Accomplished
Performance Task Score	1236 (<i>SD</i> =148)	96 th	n/a
Selected-Response Score	1256 (<i>SD</i> =163)	95 th	n/a

Seniors' overall performance was lower in 2019 compared to seniors in 2016, driven by their lower Performance Task scores. A more detailed look at the Performance Task subscores revealed that 2019 seniors scored lower on Analysis & Problem Solving and Writing Effectiveness than seniors in 2016 (Figures 2 and 3). Both groups of seniors had similar academic ability (if anything, seniors in 2019 were higher):

- Average GPA: 3.42 in 2016 and 3.44 in 2019
- Average SAT – Writing (if available): 610 in 2016 and 634 in 2019
- Average ACT – Composite (if available): 28.7 in 2016 and 29.2 in 2019

Thus, the lower 2019 scores may be due, at least in part, to the lower amount of effort 2019 seniors reported: 50% of 2019 seniors indicated that they put “a lot of effort” or their “best effort” into the Performance Task, compared to 59% of seniors in 2016. It’s also important to note that the difference between the 2016 and 2019 group means is relatively small when compared to the individual differences in test performance found within each group. For example, based on the distribution of students’ scores, if you were to randomly select one senior from Class of 2016 and one from the Class of 2019, there is only a 60% chance the Performance Task score from the 2016 senior would be higher. Furthermore, St. Olaf seniors have consistently scored as expected in the analysis shown in Figure 1 and have scored near the top across institutions; the high performance of first-years creates somewhat of a ceiling effect in terms of how much improvement seniors are able to demonstrate.

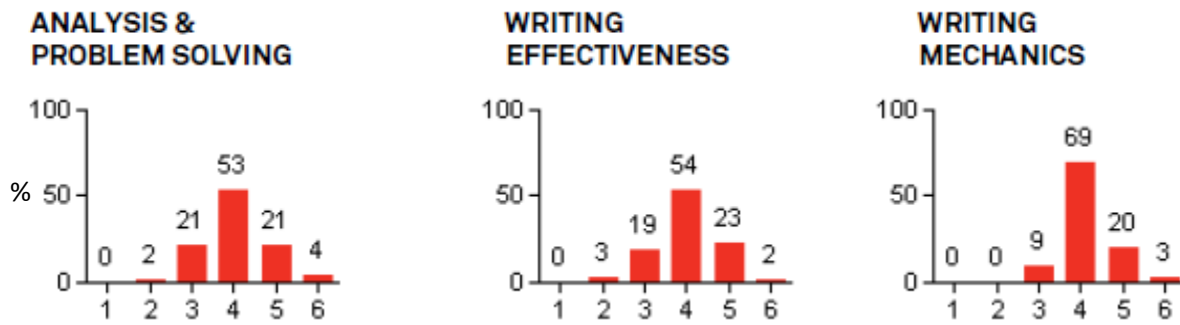


Figure 2. 2016 Senior Subscore Distributions



Figure 3. 2019 Senior Subscore Distributions

The Learning Goals Questionnaire (LGQ)

The LGQ was developed at St. Olaf to gather indirect evidence about student achievement of the eight college-wide “STOGGoals”: Self-Development, Broad Knowledge, Specialized Knowledge, Critical Thinking, Communication and Collaboration, Integration and Application, Responsible Engagement, and Vocational Discernment¹. The survey is administered every three years to incoming first-years, these same first-years in the spring, and seniors in the spring. The incoming first-year, spring first-year, and spring senior instruments all differ slightly. There are 3-5 skills associated with each goal and students are asked to indicate how often (for first-years) or to what extent (for seniors) they engaged in developing these skills during high school (incoming first-years), their first year of college (spring first-years) or their undergraduate experience (seniors). The incoming first-year survey also lists different types of skills under

¹ For brevity, the shortened names of the STOGGoals are used throughout this report. However, the LGQ used more descriptive language for each goal (e.g., “Broad knowledge of human cultures and the natural world” for Broad Knowledge, “Discerning and pursuing your life’s purpose” for Vocational Discernment, “Connecting and applying your learning” for Integration and Application).

Specialized Knowledge and gives students the additional response option of “I don’t understand this question,” given that they might not have practiced all of these skills in high school.

At the end of the survey, incoming first-years are asked to indicate which STOGal they find most intriguing and what experiences they have had in high school and anticipate having in college that will help them develop in this goal. Spring first-years and seniors are asked to indicate the goal area where they believe they grew the most during the past year (first-years) or their time at the college (seniors) and describe experiences at St. Olaf that contributed to this growth. Select results from the 2018-19 LGQ are summarized below; the full set of results can be found in Appendix B.

Quantitative Results from the 2018-19 LGQ

Table 2 shows the ranking of each STOGal based on the percentage of students who selected that goal area as the one where they felt they had grown the most (for spring first-years and seniors) or found most intriguing (for incoming first-years). Vocational Discernment and Self-Development consistently appear near the top, as does Critical Thinking for spring first-years and seniors. Additionally, spring first-years and seniors have nearly identical goals in the top four, with the exception of Broad Knowledge (#2 for first-years) and Specialized Knowledge (#2 for seniors), perhaps pointing to the shift from general education to major courses over time.

Table 2. STOGal Rankings by Class		
Incoming First-Years	Spring First-Years	Spring Seniors
Vocational Discernment (25%)	Self-Development (32%)	Self-Development (20%)
Self-Development (15%)	Broad Knowledge (16%)	Specialized Knowledge (15%)
Specialized Knowledge (12%)	Vocational Discernment (12%)	Critical Thinking (15%)
Broad Knowledge (12%)	Critical Thinking (12%)	Vocational Discernment (13%)
Integration and Application (11%)	Specialized Knowledge (10%)	Communication and Collaboration (12%)
Communication and Collaboration (8%)	Integration and Application (10%)	Integration and Application (11%)
Critical Thinking (8%)	Communication and Collaboration (7%)	Responsible Engagement (7%)
Responsible Engagement (8%)	Responsible Engagement (2%)	Broad Knowledge (6%)

Table 3. Responses to Specific LGQ Items			
LGQ Item	Incoming First-Years²	Spring First-Years³	Spring Seniors⁴
Self-Development			
1a. Recognizing your personal strengths, limitations, and interests	72%	78%	89%
1b. Managing your resources of time, talent, or money	70%	84%	71%
1c. Reflecting on faith, ethics, or values	57%	63%	75%
1d. Responding constructively to a challenge, disappointment, or failure	69%	76%	84%
Broad Knowledge			
2a. Creating, understanding, or performing artistic works	61%	50%	68%
2b. Using scientific methods to investigate the natural world	57%	48%	66%
2c. Exploring literature, languages, philosophy, religion, or history	74%	86%	88%
2d. Understanding human behaviors, relationships, politics, or social patterns	65%	81%	87%
2e. Drawing on knowledge from different subjects or fields to understand a topic	72%	85%	88%
Responsible Engagement			
7d. Interacting effectively with people from cultural backgrounds other than your own	65%	80%	69%
Vocational Discernment			
8a. Reflecting on your learning experiences and outcomes	72%	84%	79%
8b. Using many resources to establish goals and make plans	62%	73%	74%
8c. Developing a sense of vocation	48%	59%	70%
8d. Preparing for continued learning throughout your life	81%	77%	85%

A closer look at the responses to individual survey items within each STOGGoal reveals some interesting patterns. The selected items shown above in Table 3 are intended to highlight current areas of interest or concern (e.g., General Education revision) or parallel prior data collections, such as from the NSSE or HEDS Alumni surveys.

² % who responded that they worked on developing this skill “often” or “very often” during their high school years

³ % who responded that they worked on developing this skill “often” or “very often” during their first year

⁴ % who responded that their St. Olaf experiences contributed “quite a bit” or “very much” to their development of this skill

The items within Self-Development, the most common STOGal selected by spring first-years and seniors, show that first-years tend to focus most on resource management, while seniors feel more strongly that they have developed the skills to handle challenges and respond effectively to failure. There is also a trend in students reporting increased reflection on faith, ethics, and values over time (with the caveat that responses to the three surveys do not comprise identical groups of students, thus preventing direct longitudinal comparisons). Finally, all students commonly report working on identifying their personal strengths, limitations, and interests.

Within the Broad Knowledge STOGal, responses indicate that students more often engage in developing skills generally corresponding to the humanities and social sciences, compared to those associated with the fine arts and natural sciences. Additionally, there are increases in engagement with the humanities/social sciences, along with skills in using and applying information across disciplines, across the three groups of students. For the fine arts and natural sciences skill areas, there is a dip in the percentage of students working often on developing these skills when comparing incoming first-years to spring first-years, and a subsequent increase among seniors. These findings may prove relevant to the General Education revision discussions.

The items shown in Table 3 under Vocational Discernment and Responsible Engagement provide further data on students' career development and their interactions with individuals from different backgrounds, two areas highlighted in last year's assessment reports. For the former, the 2018 HEDS Alumni survey revealed a decrease in the percentage of alumni who felt that St. Olaf prepared them well for their current career. The LGQ data parallel this finding, with "developing a sense of vocation" ranking lowest among the skills listed under Vocational Discernment. One place where this may be addressed in the future is through the new Lutheran Center for Faith, Values, and Community, which has as one of its core commitments to "deepen the discernment and pursuit of vocation" among students and alumni (as well as faculty and staff). A grant application to support programming around vocational discernment is currently in the works.

The data for "interacting effectively with people from cultural backgrounds other than your own" reveal that first-years report working on developing this skill more often than seniors. This parallels findings from the 2017-18 NSSE survey Discussions with Diverse Others Engagement Indicator. Higher engagement among first-years compared to seniors in this area may indicate that support for students developing in this area is more intentional for first-years, or it may reflect a broader culture change at the college that is impacting the newer classes of students. Many initiatives on campus will continue to address engagement with difference including the Council on Equity and Inclusion, *To Include is To Excel*, and the Taylor Center for Equity and Inclusion.

Qualitative Results from the 2018-19 LGQ

As stated above, spring first-years and seniors were asked to describe the experiences at St. Olaf that contributed to their development in the goal area where they felt they grew the most during the past year (first-years) or their college experience (seniors). Table 4 shows the frequency of responses summarized by theme: coursework, co-curricular activities, experiential/high-impact learning, self-reflection/direction, social interactions, interactions with faculty, general college environment, and non-St. Olaf experiences. For both first-years and seniors, the most common types of experiences described in relation to their STOGal development were those they had through their coursework. Engaging in self-reflection was also an important contributor for both groups. In addition, first-years frequently cited the impact of social interactions, while seniors often described various high-impact learning experiences they had during their undergraduate experience that contributed to their growth and development.

Table 4. Experiences Contributing to Growth⁵	
Spring First-Years	
Coursework – readings, assignments, group projects	(58%)
Self-reflection/direction – reflection on values, purposeful skill acquisition	(29%)
Social interactions – friendships, meeting people from diverse backgrounds	(17%)
General college environment – more independence, increased rigor	(14%)
Co-curricular activities – student groups, music organizations, athletics	(10%)
Interactions with faculty	(9%)
Experiential/high-impact learning – internships, study abroad, research, student work	(3%)
Non-St. Olaf experiences	(2%)
Spring Seniors	
Coursework – readings, assignments, group projects	(67%)
Experiential/high-impact learning – internships, study abroad, research, student work	(27%)
Self-reflection/direction – reflection on values, purposeful skill acquisition	(19%)
Co-curricular activities – student groups, music organizations, athletics	(16%)
Social interactions – friendships, meeting people from diverse backgrounds	(15%)
Interactions with faculty	(10%)
General college environment – more independence, increased rigor	(8%)
Non-St. Olaf experiences	(<1%)

Summary

In 2018-19, a sample of first-years and seniors completed the CLA+—a direct assessment of students’ writing, critical thinking, and analysis skills—while the remaining students from these

⁵ Many students described more than one type of experience, so the percentages sum to greater than 100%

classes were invited to complete the Learning Goals Questionnaire (LGQ)—an indirect measure of student learning within each of the eight institutional “STOGGoals.”

On the CLA+, both first-years and seniors were given a “Proficient” mastery level rating and scored at or above the 90th percentile overall. Seniors’ performance improvement was as expected based on their performance as first-years, though their average score on the Performance Task (which measures written communication, analytical reasoning, and problem solving skills) was lower than that of seniors in 2016. Specifically, 2019 seniors scored lower on the Analysis & Problem Solving and Writing Effectiveness subscore categories. Seniors also reported lower levels of effort given to completing the CLA+ in 2019, perhaps contributing to their lower scores.

The results of the LGQ showed that Vocational Discernment and Self-Development were consistently among the top STOGGoal areas where students reported the most overall growth. Several additional findings emerged from a closer examination of the responses to particular items: 1) Within Self-Development, first-years tend to focus most on resource management (time, money, etc.), while seniors more often report developing the skills to handle challenges and respond effectively to failure; 2) First-years and seniors engage more often in developing skills associated with the humanities and social sciences compared to the fine arts and natural sciences; 3) For the Vocational Discernment STOGGoal, “developing a sense of vocation” ranks lowest among the associated skills; and 4) First-years report working on developing skills for interacting with individuals from different cultural backgrounds more often than seniors.

Students’ responses about the types of experiences that contributed to their growth in the STOGGoals indicated that coursework and self-reflection were important for both first-years and seniors. First-years also cited the impact of social interactions, while seniors commonly described the influence of various high-impact learning experiences such as internships, study abroad, and undergraduate research.

One concern with these instruments, particularly the CLA+, involves the decreasing participation rates among seniors, a trend we have seen across other surveys as well. For the spring 2019 CLA+, only 52 of the 183 students (28%) who had originally completed the CLA+ as first-years completed it again as seniors. By contrast, 102 seniors out of the prior first-year pool of 185 (55%) participated in 2016. For the LGQ, the response rate for seniors in 2016 was 50%; it dropped to 42% in 2019. In both cases for these two instruments, seniors were given the same incentives to participate (cap and gown fee reimbursement for the CLA+, and a \$5 transfer to their account for the LGQ). This raises the question of the continued benefit of administering these assessments—especially the CLA+, given its high cost. The main benefit of the CLA+ is that it provides direct evidence of students’ knowledge and skills, but it is worth considering other ways to collect this type of information.

One possible alternative that the Assessment Committee is exploring this year involves collecting and assessing student work artifacts produced within courses, eliminating the need

to recruit students to complete an additional assessment exercise outside of class. Drawing directly from assignments students already complete would allow us to consistently generate a representative sample and assess different outcomes every year, rather than the particular outcomes measured by the CLA+ every three years. A promising set of resources we could utilize for direct assessment of student work are the [AAC&U VALUE rubrics](https://www.aacu.org/value-rubrics)⁶. There are 16 VALUE rubrics that focus on a variety of outcomes, including those that the CLA+ measures.

We imagine that these rubrics, along with others we may wish to develop locally, could be used to assess the Intended Learning Outcomes (ILOs) that are developed as part of the new General Education curriculum. We plan to pilot a version of this process in January, using the AAC&U VALUE rubric on Written Communication to score a small sample of first-year writing assignments, recruiting and compensating faculty who agree to serve as scorers. This will allow us to determine whether this model of assessment is sustainable, and perhaps more valuable, than relying on instruments such as the CLA+.

⁶ <https://www.aacu.org/value-rubrics>

Appendix A: CLA+ Performance Task Scoring Rubric

	1	2	3	4	5	6
<p>Analysis and Problem Solving Making a logical decision or conclusion (or taking a position) and supporting it by utilizing appropriate information (facts, ideas, computed values, or salient features) from the Document Library</p>	<p>May state or imply a decision/conclusion/position</p> <p>Provides minimal analysis as support (e.g., briefly addresses only one idea from one document) or analysis is entirely inaccurate, illogical, unreliable, or unconnected to the decision/conclusion/position</p>	<p>States or implies a decision/conclusion/position</p> <p>Provides analysis that addresses a few ideas as support, some of which is inaccurate, illogical, unreliable, or unconnected to the decision/conclusion/position</p>	<p>States or implies a decision/conclusion/position</p> <p>Provides some valid support, but omits or misrepresents critical information, suggesting only superficial analysis and partial comprehension of the documents</p> <p>May not account for contradictory information (if applicable)</p>	<p>States an explicit decision/conclusion/position</p> <p>Provides valid support that addresses multiple pieces of relevant and credible information in a manner that demonstrates adequate analysis and comprehension of the documents; some information is omitted</p> <p>May attempt to address contradictory information or alternative decisions/conclusions/positions (if applicable)</p>	<p>States an explicit decision/conclusion/position</p> <p>Provides strong support that addresses much of the relevant and credible information, in a manner that demonstrates very good analysis and comprehension of the documents</p> <p>Refutes contradictory information or alternative decisions/conclusions/positions (if applicable)</p>	<p>States an explicit decision/conclusion/position</p> <p>Provides comprehensive support, including nearly all of the relevant and credible information, in a manner that demonstrates outstanding analysis and comprehension of the documents</p> <p>Thoroughly refutes contradictory evidence or alternative decisions/conclusions/positions (if applicable)</p>
<p>Writing Effectiveness Constructing organized and logically cohesive arguments. Strengthening the writer’s position by providing elaboration on facts or ideas (e.g., explaining how evidence bears on the problem, providing examples, and emphasizing especially convincing evidence)</p>	<p>Does not develop convincing arguments; writing may be disorganized and confusing</p> <p>Does not provide elaboration on facts or ideas</p>	<p>Provides limited, invalid, over-stated, or very unclear arguments; may present information in a disorganized fashion or undermine own points</p> <p>Any elaboration on facts or ideas tends to be vague, irrelevant, inaccurate, or unreliable (e.g., based entirely on writer’s opinion); sources of information are often unclear</p>	<p>Provides limited or somewhat unclear arguments. Presents relevant information in each response, but that information is not woven into arguments</p> <p>Provides elaboration on facts or ideas a few times, some of which is valid; sources of information are sometimes unclear</p>	<p>Organizes response in a way that makes the writer’s arguments and logic of those arguments apparent but not obvious</p> <p>Provides valid elaboration on facts or ideas several times and cites sources of information</p>	<p>Organizes response in a logically cohesive way that makes it fairly easy to follow the writer’s arguments</p> <p>Provides valid elaboration on facts or ideas related to each argument and cites sources of information</p>	<p>Organizes response in a logically cohesive way that makes it very easy to follow the writer’s arguments</p> <p>Provides valid and comprehensive elaboration on facts or ideas related to each argument and clearly cites sources of information</p>

<p>Writing Mechanics Demonstrating facility with the conventions of standard written English (agreement, tense, capitalization, punctuation, and spelling) and control of the English language, including syntax (sentence structure) and diction (word choice and usage)</p>	<p>Demonstrates minimal control of grammatical conventions with many errors that make the response difficult to read or provides insufficient evidence to judge</p> <p>Writes sentences that are repetitive or incomplete, and some are difficult to understand</p> <p>Uses simple vocabulary, and some vocabulary is used inaccurately or in a way that makes meaning unclear</p>	<p>Demonstrates poor control of grammatical conventions with frequent minor errors and some severe errors</p> <p>Consistently writes sentences with similar structure and length, and some may be difficult to understand</p> <p>Uses simple vocabulary, and some vocabulary may be used inaccurately or in a way that makes meaning unclear</p>	<p>Demonstrates fair control of grammatical conventions with frequent minor errors</p> <p>Writes sentences that read naturally but tend to have similar structure and length</p> <p>Uses vocabulary that communicates ideas adequately but lacks variety</p>	<p>Demonstrates good control of grammatical conventions with few errors</p> <p>Writes well-constructed sentences with some varied structure and length</p> <p>Uses vocabulary that clearly communicates ideas but lacks variety</p>	<p>Demonstrates very good control of grammatical conventions</p> <p>Consistently writes well-constructed sentences with varied structure and length</p> <p>Uses varied and sometimes advanced vocabulary that effectively communicates ideas</p>	<p>Demonstrates outstanding control of grammatical conventions</p> <p>Consistently writes well-constructed complex sentences with varied structure and length</p> <p>Displays adept use of vocabulary that is precise, advanced, and varied</p>
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Appendix B: Results from the 2018-19 LGQ

Incoming First-Years

1. How often during your high school years did you work on developing the following skills for *purposeful self-development*?

		#	%
1a. Recognizing your personal strengths, limitations, and interests	4 – Very often	142	26%
	3 – Often	244	45%
	2 – Sometimes	144	27%
	1 - Never	7	1%
	0 – I don't understand this question	0	0%
	Total	537	100%⁷
	Very often + Often	386	72%
1b. Managing your resources of time, talent, or money	4 – Very often	156	29%
	3 – Often	221	41%
	2 – Sometimes	143	27%
	1 - Never	16	3%
	0 – I don't understand this question	1	<1%
	Total	537	100%
	Very often + Often	377	70%
1c. Reflecting on faith, ethics, or values	4 – Very often	135	25%
	3 – Often	169	32%
	2 – Sometimes	186	35%
	1 - Never	44	8%
	0 – I don't understand this question	1	<1%
	Total	535	100%
	Very often + Often	304	57%
1d. Responding constructively to a challenge, disappointment, or failure	4 – Very often	140	26%
	3 – Often	229	43%
	2 – Sometimes	151	28%
	1 - Never	17	3%
	0 – I don't understand this question	0	0%
	Total	537	100%
	Very often + Often	369	69%

⁷ May not sum to exactly 100% due to rounding

2. How often during your high school years did you work on developing ***broad knowledge of human cultures and the natural world***, including:

		#	%
2a. Creating, understanding, or performing artistic works	4 – Very often	202	37%
	3 – Often	126	23%
	2 – Sometimes	179	33%
	1 - Never	30	6%
	0 – I don't understand this question	1	<1%
	Total	538	100%
	Very often + Often	328	61%
		#	%
2b. Using scientific methods to investigate the natural world	4 – Very often	118	22%
	3 – Often	187	35%
	2 – Sometimes	208	39%
	1 - Never	24	4%
	0 – I don't understand this question	1	<1%
	Total	538	100%
	Very often + Often	305	57%
		#	%
2c. Exploring literature, languages, philosophy, religion, or history	4 – Very often	196	36%
	3 – Often	205	38%
	2 – Sometimes	127	24%
	1 - Never	9	2%
	0 – I don't understand this question	1	<1%
	Total	538	100%
	Very often + Often	401	74%
		#	%
2d. Understanding human behaviors, relationships, politics, or social patterns	4 – Very often	138	26%
	3 – Often	211	39%
	2 – Sometimes	169	31%
	1 - Never	20	4%
	0 – I don't understand this question	0	0%
	Total	538	100%
	Very often + Often	349	65%
		#	%
2e. Drawing on knowledge from different subjects or fields to understand a topic	4 – Very often	172	32%
	3 – Often	217	40%
	2 – Sometimes	135	25%
	1 - Never	11	2%
	0 – I don't understand this question	3	1%
	Total	538	100%
	Very often + Often	389	72%

3. How often during your high school years did you work on developing *specialized knowledge of a particular subject, field, or topic*, through activities such as:

		#	%
3a. Completing a major research project requiring most of a term or semester	4 – Very often	44	8%
	3 – Often	107	20%
	2 – Sometimes	266	50%
	1 - Never	113	21%
	0 – I don’t understand this question	2	<1%
	Total	532	100%
	Very often + Often	151	28%

		#	%
3b. Tutoring other students in a specific subject, field, or topic	4 – Very often	52	10%
	3 – Often	83	16%
	2 – Sometimes	204	38%
	1 - Never	193	36%
	0 – I don’t understand this question	0	0%
	Total	532	100%
	Very often + Often	135	25%

		#	%
3c. Participating for two or more years in a co-curricular activity requiring specialized knowledge or skill (music, athletics, debate/forensics, etc.)	4 – Very often	412	78%
	3 – Often	55	10%
	2 – Sometimes	30	6%
	1 - Never	31	6%
	0 – I don’t understand this question	3	1%
	Total	531	100%
	Very often + Often	467	88%

4. How often during your high school years did you work on developing the following skills for *critical thinking and inquiry*?

		#	%
4a. Reading carefully	4 – Very often	270	51%
	3 – Often	190	36%
	2 – Sometimes	70	13%
	1 - Never	3	1%
	0 – I don't understand this question	0	0%
	Total	533	100%
	Very often + Often	460	86%
		#	%
4b. Thinking critically	4 – Very often	311	58%
	3 – Often	191	36%
	2 – Sometimes	29	5%
	1 - Never	1	<1%
	0 – I don't understand this question	0	0%
	Total	532	100%
	Very often + Often	502	94%
		#	%
4c. Understanding and using quantitative information	4 – Very often	206	39%
	3 – Often	237	44%
	2 – Sometimes	84	16%
	1 - Never	1	<1%
	0 – I don't understand this question	5	1%
	Total	533	100%
	Very often + Often	443	83%
		#	%
4d. Finding and evaluating academic research resources	4 – Very often	148	28%
	3 – Often	224	42%
	2 – Sometimes	152	28%
	1 - Never	7	1%
	0 – I don't understand this question	2	<1%
	Total	533	100%
	Very often + Often	372	70%
		#	%
4e. Stating and supporting an argument with evidence	4 – Very often	286	54%
	3 – Often	183	34%
	2 – Sometimes	63	12%
	1 - Never	1	<1%
	0 – I don't understand this question	0	0%
	Total	533	100%
	Very often + Often	469	88%

5. How often during your high school years did you work on developing the following skills for *effective communication and collaboration*?

		#	%
5a. Writing clearly and expressively	4 – Very often	238	45%
	3 – Often	218	41%
	2 – Sometimes	68	13%
	1 - Never	5	1%
	0 – I don't understand this question	0	0%
	Total	529	100%
	Very often + Often	456	86%
		#	%
5b. Speaking persuasively and confidently	4 – Very often	146	28%
	3 – Often	210	40%
	2 – Sometimes	156	29%
	1 - Never	17	3%
	0 – I don't understand this question	0	0%
	Total	529	100%
	Very often + Often	356	67%
		#	%
5c. Listening thoughtfully	4 – Very often	246	46%
	3 – Often	212	40%
	2 – Sometimes	62	12%
	1 - Never	8	1%
	0 – I don't understand this question	1	<1%
	Total	529	100%
	Very often + Often	458	87%
		#	%
5d. Understanding and expressing ideas in more than one language	4 – Very often	108	20%
	3 – Often	144	27%
	2 – Sometimes	223	42%
	1 - Never	52	10%
	0 – I don't understand this question	2	<1%
	Total	529	100%
	Very often + Often	252	48%
		#	%
5e. Working effectively with others to accomplish a goal or complete a project	4 – Very often	210	40%
	3 – Often	228	43%
	2 – Sometimes	87	16%
	1 - Never	4	1%
	0 – I don't understand this question	0	0%
	Total	529	100%
	Very often + Often	438	83%

6. How often during your high school years did you work on developing the following skills for *connecting and applying your learning*?

		#	%
6a. Thinking creatively	4 – Very often	204	39%
	3 – Often	211	40%
	2 – Sometimes	112	21%
	1 – Never	0	0%
	0 – I don't understand this question	1	<1%
	Total	528	100%
	Very often + Often	415	79%

		#	%
6b. Solving problems	4 – Very often	257	49%
	3 – Often	219	41%
	2 – Sometimes	51	10%
	1 – Never	1	<1%
	0 – I don't understand this question	1	<1%
	Total	529	100%
	Very often + Often	476	90%

		#	%
6c. Connecting information and ideas from different sources or experiences	4 – Very often	229	43%
	3 – Often	217	41%
	2 – Sometimes	78	15%
	1 – Never	3	1%
	0 – I don't understand this question	2	<1%
	Total	529	100%
	Very often + Often	446	84%

		#	%
6d. Applying your knowledge to new situations or problems	4 – Very often	223	42%
	3 – Often	220	42%
	2 – Sometimes	78	15%
	1 – Never	7	1%
	0 – I don't understand this question	1	<1%
	Total	529	100%
	Very often + Often	443	84%

7. How often during your high school years did you work on developing the following skills for *responsible interpersonal, civic, and global engagement*?

		#	%
7a. Being a good family member, friend, or neighbor	4 – Very often	264	50%
	3 – Often	175	33%
	2 – Sometimes	74	14%
	1 - Never	13	2%
	0 – I don't understand this question	1	<1%
	Total	527	100%
	Very often + Often	439	83%
		#	%
7b. Working to make a difference in the local community	4 – Very often	141	27%
	3 – Often	175	33%
	2 – Sometimes	187	35%
	1 - Never	22	4%
	0 – I don't understand this question	1	<1%
	Total	526	100%
	Very often + Often	316	60%
		#	%
7c. Understanding and responding to global systems and challenges	4 – Very often	85	16%
	3 – Often	178	34%
	2 – Sometimes	202	38%
	1 - Never	47	9%
	0 – I don't understand this question	14	3%
	Total	526	100%
	Very often + Often	263	50%
		#	%
7d. Interacting effectively with people from cultural backgrounds other than your own	4 – Very often	172	33%
	3 – Often	170	32%
	2 – Sometimes	163	31%
	1 - Never	21	4%
	0 – I don't understand this question	1	<1%
	Total	527	100%
	Very often + Often	342	65%
		#	%
7e. Analyzing and applying ethical principals in making decisions	4 – Very often	176	34%
	3 – Often	212	40%
	2 – Sometimes	114	22%
	1 - Never	17	3%
	0 – I don't understand this question	5	1%
	Total	524	100%
	Very often + Often	388	74%

8. How often during your high school years did you work on developing the following skills for *discerning and pursuing your life's purpose*?

		#	%
8a. Reflecting on your learning experiences and outcomes	4 - Very often	171	32%
	3 - Often	211	40%
	2 - Sometimes	129	24%
	1 - Never	16	3%
	0 - I don't understand this question	1	<1%
	Total	528	100%
	Very often + Often	382	72%
		#	%
8b. Using many resources to establish goals and make plans	4 - Very often	133	25%
	3 - Often	192	36%
	2 - Sometimes	184	35%
	1 - Never	12	2%
	0 - I don't understand this question	6	1%
	Total	527	100%
	Very often + Often	325	62%
		#	%
8c. Developing a sense of vocation	4 - Very often	101	19%
	3 - Often	152	29%
	2 - Sometimes	202	38%
	1 - Never	52	10%
	0 - I don't understand this question	21	4%
	Total	528	100%
	Very often + Often	253	48%
		#	%
8d. Preparing for continued learning throughout your life	4 - Very often	240	45%
	3 - Often	187	35%
	2 - Sometimes	90	17%
	1 - Never	8	1%
	0 - I don't understand this question	3	1%
	Total	528	100%
	Very often + Often	427	81%

Spring First-Years

1. How often during your first year at St. Olaf have you worked on developing the following skills for *purposeful self-development*?

		#	%
<i>1a. Recognizing your personal strengths, limitations, and interests</i>	4 - Very often	63	32%
	3 - Often	90	46%
	2 - Sometimes	43	22%
	1 - Never	1	1%
	Total	197	100%
	Very often + Often	153	78%

		#	%
<i>1b. Managing your resources of time, talent, or money</i>	4 - Very often	79	40%
	3 - Often	86	44%
	2 - Sometimes	29	15%
	1 - Never	3	2%
	Total	197	100%
	Very often + Often	165	84%

		#	%
<i>1c. Reflecting on faith, ethics, or values</i>	4 - Very often	59	30%
	3 - Often	66	33%
	2 - Sometimes	65	33%
	1 - Never	7	4%
	Total	197	100%
	Very often + Often	125	63%

		#	%
<i>1d. Responding constructively to a challenge, disappointment, or failure</i>	4 - Very often	58	29%
	3 - Often	91	46%
	2 - Sometimes	47	24%
	1 - Never	1	1%
	Total	197	100%
	Very often + Often	149	76%

2. How often during your first year at St. Olaf have you worked on developing ***broad knowledge of human cultures and the natural world***, including:

		#	%
<i>2a. Creating, understanding, or performing artistic works</i>	4 – Very often	61	31%
	3 – Often	37	19%
	2 – Sometimes	83	42%
	1 – Never	16	8%
	Total	197	100%
	Very often + Often	98	50%
<hr/>			
<i>2b. Using scientific methods to investigate the natural world</i>	4 – Very often	40	20%
	3 – Often	55	28%
	2 – Sometimes	78	40%
	1 – Never	24	12%
	Total	197	100%
	Very often + Often	95	48%
<hr/>			
<i>2c. Exploring literature, languages, philosophy, religion, or history</i>	4 – Very often	79	40%
	3 – Often	90	46%
	2 – Sometimes	26	13%
	1 – Never	2	1%
	Total	197	100%
	Very often + Often	169	86%
<hr/>			
<i>2d. Understanding human behaviors, relationships, politics, or social patterns</i>	4 – Very often	71	36%
	3 – Often	88	45%
	2 – Sometimes	35	18%
	1 – Never	3	2%
	Total	197	100%
	Very often + Often	159	81%
<hr/>			
<i>2e. Drawing on knowledge from different subjects or fields to understand a topic</i>	4 – Very often	78	40%
	3 – Often	89	45%
	2 – Sometimes	28	14%
	1 – Never	2	1%
	Total	197	100%
	Very often + Often	167	85%

3. How often during your first year at St. Olaf have you worked on developing *specialized knowledge of a particular subject, field, or topic*, through activities such as:

		#	%
<i>3a. Understanding the subject matter of a field – terms and concepts, controversies, scholarly findings, current issues</i>	4 – Very often	61	32%
	3 – Often	95	49%
	2 – Sometimes	36	19%
	1 – Never	1	1%
	Total	193	100%
	Very often + Often	156	81%

		#	%
<i>3b. Using methods of inquiry in a field to investigate a question or solve a problem</i>	4 – Very often	43	22%
	3 – Often	87	45%
	2 – Sometimes	58	30%
	1 – Never	5	3%
	Total	193	100%
	Very often + Often	130	67%

		#	%
<i>3c. Using tools or techniques in a field to demonstrate, create, or perform</i>	4 – Very often	50	26%
	3 – Often	72	37%
	2 – Sometimes	64	33%
	1 – Never	7	4%
	Total	193	100%
	Very often + Often	122	63%

		#	%
<i>3d. Recognizing connections between different fields of study</i>	4 – Very often	66	34%
	3 – Often	101	52%
	2 – Sometimes	26	13%
	1 – Never	0	0%
	Total	193	100%
	Very often + Often	167	87%

4. How often during your first year at St. Olaf have you worked on developing the following skills for *critical thinking and inquiry*?

		#	%
<i>4a. Reading carefully</i>	4 - Very often	108	56%
	3 - Often	71	37%
	2 - Sometimes	14	7%
	1 - Never	0	0%
	Total	193	100%
	Very often + Often	179	93%

		#	%
<i>4b. Thinking critically</i>	4 - Very often	109	56%
	3 - Often	81	42%
	2 - Sometimes	3	2%
	1 - Never	0	0%
	Total	193	100%
	Very often + Often	190	98%

		#	%
<i>4c. Understanding and using quantitative information</i>	4 - Very often	64	33%
	3 - Often	68	35%
	2 - Sometimes	59	31%
	1 - Never	1	2%
	Total	192	100%
	Very often + Often	132	69%

		#	%
<i>4d. Finding and evaluating academic research resources</i>	4 - Very often	62	32%
	3 - Often	84	44%
	2 - Sometimes	47	24%
	1 - Never	0	0%
	Total	193	100%
	Very often + Often	146	76%

		#	%
<i>4e. Stating and supporting an argument with evidence</i>	4 - Very often	93	48%
	3 - Often	74	38%
	2 - Sometimes	26	13%
	1 - Never	0	0%
	Total	193	100%
	Very often + Often	167	87%

5. How often during your first year at St. Olaf have you worked on developing the following skills for *effective communication and collaboration*?

		#	%
<i>5a. Writing clearly and expressively</i>	4 – Very often	84	44%
	3 – Often	83	44%
	2 – Sometimes	21	11%
	1 – Never	1	2%
	Total	189	100%
	Very often + Often	167	88%
<hr/>			
<i>5b. Speaking persuasively and confidently</i>	4 – Very often	52	28%
	3 – Often	69	37%
	2 – Sometimes	64	34%
	1 – Never	4	2%
	Total	189	100%
	Very often + Often	121	64%
<hr/>			
<i>5c. Listening thoughtfully</i>	4 – Very often	93	49%
	3 – Often	87	46%
	2 – Sometimes	7	4%
	1 – Never	1	2%
	Total	188	100%
	Very often + Often	180	96%
<hr/>			
<i>5d. Understanding and expressing ideas in more than one language</i>	4 – Very often	64	34%
	3 – Often	73	39%
	2 – Sometimes	39	21%
	1 – Never	13	7%
	Total	189	100%
	Very often + Often	137	72%
<hr/>			
<i>5e. Working effectively with others to accomplish a goal or complete a project</i>	4 – Very often	65	34%
	3 – Often	79	42%
	2 – Sometimes	44	23%
	1 – Never	1	2%
	Total	189	100%
	Very often + Often	144	76%

6. How often during your first year at St. Olaf have you worked on developing the following skills for *connecting and applying your learning*?

		#	%
<i>6a. Thinking creatively</i>	4 - Very often	66	35%
	3 - Often	86	46%
	2 - Sometimes	36	19%
	1 - Never	1	2%
	Total	189	100%
	Very often + Often	152	80%

		#	%
<i>6b. Solving problems</i>	4 - Very often	92	49%
	3 - Often	70	37%
	2 - Sometimes	27	14%
	1 - Never	0	0%
	Total	189	100%
	Very often + Often	162	86%

		#	%
<i>6c. Connecting information and ideas from different sources or experiences</i>	4 - Very often	76	40%
	3 - Often	87	46%
	2 - Sometimes	26	14%
	1 - Never	0	0%
	Total	189	100%
	Very often + Often	163	86%

		#	%
<i>6d. Applying your knowledge to new situations or problems</i>	4 - Very often	72	38%
	3 - Often	78	41%
	2 - Sometimes	39	21%
	1 - Never	0	0%
	Total	189	100%
	Very often + Often	150	79%

7. How often during your first year at St. Olaf have you worked on developing the following skills for *responsible interpersonal, civic, and global engagement*?

		#	%
<i>7a. Being a good family member, friend, or neighbor</i>	4 - Very often	83	44%
	3 - Often	73	39%
	2 - Sometimes	32	17%
	1 - Never	0	0%
	Total	188	100%
	Very often + Often	156	83%

		#	%
<i>7b. Working to make a difference in the local community</i>	4 - Very often	18	10%
	3 - Often	50	27%
	2 - Sometimes	90	48%
	1 - Never	30	16%
	Total	188	100%
	Very often + Often	68	36%

		#	%
<i>7c. Understanding and responding to global systems and challenges</i>	4 - Very often	36	19%
	3 - Often	58	31%
	2 - Sometimes	74	39%
	1 - Never	20	11%
	Total	188	100%
	Very often + Often	94	50%

		#	%
<i>7d. Interacting effectively with people from cultural backgrounds other than your own</i>	4 - Very often	75	40%
	3 - Often	74	40%
	2 - Sometimes	35	19%
	1 - Never	3	2%
	Total	187	100%
	Very often + Often	149	80%

		#	%
<i>7e. Analyzing and applying ethical principals in making decisions</i>	4 - Very often	61	33%
	3 - Often	85	45%
	2 - Sometimes	35	19%
	1 - Never	6	3%
	Total	187	100%
	Very often + Often	146	78%

8. How often during your first year at St. Olaf have you worked on developing the following skills for *discerning and pursuing your life's purpose*?

		#	%
<i>8a. Reflecting on your learning experiences and outcomes</i>	4 - Very often	75	40%
	3 - Often	82	44%
	2 - Sometimes	30	16%
	1 - Never	1	2%
	Total	188	100%
	Very often + Often	157	84%

		#	%
<i>8b. Using many resources to establish goals and make plans</i>	4 - Very often	57	30%
	3 - Often	81	43%
	2 - Sometimes	47	25%
	1 - Never	3	2%
	Total	188	100%
	Very often + Often	138	73%

		#	%
<i>8c. Developing a sense of vocation</i>	4 - Very often	48	26%
	3 - Often	63	34%
	2 - Sometimes	67	36%
	1 - Never	10	5%
	Total	188	100%
	Very often + Often	111	59%

		#	%
<i>8d. Preparing for continued learning throughout your life</i>	4 - Very often	75	40%
	3 - Often	70	37%
	2 - Sometimes	40	21%
	1 - Never	3	2%
	Total	188	100%
	Very often + Often	145	77%

Seniors

1. Thinking back on all your years at St. Olaf, to what extent have your experiences at the college helped you develop the following skills for *purposeful self-development*?

		#	%
<i>1a. Recognizing your personal strengths, limitations, and interests</i>	4 – Very much	124	55%
	3 – Quite a bit	76	34%
	2 – Some	24	11%
	1 – Not at all	1	<1%
	Total	225	100%
	Very often + Often	200	89%

		#	%
<i>1b. Managing your resources of time, talent, or money</i>	4 – Very much	78	35%
	3 – Quite a bit	82	36%
	2 – Some	59	26%
	1 – Not at all	6	3%
	Total	225	100%
	Very often + Often	160	71%

		#	%
<i>1c. Reflecting on faith, ethics, or values</i>	4 – Very much	83	37%
	3 – Quite a bit	86	38%
	2 – Some	48	21%
	1 – Not at all	8	4%
	Total	225	100%
	Very often + Often	169	75%

		#	%
<i>1d. Responding constructively to a challenge, disappointment, or failure</i>	4 – Very much	95	42%
	3 – Quite a bit	95	42%
	2 – Some	32	14%
	1 – Not at all	3	1%
	Total	225	100%
	Very often + Often	190	84%

2. To what extent have your St. Olaf experiences helped you develop *broad knowledge of human cultures and the natural world*, including:

		#	%
<i>2a. Creating, understanding, or performing artistic works</i>	4 – Very much	82	36%
	3 – Quite a bit	72	32%
	2 – Some	60	27%
	1 – Not at all	12	5%
	Total	226	100%
	Very often + Often	154	68%

		#	%
<i>2b. Using scientific methods to investigate the natural world</i>	4 – Very much	87	38%
	3 – Quite a bit	62	27%
	2 – Some	66	29%
	1 – Not at all	11	5%
	Total	226	100%
	Very often + Often	149	66%

		#	%
<i>2c. Exploring literature, languages, philosophy, religion, or history</i>	4 – Very much	113	50%
	3 – Quite a bit	87	38%
	2 – Some	24	11%
	1 – Not at all	2	1%
	Total	226	100%
	Very often + Often	200	88%

		#	%
<i>2d. Understanding human behaviors, relationships, politics, or social patterns</i>	4 – Very much	112	50%
	3 – Quite a bit	85	38%
	2 – Some	27	12%
	1 – Not at all	2	1%
	Total	226	100%
	Very often + Often	197	87%

		#	%
<i>2e. Drawing on knowledge from different subjects or fields to understand a topic</i>	4 – Very much	129	57%
	3 – Quite a bit	71	31%
	2 – Some	26	11%
	1 – Not at all	0	0%
	Total	226	100%
	Very often + Often	200	88%

3. To what extent have your St. Olaf experiences helped you develop *specialized knowledge of a particular subject, field, or topic*, through activities such as:

		#	%
<i>3a. Understanding the subject matter of a field – terms and concepts, controversies, scholarly findings, current issues</i>	4 – Very much	128	58%
	3 – Quite a bit	77	35%
	2 – Some	17	8%
	1 – Not at all	0	0%
	Total	222	100%
	Very often + Often	205	92%

		#	%
<i>3b. Using methods of inquiry in a field to investigate a question or solve a problem</i>	4 – Very much	117	53%
	3 – Quite a bit	79	36%
	2 – Some	24	11%
	1 – Not at all	2	1%
	Total	222	100%
	Very often + Often	196	88%

		#	%
<i>3c. Using tools or techniques in a field to demonstrate, create, or perform</i>	4 – Very much	114	51%
	3 – Quite a bit	82	37%
	2 – Some	26	12%
	1 – Not at all	0	0%
	Total	222	100%
	Very often + Often	196	88%

		#	%
<i>3d. Recognizing connections between different fields of study</i>	4 – Very much	126	57%
	3 – Quite a bit	74	33%
	2 – Some	22	10%
	1 – Not at all	0	0%
	Total	222	100%
	Very often + Often	200	90%

4. To what extent have your St. Olaf experiences helped you develop the following skills for *critical thinking and inquiry*?

		#	%
<i>4a. Reading carefully</i>	4 – Very much	101	45%
	3 – Quite a bit	83	37%
	2 – Some	37	17%
	1 – Not at all	1	<1%
	Total	222	100%
	Very often + Often	184	83%

		#	%
<i>4b. Thinking critically</i>	4 – Very much	142	64%
	3 – Quite a bit	68	31%
	2 – Some	11	5%
	1 – Not at all	1	<1%
	Total	222	100%
	Very often + Often	210	95%

		#	%
<i>4c. Understanding and using quantitative information</i>	4 – Very much	102	46%
	3 – Quite a bit	77	35%
	2 – Some	42	19%
	1 – Not at all	1	<1%
	Total	222	100%
	Very often + Often	179	81%

		#	%
<i>4d. Finding and evaluating academic research resources</i>	4 – Very much	128	58%
	3 – Quite a bit	79	36%
	2 – Some	13	6%
	1 – Not at all	2	1%
	Total	222	100%
	Very often + Often	207	93%

		#	%
<i>4e. Stating and supporting an argument with evidence</i>	4 – Very much	131	59%
	3 – Quite a bit	75	34%
	2 – Some	15	7%
	1 – Not at all	1	<1%
	Total	222	100%
	Very often + Often	206	93%

5. To what extent have your St. Olaf experiences helped you develop the following skills for *effective communication and collaboration*?

		#	%
<i>5a. Writing clearly and expressively</i>	4 – Very much	113	51%
	3 – Quite a bit	86	39%
	2 – Some	21	9%
	1 – Not at all	1	<1%
	Total	221	100%
	Very often + Often	199	90%

		#	%
<i>5b. Speaking persuasively and confidently</i>	4 – Very much	88	40%
	3 – Quite a bit	82	37%
	2 – Some	49	22%
	1 – Not at all	2	1%
	Total	221	100%
	Very often + Often	170	77%

		#	%
<i>5c. Listening thoughtfully</i>	4 – Very much	126	57%
	3 – Quite a bit	76	35%
	2 – Some	16	7%
	1 – Not at all	2	1%
	Total	220	100%
	Very often + Often	202	92%

		#	%
<i>5d. Understanding and expressing ideas in more than one language</i>	4 – Very much	59	27%
	3 – Quite a bit	46	21%
	2 – Some	93	42%
	1 – Not at all	23	10%
	Total	221	100%
	Very often + Often	105	47%

		#	%
<i>5e. Working effectively with others to accomplish a goal or complete a project</i>	4 – Very much	100	45%
	3 – Quite a bit	92	42%
	2 – Some	29	13%
	1 – Not at all	0	0%
	Total	221	100%
	Very often + Often	192	87%

6. To what extent have your St. Olaf experiences helped you develop the following skills for *connecting and applying your learning*?

		#	%
<i>6a. Thinking creatively</i>	4 – Very much	97	44%
	3 – Quite a bit	90	40%
	2 – Some	33	15%
	1 – Not at all	2	1%
	Total	222	100%
	Very often + Often	187	84%

		#	%
<i>6b. Solving problems</i>	4 – Very much	118	53%
	3 – Quite a bit	86	39%
	2 – Some	16	7%
	1 – Not at all	2	1%
	Total	222	100%
	Very often + Often	204	92%

		#	%
<i>6c. Connecting information and ideas from different sources or experiences</i>	4 – Very much	130	59%
	3 – Quite a bit	79	36%
	2 – Some	11	5%
	1 – Not at all	2	1%
	Total	222	100%
	Very often + Often	209	94%

		#	%
<i>6d. Applying your knowledge to new situations or problems</i>	4 – Very much	125	56%
	3 – Quite a bit	81	36%
	2 – Some	15	7%
	1 – Not at all	1	<1%
	Total	222	100%
	Very often + Often	206	93%

7. To what extent have your St. Olaf experiences helped you develop the following skills for *responsible interpersonal, civic, and global engagement*?

		#	%
<i>7a. Being a good family member, friend, or neighbor</i>	4 – Very much	79	36%
	3 – Quite a bit	73	33%
	2 – Some	55	25%
	1 – Not at all	13	6%
	Total	220	100%
	Very often + Often	152	69%
<i>7b. Working to make a difference in the local community</i>	4 – Very much	61	28%
	3 – Quite a bit	60	27%
	2 – Some	82	37%
	1 – Not at all	17	8%
	Total	220	100%
	Very often + Often	121	55%
<i>7c. Understanding and responding to global systems and challenges</i>	4 – Very much	68	31%
	3 – Quite a bit	76	35%
	2 – Some	66	30%
	1 – Not at all	10	5%
	Total	220	100%
	Very often + Often	144	65%
<i>7d. Interacting effectively with people from cultural backgrounds other than your own</i>	4 – Very much	80	36%
	3 – Quite a bit	72	33%
	2 – Some	63	29%
	1 – Not at all	5	2%
	Total	220	100%
	Very often + Often	152	69%
<i>7e. Analyzing and applying ethical principals in making decisions</i>	4 – Very much	90	41%
	3 – Quite a bit	79	36%
	2 – Some	45	20%
	1 – Not at all	6	3%
	Total	220	100%
	Very often + Often	169	77%

8. To what extent have your St. Olaf experiences helped you develop the following skills for *discerning and pursuing your life's purpose*?

		#	%
<i>8a. Reflecting on your learning experiences and outcomes</i>	4 – Very much	101	46%
	3 – Quite a bit	73	33%
	2 – Some	43	20%
	1 – Not at all	3	1%
	Total	220	100%
	Very often + Often	174	79%

		#	%
<i>8b. Using many resources to establish goals and make plans</i>	4 – Very much	82	37%
	3 – Quite a bit	80	36%
	2 – Some	53	24%
	1 – Not at all	5	2%
	Total	220	100%
	Very often + Often	162	74%

		#	%
<i>8c. Developing a sense of vocation</i>	4 – Very much	86	39%
	3 – Quite a bit	68	31%
	2 – Some	53	24%
	1 – Not at all	13	6%
	Total	220	100%
	Very often + Often	154	70%

		#	%
<i>8d. Preparing for continued learning throughout your life</i>	4 – Very much	121	55%
	3 – Quite a bit	67	30%
	2 – Some	27	12%
	1 – Not at all	5	2%
	Total	220	100%
	Very often + Often	188	85%