

Social Responsibility Assessment

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October 17, 2008

Social responsibility through examination of ethical implications of knowledge, actions and social policies is one of Pitzer College's educational objectives. This report supplements syllabi and other documents that indicate the College's emphasis on social responsibility. For this report, data from various sources are collected.

1. Prior to seniors graduating in May, they complete a survey evaluating their undergraduate experience while at Pitzer College. The Senior Survey has been outsourced to Higher Education Data Sharing Consortium (HEDS). For 2008, Pitzer College's peer institutions are Dickinson College, Hamilton College, Kalamazoo College, Occidental College, Reed College, and Vassar College. While other items in the Senior Survey have been reported in "The Undergraduate Experience" and "Life After Pitzer" reports, the following questions specifically tap into the construct of social responsibility.

Participants	2003	2004	2005	2006	2007	2008
Degrees Granted*	244	207	221	217	228	231
Survey Participation	187	193	182	188	199	204
% Rate of Participation	77	93	82	87	87	88

* Source: Registrar's Office

When thinking about a career, how important to you is...? ("Very important" + "Essential" % rating)	2003	2004	2005	2006	2007	2008	2008 Peers
7b. Work for social change	66	74	74	72	71	70	

My program enhanced my capacity to...(% of "Greatly" rating)	2003	2004	2005	2006	2007	2008	2008 Peers
11o. relate to people of different races, nations, religions	56	45	55	48	52	47	
11p. develop awareness of social problems	63	61	66	68	66	67	
11r. understand moral & ethical issues	51	47	55	52	54	56	

Participation in my college's activities (% participation)	2003	2004	2005	2006	2007	2008	2008 Peers
13c. political group or club	16	16	14	18	17	20	
13k. social action group	31	26	29	31	34	32	
14e. organized demonstrations	19	15	12	15	24	21	

Questions asked on HEDS Senior Survey but only of Pitzer students. (% rating)	2005	2006	2007
When I hear the phrase "social responsibility," my first images are about doing something for others in the community, outside of the campus environment.	73	81	87
I volunteered in a community service project /internship during my years (including summers) at Pitzer.	79	81	85
Because of my Pitzer education, I have developed a deeper sense of the ethical issues involved in socially responsible actions.	75	79	82
I feel that my Pitzer experiences have helped me become a more socially responsible person than when I started.	70	73	81
Pitzer is a good place to learn about tolerance.	63	69	73
I have become more environmentally responsible as a result of my Pitzer experiences.	n/a	n/a	71
In the future, I see myself being politically active beyond just voting.	71	63	69
While at Pitzer, I participated in some political action (protest rally, writing letters, etc.) to fight discrimination or to support equal rights.	64	63	65
I have voted in every election I was eligible to vote in.	54	54	60
Pitzer's commitment to social responsibility is one of the main reasons I came here.	48	55	44

2. New custom questions were created to tap into social responsibility and intercultural understanding and administered to our First Year, Sophomore, and Senior students, and Alumni in 2007-08.

Social Responsibility ("Agree" + "Strongly Agree" % rating)	First Years, Nov 2007	Sophomores Apr 2008	Seniors, May 2008	Alumni, Mar 2008
Total Number of Participants	210	48	204	117
Before coming to Pitzer [while at Pitzer], I volunteered in two or more different community service projects or internships.*	90	73	63	n/a
One of my college goals is to take courses that will help me develop a deeper sense of the ethical issues involved in socially responsible actions.*	81	83	77	85
I have become more environmentally aware since coming to Pitzer.	73	87	80	n/a
Since coming to Pitzer, I engage more frequently in activities that promote environmental protection or conservation (like recycling, composting, using less water, etc.)*	70	69	71	81
I am registered to vote in political elections.*	62	60	64	80
Before coming to Pitzer [while at Pitzer], I participated in some political action (protest rally, writing to political leaders, etc.) to fight discrimination or to support equal rights.*	51	58	48	58
I find it difficult to speak to other students about their behavior when I see them being destructive to residence hall property.	29	36	21	n/a
I find it difficult to tolerate people whose political views are very different from my own.	19	28	17	24
I find it difficult to speak out in class when I hear someone make statements that I think are discriminatory.*	14	29	17	10
Respecting different viewpoints is difficult here at Pitzer.*	11	28	19	10

* Items were modified slightly to reflect respondents' status (for example, past tense was used for seniors and alumni; phrases about "in class" or "registered to vote" changed to "voted in every election" etc.).

3. Prior to Seniors graduating, they are to fulfill Pitzer's Social Responsibility requirement in one of two ways: Options with Academic Credit and Non-Credit Options. (See Course Catalogue for detailed description.)

Graduation Requirement	Non-Credit Option	Credit Option	Total Graduating
2007-08	28% (65)	72% (166)	231
2006-07	34% (77)	66% (151)	228
2005-06	35% (76)	65% (141)	217
2004-05	34% (75)	66% (146)	221
2003-04	34% (77)	66% (151)	228

4. Pitzer participated in the National Survey of Student Engagement (NSSE) in April 2004. NSSE is a nationwide outsourced survey evaluating student participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college. Survey items on the NSSE represent empirically confirmed "good practices" in undergraduate education. That is, they reflect behaviors by students and institutions that are associated with desired outcomes of college. More than 1200 different colleges and universities in the U.S. and Canada have participated in NSSE since it was first administered in 2000. For the April 2004 wave of data gathering, there were 2200 students from private, liberal arts colleges.

Compared to 2200 students in private liberal arts colleges, Pitzer students self-reported MORE that they:	First Years	Seniors
Participated in a community-based project as part of a regular course		X
Community service/service learning contributed to knowledge, skills, personal development	X	X
Did a practicum, internship, field experience, or clinical assignment	X	
Did community service or volunteer work		X
Voted in local, state or national elections	X	X
Solved complex real-world problems		X
Developed a personal code of values and ethics		X
Contributed to the welfare of their community	X	X
Learn to solve ethical dilemmas	X	X
Total Number of Participants	89	85

Interpretation: Compared to seniors from other private, liberal arts colleges, Pitzer seniors reported more that they "Participated in a community-based project as part of a regular course." Both Pitzer first-year students and seniors reported more that "Community service/service learning contributed to knowledge, skills, personal development." The data can also be used to compare first-years with seniors within a college: Seniors at Pitzer were more likely to report participating in a community-based project compared with first-year students at Pitzer.

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