

**The DePaul Values Project and the DeVI:
Assessing Students' Perceptions of a Private University's Core Mission and Values**

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Abstract

The DePaul Values Project began in Fall 2001 with the primary objective of monitoring and assessing students' perceptions of the institution's mission and values. To that end, the DePaul Values Inventory (DeVI), a self-report measure consisting of four subscales, was created. In this paper, we present the findings from a university-wide administration of the DeVI via DePaul's annual student survey administered by the institutional research office. In so doing, we attempt to connect students' attitudes and behaviors about institutional mission and values to perceived impact.

**The DePaul Values Project and the DeVI:
Assessing Students' Perceptions of a Private University's Core Mission and Values**

BACKGROUND

Since 1992, DePaul University's Office of Institutional Planning and Research (OIPR) has engaged in the annual survey of DePaul's students. Over the last several years, as the survey has grown in size and complexity, a strategy was implemented to annually pose a core set of items about students' experiences at DePaul, while focusing on one issue in detail. The responses to the core items are available on the OIPR website. The issue of focus for year's survey was students' perceptions of DePaul's mission and values and how these values are made manifest both in and outside of the classroom. This section of the survey was administered to undergraduate, graduate, and Law students and was comprised of three parts:

1. The DePaul Values Inventory (DeVI) – a 22-item, self report measure created and validated through a collaborative process headed by Joe Ferrari (Department of Psychology), Jack Lane (University Values), and Shaun Cowman (graduate student in Psychology);
2. Behavioral Measures and Value Added – students were asked to indicate their frequency of engagement and the perceived value added for a 12 university activities;
3. Importance Ratings – students were asked to rate the importance to their lives of 13 activities and values.

After a brief discussion of the DeVI and the genesis of this collaborative project, the results from each of these sections are presented. Also, since the DeVI was the centerpiece of the instrument, the relationship of the other sections to the subscales of the DeVI is examined.

The DePaul Values Inventory (DeVI)

During the Summer-Fall of 1998, a self-report instrument was developed, piloted and, over subsequent terms, validated with the purpose of assessing the relationship between the University's Vincentian mission and its effect on student values. A research team from the Department of Psychology, headed by Dr. Joseph Ferrari, studied the literature and consulted many sources to devise an initial inventory of 88 statements. After several factor analyses and logical reinterpretations, the inventory was honed to 47 items and named the *DePaul Values Inventory (DeVI)*. Subsequent analyses have winnowed the inventory further to 22 items. It was these items that comprised the DeVI section of the survey.

Analyses on the DeVI have resulted in the 22 items being grouped into four factors, or subscales. These subscales are:

- **Institutional Values** – nine items related to students' understanding of DePaul's mission and institutional values found in the University's mission statement;

- **Employing Diversity** – three items related to students’ feelings about the degree to which the University should place an emphasis on recruiting more minorities and women in the faculty and student bodies;
- **Institutional Atmosphere** – seven items related to students’ perceptions of the culture and atmosphere at DePaul and whether they feel a sense of altruism on campus;
- **Institutional Impact** – three items related to students’ perceptions of the degree to which the values learned at DePaul will continue to influence their life after leaving the University.

Appendix A provides a listing of each of the items comprising these subscales.

During the Fall Quarter, 2001, the DeVI research team met with representatives from OIPR as well as interested faculty and administrators to discuss the use of the DeVI. It was decided that the DeVI and related items would be used as a special section of the OIPR continuing students survey administered annually to a random sample of DePaul’s undergraduate, graduate and Law students. Meeting participants suggested some minor modifications to the wording of some of the DeVI items, mostly to further clarify the meaning of some terms used in the items (Appendix A provides the re-worded items). Participants also requested some behavioral measures, as well as an assessment of the perceived importance of DePaul’s mission and values as part of the DePaul student’s education.

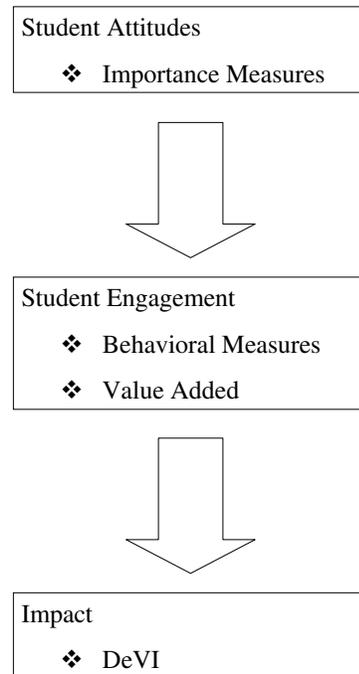
Method

To understand the impact that DePaul’s mission and values, we must first gauge the students’ degree of exposure to mission-related experiences on campus and the perceived benefit derived from those experiences. However, research on understanding human behavior has shown that a person’s attitudes and intentions are directly related to his/her subsequent behaviors. In other words, the more a student wants exposure to these types of experiences, the more likely it is that he/she will seek out such opportunities. Thus a three-tiered approach to studying the impact of DePaul’s mission and values was enacted looking at students’ attitudes about such experiences, their exposure to such experiences and the perceived value-added, and finally the impact these experiences might have had on the students.

So, a three-part survey on students’ perceptions of university mission and values was devised and administered as part of the annual OIPR Continuing Students Survey. As was discussed above, the three sections of the survey were the DeVI, measures of student behaviors and perceived value added, and measures of the importance of engaging in mission-related activities.

Using this three-tiered approach, we hoped to gain a more complete understanding of how DePaul’s mission and values are manifested on campus and in the students’ lives. How the three pieces fit together is demonstrated in the figure to the right. The importance measures were used as indicators of students’ attitudes towards engaging in these types of activities. Since engagement means more than simply “going through the motions”, we asked students to provide both frequency they engaged in, and the perceived benefit derived from, mission-related experiences both on and off campus. And finally, we are using the DePaul Values Inventory (DeVI) as a measure of impact.

This report will present the results for all three sections of the survey individually as well as how each relates to the other. In other words, do student attitudes or level of engagement relate to impact? Are attitudes related to engagement? These questions are addressed in this report.



Participant Profile

During the Spring quarter, 2002, the Continuing Students Survey, including the special section on University values, was sent to a random sample of 5,000 undergraduate, graduate and Law students. These students had the option of completing a paper version of the survey or to complete the survey online. Approximately one month later, the online version of the survey was opened to any student who wished to complete it. In total, 853 of the 3,000 sampled undergraduates (28.4%) and 760 of the 2,000 sampled graduate/Law students (38.0%) completed the survey. However, an additional 920 undergraduates and 928 graduate/Law students responded to the online survey. Thus our dataset was comprised of 3,409 records: 1,773 undergraduates, 1,476 graduate students, 133 Law students, and 27 unknown students.

Demographically, the survey participants represent DePaul’s student population fairly well, with 56.1% of participants being female and 64.8% being Caucasian (compared to 54.7% female and 59.7% Caucasian in the DePaul population). As is shown in the table below, approximately two-thirds of graduate/law student participants are have majors in KGSB or CTI, compared to nearly 57% of the overall population. Among the graduate/Law students, Education and Law seem slightly underrepresented. For the undergraduates, the percentage distribution across college for the survey participants maps fairly closely to the population. There does seem to be a slight overrepresentation of SNL students in the undergraduate survey data. The analyses were conducted on all survey participants, regardless of their membership in the original sample.

	<u>Graduate/Law Students</u>				<u>Undergraduates</u>			
	<u>Population</u>		<u>Survey Participants</u>		<u>Population</u>		<u>Survey Participants</u>	
	<u>Count</u>	<u>Pct.</u>	<u>Count</u>	<u>Pct.</u>	<u>Count</u>	<u>Pct.</u>	<u>Count</u>	<u>Pct.</u>
Commerce	2,323	28.2%	559	34.7%	3,205	26.1%	420	23.8%
CTI	2,360	28.7%	520	32.3%	1,707	13.9%	266	15.1%
Education	1,224	14.9%	172	10.7%	719	5.9%	89	5.0%
LAS	1,028	12.5%	178	11.1%	4,028	32.8%	517	29.3%
Law	1,020	12.4%	133	8.3%	N/A	N/A	N/A	N/A
Music	100	1.2%	12	0.7%	244	2.0%	35	2.0%
SNL	144	1.8%	33	2.1%	2,116	17.2%	412	23.3%
Theatre	28	0.3%	2	0.1%	265	2.2%	27	1.5%

Results

First the analyses on each section of the survey are presented, followed by some analyses on the relationship between the behavioral and importance measures with the different subscales of the DeVI. Appendix B provides the data tables for the individual sections of the survey.

Student Attitudes

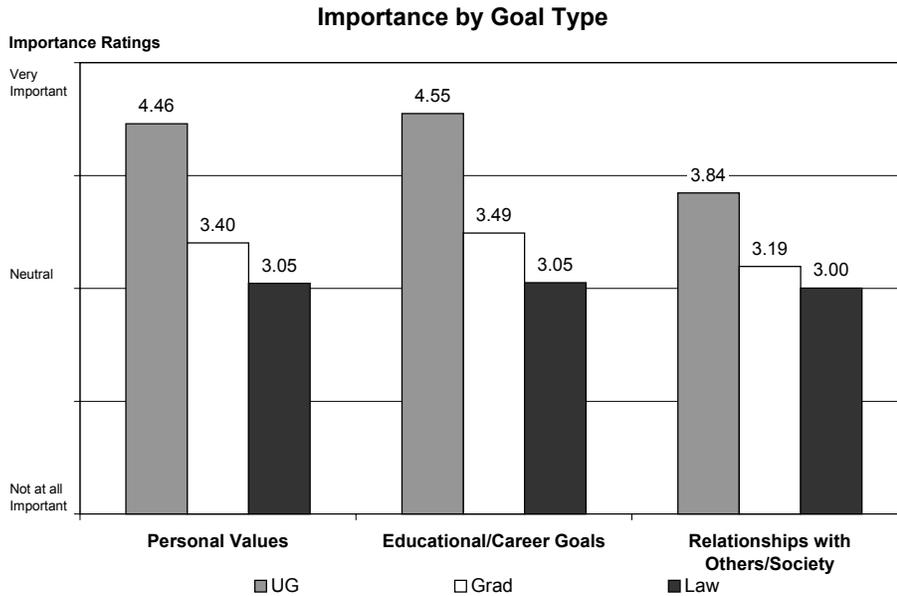
To assess students' attitudes regarding the importance of mission-related experiences in their lives, students were provided a list of 13 activities, and for each students were asked to indicate the importance to their future plans of engaging in that activity. These thirteen items were grouped into the following three goal types, depending upon the type of activity under consideration (Appendix A provides a listing of each activity associated with the individual subscales):

- Personal Values – three items asking about the importance of clarifying one's personal values, openness to new ideas, and sense of purpose;
- Educational/Career Goals – four items asking students about the importance of developing education and/or career goals, including acquiring a well-rounded education and being well off financially;
- Relationships with Others/Society – six items addressing the importance of developing relationships and improving local and global circumstances, including being a community leader and working on an environmental improvement project.

Responses were made on five-point scales with higher values indicating more importance. Indices were calculated by averaging the items corresponding to each goal type to create a single composite mean for each category. The data provided in the following charts are for the indices, not the individual items. Data tables are available that provide the results for the individual items.

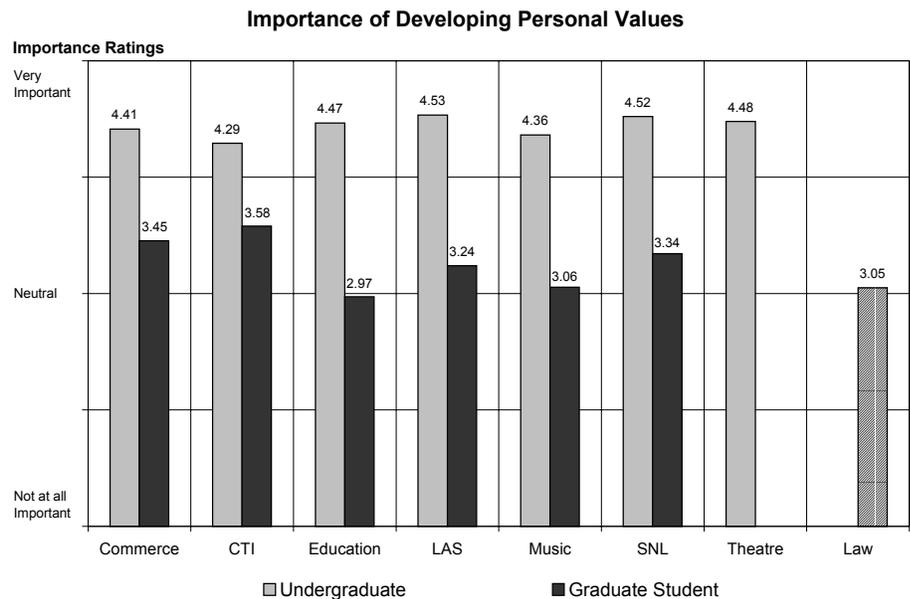
Comparisons on the three indices across level showed that, for all three, the means across the three levels all significantly differed from each other. In other words, for all three

indices, undergraduates gave the highest importance ratings, followed by graduate students who gave significantly higher importance ratings than Law students. As is also apparent from the chart, at least for undergraduate and graduate students, developing personal values and education/career goals are more important than developing relationships with others/society.



Developing Personal Values

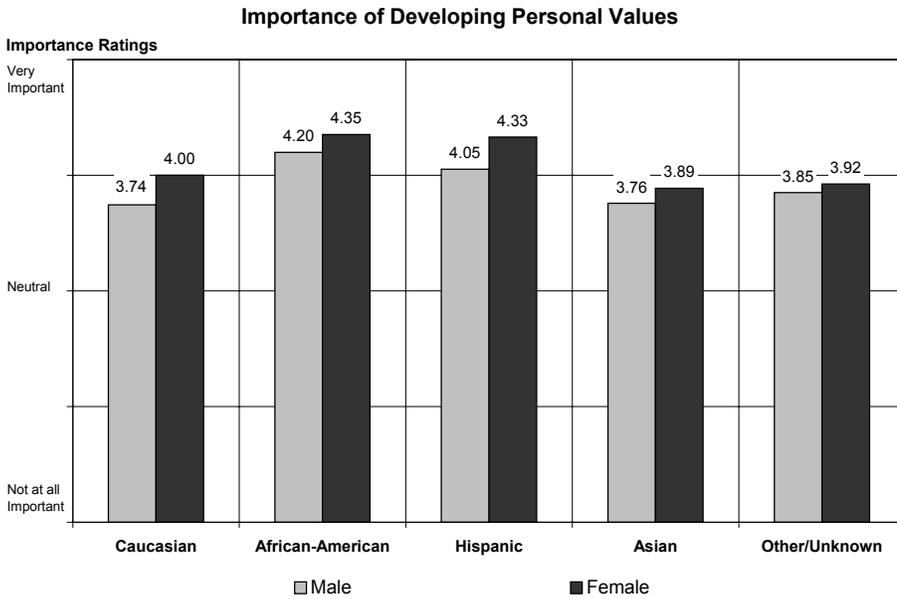
Consistent with differences at the institutional level, the large differences in mean importance ratings between undergraduate and graduate students carried over to the individual college level¹. Across colleges, SNL students gave the highest importance ratings, while ratings for Education were significantly lower than those of students in the other colleges. Education also showed the largest difference in ratings between undergraduate and graduate students in the importance of developing personal values. This difference in means, coupled with relatively smaller difference between levels in CTI contributed to a



¹ Since we are comparing UG to graduate students within the colleges, Law was excluded from these analyses. Also, because of the small number of graduate student respondents from Theatre, this college was also excluded from the statistical analyses although their undergraduate means are presented in the charts.

significant level by college interaction in these analyses.²

Analyses by race and gender showed significant differences between the genders and across the ethnic groups. In this case, females rated developing personal values as more important than did males.



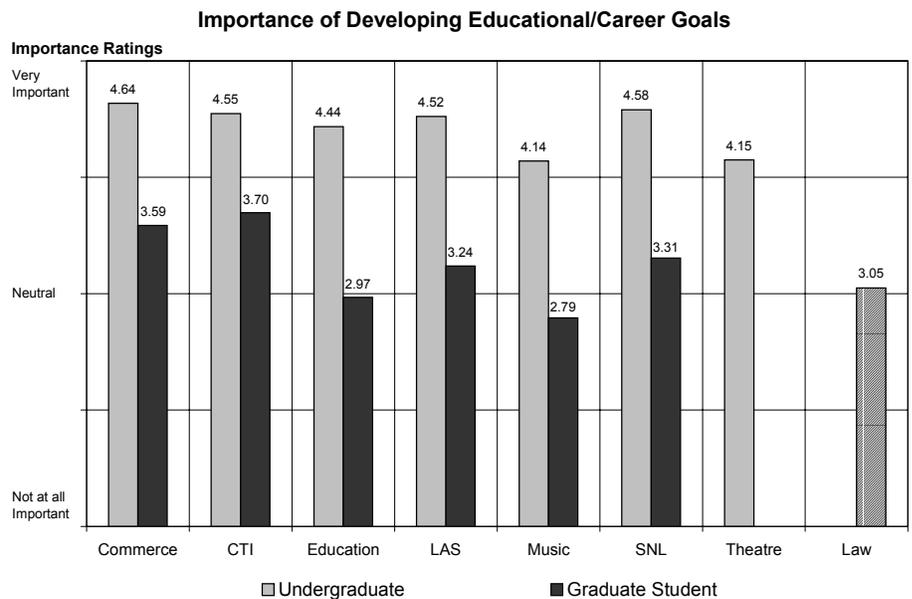
Also, Hispanic and African-American students gave significantly higher importance ratings than students in the other ethnic categories. The lack of a significant interaction across these two variables indicates that this pattern holds within ethnicity and gender. In other words, across females, African-American and Hispanic students tended to give higher ratings, with the same being true across males.

Also within ethnic groups, females tended to give higher ratings than males. When an interaction is statistically significant, we would not see this kind of consistency by gender across race.

Developing

Educational/Career Goals

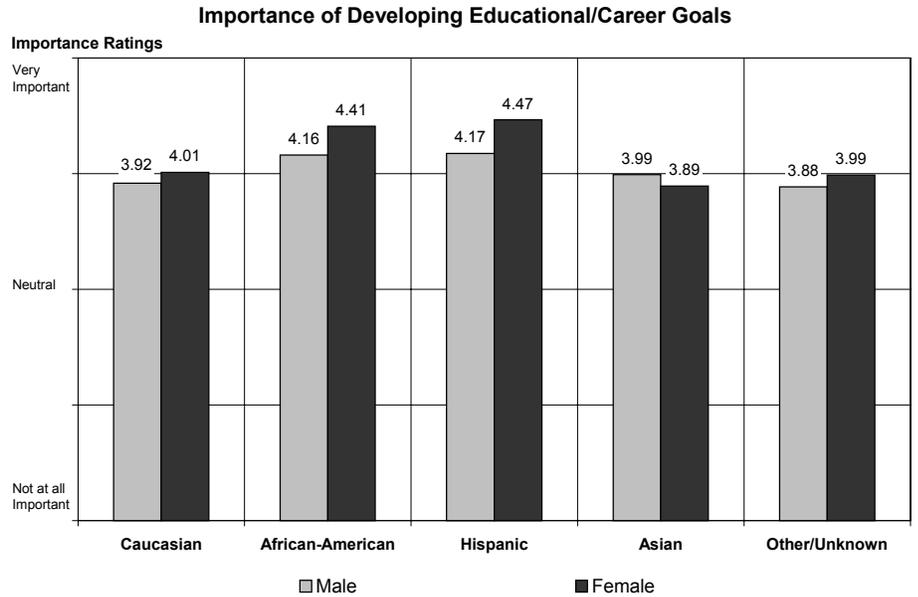
Once again, the large differences in mean importance ratings between undergraduate and graduate students in this area carried over to the individual college level. Across colleges, SNL students gave the highest importance ratings, while ratings for Education were significantly lower than those of students in the other colleges. The analyses also showed a



² An statistically significant interaction occurs when the pattern of one variable (in this case level) differs across the levels of the other variable (in this case college)

significant level by college interaction which is probably explained by CTI and Commerce graduate students giving significantly higher importance ratings than graduate students in other colleges, while their undergraduates' ratings did not differ much from undergraduates in other colleges (except Music).

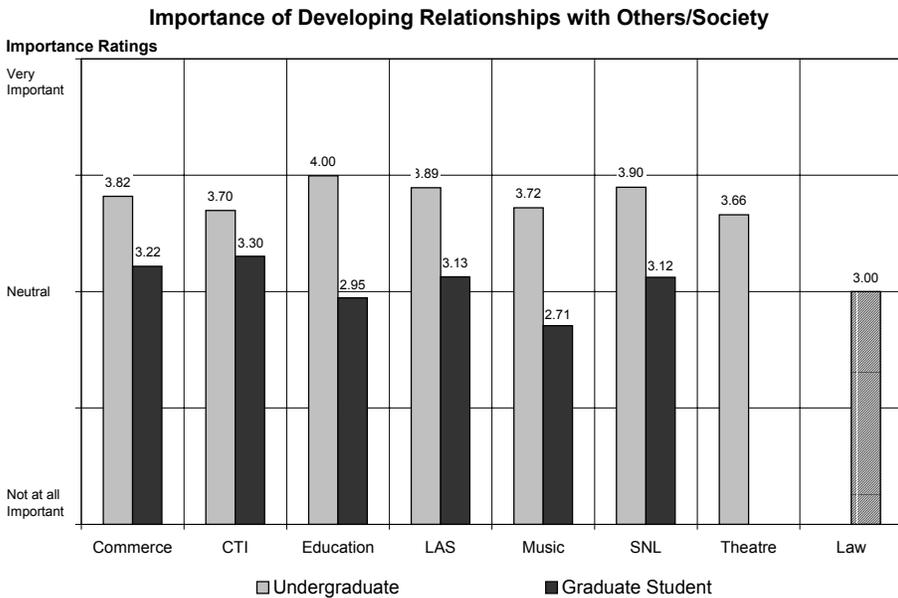
Analyses by race and gender resulted in significant differences across the ethnic groups but not between the genders. Once again, Hispanic and African-American students rated developing educational/career goals as more important than students in the other ethnic categories. This is not to suggest that students in the other ethnic categories did not find these goals important; rather that the importance ratings differed statistically. The lack of significant interaction suggests that the differences between the ethnic groups are consistent across gender.



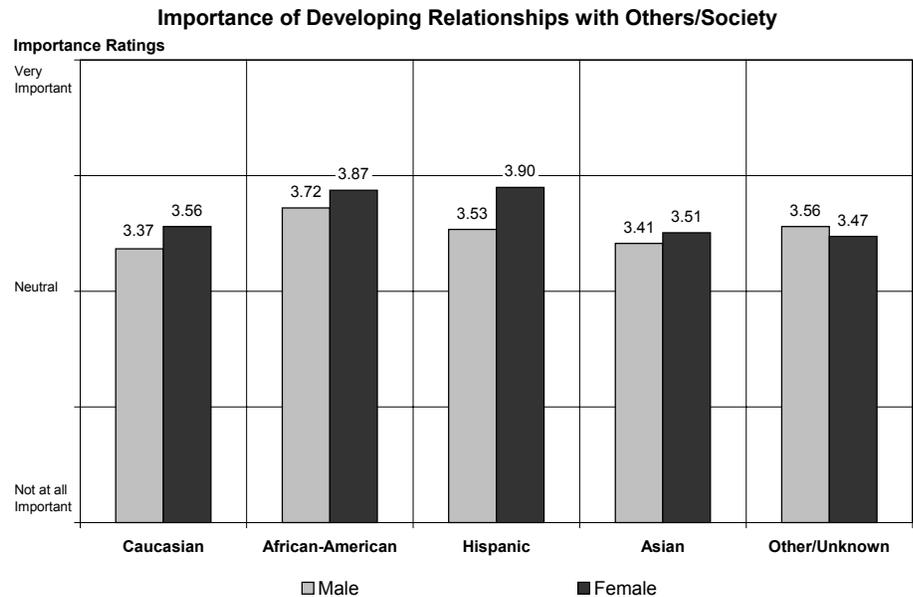
Developing Relationships with Others/Society

These analyses showed a large difference between the levels across colleges in the mean importance ratings for this set of goals. Undergraduates rated these goals as considerably

more important than graduate students. LAS and SNL students gave significantly higher importance ratings than those of students in the other colleges. The analyses also showed a significant level by college interaction which is probably explained by large difference in importance ratings between undergraduate and graduate students in Education and Music compared to the relatively smaller mean differences by level seen for CTI.



Analyses by race and gender resulted in significant differences across the ethnic groups and between the genders. Female students tended to have higher importance means than did male students. Also, Hispanic and African-American students rated developing educational/career goals as more important than students in the other ethnic categories. The lack of significant interaction suggests that the differences between the genders are fairly consistent across the ethnic groups. Although the other/unknown ethnic category bucked the trend of females giving higher mean importance ratings, this difference was not enough to result in a statistically significant gender by race interaction.



Summary of Student Attitudes

These findings suggest that undergraduate students perceiving more importance towards working on such mission-related activities compared to post-baccalaureate students. This finding may be a function of age (older students may have already engaged in some of these behaviors, thus saying it was not important for them to do something they have already done). It may also be a function of the amount of attention paid to undergraduates about the importance of such mission-related behaviors. Across college, LAS and SNL students tended to give higher ratings, while Music had lower ratings. Education tended to have the widest divergence across level. Typically, we also found females rating each behavior type as more important than did males.

Student Engagement

To assess student engagement, for a list of twelve activities, students were asked to indicate the frequency with which they engaged in each and how much value they thought the experience added to their educational experiences. These 12 activities were grouped into three categories (Appendix A provides a listing of each activity associated with the individual subscales):

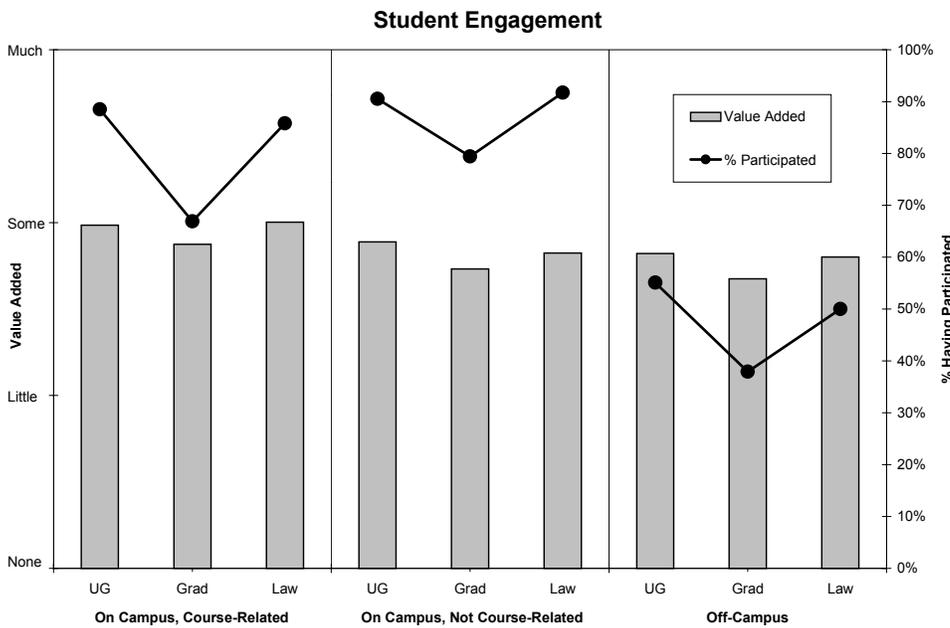
- On Campus, Course-Related – activities in which students engaged as part of their coursework at DePaul, including service learning, practicums or internships, and course discussions and projects;

- On Campus, Non Course-Related – activities in which students engaged on campus but outside of their coursework, including religious services, discussions with students from diverse backgrounds, and student leadership opportunities;
- Off Campus – activities in which students engaged outside of DePaul, including community service (specified as independent of coursework), political activity and environmental projects.

Responses were made on four-point scales with higher values indicating more engagement/value-added. Again, indices for each activity type were calculated by averaging the items corresponding to each category to create single composite scores of the frequency and value-added responses. The value-added index scores presented here include only those students who indicated having experiences with the activity type³. Data tables are available that provide the mean frequency and value-added ratings, for each item individually.

Comparisons on the three categories of activities across level showed that undergraduates and Law students reported engaging in all activities more frequently than graduate students⁴. Also, undergraduate and Law classified as having had the experiences reported

significantly more value added than graduate students so classified. Further analyses showed a strong relationship between the amount of engagement in the activities and the perceived value added suggesting that more engagement is related to more perceived value added. Also the on-campus activities are much more prevalent for students than off-campus activities; however,



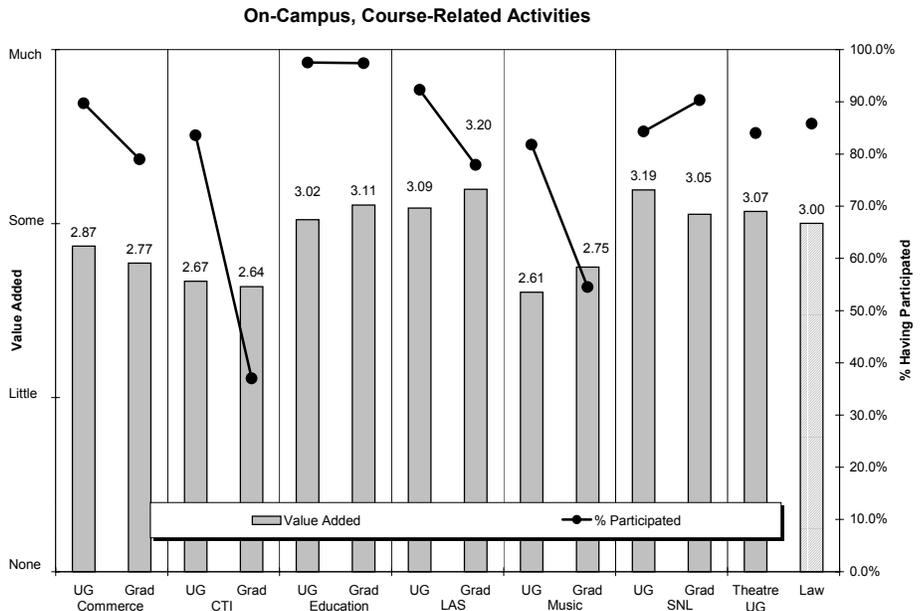
the value-added for each activity type does not differ significantly for student who engage in such activities. As was done with the importance ratings, separate analyses were conducted on each activity category.

³ If the student indicated “None” for all the items within the subscale, that student was excluded from the calculation of the “Value Added” mean.

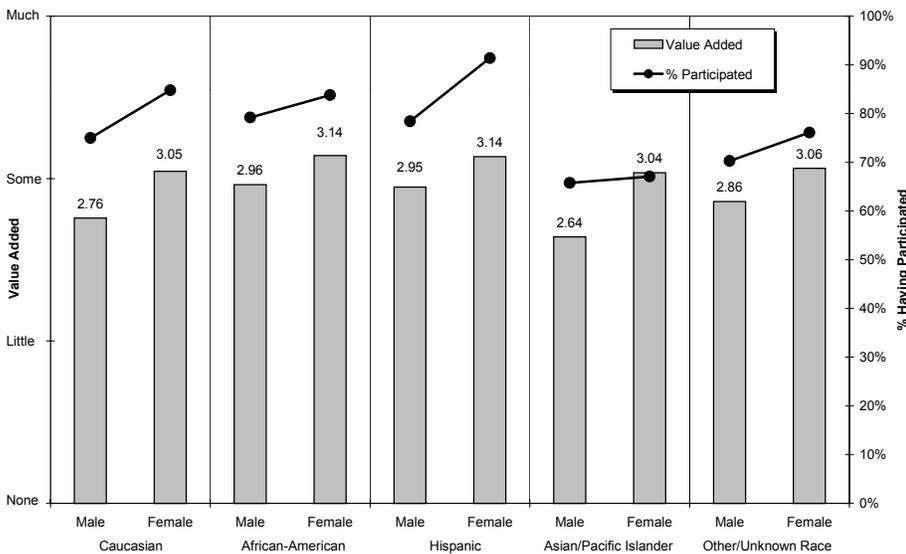
⁴ To read this and similar charts, the bars are to be read using the left hand axis and the lines should be read using the right axis.

On Campus, Course-Related Activities

The analyses by college and level on these activities showed that, in general, more undergraduates reported engaging in these behaviors than graduate students. However, this pattern varied across college, with more SNL graduate students reporting engaging in such activities and the participation rates of Education graduate and undergraduate students not differing. Across college, proportionately fewer CTI students reported engaging in such activities, while Education had the highest rates. In terms of value-added, there were no significant differences recorded by level. Across colleges, Education, LAS, SNL students had higher value-added ratings than students in Music, CTI or Commerce.



On-Campus, Course-Related Activities



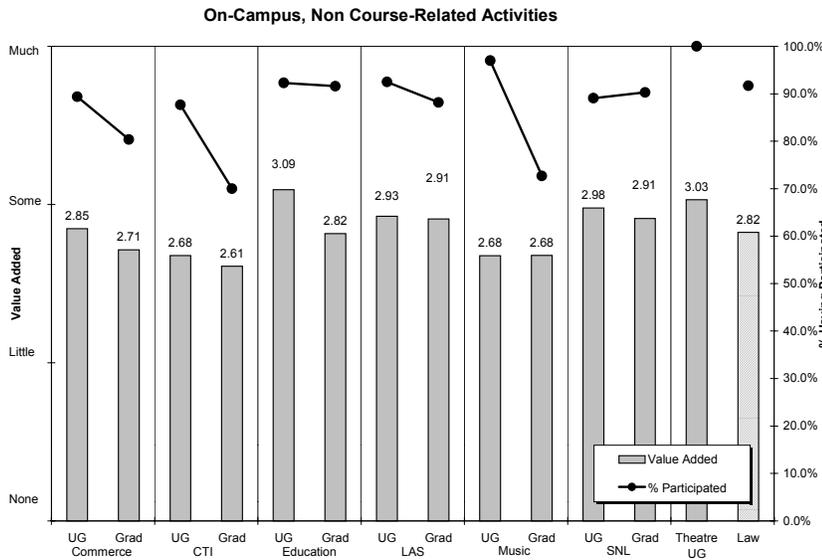
Analyses by race and gender showed significant differences between the genders and across ethnic groups. A larger proportion of females reported engaging in course-related activities than did males. Compared to the other ethnic categories, a lower percentage of Asian students reported engaging in these activities compared to Hispanic and African American students who showed significantly greater participation rates. In terms

of value added, female engagers reported significantly more value added than male engagers. Across ethnic groups, Asian and Caucasian engagers reported significantly less gains than Hispanic or African-American engagers. For both the frequency and value added means, no level by college interaction was found indicating consistency in these ratings across level within the individual colleges.

On Campus, Non Course-Related Activities

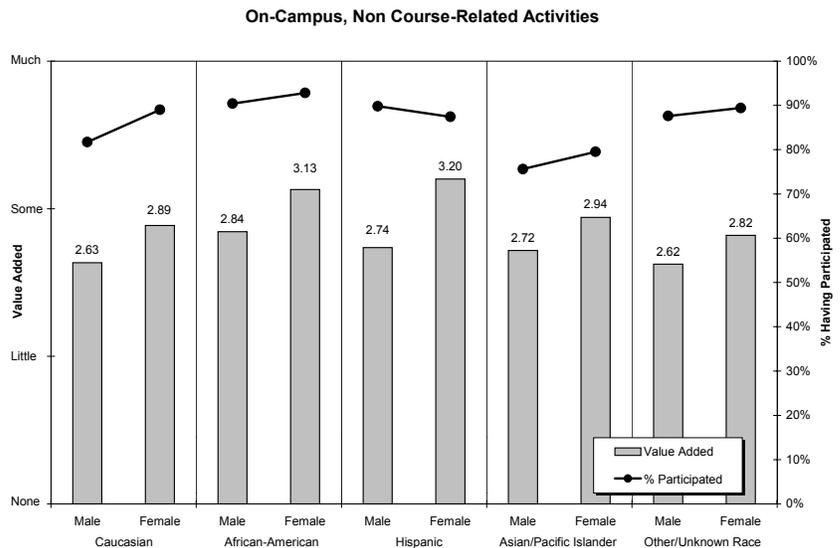
The analyses by college and level on these activities showed that, in general, more undergraduates engaged in these behaviors than did graduate students. However, this

pattern varied somewhat across college, with Music and CTI graduate students reporting considerably lower participation rates than their college's undergraduate students, compared to other colleges. Across college, proportionately fewer CTI and Commerce students engaged in such activities than did students from the other colleges. In terms of value-added, there were no significant differences seen across level. Across colleges, Education, LAS,



SNL students had higher value-added means than students in Music or CTI. Commerce did not significantly differ from any college in terms of value added.

Analyses by race and gender showed significant differences between the genders and across ethnic groups. Proportionately more female students engaged in these activities than did males. Compared to the other ethnic categories, African-American students reported the highest participation rates. Rates were also higher for Hispanic students compared to Caucasian or Asian students. In terms of value-added, female engagers reported significantly more value added than male engagers. Across ethnic groups, Asian and Caucasian engagers reported significantly less gains than Hispanic or African-American Engagers. For both the frequency and value-added means, no level by college interaction was found indicating consistency in these ratings across level within the individual colleges.

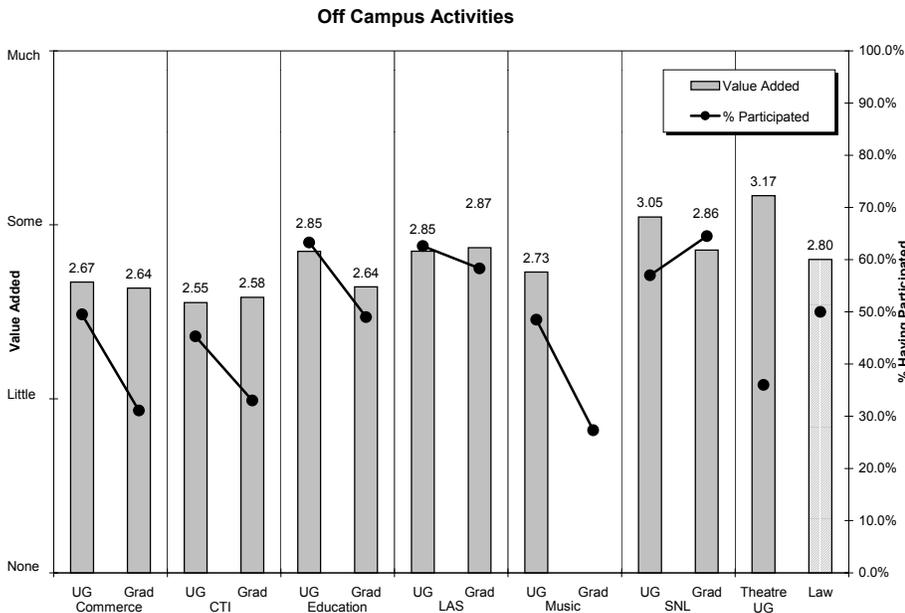


For both the frequency and value-added means, no level by college interaction was found indicating consistency in these ratings across level within the individual colleges.

Off Campus Activities

The analyses by college and level on these activities showed that, in general, more undergraduates engaged in these types of behaviors than did graduate students. However,

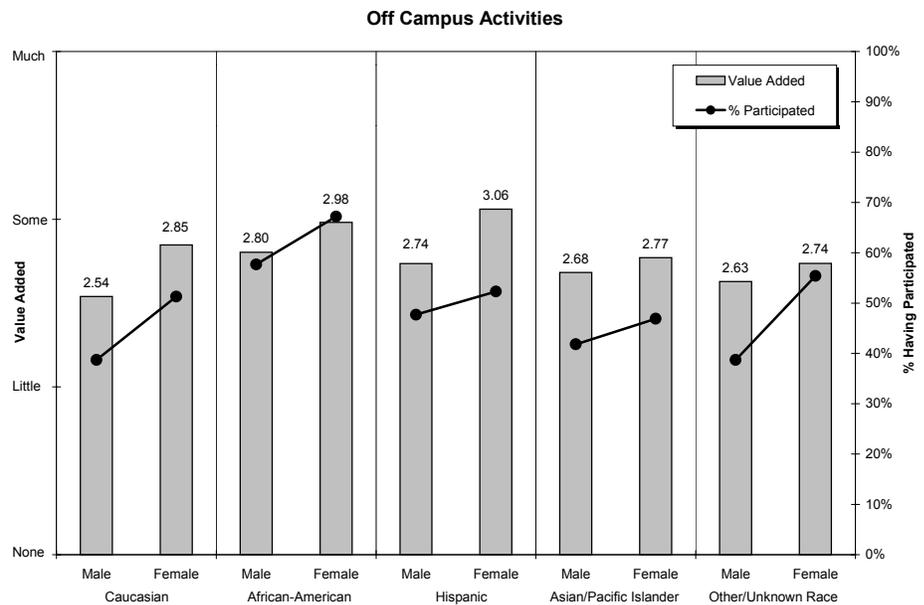
this pattern varied somewhat across college, with proportionately more SNL graduate students engaging in such activities than their college's undergraduate students; a pattern not seen across the other colleges. Across college, proportionately fewer CTI, Commerce, and Music students reported engaging in off-campus activities than students from the other colleges. In terms of value-added, there were no significant differences



recorded by level. Across colleges, SNL engagers reported significantly more value added means than students in the other colleges. CTI and Commerce did not significantly differ from each other, but reported significantly less value added than students from the other colleges.

Analyses by race and gender showed significant differences between the genders and across ethnic groups. Proportionately more females reported engaging in these types of

activities compared to males. More African-American students reported engaging in these activities than did students in the other ethnic groups whose participation rates did not significantly differ from each other. In terms of value-added, female engagers reported significantly more value added than male engagers. Across ethnic groups, Hispanic and African-American engagers reported significantly greater gains than



engagers of other/unknown ethnicity. For both the frequency and value added means, no level by college interaction was found indicating consistency in these ratings across level within the individual colleges.

Summary of Student Engagement

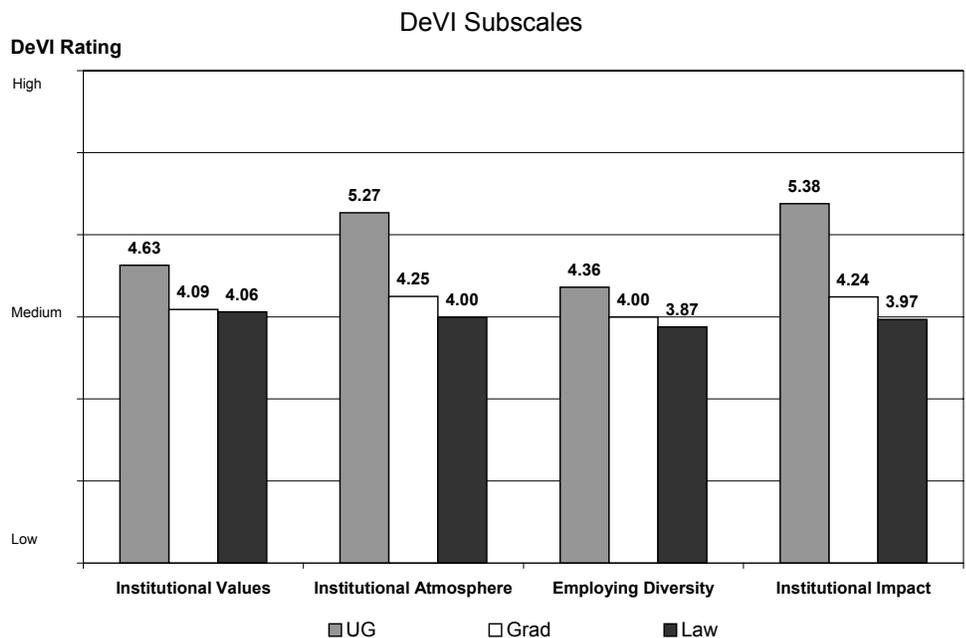
Perhaps a reflection of curricular concerns, perhaps related to student attitudes, the data show undergraduates with a higher level of engagement in the different activity types than graduate students. Typically, higher participation rates were seen among LAS and SNL students and lower rates in Commerce, CTI and Music. We also tended to see higher participation rates across the activity types for African-American and Hispanic students, compared to Asian and Caucasian students. There was also a higher rate of participation in on-campus activities than off-campus activities. Yet, the perceived value-added tended not to differ across the different groups suggesting that engagement in the various activities does produce a worthwhile effect in the students who take the time to have such engagement.

Impact

As was discussed earlier, previous analyses conducted under the direction of Dr. Ferrari have shown that four subscales make up the DeVI. These four subscales were:

- **Institutional Values** – nine items related to students’ self-perceived understanding of DePaul’s mission and institutional values found in the University’s mission statement;
- **Institutional Atmosphere** – seven items related to students’ perceptions of the culture and atmosphere at DePaul and whether they feel a sense of altruism on campus;
- **Employing Diversity** – three items related to students’ feelings about the degree to which the University should place an emphasis on recruiting more minorities and women in the faculty and student bodies;
- **Institutional Impact** – three items related to students’ perceptions of the degree to which the values learned at DePaul will continue to influence their life after leaving the University.

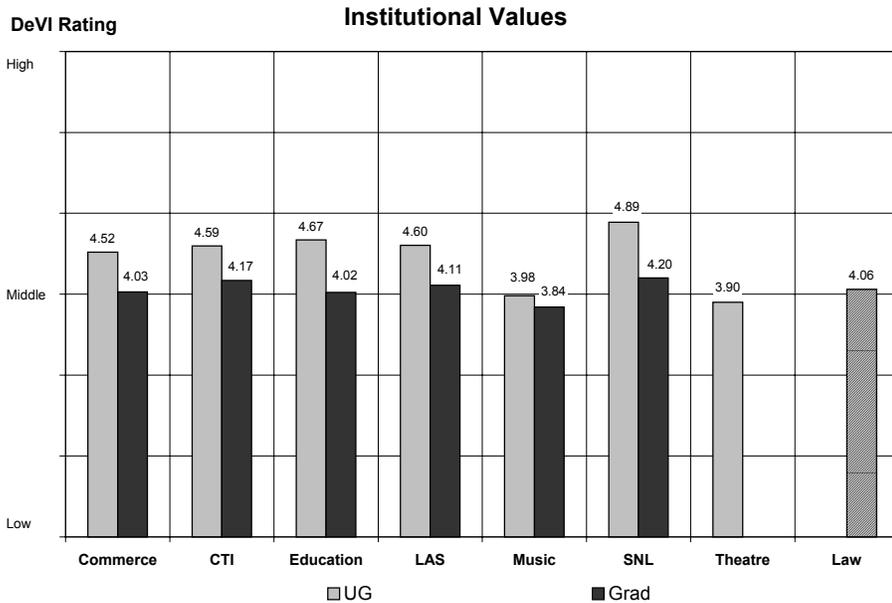
Responses were made using a 7-point agreement scale, with higher numbers indicating more agreement with the item. Composite means were calculated across the items within each subscale to create indices, and these indices were used in subsequent analyses.



Analyses across level showed that, for all four indices, undergraduates gave significantly higher average ratings than graduate students or Law students. For the Institutional Atmosphere and Institutional Impact indices, graduate students had significantly higher ratings than Law students. For the other two indices, graduate and Law students did not differ statistically. Analyses were also performed on each individual subscale, looking at differences within the colleges by level and across race and gender.

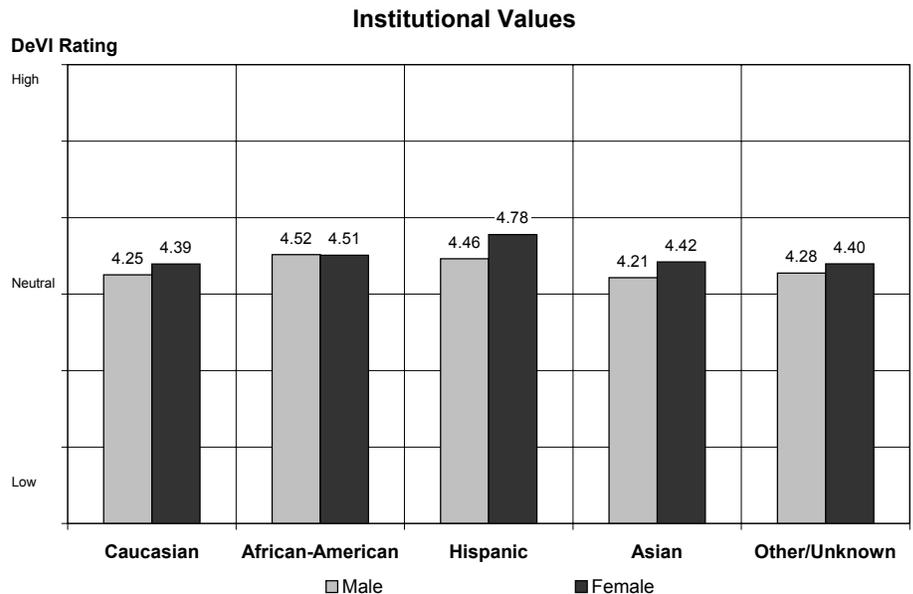
Institutional Values

The Institutional Values subscale was designed to assess students' understanding of DePaul's mission and institutional values found in the University's mission statement. Looking at the ratings by college and level, we see that across colleges, undergraduates tended to give higher ratings than graduate students. The statistical analyses showed no significant interaction between college and level, providing support for this conclusion. The tests also



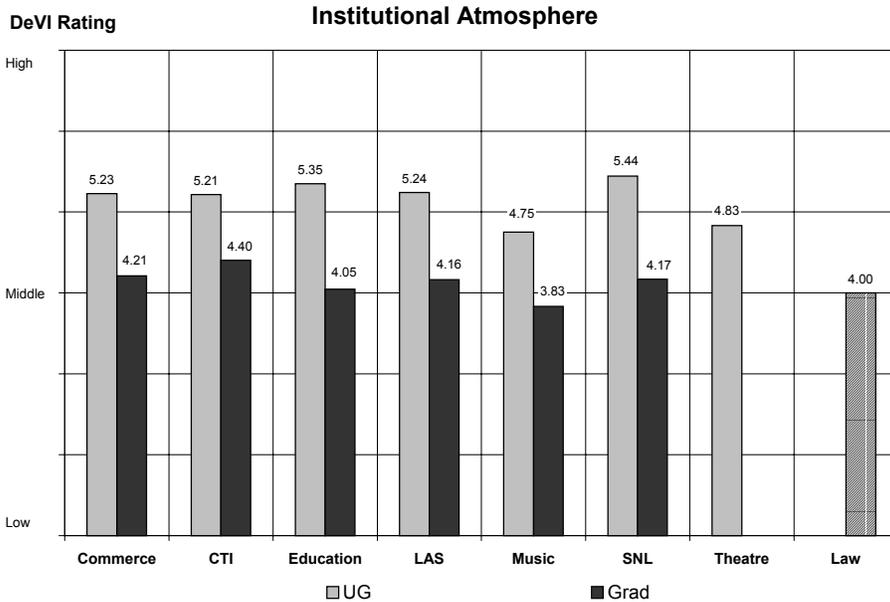
showed significant differences in the means across college (regardless of level) with Music having significantly lower ratings and SNL students giving significantly higher ratings. The ratings for the other colleges did not significantly differ from each other.

Similar comparisons were made looking at race and gender. These analyses found that females tended to give higher average ratings on this subscale than males. There were also significant differences across race, with African-American and Hispanic students giving higher ratings on these items than students from the other ethnic groups. The lack of a significant interaction across these two variables indicates that this pattern holds within the ethnicity and gender.



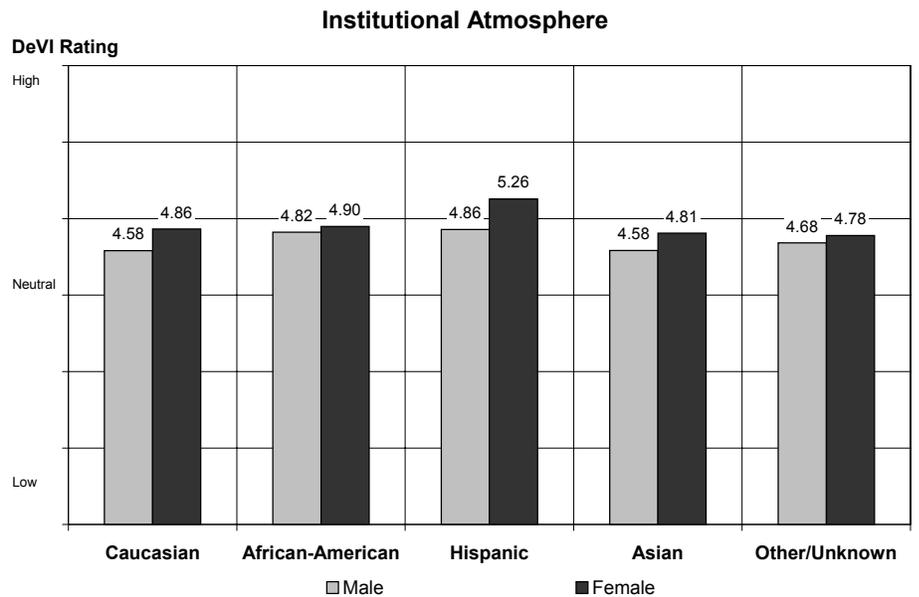
Institutional Atmosphere

This subscale assessed students' perceptions of the culture and atmosphere at DePaul and whether they feel a sense of altruism exists on campus. Analyses by college and level showed large differences between graduate and undergraduate students within the colleges. Comparisons across college showed students in LAS and SNL giving significantly higher ratings than students in other colleges. Also, the mean rating of SNL students was significantly higher than that of LAS students. A nearly significant level by college interaction suggests different patterns across colleges for the different levels. In this case, SNL students gave the highest ratings among



undergraduates, followed by Education. However, for graduate students, CTI had the highest ratings, followed by Commerce.

Comparisons by race and gender show large differences across race and more modest, yet significant, differences by gender. Female students tended to give higher ratings on this scale than did male students. Also Hispanic students gave significantly higher ratings on this subscale than did students in the other ethnic groups. There was no interaction within the groups indicating a consistent pattern across race within gender and between genders within the different ethnic groups.



Employing Diversity

This subscale was intended to assess students' feelings about the degree to which the University should place more of an emphasis on recruiting minorities and women in the

faculty and student bodies.

Analyses by college and level showed that the differences between graduate and undergraduate students are consistent across colleges.

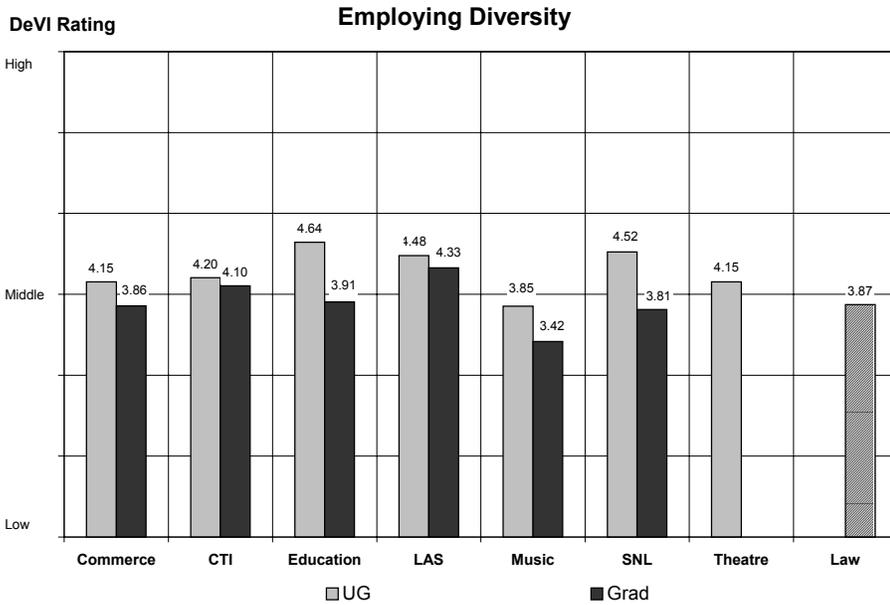
Music students gave significantly lower ratings (except compared to Commerce) and students in LAS and SNL gave significantly higher ratings than students in other colleges.

The nearly significant interaction is explained by the larger difference in ratings made by

undergraduates and graduate students in Education and SNL, compared to the differences in LAS and CTI.

undergraduates and graduate students in Education and SNL, compared to the differences in LAS and CTI.

undergraduates and graduate students in Education and SNL, compared to the differences in LAS and CTI.



undergraduates and graduate students in Education and SNL, compared to the differences in LAS and CTI.

Comparisons by race and gender show large differences across race and more modest, yet significant, differences by gender. Female students gave higher ratings on this scale than did male students.

Also, African-American and Hispanic students had considerably higher mean ratings than did students in the other ethnic groups.

Furthermore, the mean rating of African-American students was significantly higher than that of Hispanic students.

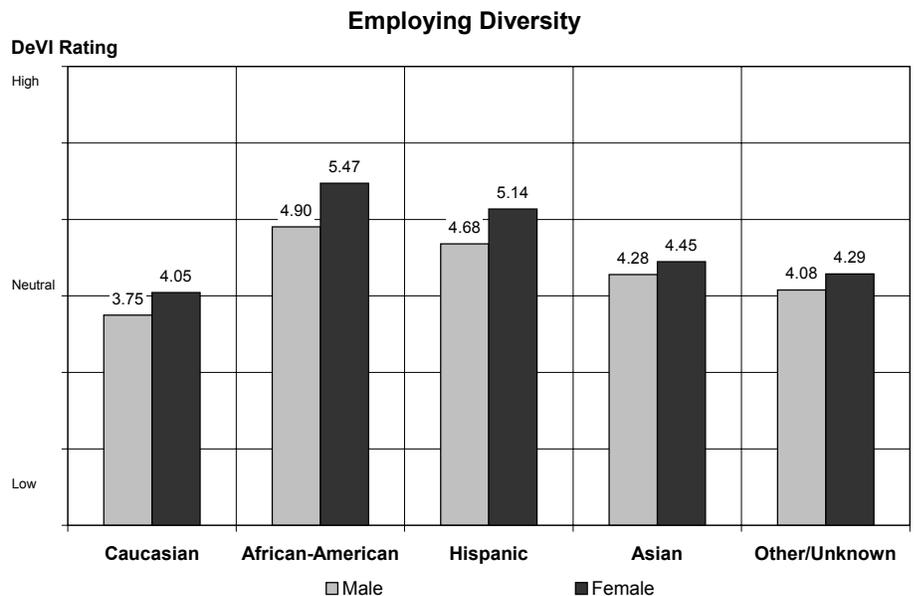
Caucasian student had significantly lower ratings than all other ethnic groups. There was no interaction within the groups indicating a consistent pattern across race within gender and between genders within the different ethnic groups.

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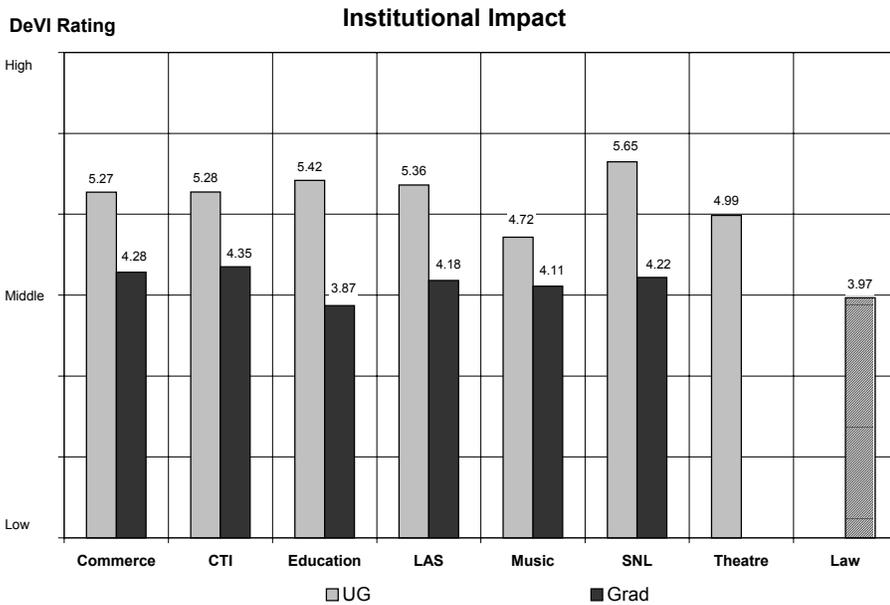
There was no interaction within the groups indicating a consistent pattern across race within gender and between genders within the different ethnic groups.

There was no interaction within the groups indicating a consistent pattern across race within gender and between genders within the different ethnic groups.



Institutional Impact

This subscale was intended to assess students' perceptions of the degree to which the values learned at DePaul will continue to influence their life after leaving the University.

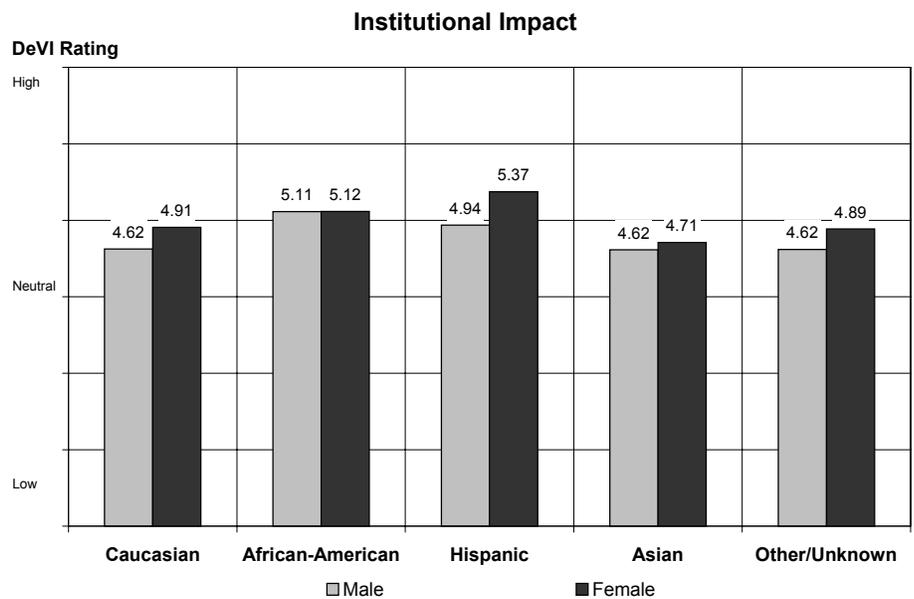


Analyses by college and level showed large differences between graduate and undergraduate students within the colleges. Comparisons across college showed students in Music gave significantly lower ratings than students in other colleges, and students in SNL gave significantly higher ratings. Ratings from students in the other colleges did not significantly differ from each other. A non-significant level by college

interaction suggests this college pattern is consistent across levels.

Comparisons by race and gender show large differences across race and more modest, yet significant, differences by gender. As with the other subscales, female students gave significantly higher ratings on this scale than did male students.

Analyses across ethnic groups showed that African-American and Hispanic students gave significantly higher ratings on this subscale than did students in the other ethnic groups. However, the mean ratings between African-American and Hispanic students did not differ significantly. There was no interaction within the groups indicating a consistent pattern across race within gender and between genders within the different ethnic groups.



Summary of Impact

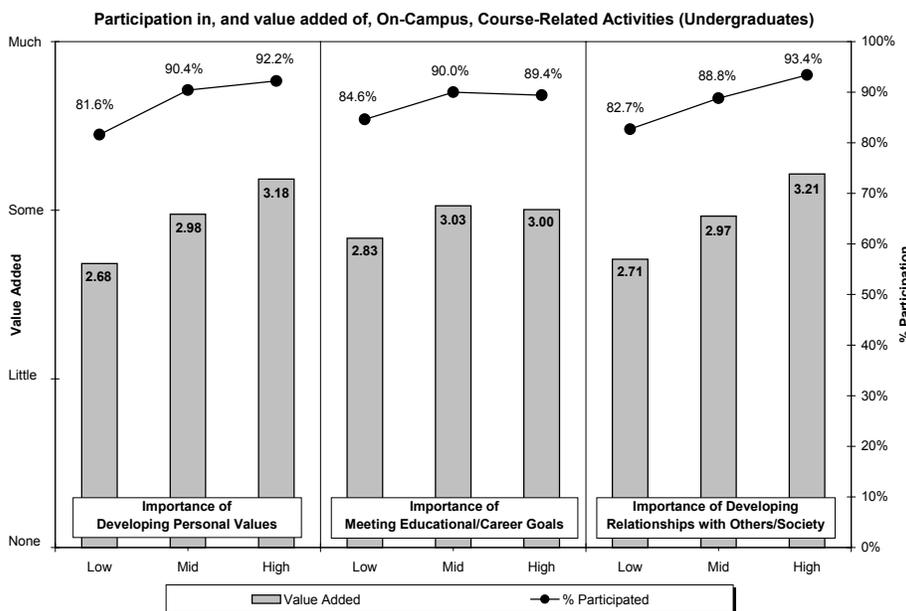
Typically, undergraduates had higher DeVI subscale scores than did graduate or Law students indicating greater awareness and perceived impact of DePaul’s mission and values, particularly for the Institutional Atmosphere and Institutional Impact subscales. Students in Music tended to have lower DeVI scores and students in LAS and SNL had higher scores. African-American and Hispanic students scored higher on the Employing Diversity subscale.

Correlations Between Sections of the Survey

To this point, all analyses have looked at each section of the survey independent from the others. However, in the life of the university student, such independence is fiction. Interrelationships should be expected between, for example, the degree of engagement in mission-related activities and scores on the DeVI. Analyses were conducted to look at the interrelationships between the different sections of the survey. In doing so, attempts were made to answer three questions:

1. Do more positive attitudes relate to more engagement?
2. Do more positive attitudes relate to greater perceived impact?
3. Does more engagement relate to greater perceived impact?

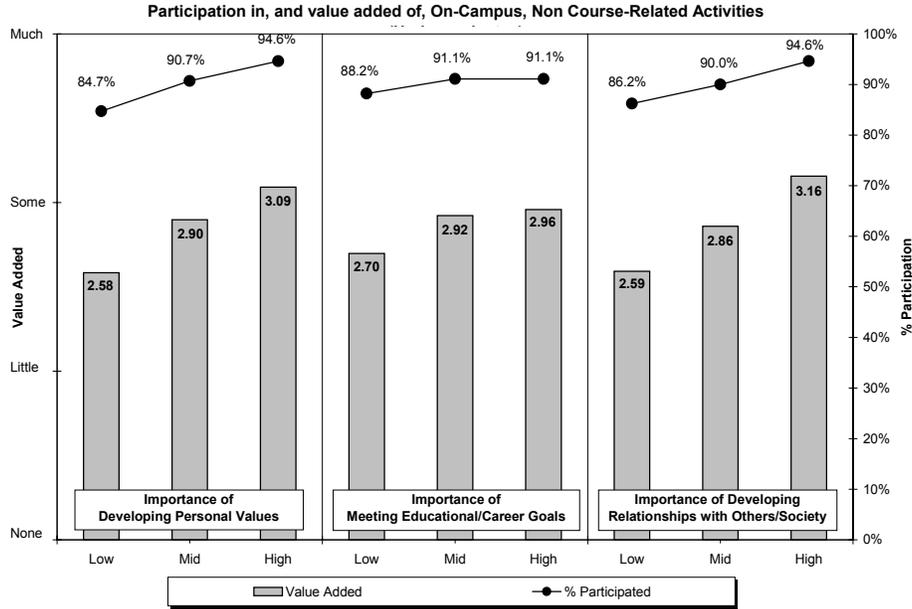
To study these interrelationships, students were grouped into one of three groups (low, middle, or high, each encompassing roughly one-third of the students, by level) in terms of their level of engagement with the three activity types on the survey (on-campus, course-related, on-campus, non course-related; off-campus) and in terms of the level of importance of the three life goal-type (personal values; educational/career goals; relationships with others/society). Comparing the students across the engagement and importance groups addresses question 1. Calculating DeVI subscale means for the students in each of these groups helps us to answer questions 2 and 3.



Do more positive attitudes relate to more engagement: Importance and Engagement/ Value-Added

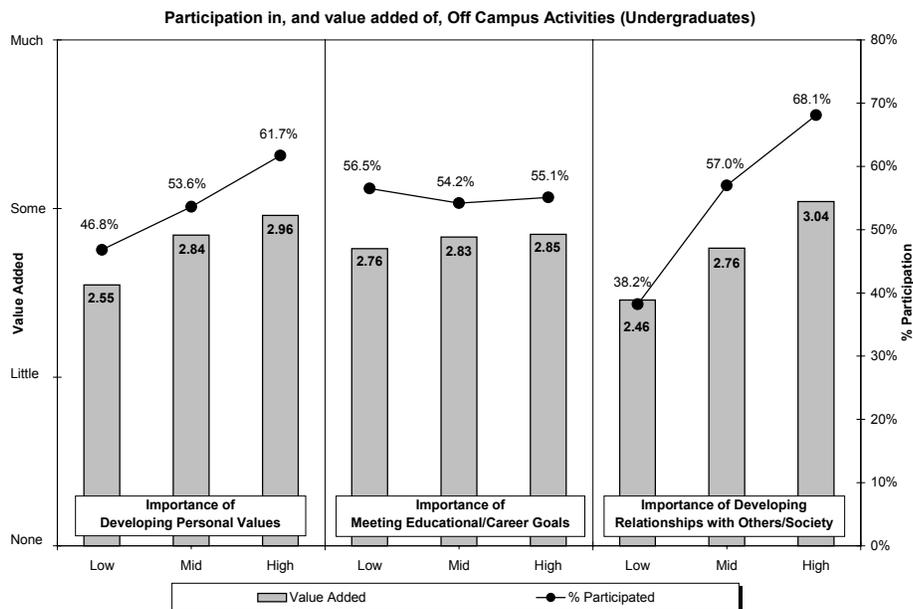
Using the three-category importance groupings, students’ level of engagement and perceived value-added for each activity type was analyzed across levels of importance. For the sake of this section’s brevity, only the data from DePaul’s undergraduates are presented. Looking first at on-campus, course-related activities, we see dramatic increases in

levels of engagement and value added as the importance of achieving personal values or relationships with others/society increases. A similar pattern was not seen for educational/career goals. From these data, one could conclude that as the importance of achieving the non career-related goals increase, the more likely it is the student will



engage in and perceive value from on-campus, course-related activities. What about the other mission-related activity types?

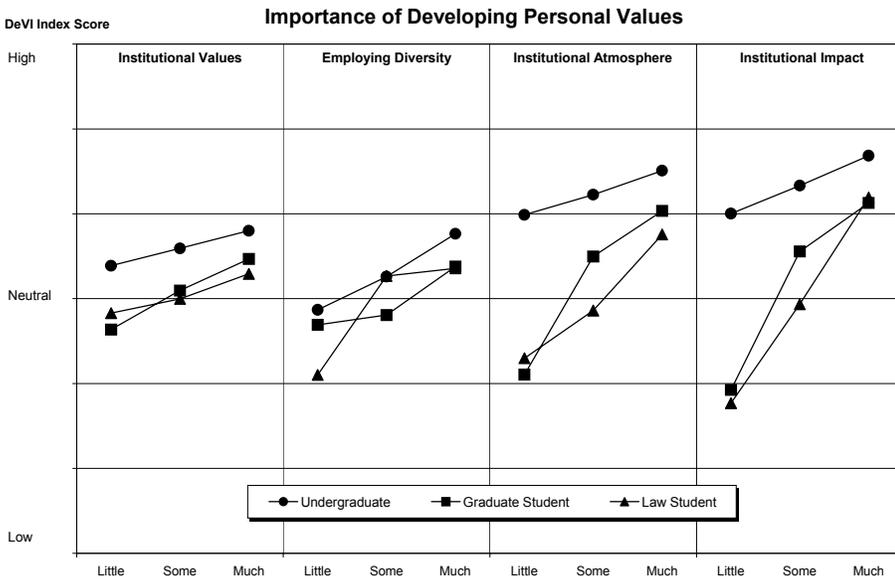
Looking at on-campus, non course-related activities, we see some differences in participation rates across the levels of importance for developing personal values and relationships with others/society. For the off-campus activities, the results were more straightforward. As would be expected, direct, significant increases in engagement rates were seen across the levels of importance for developing of personal values and relationships with others/society.



So, do positive attitudes relate to more engagement? It would appear so, at least regarding students' attitudes towards developing personal values and society-based goals. Furthermore, students attitudes also seem to affect the amount of perceived value-added, suggesting that students get out of the experience what they put in.

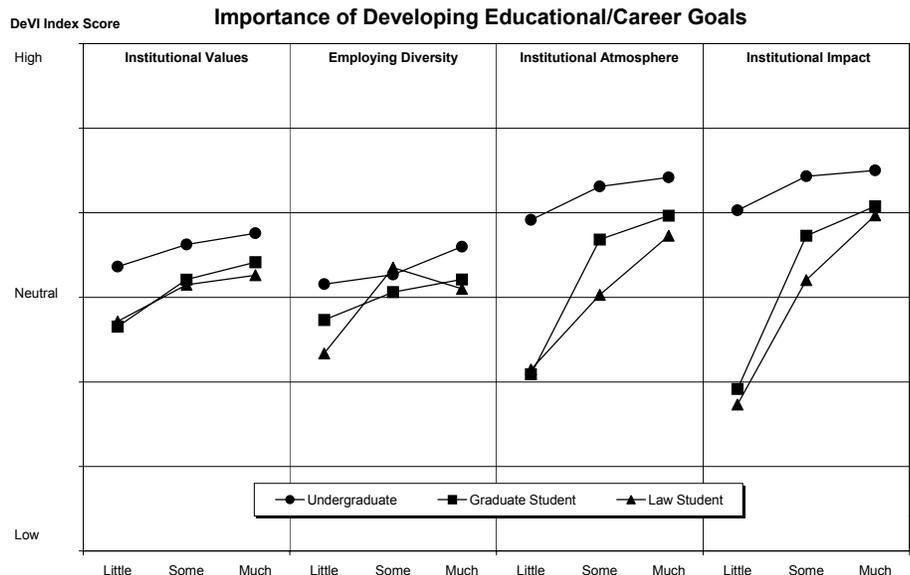
Do positive attitudes relate to greater perceived impact?
DeVI and Importance Measures

To answer this question, DeVI subscale scores were calculated across the three importance levels for each goal type and plotted in the following charts. Looking at the charts for the importance of developing personal values, we see a strong positive relationship between importance and DeVI subscale scores. In other words, the more importance the student feels for developing personal values, we see increases in the four DeVI subscale scores. In particular, the Institutional Impact and Institutional Atmosphere subscales show dramatic increases from low to high levels of importance. Also note that sharp increases were seen for students at all levels, not just undergraduates.

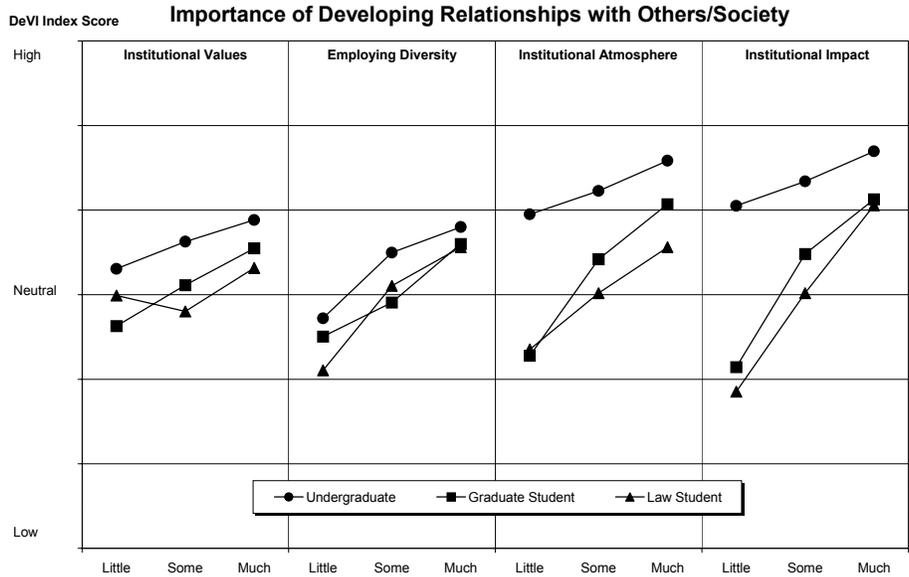


between importance and DeVI subscale scores. In other words, the more importance the student feels for developing personal values, we see increases in the four DeVI subscale scores. In particular, the Institutional Impact and Institutional Atmosphere subscales show dramatic increases from low to high levels of importance. Also note that sharp increases were seen for students at all levels, not just undergraduates.

For most of the data points, undergraduate scores are higher than those of graduate or Law students. This is a reflection of the pattern shown earlier. The differences in mean DeVI subscale scores from low to high importance are highly significant (statistically) for all three levels of students, suggesting that more engagement contributes to increases in DeVI subscale scores. Looking at the charts for the other two goal types (education/career goals and societal goals), we see a similar pattern of results for the altruistic



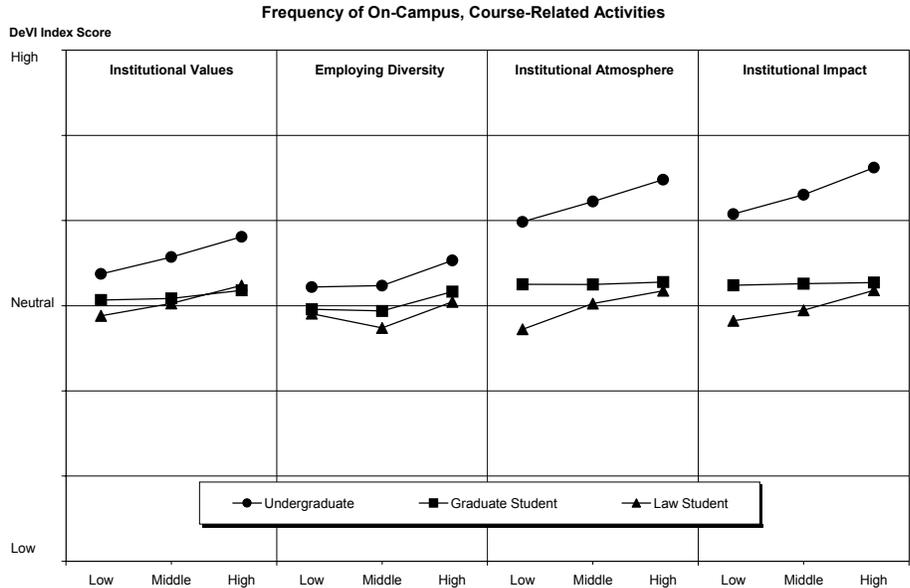
atmosphere and the lifelong committed values subscales. The decrease in the recruitment of women/minorities subscale mean for undergraduates by importance of developing education and career goals is difficult to explain. The pattern suggests that career-motivated people are less concerned about this issue.



So, do more positive attitudes relate to more perceived impact? In general, these findings suggest evidence of a link between the importance of developing different life goals and scores on the DeVI. In other words, students who have more motivation to achieve certain goals are more likely to have higher ratings on the DeVI. The previous results showed that students who engaged in more mission-specific behaviors also scored higher on the DeVI subscales. The final link would be to examine whether more motivated students are more likely to engage in mission-specific behaviors.

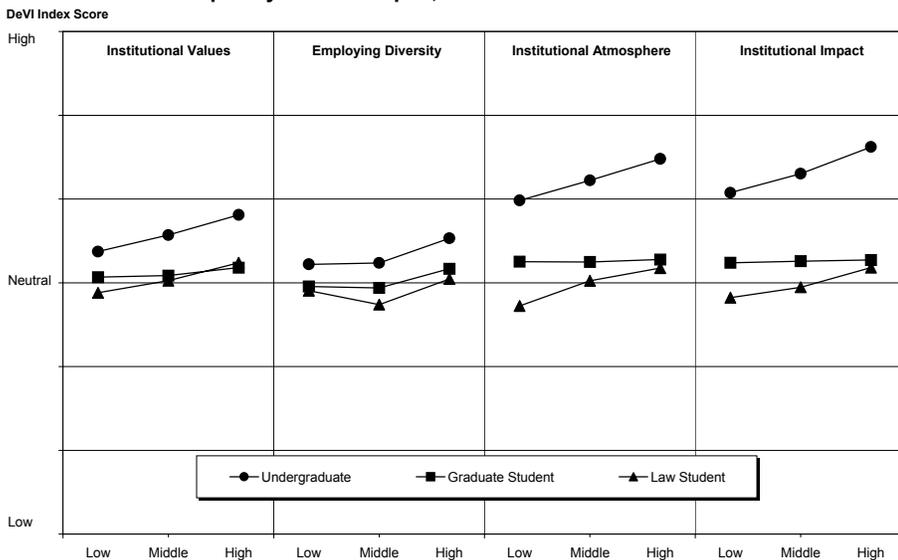
Does more engagement relate to greater perceived impact?
DeVI and Level of Engagement

In this case, DeVI subscale scores were calculated for students across the three levels of engagement (low, medium and high). Looking first at On-Campus, Course-Related activities, we see that, in general, students who had more exposure to these activities typically had significantly higher DeVI subscale scores. For example, undergraduates with more engagement in these activities also expressed a stronger belief that the university should make more of an effort to recruit more women and minorities among the faculty and student bodies. Law students also showed



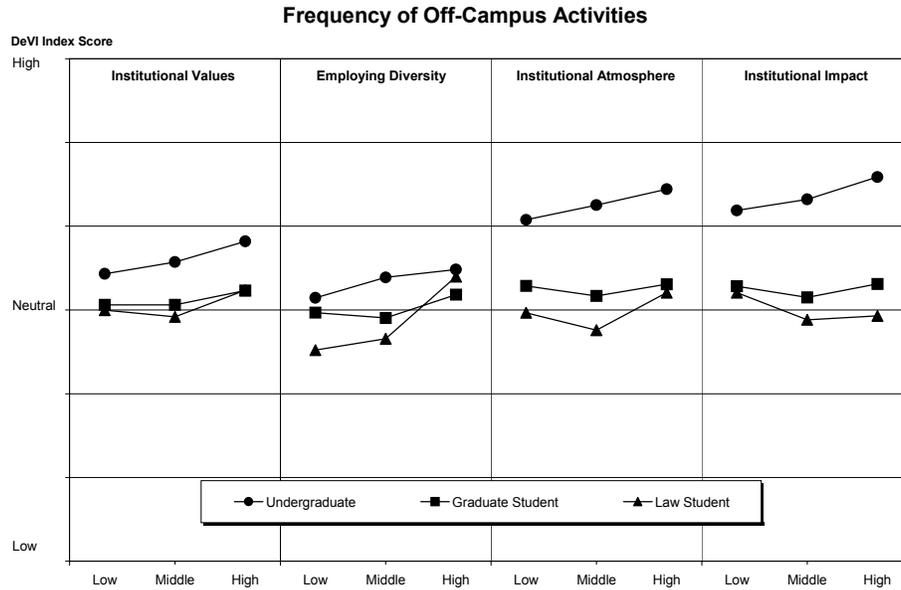
mostly increases across levels of involvement, but not to the degree shown by the undergraduates. Graduate students, on the other hand, did not seem to have differing subscale scores across the different levels of engagement.

Frequency of On-Campus, Non Course-Related Activities



Thus, exposure to mission-related activities on campus, whether in- our out-of-class, appears to have an impact on undergraduates' perceptions. However, there seems to be limited impact on post-baccalaureate students.

Similar analyses looking at On-Campus, Non Course-Related and Off-Campus activities yielded similar patterns of increases across the four DeVI subscales for undergraduates. However, there were virtually no changes in DeVI subscale scores for graduate students. For Law students, the scores fluctuated, but showed no consistent



So, does increased engagement related to greater perceived impact? These findings suggest that increased exposure to mission-related activities, both in and outside the classroom is related to heightened perceptions of the different aspects of DePaul's mission and values as measured on the DeVI, particularly for undergraduates. In other words, these findings suggest that with more engagement in mission-related activities, we see

- Increased understanding of the University's mission and values;
- Increased awareness and acceptance of the institutional atmosphere;
- Stronger belief in the importance of recruiting a more diverse faculty and student body; and,
- Increased belief in the lasting impact of DePaul's values on the students' lives after DePaul.

Conclusions

As part of the annual survey of DePaul's undergraduate, graduate and Law student populations, a special section of the survey was devoted to assessing students' attitudes towards, their level of engagement in, and the perceived impact of mission-related experiences at DePaul. Taken individually, the data show that undergraduates have more positive attitudes, higher levels of engagement, and perhaps consequently perceive greater impact related to these experiences. These patterns tend to hold across colleges.

More interesting, though are the analyses of the correlation between the different measures from the survey. From these analyses, one could conclude that:

- Students who believe in the importance of working towards mission-related goals are more likely to engage in mission-related activities and perceive the value of such activities;
- Students who believe in the importance of working towards mission-related goals tend to have higher scores on the DeVI.
- The more students engage in mission-related activities, the higher their scores on the DeVI – purported to be a measure of impact of DePaul’s mission on students’ values; and,

In other words, simply having students engage in mission-related activities may not be enough. Students need to perceive the value of such activities, which is in part fueled by, and perhaps helps to fuel, their motivation to work towards mission-related goals.

APPENDIX A

Survey Items

Student Attitudes

Personal Values ($\alpha = .921$)⁵

Developing an openness to new ideas and practices
 Clarifying my personal values
 Developing a sense of purpose, value and meaning for my life

Educational/Career Goals ($\alpha = .932$)

Being very well off financially
 Acquiring a well-rounded general education
 Acquiring knowledge and skills needed for a career
 Broadening my intellectual interests

Relationships with Others/Society ($\alpha = .861$)

Being a community leader
 Helping others who are in difficulty
 Being involved in programs to clean up the environment
 Helping promote racial understanding
 Being more willing to consider opposing points of view
 Working to protect the environment

Student Engagement

On-campus, course-related activities ($\alpha = .619$)

Community service as part of a regular course
 Practicum, internship, field experience, or clinical assignment
 Engaged in studying social problems as part of coursework
 Engaged in discussing global and international events as part of coursework

On campus, non course-related activities ($\alpha = .631$)

Religious services (on or off campus)
 Serious conversations with students of different races or ethnicities
 Serious conversations with students with different religious beliefs, political opinions or personal values than me
 Student leadership workshops and activities

Off-campus activities ($\alpha = .704$)

Community service or volunteer work independent of coursework
 Work on a political campaign or activities to change public policy
 Providing service to the poor
 Worked on a project to clean up or protect the environment

⁵ Cronbach's Alpha is a measure of the internal consistency of the items in an index. It ranges from 0 (no reliability) to 1.0 (perfect reliability) and indicates how much the items in the index are essentially measuring the same underlying variable or construct.

Impact (DeVI)Institutional Values ($\alpha = .921$)

The DePaul mission is apparent to me

The Vincentian values inherent in the university's mission are clear to me

Catholic values are generally found in the culture at DePaul

The Vincentian value of personal attention is generally found in the culture at DePaul

The Vincentian value of service to the poor is generally found in the culture at DePaul

The Vincentian value of commitment to social justice is generally found in the culture at DePaul

The University's values are evident to me in the overall quality of student services

The University's values are expressed in the way that I am treated in the office of financial aid and services

The University's values are expressed through university ministry

The University's values are expressed through the personal attention I receive in academic advising

The University's values are evident in the assistance I have received in the office of career planning and development

Employing Diversity ($\alpha = .956$)

DePaul should have a special emphasis on recruiting minority students

DePaul should have a special emphasis on recruiting minority faculty

DePaul should have a special emphasis on recruiting women faculty

Institutional Atmosphere ($\alpha = .945$)

The culture at DePaul promotes service to others

The culture at DePaul advocates diversity among people

The culture at DePaul promotes respect for the dignity of others

The culture at DePaul promotes reaching out to the needy

The culture at DePaul promotes being a community among students, staff and faculty

The culture at DePaul promotes a sense of responsibility to the City of Chicago, its issues and its members

The culture at DePaul promotes respect for the principles of others

Institutional Impact ($\alpha = .743$)

I foresee that my life direction and career choices will be guided by my personal values

Being a student at DePaul has helped me to shape and clarify the values by which I will make life choices

I foresee that Vincentian values will have a continued influence throughout my life