

Matrix of Aligning College Learning Goals with Surveys (Gettysburg College)

This table was compiled by the Office of Institutional Analysis. Last updated Fall 2008.

College Curricular and Co-Curricular Learning Goals	Learning Outcome Examples													
	HEDS Senior Survey													
	2003		2004		2005		2006		2007		2008			
	The list below contains some abilities and types of knowledge that may be developed in a bachelor's degree program. Please indicate the extent to which each capacity was enhanced by your undergraduate experiences (Rating Scale: Not at all--A Little--Moderately--Greatly). Reported below are the combined percentages of "Moderately" and "Greatly."													
	Gettysburg (%)	Peer (%)	Gettysburg (%)	Peer (%)	Gettysburg (%)	Peer (%)	Gettysburg (%)	Peer (%)	Gettysburg (%)	Peer (%)	Gettysburg (%)	Peer (%)		
Multiple Inquiries	Acquire new skills and knowledge on my own	92	92	93	93	91	92	89	93	90	93	91	93	
	Gain in-depth knowledge of a subject area	91	93	92	94	93	94	92	93	91	92	93	93	
	Appreciate art, literature, music, drama	59	60	57	62	56	58	55	59	58	59	59	60	
	Understand the process of science and experimentation	51	52	49	52	47	53	53	52	54	52	58	51	
	Engage in the pursuit of knowledge and truth	78	78	76	77	74	75	79	76	78	78	77	79	
	Place current problems in historical/cultural/philosophical perspective	73	71	71	71	67	73	69	71	74	72	73	73	
Integrative Thinking	Gain in-depth knowledge of a subject area	91	93	92	94	93	94	92	93	91	92	93	93	
	Acquire new skills and knowledge on my own	92	92	93	93	91	92	89	93	90	93	91	93	
	Think analytically and logically	91	92	93	94	91	92	89	93	90	94	91	93	
	Formulate creative/original ideas and solutions	86	84	85	84	83	84	83	84	83	85	87	85	
	Evaluate and choose between alternative courses of action	82	76	80	75	75	78	78	79	82	79	80	81	
	Plan and execute complex projects	79	81	80	80	83	80	81	81	81	82	83	82	
	Use quantitative tools	59	55	56	54	57	61	58	60	62	61	63	60	
Engage in the pursuit of knowledge and truth	78	78	76	77	74	75	79	76	78	78	77	79		
Effective Communication	Write effectively	88	90	90	90	89	87	85	89	84	89	87	89	
	Use technology	73	60	70	59	73	63	61	63	70	62	66	62	
	Read or speak a foreign language	52	35	49	37	49	42	53	39	54	38	57	42	
	Communicate well orally	84	79	84	80	84	81	80	82	82	82	86	83	
Local & Global Citizenship	Read or speak a foreign language	52	35	49	37	49	42	53	39	54	38	57	42	
	Evaluate the role of science and technology in society	52	50	47	49	48	53	50	51	54	51	58	54	
	Relate well to people of different races, nations, and religions	62	63	60	67	57	64	56	62	59	62	59	71	
	Develop awareness of social problems	73	73	73	77	70	74	70	72	72	72	71	76	
	Place current problems in historical/cultural/philosophical perspective	73	71	71	74	67	73	69	71	74	72	73	73	
Understand moral and ethical issues	73	75	78	76	75	76	75	75	75	75	76	77		
Ethical Decision-Making	Understand myself (abilities, interests, limitations, and personality)	88	90	89	90	88	90	89	91	90	90	88	89	
	Establish a course of action to accomplish goals	85	84	88	83	84	85	86	86	85	85	88	85	
	Evaluate and choose between alternative courses of action	82	76	80	75	75	78	78	79	82	79	80	81	
	Understand moral and ethical issues	73	75	78	76	75	76	75	75	75	75	76	77	
Collaboration & Teamwork	Function effectively as a member of a team	81	74	81	76	80	77	78	78	81	77	83	80	
	Lead and supervise tasks and groups of people	78	72	76	72	76	73	78	74	78	72	79	75	

Note: (1). Peers mostly include 6 schools. Schools that were included in all or some of the years (2003-2008) are: Bates, Colgate, Dickinson, Connecticut, Franklin & Marshal, Hamilton, Union, and Washington & Lee. Haverford, St. Lawrence, and Muhlenberg were used only in 2003. Hart & William Smith was used only in 2008. (2). Some outcomes are placed under more than one Goal. (3). Differences with a magnitude of =>5 percentage points are shaded.