

Part I

The data set used for this analysis is “Bulldog Foundations Fall 2018.sav”. 34 variables are included in the data set with 182 participants of 287 total students enrolled in 10 total sections of Bulldog Foundations. The survey was conducted with Drake University First Year students enrolled in the Bulldog Foundations course in the Fall of 2018. For this analysis 9 survey questions included likert-style questions related to students perception of engagement and learning in the course. Questions focused on the main learning outcomes of the course. Variables used for descriptive analysis are listed in Table 1.

Table 1

Variables	Levels of Measurement	Min	Max	Mean	SD	n
Learning about my own and others’ identities helped me think about my own identities ^d	Scale	1	5	3.79	0.971	182
Learning about different values and cultures helped me better understand myself ^d	Scale	1	5	3.57	1.016	182
This course helped equip me to engage respectfully across difference ^d	Scale	1	5	3.68	1.029	182
This course helped me with effective learning strategies ^d	Scale	1	5	3.14	1.179	182
I learned how to enhance my academic success ^d	Scale	1	5	3.27	1.102	182
This course helped me to develop strategies to connect with university resources ^d	Scale	1	5	3.53	1.033	182
This course provided me with effective time management strategies ^d	Scale	1	5	3.29	1.086	182
This course provided me with effective self-care strategies ^d	Scale	1	5	3.39	1.150	182
I learned about strategies to intervene or address negative behaviors within my community ^d	Scale	1	5	3.80	1.016	182

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Strongly Agree

Research Question 1: Frequencies

Research Question: What is the distribution of gender, race, and college/school of students who completed the survey for Bulldog Foundations in the fall of 2018?

Frequency statistics were run in order to determine the distribution of gender, race, and college/school of survey participants. In this survey, 73.1% ($n = 133$) identified as Female, and 26.9% ($n = 49$) identified as Male, while 0.5% ($n = 67$). Numbers only reflect a gender binary, as data was pulled from student records which does not allow for students to identify along a gender spectrum. According to the data in Figure 1, the gender make up of students enrolled in Bulldog Foundations weighted toward females. A future study would benefit from allowing participants to note gender based on a scale, rather than a binary in order to reflect developing perceptions of gender (Human Rights Campaign).

SPSS Output

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	49	26.9	26.9	26.9
	Female	133	73.1	73.1	100.0
	Total	182	100.0	100.0	

Regarding College or School enrollment, 9.9% (n = 18) were enrolled in the School of Education, 24.7% (n = 45) were enrolled in the School of Journalism and Mass Communication, 12.6% (n = 23) were enrolled in the College of Pharmacy and Health Science, 19.2% (n = 35) were enrolled in the College of Business, and 33.5% (n = 61) were enrolled in the College of Arts and Sciences. All incoming School of Journalism and Mass Communication students were required to enroll in Bulldog Foundations, half of the incoming class of College of Business was required to enroll. All other students were encouraged to enroll during New Student Orientation.

SPSS Output

College_School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ED	18	9.9	9.9	9.9
	JO	45	24.7	24.7	34.6
	PH	23	12.6	12.6	47.3
	BN	35	19.2	19.2	66.5
	AS	61	33.5	33.5	100.0
	Total		182	100.0	100.0

Regarding race and ethnicity, 5.5% (n = 10) of the participants were identified as Black, 6.0% (n = 11) were identified as Asian, 8.2% (n = 15) were identified as Hispanic, 75.3% (n = 137) were identified as white, and 4.9% (n = 9) were identified as multi-racial. These numbers are comparable to overall university enrolment. This data was pulled from student registration records.

SPSS Output

Race_Ethnicity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Black	10	5.5	5.5	5.5
	Asian	11	6.0	6.0	11.5
	Hispanic	15	8.2	8.2	19.8
	White	137	75.3	75.3	95.1
	Multi	9	4.9	4.9	100.0
	Total	182	100.0	100.0	

Part II

An independent-samples *t*-test was conducted to determine the extent to which there was a statistically significant difference in responses to “I learned how to enhance my academic success” between white students and students of color. The independent samples *t*-test was not statistically significant, $t(180) = -2.026$, $p=.044$, $d= -2.021$ indicating that the mean response for students of color ($M = 3.56$, $SD=.967$) is significantly greater than the mean response for white students ($M=3.18$, $SD=1.13$). The 95% confidence interval ranged from $-.751$ to $-.010$ with the value of zero not included in this range also indicating that the difference was statistically significant.

An independent-samples *t*-test was conducted to determine the extent to which there was a statistically significant difference in responses to “This course provided me with effective self-care strategies” between white students and students of color. The independent samples *t*-test was not statistically significant, $t(94.992) = -2.817$, $p=.006$, $d= -2.82$ indicating that the mean response for students of color ($M = 3.76$, $SD=.933$) is significantly greater than the mean response for white students ($M=3.27$, $SD=1.191$). The 95% confidence interval ranged from $-.828$ to $-.143$ with the value of zero not included in this range also indicating that the difference was statistically significant.

An independent-samples *t*-test was conducted to determine the extent to which there was a statistically significant difference in responses to “I would recommend taking a Bulldog Foundations course to other students” between white students and students of color. The independent samples *t*-test was not statistically significant, $t(180) = -2.957$, $p=.004$, $d=-2.951$ indicating that the mean response for students of color ($M = 3.60$, $SD=1.25$) is significantly greater than the mean response for white students ($M=2.94$, $SD=1.31$). The 95% confidence interval ranged from -1.098 to $-.219$ with the value of zero not included in this range also indicating that the difference was statistically significant.

Group Statistics

	Race_Ethnicity	N	Mean	Std. Deviation
Learning about different values and cultures helped me better understand myself.	White	137	3.52	1.001
	POC	45	3.71	1.058
This course helped equip me to engage respectfully across difference.	White	137	3.69	1.041
	POC	45	3.67	1.000
This course provided me with effective learning strategies (e.g., study skills).	White	137	3.05	1.178
	POC	45	3.40	1.156
I learned how to enhance my academic success.	White	137	3.18	1.130
	POC	45	3.56	.967

This course helped me to develop strategies to connect with university resources.	White	137	3.46	1.064
	POC	45	3.76	.908
This course provided me with effective time management strategies.	White	137	3.23	1.111
	POC	45	3.49	.991
This course provided me with effective self-care strategies (e.g., wellness, stress reduction).	White	137	3.27	1.191
	POC	45	3.76	.933
I learned strategies to intervene or address negative behaviors within my community.	White	137	3.80	1.006
	POC	45	3.80	1.057
I improved my confidence in engaging with faculty.	White	137	3.27	1.088
	POC	45	3.56	1.179
This course helped me identify my goals as a student.	White	137	3.28	1.137
	POC	45	3.58	1.138
My course was a good learning experience.	White	137	3.19	1.298
	POC	45	3.49	1.218
I would recommend taking a Bulldog Foundations course to other students.	White	137	2.94	1.310
	POC	45	3.60	1.250
This course helped me think about my own and others' identities.	White	137	3.77	1.002
	POC	45	3.84	.878

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning about different values and cultures helped me better understand myself.	Equal variance assumed	.101	.751	-1.106	180	.270	-.193	.174	-.537	.151
	Equal variance not assumed			-1.075	71.664	.286	-.193	.179	-.551	.165

This course helped equip me to engage respectfully across difference.	Equal variances assumed	.105	.746	.110	180	.913	.019	.177	-.330	.369
	Equal variances not assumed			.112	77.742	.911	.019	.174	-.326	.365
This course provided me with effective learning strategies (e.g., study skills).	Equal variances assumed	.033	.855	-1.732	180	.085	-.349	.201	-.746	.049
	Equal variances not assumed			-1.748	76.249	.084	-.349	.200	-.746	.049
I learned how to enhance my academic success.	Equal variances assumed	1.540	.216	-2.026	180	.044	-.380	.188	-.751	-.010
	Equal variances not assumed			-2.193	86.750	.031	-.380	.173	-.725	-.036
This course helped me to develop strategies to connect with university resources.	Equal variances assumed	4.472	.036	-1.674	180	.096	-.296	.177	-.644	.053
	Equal variances not assumed			-1.813	86.897	.073	-.296	.163	-.620	.029
This course provided me with effective time management strategies.	Equal variances assumed	.992	.321	-1.411	180	.160	-.263	.186	-.630	.105
	Equal variances not assumed			-1.495	83.236	.139	-.263	.176	-.612	.087
This course provided me with effective self-care strategies (e.g., wellness, stress reduction).	Equal variances assumed	8.763	.003	-2.493	180	.014	-.485	.195	-.870	-.101
	Equal variances not assumed			-2.817	94.922	.006	-.485	.172	-.828	-.143
I learned strategies to intervene or address	Equal variances assumed	.000	.998	.017	180	.987	.003	.175	-.343	.348

negative behaviors within my community.	Equal variances not assumed			.016	72.000	.987	.003	.180	-.355	.361
I improved my confidence in engaging with faculty.	Equal variances assumed	.471	.494	-1.496	180	.136	-.285	.191	-.662	.091
	Equal variances not assumed			-1.436	70.305	.155	-.285	.199	-.682	.111
This course helped me identify my goals as a student.	Equal variances assumed	.156	.693	-1.500	180	.135	-.293	.195	-.679	.093
	Equal variances not assumed			-1.499	74.994	.138	-.293	.195	-.683	.096
My course was a good learning experience.	Equal variances assumed	1.133	.289	-1.361	180	.175	-.299	.220	-.733	.134
	Equal variances not assumed			-1.406	79.382	.164	-.299	.213	-.722	.124
I would recommend taking a Bulldog Foundations course to other students.	Equal variances assumed	.598	.440	-2.957	180	.004	-.658	.223	-1.098	-.219
	Equal variances not assumed			-3.028	78.177	.003	-.658	.217	-1.091	-.226
This course helped me think about my own and others' identities.	Equal variances assumed	.536	.465	-.467	180	.641	-.078	.167	-.408	.252
	Equal variances not assumed			-.499	84.688	.619	-.078	.156	-.389	.233

Part III

An independent-samples *t*-test was conducted to determine the extent to which there was a statistically significant difference in responses to “Learning about different values and cultures helped me better understand myself” between males and females. The independent samples *t*-test was not statistically significant, $t(180) = -2.115, p=.036, d=-2.110$ indicating that the mean response for females ($F = 3.66, SD=.960$) is significantly greater than the mean response for males ($M=3.31, SD=1.12$). The 95% confidence interval ranged from $-.687$ to $-.024$ with the value of zero not included in this range also indicating that the difference was statistically significant.

An independent-samples *t*-test was conducted to determine the extent to which there was a statistically significant difference in responses to “This course provided me with effective learning strategies” between males and females. The independent samples *t*-test was statistically significant, $t(180) = -2.701, p=.008, d=-2.696$ indicating that the mean response for females ($M = 3.28, SD=1.137$) is significantly greater than the mean response for males ($M=2.76, SD=1.217$). The 95% confidence interval ranged from $-.905$ to $-.141$ with the value of zero not included in this range also indicating that the difference was statistically significant.

An independent-samples *t*-test was conducted to determine the extent to which there was a statistically significant difference in responses to “I learned how to enhance my academic success” between males and females. The independent samples *t*-test was statistically significant, $t(180) = -2.811, p=.005, d=-2.807$ indicating that the mean response for females ($M = 3.41, SD=1.037$) is significantly greater than the mean response for males ($M=2.90, SD=1.195$). The 95% confidence interval ranged from $-.865$ to $-.151$ with the value of zero not included in this range also indicating that the difference was statistically significant.

An independent-samples *t*-test was conducted to determine the extent to which there was a statistically significant difference in responses to “This course provided me with effective time management strategies” between males and females. The independent samples *t*-test was statistically significant, $t(180) = -2.115, p=-2.54, d=-2.536$ indicating that the mean response for females ($M = 3.41, SD=1.207$) is significantly greater than the mean response for males ($M=2.96, SD=1.016$). The 95% confidence interval ranged from $-.807$ to $-.101$ with the value of zero not included in this range also indicating that the difference was statistically significant.

An independent-samples *t*-test was conducted to determine the extent to which there was a statistically significant difference in responses to “This course provided me with effective self-care strategies” between males and females. The independent samples *t*-test was statistically significant, $t(70.551) = -2.525, p=.014, d=-2.696$ indicating that the mean response for females ($M = 3.53, SD=1.041$) is significantly greater than the mean response for males ($M=3.00, SD=1.339$). The 95% confidence interval ranged from $-.956$ to $-.112$ with the value of zero not included in this range also indicating that the difference was statistically significant.

An independent-samples *t*-test was conducted to determine the extent to which there was a statistically significant difference in responses to “This course helped me think about my own and others’ identities” between males and females. The independent samples *t*-test was statistically significant, $t(122.857) = 2.767, p=.020, d=2.772$ indicating that the mean response for males ($M= 4.06, SD=.719$) is significantly greater than the mean response for females ($M=3.68, SD=1.033$). The 95% confidence interval ranged from 1.36 to $.107$ with the value of zero not included in this range also indicating that the difference was statistically significant.

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
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Learning about different values and cultures helped me better understand myself.	Male	49	3.31	1.122	.160
	Female	133	3.66	.960	.083
This course helped equip me to engage respectfully across difference.	Male	49	3.47	1.174	.168
	Female	133	3.76	.963	.083
This course provided me with effective learning strategies (e.g., study skills).	Male	49	2.76	1.217	.174
	Female	133	3.28	1.137	.099
I learned how to enhance my academic success.	Male	49	2.90	1.195	.171
	Female	133	3.41	1.037	.090
This course helped me to develop strategies to connect with university resources.	Male	49	3.41	1.206	.172
	Female	133	3.58	.963	.084
This course provided me with effective time management strategies.	Male	49	2.96	1.207	.172
	Female	133	3.41	1.016	.088
This course provided me with effective self-care strategies (e.g., wellness, stress reduction).	Male	49	3.00	1.339	.191
	Female	133	3.53	1.041	.090
I learned strategies to intervene or address negative behaviors within my community.	Male	49	3.67	1.049	.150
	Female	133	3.85	1.004	.087
I improved my confidence in engaging with faculty.	Male	49	3.27	1.186	.169
	Female	133	3.37	1.090	.095
This course helped me identify my goals as a student.	Male	49	3.10	1.177	.168
	Female	133	3.45	1.118	.097
My course was a good learning experience.	Male	49	2.96	1.485	.212
	Female	133	3.38	1.185	.103
I would recommend taking a Bulldog Foundations course to other students.	Male	49	2.90	1.461	.209
	Female	133	3.18	1.266	.110
	Male	49	4.06	.719	.103

This course helped me think about my own and others' identities.	Female	133	3.68	1.033	.090
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Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Learning about different values and cultures helped me better understand myself.	Assumed	2.774	.098	-2.115	180	.036	-.356	.168	-.687	-.024
	Not assumed			-1.969	75.427	.053	-.356	.181	-.715	.004
This course helped equip me to engage respectfully across difference.	assumed	5.372	.022	-1.696	180	.092	-.290	.171	-.627	.047
	not assumed			-1.548	73.071	.126	-.290	.187	-.663	.083
This course provided me with effective learning strategies (e.g., study skills).	assumed	.130	.719	-2.701	180	.008	-.523	.194	-.905	-.141
	not assumed			-2.618	80.823	.011	-.523	.200	-.921	-.125
I learned how to enhance my academic success.	assumed	.522	.471	-2.811	180	.005	-.508	.181	-.865	-.151
	not assumed			-2.634	76.245	.010	-.508	.193	-.892	-.124
This course helped me to develop strategies to connect with university resources.	assumed	6.488	.012	-.989	180	.324	-.171	.173	-.512	.170
	not assumed			-.892	71.754	.375	-.171	.191	-.553	.211
This course provided me with effective time management strategies.	assumed	1.124	.290	-2.540	180	.012	-.454	.179	-.807	-.101
	not assumed			-2.347	74.489	.022	-.454	.194	-.840	-.069

This course provided me with effective self-care strategies (e.g., wellness, stress reduction).	assumed	7.265	.008	-2.832	180	.005	-.534	.189	-.906	-.162
	not assumed			-2.525	70.511	.014	-.534	.211	-.956	-.112
I learned strategies to intervene or address negative behaviors within my community.	assumed	.309	.579	-1.038	180	.301	-.176	.170	-.511	.159
	not assumed			-1.017	82.463	.312	-.176	.173	-.521	.168
I improved my confidence in engaging with faculty.	assumed	.054	.816	-.553	180	.581	-.103	.187	-.471	.265
	not assumed			-.531	79.723	.597	-.103	.194	-.489	.283
This course helped me identify my goals as a student.	assumed	.064	.801	-1.842	180	.067	-.349	.189	-.723	.025
	not assumed			-1.799	81.915	.076	-.349	.194	-.735	.037
My course was a good learning experience.	assumed	8.449	.004	-1.961	180	.051	-.417	.213	-.836	.003
	not assumed			-1.768	71.692	.081	-.417	.236	-.887	.053
I would recommend taking a Bulldog Foundations course to other students.	assumed	2.590	.109	-1.280	180	.202	-.282	.221	-.718	.153
	not assumed			-1.198	76.118	.235	-.282	.236	-.752	.187
This course helped me think about my own and others' identities.	assumed	7.148	.008	2.352	180	.020	.377	.160	.061	.693
	not assumed			2.767	122.857	.007	.377	.136	.107	.647