NSSE 2019: Engagement Indicators by Populations of Interest

The National Survey of Student Engagement (NSSE) is a confidential, online survey that helps CSU better understand the campus environment and student behavior. NSSE collects information from first-year and senior undergraduates at hundreds of universities and asks students about their study habits, their educational plans and experiences, how they spend their time, and about their satisfaction with the campus, faculty, and curriculum. The NSSE yields data that CSU can use to improve the undergraduate experience both in and out of the classroom and provides us with indirect measures of success.

NSSE is a census administration in the spring semester to all first-year and senior students that are enrolled in the preceding fall semester. Thus, the 2019 NSSE results include students who were enrolled in both FA18 and SP19. NSSE results are always reported for first-year and senior students separately with class level determined by credit level. NSSE intentionally includes all types students (e.g. transfer, non-traditional, online) and is not limited to the first-time, full-time cohort. A complete archive of all past NSSE results, both standard and custom, is available on IRP&E's website.

A prior report focused on how CSU's 2019 results have changed over time and how CSU's student engagement compares to student engagement at other large land grant institutions. This report builds on that research by exploring engagement and participation in high-impact education activities in finer detail, focusing on patterns among traditionally underserved student populations at CSU overall as well as variation by students' major college. Internal variation in the levels of engagement by demographic group within colleges and departments can be viewed on IRP&E's interactive page.

Executive Summary

Overall, minimal differences in engagement indicators and high impact practices exist between populations of interest for first year students and seniors. Table 1 displays engagement indicators and HIPs for first year students by population of interest. Variation by major college can be viewed here as well as the Appendix.

Table 1. Summary of First-Year Internal Demographic Variation in Student Engagment

		Female (Male)	FG (Non-FG)	RM (Non-RM)	Pell (Non-Pell)	Rural (Urban)	NR (Resident)
Academic Challenge	Higher Order Learning	+	=	=	=	=	=
	Reflective and Integrative Learning	+	=	=	=	=	=
	Learning Strategies	+	=	=	+	=	=
	Quantitative Reasoning	-	=	=	=	=	=
Learning with Peers	Collaborative Learning	=	=	=	=	=	=
	Discussions with Diverse Others	=	=	=	=	=	=
Experiences with Faulty	Student Faculty Interactions	=	=	+	=	=	=
	Effective Teaching Practices	=	=	=	=	=	=
Campus Environment	Quality of Interactions	=	-	=	-	+	+
	Supportive Environment	+	=	=	=	=	=
High Impact Practices	Complete One or More Activity	-	=	+	=	=	=
	Learning Community Participation	+	=	+	=	+	=
	Research With Faculty	=	=	=	=	=	=
	Service Learning	-	+	+	=	=	=

Note: "+" indicates a statistically significant (*p* <.05) positive difference between groups; "-" indicates a statistically significant negative difference between groups; "=" indicates no significant difference.

In general, historically underserved first-year populations report similar, or greater, levels of engagement across indicators as well as high-impact practices. The only area of concern is Quality of Interactions indicator; both first gen and Pell students reported lower quality of interactions with others on campus, especially other students, compared to continuing gen and non-Pell students.

Female first year students reported statistically higher engagement compared to males in the overall Academic Challenge theme, with the exception of the Quantitative Reasoning indicator. They were also less likely than males to report complete at least one or more high-impact activities.

Table 2 displays engagement indicators and HIPs for seniors by population of interest.

Table 2. Summary of Senior Internal Demographic Variation in Student Engagment

		Female (Male)	FG (Non-FG)	RM (Non-RM)	Pell (Non-Pell)	Rural (Urban)	NR (Resident)
Academic Challenge	Higher Order Learning	=	=	+	+	=	=
	Reflective and Integrative Learning	+	=	=	=	=	=
	Learning Strategies	+	=	=	=	=	=
	Quantitative Reasoning	-	-	=	=	=	+
Learning with Peers	Collaborative Learning	=	-	=	-	=	=
	Discussions with Diverse Others	=	+	+	=	=	=
Experiences with Faulty	Student Faculty Interactions	=	=	=	=	=	=
	Effective Teaching Practices	=	=	=	=	=	=
Campus Environment	Quality of Interactions	=	=	=	=	=	=
	Supportive Environment	+	=	=	=	=	=
High Impact Practices	Complete Two or More Activities	+	-	+	=	=	+
	Learning Community Participation	=	=	+	=	=	=
	Research With Faculty	+	=	-	=	=	+
	Service Learning	-	+	+	=	=	=
	Study Abroad	+	=	=	=	=	+
	Internship or Capstone	+	-	-	=	=	=
	Culminating Senior Experience	+	-	=	=	=	=

Note: "+" indicates a statistically significant ($p < .05$) positive difference between groups; "-" indicates a statistically significant negative difference between groups; "=" indicates no significant difference.

Overall, minimal differences were observed among populations of interest across the engagement indicators, particularly in the Experiences with Faculty and Campus Environment themes. Within Academic Challenge, both females and first gen students reported lower levels of quantitative reasoning compared to males and continuing gen students, and first gen and Pell students reported lower levels of collaborative learning.

Females, racially minoritized, and non-resident seniors reported significantly higher rates of completing at least two HIP activities compared to males, non-RM, and resident seniors; first gen students reported a lower rate of completion compared to continuing gen.

NSSE Sample and Methods

Overall, almost 1,900 first-year students 2,100 seniors participated in the 2019 NSSE survey. CSU's NSSE sample is not a perfect representation of CSU's population because female and full-time students are overrepresented. It does appear, however, to be representative of first generation students, Pell Grant recipients, and racially minoritized students. The response bias in the 2019 NSSE data are in line with prior CSU NSSE samples (see CSU 2019 NSSE Sample Representation). Thus, the samples are not proportionally representative in some expected ways, but overall NSSE a useful data source for exploring levels of student engagement.

Engagement indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. NSSE measures engagement by using a combination of conceptual and empirical analysis to identify 10 survey constructs (Engagement Indicators) of effective educational practices that are nested within four broader themes of engagement. In addition to these constructs, NSSE also measures interest and completion of six high-impact activities. This report compares the average percent agreement within each engagement indicator (or participation status in the high-impact activity) by demographic group and college. Percent agreement for each engagement indicator is calculated by summing responses across items and dividing by the number of questions in that indicator, which is then averaged together into percent agreement for each sub-population. Statistical comparisons are calculated using a Chi-square tests, and significant differences are noted with an asterisk (*).

Differences across Engagement Indicators and High-Impact Practices by demographic group are reported for the following populations: racially minoritized status, Pell recipient status, first generation status, gender, residency, rural status, and major college. Rural status is determined by population density of a student's first home address; areas with a population per square mile of less than 1,000 are considered rural.

Engagement Indicators by Populations of Interest

The following figures display the percentage point (PP) gaps between the population of interest and its corresponding group for each indicator, comparing the proportion of students who endorsed the overall indicator across each population. Rates for each question by population can be viewed in Appendix A.

Academic Challenge Theme

The Academic Challenge theme groups together engagement indicators that address the important role that colleges and universities play in promoting student learning by challenging students to do more. Four engagement indicators are a part of this theme: Higher-Order Learning, Reflective and Integrative Learning, Learning Strategies, and Quantitative Reasoning.

First-Year Higher-Order Learning

The Higher-Order Learning engagement indicator measures how much institutions are emphasizing student engagement in complex cognitive tasks that require more than memorization of facts. Items address to what extent coursework has emphasized memorization, application of knowledge to practical problems, analysis, evaluation of sources, and synthesizing of knowledge into new ideas.

Figure 1 displays the PP gaps across populations of interest within the higher-order learning engagement indicator among first year students.
The largest PP gap exists between first-year females and males, in that females reported greater overall use of high-order learning strategies. Specifically, significantly more females reported evaluating a point of view, decision, or information source. The remaining populations reported similar levels of using higher-order learning strategies.

Fig. 1. FY Higher-Order Learning PP Gaps

■ Female* ■ FG ■ RM ■ NR ■ Pell ■ Rural

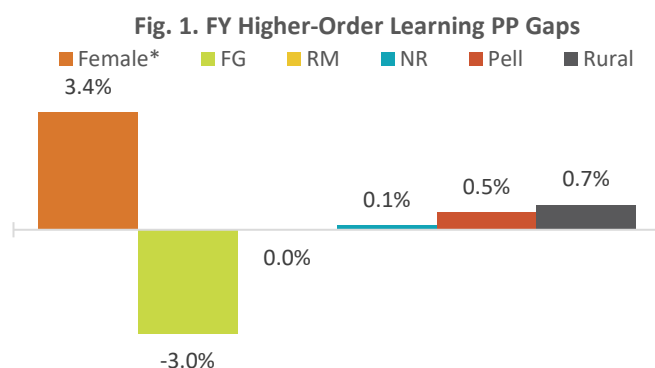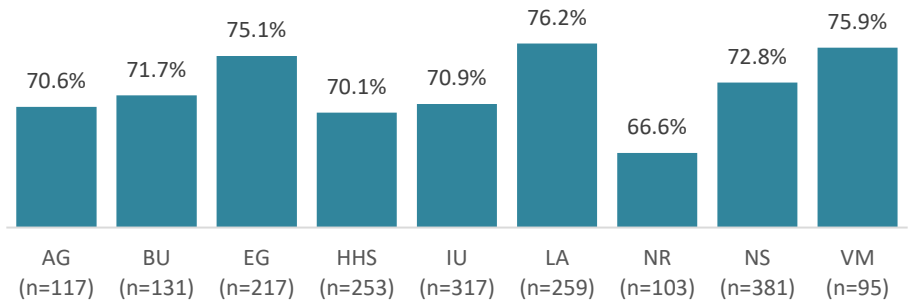| Female*	FG	RM	NR	Pell	Rural
3.4%	-3.0%	0.0%	0.1%	0.5%	0.7%

Figure 2 displays the percent agreement with higher-order learning by major college among first year students. Students within Liberal Arts (76%), Veterinary Medicine and Biomedical Sciences (CVMBS, 76%) and Engineering (75%) reported the highest rates of coursework emphasis, while Natural Resources (67%) reported the lowest.

Fig. 2. FY Higher-Order Learning by College

AG (n=117)	BU (n=131)	EG (n=217)	HHS (n=253)	IU (n=317)	LA (n=259)	NR (n=103)	NS (n=381)	VM (n=95)
70.6%	71.7%	75.1%	70.1%	70.9%	76.2%	66.6%	72.8%	75.9%

Senior Higher-Order Learning

Figure 3 displays PP gaps among senior respondents within the higher-order learning indicator. Both racially minoritized and Pell seniors reported using higher-order learning strategies more often compared to non-RM and non-Pell seniors. RM students reported evaluating a point of view, decision, or information source and forming a new idea or understanding from various pieces of information significantly more often compared to non-RM students. Pell students reported evaluating a point of view, decision, or information source significantly more often compared to non-Pell students. Females, first gen, and nonresidents reported slightly higher levels of engagement in higher-order learning compared to their counterparts, while rural students reported slightly lower levels.

Fig. 3. SR Higher-Order Learning PP Gaps

Legend: ■ Female ■ FG ■ RM* ■ NR ■ Pell* ■ Rural

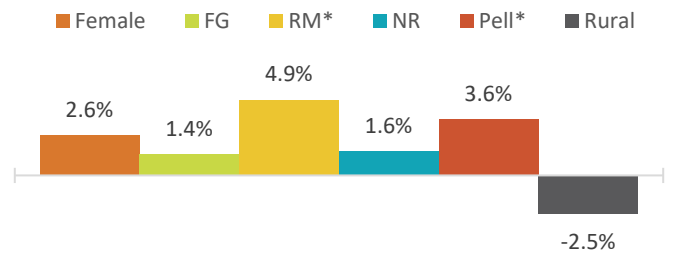| Female	FG	RM*	NR	Pell*	Rural
2.6%	1.4%	4.9%	1.6%	3.6%	-2.5%

Figure 4 displays the percentage of seniors who agreed that their coursework regularly emphasized higher-order learning by major college. Students within Natural Resources reported the highest level of agreement (79%), while students in Ag reported the lowest (62%).

Fig. 4. SR Higher-Order Learning by College

AG (n=156)	BU (n=228)	EG (n=346)	HHS (n=373)	IU (n=12)	LA (n=302)	NR (n=180)	NS (n=388)	VM (n=99)
61.8%	72.7%	66.6%	71.2%	66.7%	76.6%	79.0%	70.0%	72.9%
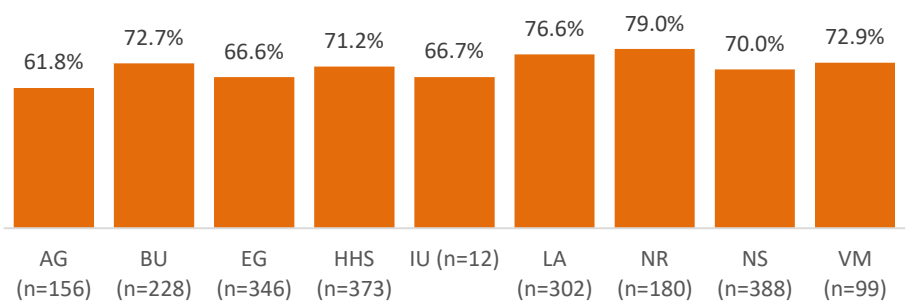
First Year Reflective and Integrative Learning

The central theme of the Reflective and Integrative Learning engagement indicator is to measure how much instructors are motivating students to make connections between course material and the world around them, to reexamine their own beliefs, and to consider other perspectives.

Figure 5 displays the PP gaps across first year populations of interest within the reflective and integrative learning engagement indicator. The largest PP gap exists between first-year females and males, in that females reported using these learning strategies at a higher overall rate. In particular, significantly more females reported connecting their learning to societal problems or issues, including diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions/assignments, and connecting ideas from courses to their prior experiences and knowledge. The remaining populations reported similar levels of reflective and integrative learning.

Fig. 5. FY Reflective and Integrative Learning PP Gaps

■ Female*   ■ FG   ■ RM   ■ NR   ■ Pell   ■ Rural

3.9%
1.0%
-1.8%
-0.7%
-0.3%
-0.7%
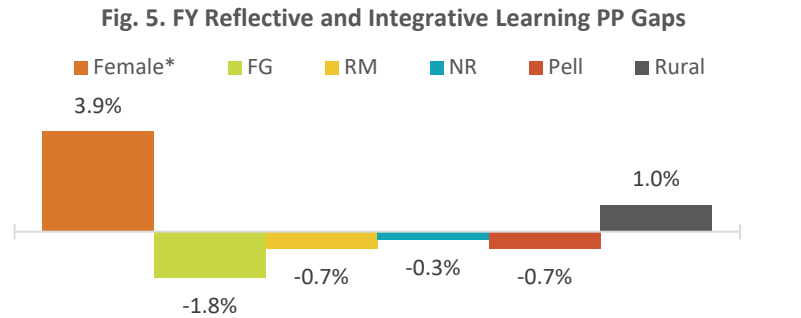
Figure 6 displays percent agreement with reflective and integrative learning by major college among first year students. Students in Liberal Arts reported the highest level of overall agreement across colleges (79%), while students in Ag reported the lowest (63%).

Fig. 6. FY Reflective & Integrative Learning by College

AG (n=117)	BU (n=131)	EG (n=217)	HHS (n=253)	IU (n=317)	LA (n=259)	NR (n=103)	NS (n=381)	VM (n=95)
63.2%	68.2%	65.7%	64.9%	68.9%	79.0%	67.9%	64.6%	71.6%

Senior Reflective and Integrative Learning

Figure 7 displays PP gaps for seniors within the reflective and integrative learning indicator. Females reported using these learning strategies significantly more often compared to males. In particular, they reported connecting their learning to societal problems or issues, including diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions/assignments, trying to better understand someone else's views by imagining how an issue looks from their perspective, learning something that changed the way they understand an issue or concept, and connecting ideas from their courses to prior experiences and knowledge more frequently than males. First gen, RM, nonresidents, and Pell students all display small positive gaps, while rural students display a slightly negative gap. None of these differences are statistically significant.

Fig. 7. SR Reflective and Integrative Learning PP Gaps

■ Female*   ■ FG   ■ RM   ■ NR   ■ Pell   ■ Rural
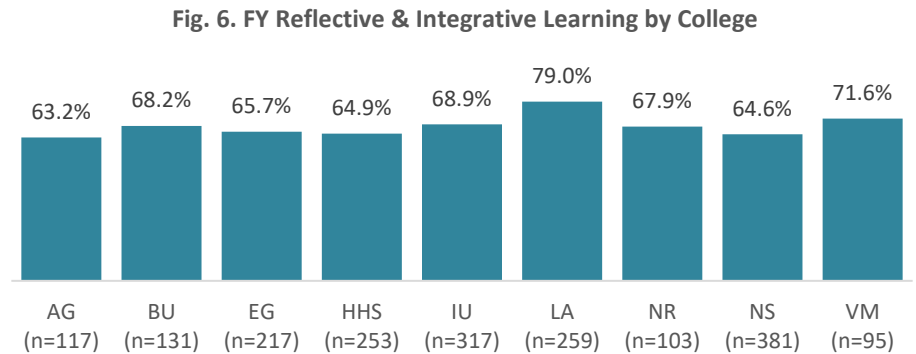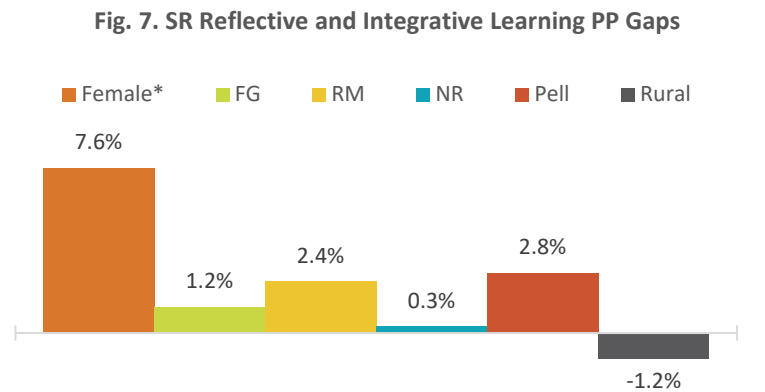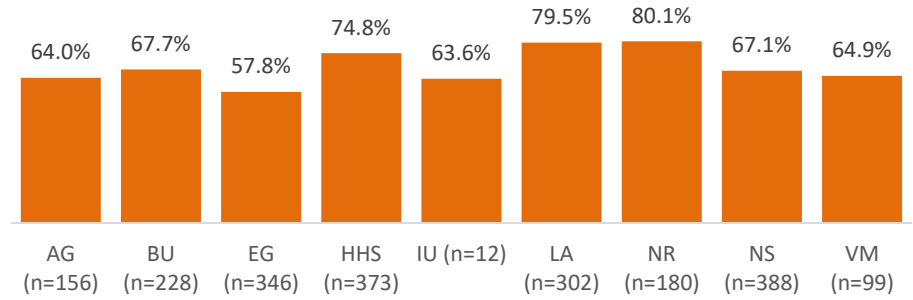
7.6%
1.2%
2.4%
0.3%
2.8%
-1.2%

Figure 8 displays the percent of seniors who agree that their coursework regularly emphasizes reflective and integrative learning by college. Students in Natural Resources and Liberal Arts (80%) reported the highest level of agreement, while students in Engineering reported the lowest at about 58%.

Fig. 8. SR Reflective & Integrative Learning by College

AG (n=156): 64.0%
BU (n=228): 67.7%
EG (n=346): 57.8%
HHS (n=373): 74.8%
IU (n=12): 63.6%
LA (n=302): 79.5%
NR (n=180): 80.1%
NS (n=388): 67.1%
VM (n=99): 64.9%

First Year Learning Strategies

College students enhance their learning and retention by actively engaging with and analyzing course material rather than approaching learning as absorption. Examples of effective learning strategies include identifying key information in readings, reviewing notes after class, and summarizing course material. Knowledge about the prevalence of effective learning strategies helps colleges and universities target interventions to promote student learning and success.

Figure 9 displays the PP across first year populations of interest within the learning strategies engagement indicator. Females and Pell first year students reported using learning strategies at statistically greater levels compared to males and non-Pell students. Females were significantly more likely to identify key information from reading assignments and review notes after class; Pell students were more likely to review notes after class, identify key information from reading assignments, and summarize what they learned.

Fig. 9. FY Learning Strategies PP Gaps

Legend: Female*, FG, RM, NR, Pell*, Rural

Female*: 5.7%
FG: 0.4%
RM: 2.0%
NR: -2.1%
Pell*: 4.6%
Rural: -1.1%
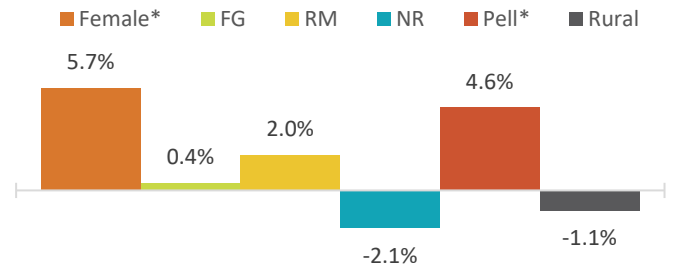
Figure 10 displays percent agreement for frequent use of learning strategies by major college. Students within CVMBS (77%) reported the highest level of agreement in this indicator, while Engineering reported the lowest (63%).

Fig. 10. FY Learning Strategies by College

AG (n=117): 67.9%
BU (n=131): 67.8%
EG (n=217): 63.4%
HHS (n=253): 67.5%
IU (n=317): 66.3%
LA (n=259): 73.0%
NR (n=103): 65.9%
NS (n=381): 67.1%
VM (n=95): 76.7%
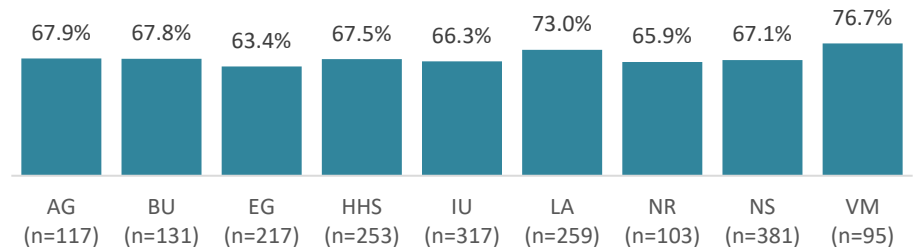
Senior Learning Strategies

Figure 11 displays PP gaps for the learning strategies indicator among seniors. Only females had a significant PP gap compared to males. Females were significantly more likely to identify key information from reading assignments, review notes after class, and summarize what they learned in class or from course materials. The remaining populations had minimal gaps compared to their counterparts.

Fig. 11. SR Learning Strategies PP Gaps

Legend: Female*, FG, RM, NR, Pell, Rural

Female*: 6.0%
FG: -0.3%
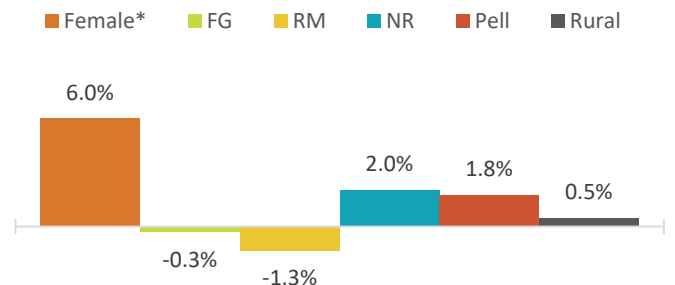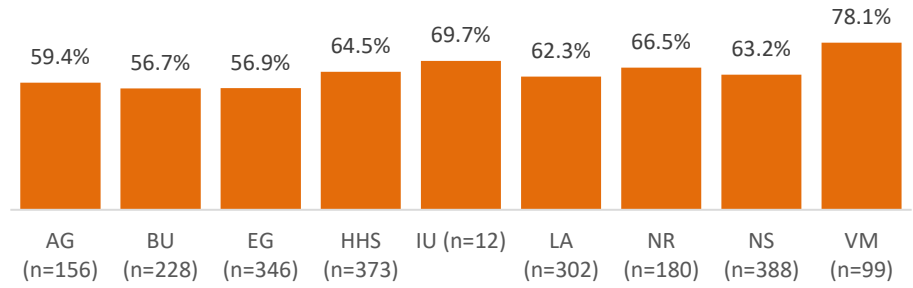RM: -1.3%
NR: 2.0%
Pell: 1.8%
Rural: 0.5%

Figure 12 displays the percent of students who agree that they regularly use learning strategies. Students in CVMBS reported the highest agreement in this indicator (78%), while students in Business (57%) and Engineering (57%) reported the lowest.

Fig. 12. SR Learning Strategies by College

	AG (n=156)	BU (n=228)	EG (n=346)	HHS (n=373)	IU (n=12)	LA (n=302)	NR (n=180)	NS (n=388)	VM (n=99)
	59.4%	56.7%	56.9%	64.5%	69.7%	62.3%	66.5%	63.2%	78.1%

First Year Quantitative Reasoning

Quantitative literacy—the ability to use and understand numerical and statistical information in everyday life— is an increasingly important outcome of higher education. All students, regardless of major, should have ample opportunities to develop their ability to reason quantitatively—to evaluate, support, and critique arguments using numerical and statistical information.

Figure 13 displays the PP gaps across first year populations of interest within the quantitative reasoning engagement indicator. Females are significantly less likely to report using these strategies, to include reaching conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.), using numerical information to examine real-world problem/issue (unemployment, climate change, public health, etc.), and evaluating what others have concluded from numerical information. The remaining populations reported using quantitative reasoning strategies at similar rates.

Fig. 13. FY Quantitative Reasoning PP Gaps

■ Female* ■ FG ■ RM ■ NR ■ Pell ■ Rural

Female*	FG	RM	NR	Pell	Rural
-10.3%	-3.7%	-1.6%	-1.0%	-1.7%	1.2%
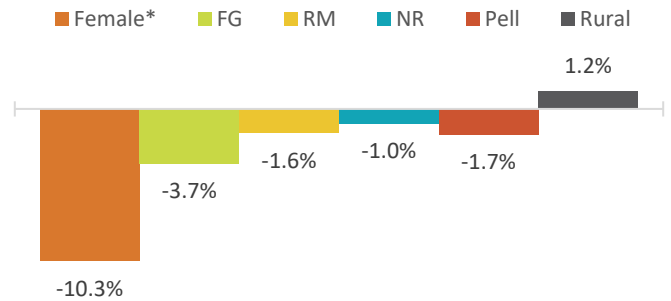
Figure 14 displays percent agreement for quantitative reasoning across major college for first year students. Students within Engineering reported using these strategies the most often (60%), while students within Liberal Arts reported using them the least (40%).

Fig. 14. FY Quantitative Reasoning by College

	AG (n=117)	BU (n=131)	EG (n=217)	HHS (n=253)	IU (n=317)	LA (n=259)	NR (n=103)	NS (n=381)	VM (n=95)
	42.6%	56.7%	60.3%	43.8%	47.3%	40.4%	54.9%	49.2%	52.2%
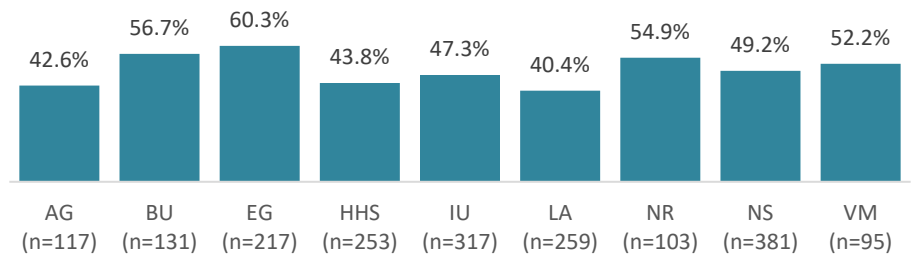
Senior Quantitative Reasoning

Figure 15 displays PP gaps for quantitative reasoning. Females and FG students reported significantly lower levels of engagement in this area. Females were significantly less likely to reach conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.), use numerical information to examine real-world problem/issue (unemployment, climate change, public health, etc.), and evaluate what others have concluded from numerical information. First gen students reported significantly lower

Fig. 15. SR Quantitative Reasoning PP Gaps

■ Female* ■ FG* ■ RM ■ NR* ■ Pell ■ Rural

Female*	FG*	RM	NR*	Pell	Rural
-11.5%	-7.2%	0.5%	5.8%	-1.9%	-4.1%
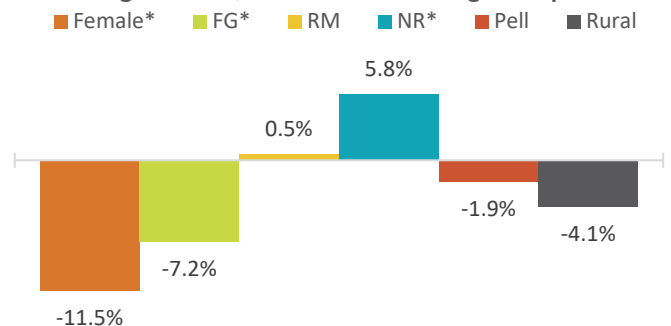
levels of reaching conclusions based on their own analysis of numerical information and evaluating what others have concluded from numerical information. Nonresidents reported significantly greater engagement in this area, including using numerical information to examine real-world problem/issue and evaluating what others have concluded from numerical information.

Figure 16 displays the percent of students who reported regularly using quantitative reasoning skills by college. Students in Natural Resources reported the highest level of this indicator (72%), while students in Liberal Arts reported the lowest (38%).

Fig. 16. SR Quantitative Reasoning by College

47.7%	56.6%	61.8%	50.2%	57.6%	38.1%	71.7%	53.9%	56.8%
AG (n=156)	BU (n=228)	EG (n=346)	HHS (n=373)	IU (n=12)	LA (n=302)	NR (n=180)	NS (n=388)	VM (n=99)

Learning with Peers Theme

The Learning with Peers theme groups together engagement indicators that address how developing interpersonal and social competence and collaborating with others prepare students to deal with the complex problems they will face during and after college. Two engagement indicators are a part of this theme: Collaborative Learning and Discussions with Diverse Others.
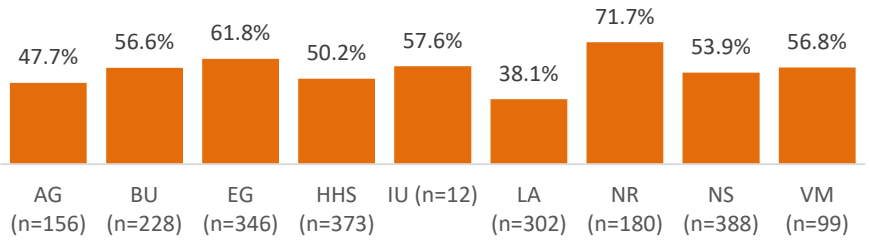
First Year Collaborative Learning

Collaborating with peers in solving problems or mastering difficult material deepens understanding and prepares students to deal with the messy, unscripted problems they encounter during and after college. Working on group projects, asking others for help with difficult material or explaining it to others, and working through course material in preparation for exams all represent collaborative learning activities.

Figure 17 displays the PP gaps across populations of interest within the collaborative learning engagement indicator. All populations reported statistically similar overall agreement in relation to their comparison group. However, first gen students reported statistically lower levels of explaining course material to one or more students and preparing for exams by discussing or working through course material with other students. Pell students also reported statistically lower levels of preparing for exams by discussing or working through course material with others. Rural students were more likely than urban students to explain course material to others.

Fig. 17. FY Collaborative Learning PP Gaps

Legend: ■ Female ■ FG ■ RM ■ NR ■ Pell ■ Rural

-1.3% -3.7% 0.9% 0.4% -3.5% 3.0%
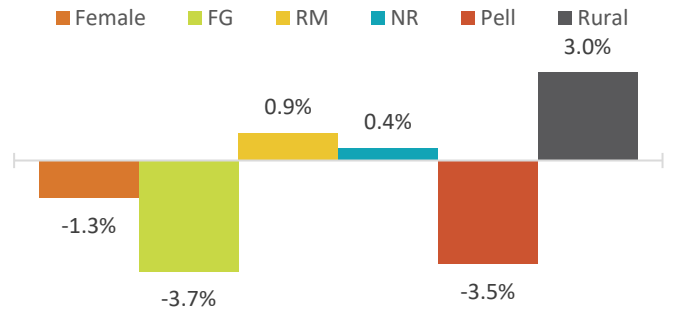
Figure 18 displays the percentage of first-year students who often or very often engage in collaborative learning with their peers by major college. Students within Engineering reported the most frequent collaborative learning (82%); students within Intra-University (57%) and Business (57%) reported the lowest level.

Fig. 18. FY Collaborative Learning by College

60.0%	57.2%	81.7%	66.1%	57.4%	58.4%	61.1%	65.5%	70.5%
AG (n=117)	BU (n=131)	EG (n=217)	HHS (n=253)	IU (n=317)	LA (n=259)	NR (n=103)	NS (n=381)	VM (n=95)
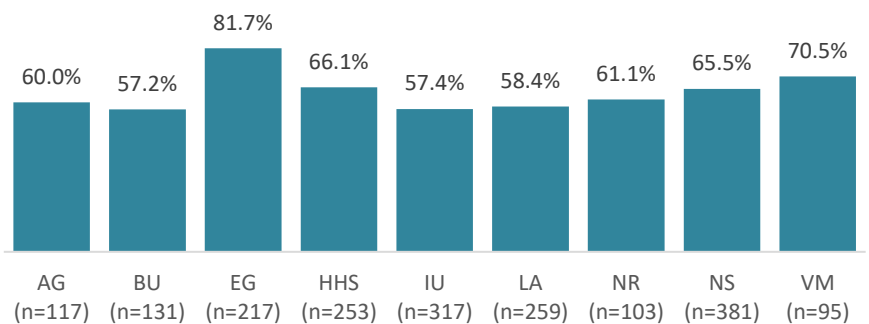
Senior Collaborative Learning

Figure 19 displays PP gaps for collaborative learning. First gen and Pell students are significantly less likely to report engagement in this indicator. Specifically, Pell students are less likely to ask another student to help them understand course material, explain course material to others, prepare for exams by discussing or working through course material with other students, and work with other students on course projects or assignments. First gen students are less likely to ask another student for help, explain course material to others, and prepare for exams with other students. Females, racially minoritized, nonresidents, and rural students reported minimal gaps.

Fig. 19. SR Collaborative Learning PP Gaps

■ Female ■ FG* ■ RM ■ NR ■ Pell* ■ Rural

1.2% 1.2% 0.0% -2.3% -8.7% -10.4%
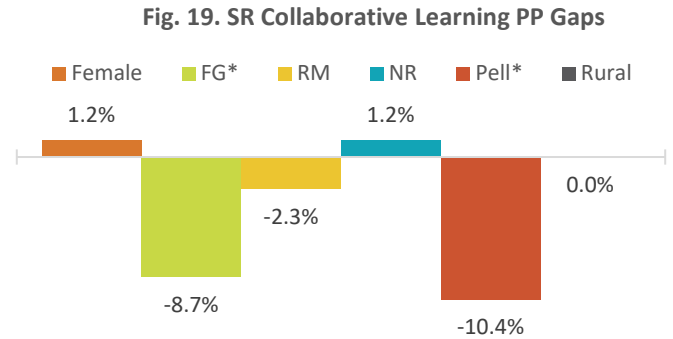
Figure 20 displays the percent of students who regularly engage in collaborative learning by college. Students in CVMBS and Engineering report the highest rates (76% and 75%, respectively). After Intra-University[1], students in Liberal Arts report the lowest level of collaborative learning (46%).

Fig. 20. SR Collaborative Learning by College

60.7%	69.3%	75.4%	68.1%	36.4%	46.3%	67.9%	62.2%	75.8%
AG (n=156)	BU (n=228)	EG (n=346)	HHS (n=373)	IU (n=12)	LA (n=302)	NR (n=180)	NS (n=388)	VM (n=99)
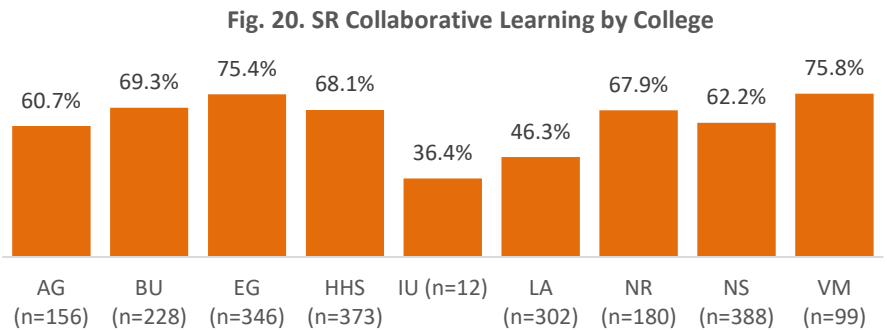
First Year Discussions with Diverse Others

Colleges and universities afford students new opportunities to interact with and learn from others with different backgrounds and life experiences. Interactions across difference, both inside and outside the classroom, confer educational benefits and prepare students for personal and civic participation in a diverse and interdependent world.

Figure 21 displays the PP gaps within the discussions with diverse others engagement indicator for first year students. Similar to the previous indicator, all populations reported similar levels of agreement in this area. The only PP gap of note is between Pell and non-Pell students; Pell students reported significantly more discussions with people of a race or ethnicity other than their own.

Fig. 21. FY Discussions with Diverse Others PP Gaps

■ Female ■ FG ■ RM ■ NR ■ Pell ■ Rural

2.6% 0.5% -0.1% -0.1% -0.7% -1.4%

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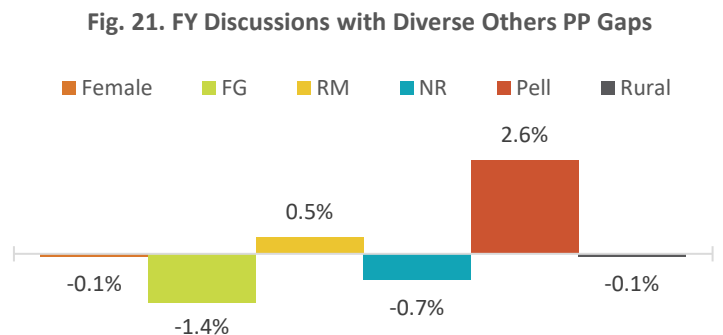
[1] Even though Intra-University has the lowest rate, the headcount is very small, making results more volatile.

Figure 22 displays the percent of first year students who reported regularly engaging in discussions with diverse others. Students within CVMBS (77%) reported the highest levels of this indicator, while students in Intra-University (70%) and Natural Sciences (70%) reported the lowest.

Fig. 22. FY Discussions with Diverse Others by College

| AG (n=117) | BU (n=131) | EG (n=217) | HHS (n=253) | IU (n=317) | LA (n=259) | NR (n=103) | NS (n=381) | VM (n=95) |
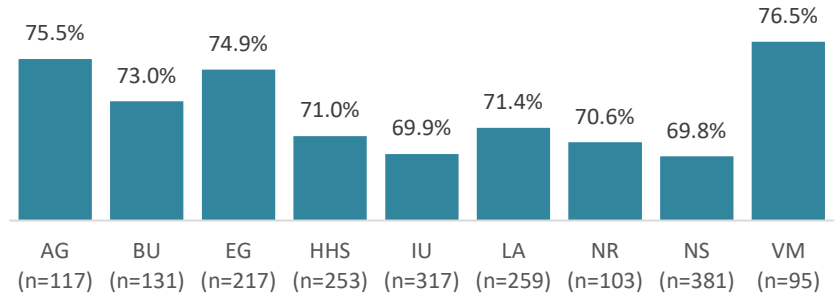
Senior Discussions with Diverse Others

Figure 23 displays PP gaps for discussions with diverse others among seniors. The largest gap exists between racially minoritized and non-RM students, in that RM students reported more frequent discussions with people of a race or ethnicity and economic background other than their own.
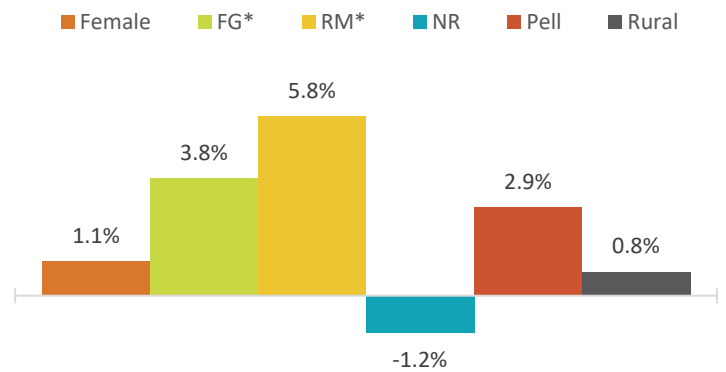
First year, first gen students reported more frequent discussions with people of a race or ethnicity other than their own. The remaining populations reported statistically similar levels of engagement in this area.

Fig. 23. SR Discussions with Diverse Others PP Gaps

Legend: ■ Female ■ FG* ■ RM* ■ NR ■ Pell ■ Rural

Figure 24 displays the percent of seniors by college who reported that they regularly engaged in discussions with diverse others. Students in Liberal Arts (71%) and Engineering (71%) reported the highest level of agreement, while students in Natural Sciences (65%), CVMBS (65%), and Ag reported the lowest (66%).

Fig. 24. SR Discussions with Diverse Others by College

| AG (n=156) | BU (n=228) | EG (n=346) | HHS (n=373) | IU (n=12) | LA (n=302) | NR (n=180) | NS (n=388) | VM (n=99) |
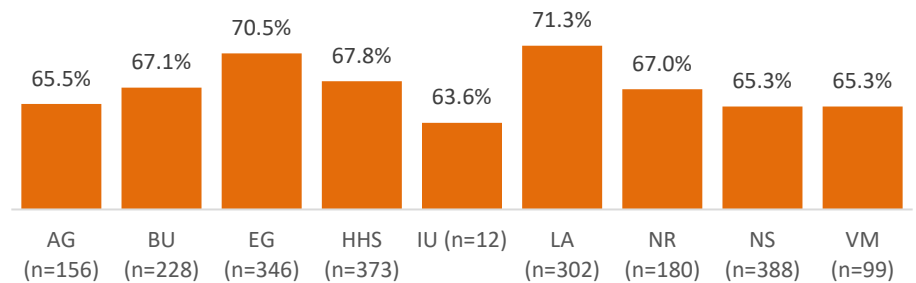
Experiences with Faculty

The Experiences with Faculty theme groups together engagement indicators that address the important role that faculty members play in student learning through interactions inside and outside of the classroom and through effective teaching practices. Two engagement indicators are a part of this theme: Student-Faculty Interaction and Effective Teaching Practices.

First Year Student-Faculty Interaction

Interactions with faculty can positively influence the cognitive growth, development, and persistence of college students. Through their formal and informal roles as teachers, advisors, and mentors, faculty members model intellectual work, promote mastery of knowledge and skills, and help students make connections between their studies and their future plans.

Figure 25 displays the PP gaps within the student-faculty interaction engagement indicator for first year students. Racially minoritized students reported significantly greater overall engagement with faculty compared to non-RM students. In particular, RM students reported talking about career plans with a faculty member and discussing their academic performance with a faculty member significantly more often. Nonresidents, Pell, and rural students reported more engagement with faculty compared to their counterparts, while females reported lower levels. However, none of these differences are significant.

Fig. 25. FY Student-Faculty Interactions PP Gaps
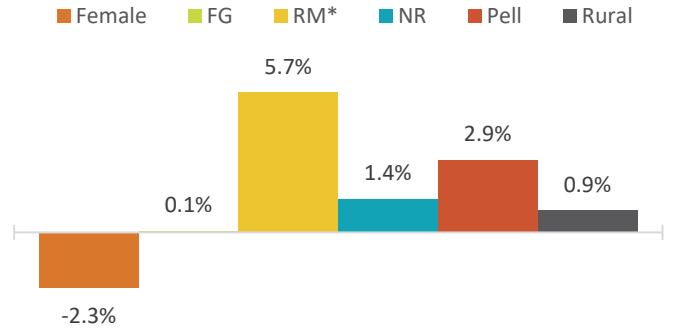
Figure 26 displays the percent of first year students who reported frequent interaction with faculty by major college. Students within Ag reported the highest levels of interaction (41%); students within Natural Resources reported the lowest (24%).

Fig. 26. FY Student-Faculty Interaction by College
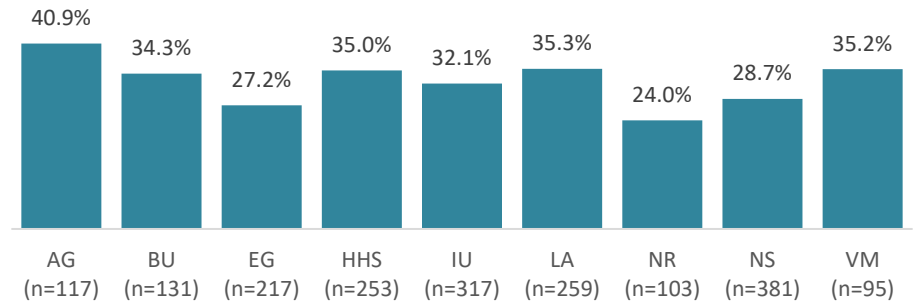
Senior Student-Faculty Interaction

Figure 27 displays PP gaps across the student-faculty interactions indicator for first year students. No significant differences exist; all populations are relatively similar overall to their comparison group. RM students reported the largest overall positive gap; they were more likely to report discussing their academic performance with a faculty member.

Fig. 27. SR Student-Faculty Interactions PP Gaps
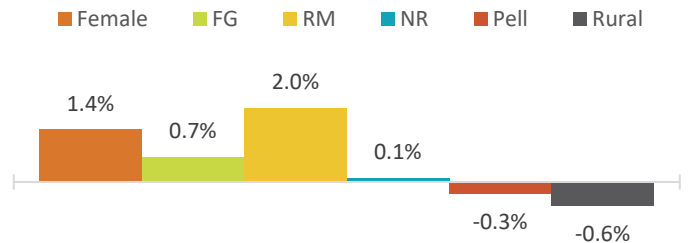
Figure 28 displays the percent of seniors who regularly interact with their faculty members. Students in CVMBS reported the highest level of interaction (48%), while students in Engineering reported the lowest (30%) after Intra-University.

Fig. 28. SR Student-Faculty Interaction by College
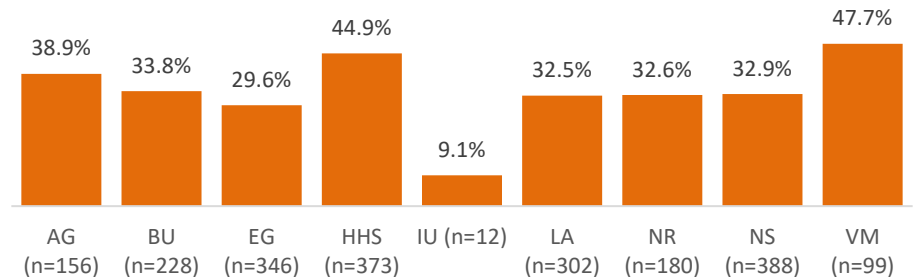
First Year Effective Teaching Practices

Student learning is heavily dependent on effective teaching. Organized instruction, clear explanations, illustrative examples, and effective feedback on student work all represent aspects of teaching effectiveness that promote student comprehension and learning.

Figure 29 displays PP gaps within the effective teaching practices indicator for first year students. Each population is statistically similar to its comparison group, although all groups except females reported lower levels across the overall theme. Racially minoritized students had the largest PP gap across populations; they were significantly less likely to report that their instructors clearly explained course goals and requirements and used examples or illustrations to explain difficult points. First gen students were also less likely to report that instructors taught course sessions in an organized way, and used examples to explain difficult points.

Fig. 29. FY Effective Teaching Practices PP Gaps
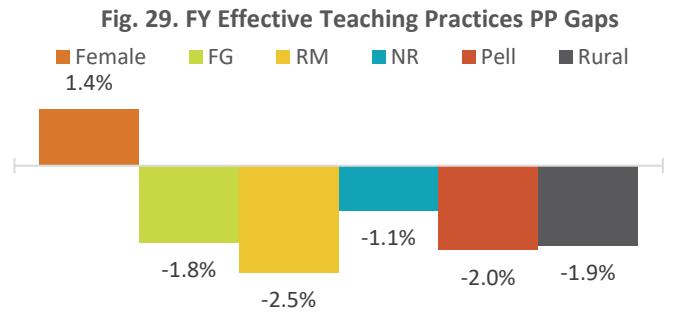
Figure 30 displays the percent of first year students who reported that their instructors regularly use effective teaching practices by college. Students in CVMBS (75%) and Natural Resources (75%) reported the highest levels, while Engineering reported the lowest (66%).

Fig. 30. FY Effective Teaching Practices by College
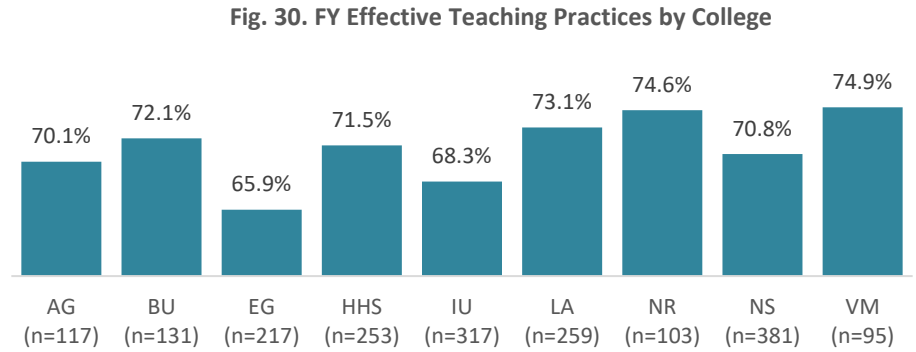
Senior Effective Teaching Practices

Figure 31 displays PP gaps for effective teaching practices among first year students. No significant differences exist between populations and their comparison groups. Most populations reported equal or slightly greater ratings in the overall construct, with the exception of racially minoritized students.

Fig. 31. SR Effective Teaching Practices PP Gaps
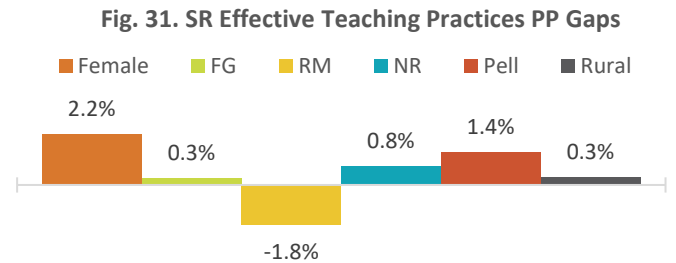
Figure 32 displays the percent of seniors who agree that their instructors regularly use effective teaching practices. Students within Health and Human Sciences reported the highest level of agreement (77%), while students in Engineering reported the lowest level of agreement (63%).

Fig. 32. SR Effective Teaching Practices by College
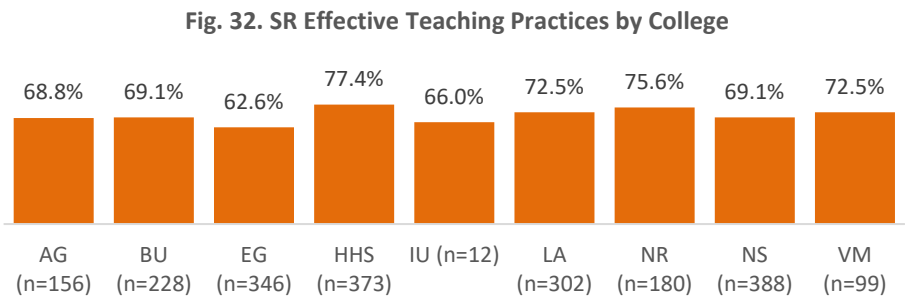
Campus Environment Theme

The Campus Environment theme groups together engagement indicators that address supportive settings and the role they play in cultivating positive relationships among students, faculty, and staff as well as in student satisfaction. Two engagement indicators are a part of this theme: Quality of Interactions and Supportive Environment.

First Year Quality of Interactions

College environments characterized by positive interpersonal relations promote student learning and success. Students who enjoy supportive relationships with peers, advisors, faculty, and staff are better able to find assistance when needed, and to learn from and with those around them.

Figure 33 displays PP gaps within the quality of interactions indicator for first year students. Both first gen and Pell students reported significantly lower overall scores in this construct compared to continuing gen and non-Pell students. First gen students reported significantly lower quality in their interactions with other students, while Pell students reported significantly lower quality with students, faculty, and academic advisors. Rural students reported better interactions compared to urban students, especially with faculty and other administrative staff and offices.

Fig. 33. FY Quality of Interactions PP Gaps

■ Female   ■ FG*   ■ RM   ■ NR   ■ Pell*   ■ Rural*

- -1.5%
- -4.9%
- -4.3%
- 0.2%
- -6.3%
- 5.3%
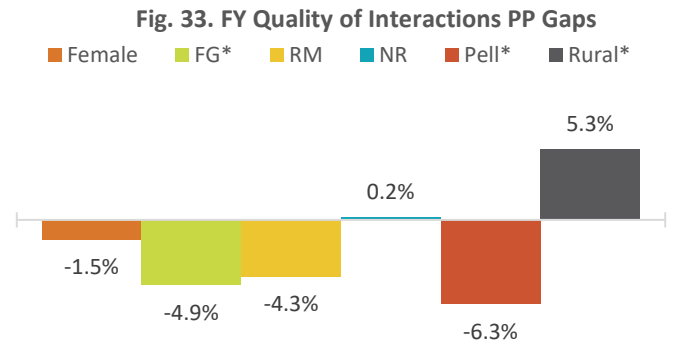
Figure 34 displays the percent of first year students who rated their quality of interactions with others as very good or excellent by college. Students within CVMBS (59%) and Ag (58%) were more likely to rate their interactions as positive compared to other colleges. Students within Liberal Arts were the least likely (51%), followed closely by Engineering, Health and Human Sciences, Intra-University, and Natural Sciences (52%).

Fig. 34. FY Quality of Interactions by College

AG (n=117)	BU (n=131)	EG (n=217)	HHS (n=253)	IU (n=317)	LA (n=259)	NR (n=103)	NS (n=381)	VM (n=95)
58.3%	54.2%	52.2%	52.1%	52.3%	51.3%	54.6%	52.4%	58.8%
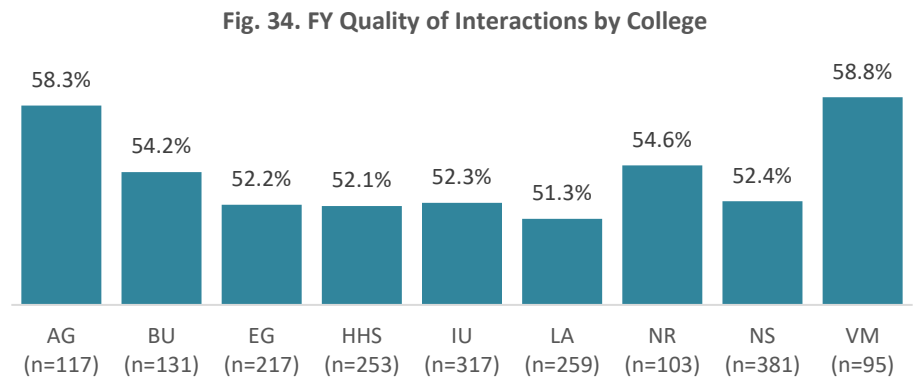
Senior Quality of Interactions

Figure 35 displays PP gaps for quality of interactions among seniors. No significant differences exist between populations and their comparison groups. The largest PP gap exists between first gen and continuing gen students, in that first gen students reported higher quality interactions with fellow students, student services staff, and other administrative staff and offices.

Fig. 35. SR Quality of Interactions PP Gaps

■ Female   ■ FG   ■ RM   ■ NR   ■ Pell   ■ Rural

- -0.6%
- 2.6%
- -2.0%
- 1.6%
- 1.5%
- -1.7%
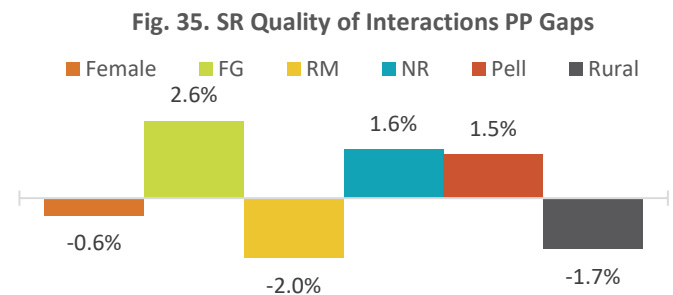
Figure 36 displays the percent of seniors who agree that their interactions with others on campus are often or very often supportive. After Intra-University (70%), students in Natural Resources reported the highest level of agreement at 57%. Students in Ag (45%) and Engineering (45%) reported the lowest level of agreement in this overall indicator.

Fig. 36. SR Quality of Interactions by College
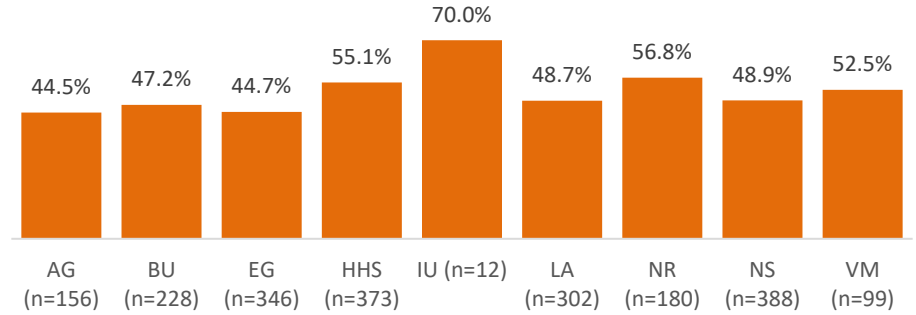
First Year Supportive Environment

Institutions that are committed to student success provide support and involvement across a variety of domains, including the cognitive, social, and physical. These commitments foster higher levels of student performance and satisfaction. This Engagement Indicator summarizes students' perceptions of how much an institution emphasizes services and activities that support their learning and development.

Figure 37 displays PP gaps within the supportive environment indicator for first year students. Females reported significantly greater agreement in this theme compared to males. In particular, they were more likely to agree that CSU provides support to help students succeed academically, encourages students to use learning support services (tutoring services, writing center, etc.), provides opportunities to be involved socially, and provides support for their overall well-being (recreation, health care, counseling, etc.). In contrast, first gen students reported lower overall agreement in this area compared to non-first gen students, although this difference is not significant. They reported significantly lower institutional support for learning support services, providing opportunities to be involved socially, and providing support for overall well-being.

Fig. 37. FY Supportive Environment PP Gaps
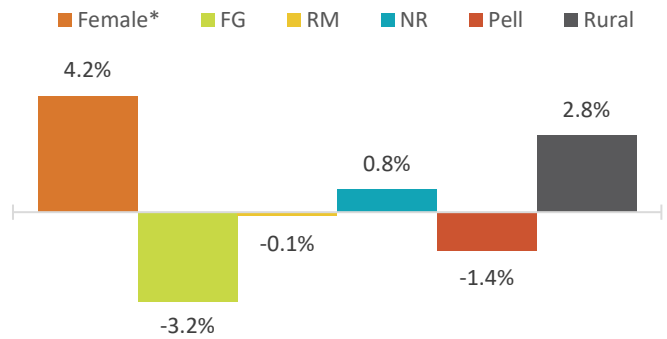
Figure 38 displays the percent of first year students by college who agree that CSU is a supportive environment. At the high end, about 70% of students within Business, Engineering, Natural Sciences, and CVMBS agreed that CSU provides a supportive environment, compared to about 64% of students within Intra-University.

Fig. 38. FY Supportive Environment by College
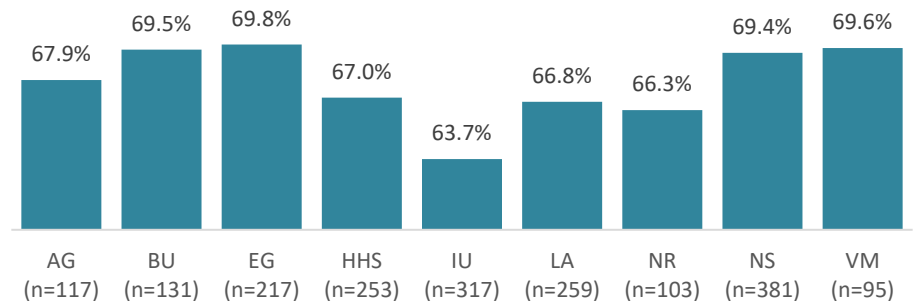
Senior Supportive Environment

Figure 39 displays the PP gaps for the supportive environment indicator among seniors. Females reported a significant positive gap, in that they were more likely to agree that CSU provides support to help students succeed academically and encourages students to use learning support services (tutoring services, writing center, etc.). The remaining populations reported similar levels of endorsement within this indicator.

Fig. 39. SR Supportive Environment PP Gaps
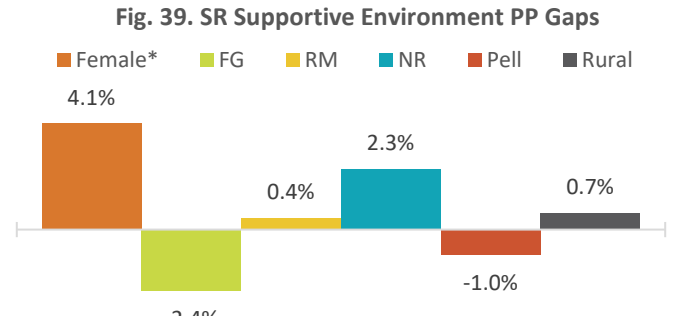
Figure 40 displays the percent of students who agree that CSU is a supportive environment. Students within Health and Human Sciences (62%) and CVMBS (62%) were the most likely to agree with this overall indicator, while students within Engineering were the least likely (52%).

Fig. 40. SR Supportive Environment by College
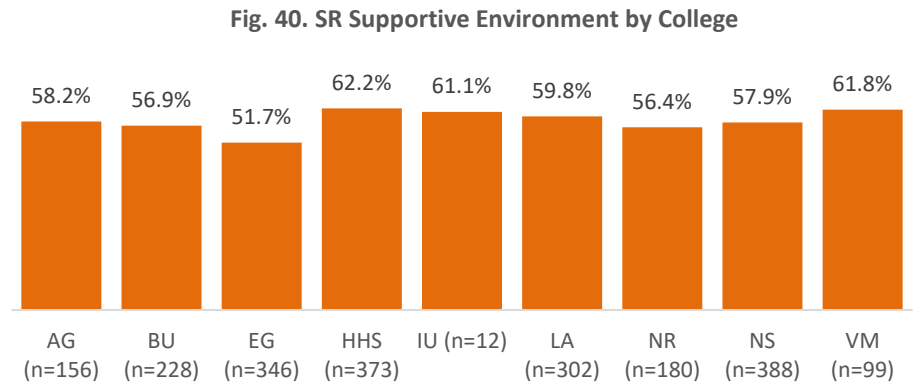
High Impact Activities

This section details PP gaps for high-impact activities by populations of interest. Only those students who reported either completing or in process of completing the specified activity are reported (see Appendix for full results by population). Activities include participating in a learning community or a formal program where groups of students take two or more classes together, participating in research with a faculty member, and reporting that at least some of their courses include a service learning component. Seniors are asked about an additional three activities, including completing an internship or field experience, studying abroad, and completing a culminating senior experience.

Figure 41 displays the PP gaps for completion of one or more high-impact activities among first year students by population of interest. Female first year students were less likely than males to have completed at least one HIP, while racially minoritized students were more likely compared to non-RM students.

Fig. 41. FY 1 or More HIP PP Gaps
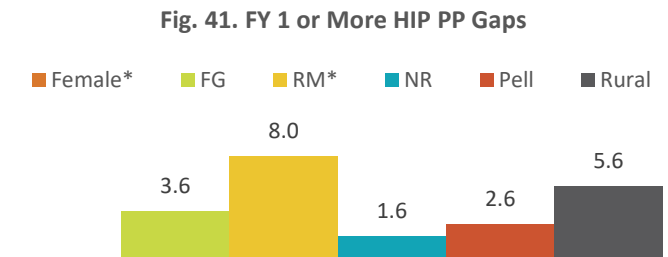
Figure 42 displays the PP gaps for completion of two or more HIP among senior students by population. Females and nonresidents were more likely than males and residents to report completing at least two HIPs by their senior year. First gen students were less likely compared to continuing gen to report completing two or more HIPs.

Fig. 42. SR 2 or More HIP PP Gaps
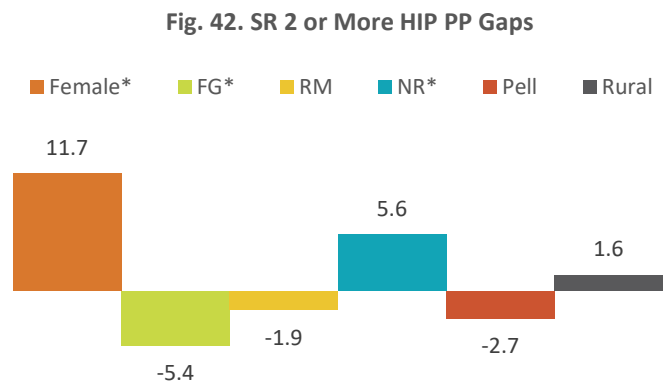
First Year Learning Community Participation

Figure 43 displays the PP gaps for learning community participation by each population of interest among first year students. Females, racially minoritized students, and rural students reported participating in learning communities at significantly higher rates compared to males, non-RM, and urban students. First gen students, nonresidents, and Pell students reported participation at similar rates compared to continuing gen, residents, and non-Pell recipients.

Fig. 43. FY Learning Community Participation PP Gaps

◼ Female* ◼ FG ◼ RM* ◼ NR ◼ Pell ◼ Rural*

5.7% -0.8% 7.0% 0.4% 1.6% 6.5%
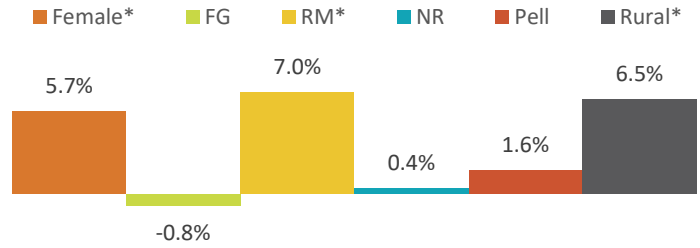
Figure 44 displays the percentage of students by college who reported participating in a learning community. Students within Natural Resources were the most likely to participate (31%), while students in Intra-University (16%) and Business (17%) were the least likely to participate in a learning community.

Fig. 44. FY Learning Community by College

AG (n=117)	BU (n=131)	EG (n=217)	HHS (n=253)	IU (n=317)	LA (n=259)	NR (n=103)	NS (n=381)	VM (n=95)
19.6%	16.7%	23.6%	23.0%	16.2%	20.0%	30.8%	27.1%	32.5%
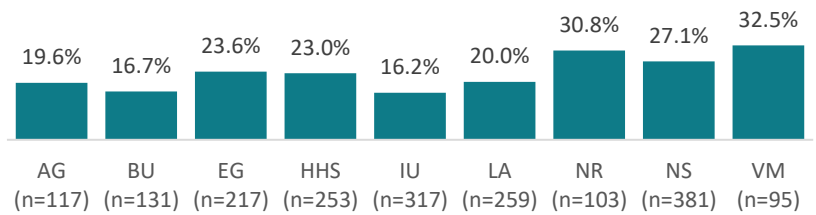
Senior Learning Community Participation

Figure 45 displays the PP gaps for learning community participation among seniors. Racially minoritized students participated at statistically higher rates compared to non-RM students (6 PP), which is expected given the program's recruitment strategy. The remaining groups participate at statistically similar rates.

Fig. 45. SR Learning Community Participation PP Gaps

◼ Female ◼ FG ◼ RM* ◼ NR ◼ Pell ◼ Rural

3.3% 2.2% 5.9% 2.9% 0.0%
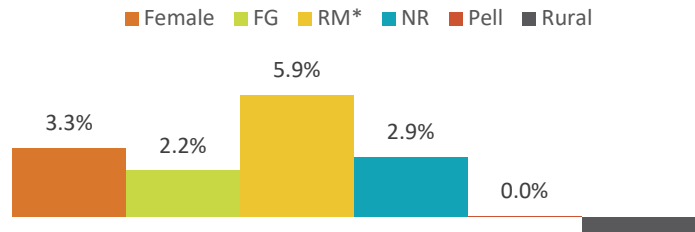
Figure 46 displays the percentage of seniors who have participated in a learning community by college. Students in Health and Human Sciences (30%) participated at the highest rate, while students in Business participated at the lowest rate (19%).

Fig. 46. SR Learning Community by College

AG (n=156)	BU (n=228)	EG (n=346)	HHS (n=373)	IU (n=12)	LA (n=302)	NR (n=180)	NS (n=388)	VM (n=99)
22.2%	19.0%	25.9%	30.2%	0.0%	24.3%	28.1%	23.2%	22.9%
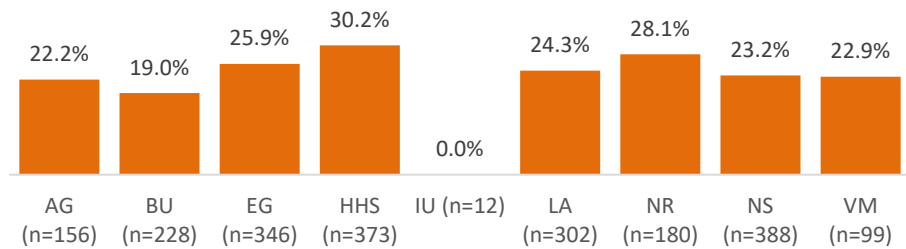
First Year Research with Faculty

Figure 47 displays the PP gaps for working with a faculty member on a research project among first year students. No significant differences exist between populations for this activity.

Fig. 47. FY Work with Faculty on Research PP Gaps

◼ Female ◼ FG ◼ RM ◼ NR ◼ Pell ◼ Rural

-1.4% -2.0% 0.1% 1.0% -0.5% 0.3%
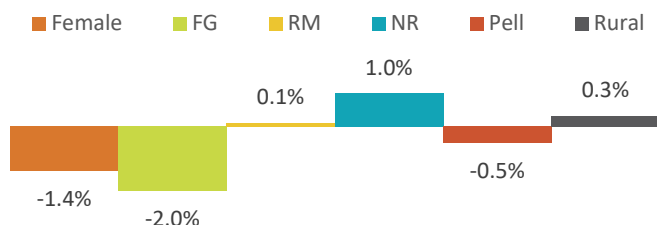
Figure 48 displays the percentage of first year students by college who report they have participated in, or are currently participating in research with a faculty member. Students within CVMBS reported the highest level of participation at 22%, while students in Business reported the lowest (3%).

Fig. 48. FY Research with Faculty by College

| AG (n=117) | BU (n=131) | EG (n=217) | HHS (n=253) | IU (n=317) | LA (n=259) | NR (n=103) | NS (n=381) | VM (n=95) |
| 5.9% | 2.6% | 6.3% | 4.0% | 3.7% | 5.2% | 7.7% | 4.7% | 21.7% |
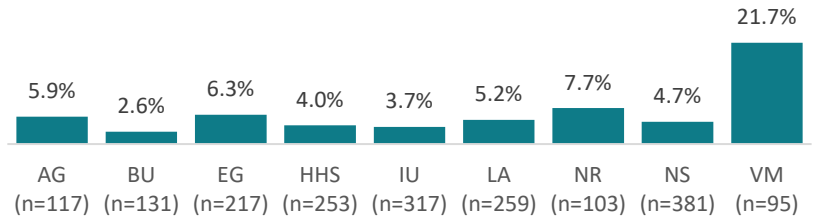
Senior Research with Faculty

Figure 49 displays the PP gaps by population for completing a research project with a faculty member among seniors. Both females and nonresidents reported statistically higher rates of completion (7 PP) compared to males and residents. Despite first year RM students planning to complete a research project at a similar level as non-RM, senior RM students reported statistically lower rates compared to senior non-RM students (-8 PP).

Fig. 49. SR Research with Faculty PP Gaps

Female*   FG   RM*   NR*   Pell   Rural

6.9%   -4.1%   -8.1%   7.0%   -3.2%   0.6%
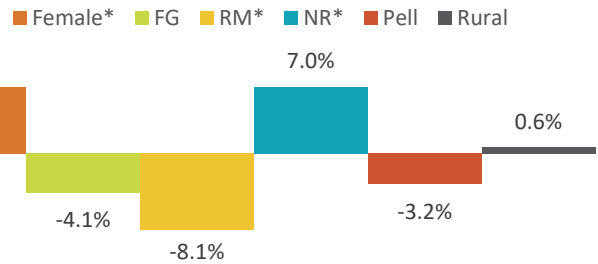
Figure 50 displays the percentage of seniors who reported completing or in process of working with a faculty member on a research project. Students in CVMBS reported the highest rate (60%), while students in Intra-University (11%) and Business reported the lowest.

Fig. 50. SR Research with Faculty by College

| AG (n=156) | BU (n=228) | EG (n=346) | HHS (n=373) | IU (n=12) | LA (n=302) | NR (n=180) | NS (n=388) | VM (n=99) |
| 25.0% | 12.9% | 37.1% | 21.8% | 11.1% | 18.8% | 34.7% | 40.4% | 60.4% |

(13%)
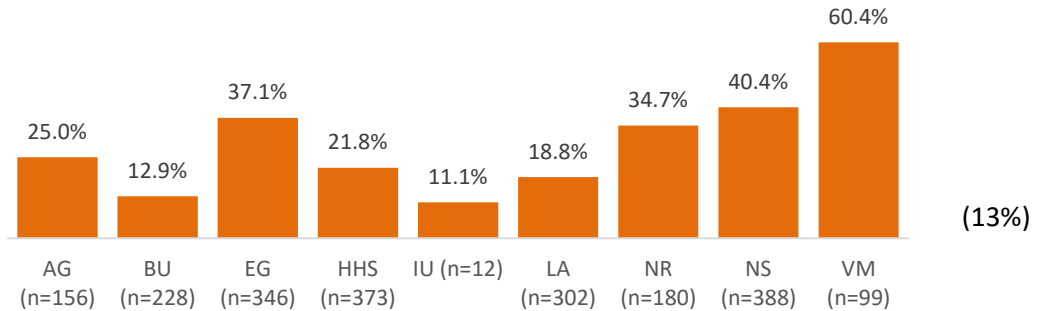
First Year Service Learning

Figure 51 displays PP gaps for service learning within coursework by population for first year students. Females were significantly less likely to report that most or all of their coursework included a service-learning component compared to males (-10 PP); while first gen (10 PP) and racially minoritized students (8 PP) were more likely to report service learning compared to continuing gen and non-RM students. The remaining groups (nonresident, Pell, and rural) differed minimally from their counterparts.

Fig. 51. FY Service Learning PP Gaps

Female*   FG*   RM*   NR   Pell   Rural

-9.8%   9.9%   7.7%   -1.4%   5.4%   2.5%
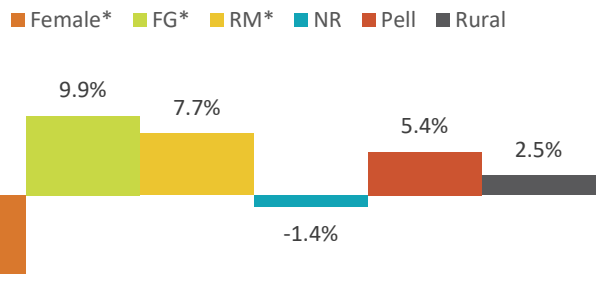
Figure 52 displays the percentage of seniors by college who reported that at least some of their coursework included a service-learning component. Students in Ag were the most likely to report service learning (61%), while students in Natural Sciences were the least likely (37%).

Fig. 52. FY Service Learning by College

60.8%	51.3%	53.4%	58.8%	58.0%	53.0%	58.2%	36.5%	49.4%
AG (n=117)	BU (n=131)	EG (n=217)	HHS (n=253)	IU (n=317)	LA (n=259)	NR (n=103)	NS (n=381)	VM (n=95)
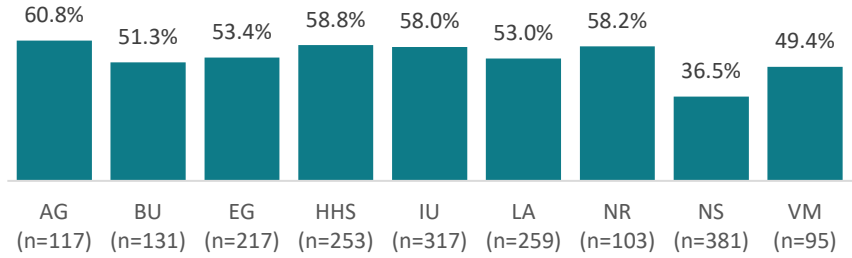
Senior Service Learning

Figure 53 displays the PP gaps by population for the inclusion of service learning in coursework among seniors. Females (5 PP), first gen (6 PP) and racially minoritized (6 PP) students reported that at least some of their coursework included a service-learning component at a significantly higher rate compared to males, continuing gen, and non-RM students.

Fig. 53. SR Service Learning PP Gaps

Legend: ■ Female* ■ FG* ■ RM* ■ NR ■ Pell ■ Rural

Female*	FG*	RM*	NR	Pell	Rural
4.7%	5.7%	6.2%	0.5%	0.7%	0.5%
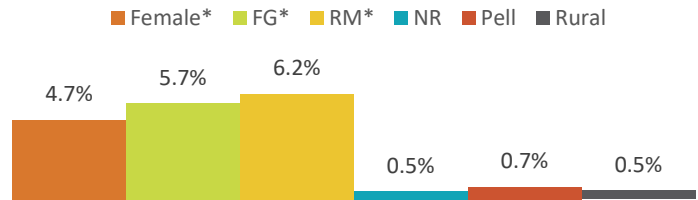
Figure 54 displays the percentage of seniors by college who reported that at least some of their coursework included a service learning component. Students in Health and Human Sciences (76%) and Natural Resources (73%) were the most likely to report this experience, while students in Natural Sciences (38%) were the least likely, after Intra-University (22%).

Fig. 54. SR Service Learning by College

51.0%	65.2%	41.4%	75.6%	22.2%	53.6%	73.2%	38.3%	46.3%
AG (n=156)	BU (n=228)	EG (n=346)	HHS (n=373)	IU (n=12)	LA (n=302)	NR (n=180)	NS (n=388)	VM (n=99)
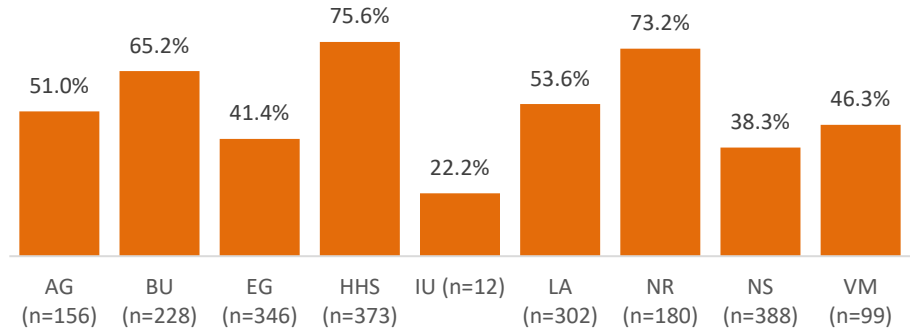
Senior Internship or Field Experience

Figure 55 displays the PP gaps for completing an internship or field experience among seniors. Females reported completing this experience at a statistically higher rate compared to males (5 PP). Although racially minoritized and Pell first year students planned to do an internship at a similar rate as non-RM and non-Pell students, both first gen (-10 PP) and racially minoritized (-6 PP) seniors reported significantly lower rates of completion compared to continuing gen and non-RM seniors. Nonresidents, Pell recipients, and rural seniors reported statistically similar rates to their comparison groups.

Fig. 55. SR Internship PP Gaps

Legend: ■ Female* ■ FG* ■ RM* ■ NR ■ Pell ■ Rural

Female*	FG*	RM*	NR	Pell	Rural
5.1%	-9.8%	-5.7%	-2.8%	-4.5%	0.6%
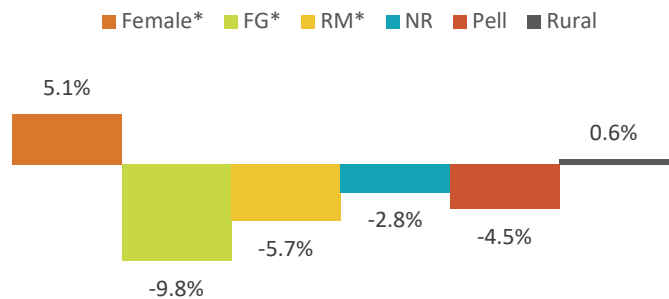
Figure 56 displays the percentage of seniors by college who have completed or are in process of completing an internship or field experience. Seniors within Ag were most likely to complete an experience by their senior year (73%), while students within Liberal Arts were least likely (44%). These rates may be due, in part, to those programs that require such an experience be completed by this point in a student's academic career.

Fig. 56. SR Internship or Field Experience by College
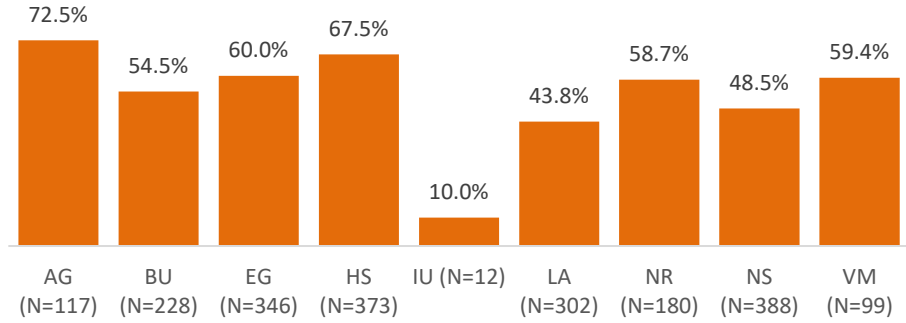
Senior Study Abroad

Figure 57 displays the PP gaps by population for studying abroad among seniors. Females (10 PP) and nonresidents (10 PP) both reported statistically higher rates of having studied abroad by their senior year. The remaining populations (first gen, racially minoritized, Pell, rural) completed this experience at similar rates.

Figure 58 displays the percentage of seniors by major college who have completed a study abroad experience. Students in Natural Resources were the most likely to report this activity (27%), while students in Intra-University (11%) followed by CVMBS (13%) were the least likely.

Fig. 57. SR Study Abroad PP Gaps

Fig. 58. SR Study Abroad by College
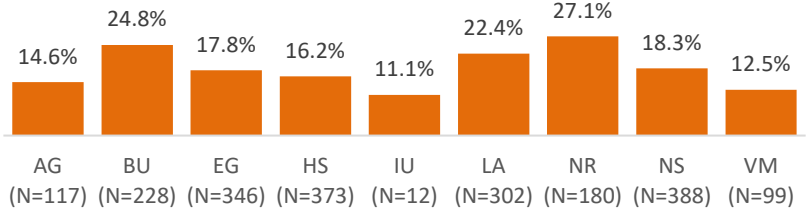
Culminating Senior Experience

Figure 59 displays the PP gaps by population for completing or in process of completing a culminating senior experience. Females reported significantly higher rates (8 PP) compared to males, while first gen students (-7 PP) reported statistically lower rates compared to non-first gen students. The remaining populations reported similar levels of completion.

Fig. 59. SR Culminating Senior Experience PP Gaps
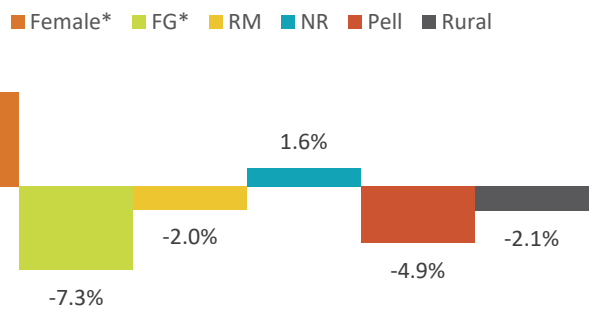
Figure 60 displays the percentage of students by college who have completed or are in process of completing a culminating senior experience. Students within Business were the most likely to report this (70%); after Intra-University (33%), students in Natural Sciences were the least likely to report this experience (44%).

Fig. 60. SR Culminating Senior Experience by College

AG (N=117)	BU (N=228)	EG (N=346)	HS (N=373)	IU (N=12)	LA (N=302)	NR (N=180)	NS (N=388)	VM (N=99)
67.4%	70.3%	51.6%	62.4%	33.3%	66.4%	59.3%	43.5%	65.6%
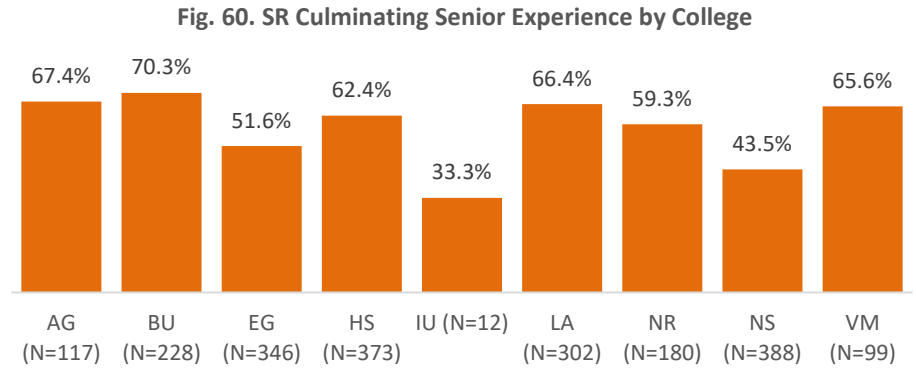
Conclusions

Overall, minimal differences exist between populations of interest for both first year students and seniors. First year, historically underserved populations reported similar, or greater, levels of engagement across most engagement indicators as well as high-impact practices. Similarly, minimal differences were observed among senior populations of interest across the engagement indicators and HIPs. Where differences were found, female, racially minoritized, and nonresident students tended to report higher levels of engagement and more exposure to high impact practices. For first gen students, when differences were found when compared to continuing generation students, they tended to report lower levels of engagement and less exposure to high impact practices.

Overall, results from NSSE can help to improve the undergraduate experience at CSU. Using students' perspectives, faculty, staff, administration gain insight into how well the university and its programs are meeting learning and student success outcomes. As programmatic changes are made, students' perspectives, along with traditional metrics, can provide insight into the effectiveness of those changes.

Appendix A: Results by Population of Interest

The following tables provide results for each question by engagement indicator and high-impact practice by population of interest (first gen vs. continuing gen, Pell recipient vs. non-Pell, racially minoritized vs. non-racially minoritized, nonresident vs. resident, female vs. male, rural vs. urban, and by college). Percentage point gaps are displayed and marked with an asterisk (*) if the difference is statistically significant (*p*<.05). This information, with the exception of rural vs. urban, can be viewed on IRP&E's interactive page.

Contents

Gender

Table 1: Higher-Order Learning by Gender

	First-year					Senior				
	Hdct	Female	Hdct	Male	Diff (F-M)	Hdct	Female	Hdct	Male	Diff (F-M)
HIGHER-ORDER LEARNING (quite a bit or very much)	1,084	73.7%	627	70.3%	3.4	1,167	72.3%	788	69.7%	2.6
- Applying facts, theories, or methods to practical problems or new situations	1,100	76.0%	636	73.6%	2.4	1,178	77.8%	804	78.9%	-1.0
- Analyzing an idea, experience, or line of reasoning in depth by examining its parts	1,098	73.0%	635	70.7%	2.3	1,175	72.6%	799	74.6%	-2.0
- Evaluating a point of view, decision, or information source	1,095	72.8%	631	67.2%	5.6*	1,175	67.7%	794	57.3%	10.4*
- Forming a new idea or understanding from various pieces of information	1,089	72.5%	631	69.6%	3.0	1,175	71.1%	793	67.6%	3.5

Table 2: Reflective and Integrative Learning by Gender

	First-year					Senior				
	Hdct	Female	Hdct	Male	Diff (F-M)	Hdct	Female	Hdct	Male	Diff (F-M)
REFLECTIVE AND INTEGRATIVE LEARNING (often or very often)	1,103	69.7%	645	65.8%	3.9	1,183	72.7%	801	65.1%	7.6
- Combined ideas from different courses when completing assignments	1,161	62.4%	662	60.6%	1.9	1,218	76.8%	832	75.0%	1.8
- Connected your learning to societal problems or issues	1,158	61.2%	661	53.4%	7.8*	1,218	66.0%	832	51.3%	14.7*
- Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions/assignments	1,153	57.8%	660	49.4%	8.4*	1,219	54.1%	828	41.2%	13.0*
- Examined the strengths and weaknesses of your own views on a topic or issue	1,144	69.4%	659	70.9%	-1.5	1,217	67.3%	826	66.0%	1.3
- Tried to better understand someone else's views by imagining how an issue looks from their perspective	1,136	78.3%	652	75.5%	2.8	1,208	78.7%	820	69.9%	8.8*
- Learned something that changed the way you understand an issue or concept	1,123	71.7%	650	71.2%	.5	1,201	78.9%	815	70.6%	8.3*
- Connected ideas from your courses to your prior experiences and knowledge	1,118	85.2%	650	79.8%	5.3*	1,195	86.9%	811	81.3%	5.6*

Table 3: Learning Strategies by Gender

	First-year					Senior				
	Hdct	Female	Hdct	Male	Diff (F-M)	Hdct	Female	Hdct	Male	Diff (F-M)
LEARNING STRATEGIES (often or very often)	1,057	70.0%	603	64.3%	5.7	1,149	64.8%	770	58.7%	6.0
- Identified key information from reading assignments	1,058	79.9%	610	73.3%	6.6*	1,152	74.9%	774	68.1%	6.8*
- Reviewed your notes after class	1,058	68.8%	607	58.6%	10.2*	1,153	60.8%	775	55.2%	5.6*
- Summarized what you learned in class or from course materials	1,059	61.2%	610	61.0%	.2	1,154	58.4%	773	52.8%	5.6*

Table 4: Quantitative Reasoning by Gender

	First-year					Senior				
	Hdct	Female	Hdct	Male	Diff (F-M)	Hdct	Female	Hdct	Male	Diff (F-M)
QUANTITATIVE REASONING (quite a bit or very much)	1,060	45.0%	615	55.3%	-10.3	1,149	49.1%	775	60.6%	-11.5
- Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	1,070	52.2%	619	63.0%	-10.8*	1,159	53.6%	785	68.3%	-14.7*
- Used numerical information to examine real-world problem/issue (unemployment, climate change, public health, etc.)	1,069	41.3%	617	50.9%	-9.6*	1,157	44.9%	781	54.4%	-9.5*
- Evaluated what others have concluded from numerical information	1,064	41.9%	615	51.9%	-10.0	1,154	48.7%	781	59.7%	-11.0*

Table 5: Collaborative Learning by Gender

	First-year					Senior				
	Hdct	Female	Hdct	Male	Diff (F-M)	Hdct	Female	Hdct	Male	Diff (F-M)
COLLABORATIVE LEARNING (often or very often)	1,165	63.7%	666	65.0%	-1.3	1,221	65.3%	833	64.1%	1.2
- Asked another student to help you understand course material	1,174	66.5%	679	64.5%	2.0	1,227	60.6%	844	57.1%	3.5
- Explained course material to one or more students	1,173	67.3%	676	68.3%	-1.0	1,229	69.5%	841	71.9%	-2.5
- Prepared for exams by discussing or working through course material with other students	1,173	60.4%	675	63.9%	-3.4	1,227	57.8%	841	55.9%	1.9
- Worked with other students on course projects or assignments	1,170	60.3%	671	63.2%	-2.9	1,226	73.2%	835	71.0%	2.2

Table 6: Discussions with Diverse Others by Gender

	First-year					Senior				
	Hdct	Female	Hdct	Male	Diff (F-M)	Hdct	Female	Hdct	Male	Diff (F-M)
DISCUSSIONS WITH DIVERSE OTHERS (often or very often)	1,062	71.7%	606	71.8%	-.1	1,149	68.3%	767	67.1%	1.1
- People of a race or ethnicity other than your own	1,065	69.1%	613	68.0%	1.1	1,155	66.4%	777	61.8%	4.6*
- People from an economic background other than your own	1,065	75.9%	612	75.0%	.9	1,154	72.3%	774	72.4%	-.1
- People with religious beliefs other than your own	1,064	74.8%	613	71.5%	3.4	1,154	69.7%	775	66.3%	3.3
- People with political views other than your own	1,063	66.7%	613	71.9%	-5.2*	1,153	64.7%	775	67.7%	-3.0

Table 7: Student-Faculty Interactions by Gender

	First-year					Senior				
	Hdct	Female	Hdct	Male	Diff (F-M)	Hdct	Female	Hdct	Male	Diff (F-M)
STUDENT-FACULTY INTERACTION (quite a bit or very much)	1,101	31.2%	632	33.5%	-2.3	1,181	36.1%	796	34.7%	1.4
- Talked about career plans with a faculty member	1,118	44.2%	646	41.0%	3.2	1,195	48.7%	809	42.4%	6.3*
- Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	1,115	23.2%	646	26.3%	-3.1	1,191	33.1%	805	30.6%	2.5

	First-year					Senior				
	Hdct	Female	Hdct	Male	Diff (F-M)	Hdct	Female	Hdct	Male	Diff (F-M)
- Discussed course topics, ideas, or concepts with a faculty member outside of class	1,106	26.1%	644	31.7%	-5.5*	1,184	32.1%	803	36.1%	-4.0
- Discussed your academic performance with a faculty member	1,106	31.2%	639	34.6%	-3.4	1,186	30.7%	804	29.6%	1.1

Table 8: Effective Teaching Practices by Gender

	First-year					Senior				
	Hdct	Female	Hdct	Male	Diff (F-M)	Hdct	Female	Hdct	Male	Diff (F-M)
EFFECTIVE TEACHING PRACTICES (quite a bit or very much)	1,075	71.2%	617	69.8%	1.4	1,152	71.6%	784	69.4%	2.2
- Clearly explained course goals and requirements	1,087	81.9%	628	77.7%	4.2*	1,170	82.5%	791	78.1%	4.3*
- Taught course sessions in an organized way	1,087	78.6%	630	73.7%	4.9*	1,167	81.2%	794	77.8%	3.4
- Used examples or illustrations to explain difficult points	1,086	80.3%	626	75.6%	4.7*	1,163	82.5%	792	79.7%	2.8
- Provided feedback on a draft or work in progress	1,082	60.7%	625	60.3%	.4	1,165	54.9%	790	52.4%	2.5
- Provided prompt and detailed feedback on tests or completed assignments	1,079	54.4%	626	59.4%	-5.0*	1,165	57.3%	789	58.8%	-1.5

Table 9: Quality of Interactions by Gender

	First-year					Senior				
	Hdct	Female	Hdct	Male	Diff (F-M)	Hdct	Female	Hdct	Male	Diff (F-M)
QUALITY OF INTERACTIONS (6 or 7-excellent)	933	52.6%	499	54.1%	-1.5	926	49.5%	627	50.1%	-.6
- Students	1,048	53.4%	584	53.6%	-.2	1,140	55.3%	762	55.0%	.3
- Academic advisors	1,044	57.7%	581	58.2%	-.5	1,140	53.5%	762	57.0%	-3.4
- Faculty	1,045	55.2%	580	53.3%	1.9	1,141	54.3%	763	53.2%	1.0
- Student services staff	1,004	49.7%	548	51.3%	-1.6	976	44.8%	669	44.7%	.1
- Other administrative staff and offices	966	46.1%	529	50.5%	-4.4	1,064	37.9%	704	39.8%	-1.9

Table 10: Supportive Environment by Gender

	First-year					Senior				
	Hdct	Female	Hdct	Male	Diff (F-M)	Hdct	Female	Hdct	Male	Diff (F-M)
SUPPORTIVE ENVIRONMENT (quite a bit or very much)	1,023	69.1%	574	64.9%	4.2	1,115	59.6%	747	55.5%	4.1
- Providing support to help students succeed academically	1,041	82.5%	588	75.3%	7.2*	1,139	77.1%	760	71.4%	5.6*
- Using learning support services (tutoring services, writing center, etc.)	1,040	82.5%	588	74.7%	7.8*	1,143	71.7%	765	67.2%	4.6*
- Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	1,041	66.6%	588	64.3%	2.3	1,142	52.6%	764	52.1%	.5
- Providing opportunities to be involved socially	1,040	76.6%	588	70.7%	5.9*	1,142	67.5%	763	64.1%	3.4
- Providing support for your overall well-being (recreation, health care, counseling, etc.)	1,037	79.5%	586	75.1%	4.4*	1,139	75.4%	764	64.9%	10.5*

	First-year					Senior				
	Hdct	Female	Hdct	Male	Diff (F-M)	Hdct	Female	Hdct	Male	Diff (F-M)
- Helping you manage your non-academic responsibilities (work, family, etc.)	1,036	45.9%	584	46.6%	-.6	1,141	33.8%	765	34.6%	-.8
- Attending campus activities and events (performing arts, athletic events, etc.)	1,036	66.7%	586	64.8%	1.9	1,140	53.2%	762	50.8%	2.4
- Attending events that address important social, economic, or political issues	1,038	51.6%	585	49.2%	2.4	1,136	43.0%	763	39.1%	3.9

Table 11: High-Impact Practices by Gender

	First-year					Senior				
	Hdct	Female	Hdct	Male	Diff (F-M)	Hdct	Female	Hdct	Male	Diff (F-M)
- Internship, co-op, field experience, student teaching, or clinical placement						1,151	58.8%	769	53.7%	5.1*
- Learning community or some other formal program where groups of students take two or more classes together	1,053	24.7%	595	19.0%	5.7	1,147	26.2%	767	22.8%	3.3
- Study abroad program						1,150	23.2%	766	13.4%	9.8*
- Work with a faculty member on a research project	1,053	5.1%	596	6.5%	-1.4	1,149	32.5%	768	25.5%	6.9*
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)						1,148	61.9%	767	53.7%	8.2*
- Courses at this institution have included a community-based project (service-learning)	1,051	48.2%	593	58.0%	-9.8*	1,145	56.8%	766	52.1%	4.7*

First Gen Status

Table 12: Higher-Order Learning by First Gen Status

	First-year					Senior				
	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)
HIGHER-ORDER LEARNING (quite a bit or very much)	385	70.1%	1,326	73.2%	-3.0	500	72.2%	1,455	70.9%	1.4
- Applying facts, theories, or methods to practical problems or new situations	389	69.4%	1,347	76.8%	-7.4*	504	76.6%	1,478	78.8%	-2.2
- Analyzing an idea, experience, or line of reasoning in depth by examining its parts	388	69.1%	1,345	73.1%	-4.0	502	73.7%	1,472	73.3%	.4
- Evaluating a point of view, decision, or information source	387	70.8%	1,339	70.7%	.1	502	68.9%	1,467	61.7%	7.2*
- Forming a new idea or understanding from various pieces of information	387	71.8%	1,333	71.3%	.5	503	69.8%	1,465	69.6%	.2

Table 13: Reflective and Integrative Learning by First Gen Status

	First-year					Senior				
	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)
REFLECTIVE AND INTEGRATIVE LEARNING (often or very often)	390	66.8%	1,358	68.6%	-1.8	501	70.5%	1,483	69.3%	1.2
- Combined ideas from different courses when completing assignments	404	57.7%	1,419	62.9%	-5.3*	520	72.1%	1,530	77.5%	-5.3*
- Connected your learning to societal problems or issues	404	57.7%	1,415	58.6%	-.9	520	63.1%	1,530	59.0%	4.1
- Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions/assignments	402	55.5%	1,411	54.5%	1.0	518	51.2%	1,529	48.1%	3.0

	First-year					Senior				
	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)
- Examined the strengths and weaknesses of your own views on a topic or issue	401	69.6%	1,402	70.0%	-.5	518	69.5%	1,525	65.8%	3.7
- Tried to better understand someone else's views by imagining how an issue looks from their perspective	399	76.2%	1,389	77.5%	-1.3	518	76.8%	1,510	74.6%	2.3
- Learned something that changed the way you understand an issue or concept	395	72.2%	1,378	71.3%	.8	511	76.3%	1,505	75.2%	1.1
- Connected ideas from your courses to your prior experiences and knowledge	396	79.5%	1,372	84.3%	-4.7*	506	84.4%	1,500	84.7%	-.3

Table 14: Learning Strategies by First Gen Status

	First-year					Senior				
	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)
LEARNING STRATEGIES (often or very often)	376	68.3%	1,284	67.8%	.4	491	62.1%	1,428	62.4%	-.3
- Identified key information from reading assignments	377	77.2%	1,291	77.5%	-.3	494	74.3%	1,432	71.4%	2.9
- Reviewed your notes after class	376	66.0%	1,289	64.9%	1.1	493	57.4%	1,435	59.0%	-1.6
- Summarized what you learned in class or from course materials	377	61.3%	1,292	61.1%	.2	494	54.3%	1,433	56.8%	-2.6

Table 15: Quantitative Reasoning by First Gen Status

	First-year					Senior				
	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)
QUANTITATIVE REASONING (quite a bit or very much)	373	45.9%	1,302	49.6%	-3.7	489	48.4%	1,435	55.6%	-7.2
- Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	378	54.8%	1,311	56.6%	-1.8	497	52.7%	1,447	61.9%	-9.1*
- Used numerical information to examine real-world problem/issue (unemployment, climate change, public health, etc.)	377	43.8%	1,309	45.1%	-1.3	496	45.2%	1,442	50.0%	-4.8
- Evaluated what others have concluded from numerical information	374	39.6%	1,305	47.3%	-7.7*	492	48.2%	1,443	54.8%	-6.6*

Table 16: Collaborative Learning by First Gen Status

	First-year					Senior				
	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)
COLLABORATIVE LEARNING (often or very often)	408	61.3%	1,423	65.0%	-3.7	519	58.3%	1,535	67.0%	-8.7
- Asked another student to help you understand course material	414	65.5%	1,439	65.9%	-.4	523	52.8%	1,548	61.4%	-8.6*
- Explained course material to one or more students	413	60.5%	1,436	69.8%	-9.2*	521	61.4%	1,549	73.5%	-12.1*
- Prepared for exams by discussing or working through course material with other students	413	56.9%	1,435	63.1%	-6.2*	523	50.1%	1,545	59.4%	-9.3*
- Worked with other students on course projects or assignments	409	61.9%	1,432	61.2%	.7	521	69.3%	1,540	73.4%	-4.1

Table 17: Discussions with Diverse Others by First Gen Status

	First-year					Senior				
	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)
DISCUSSIONS WITH DIVERSE OTHERS (often or very often)	375	70.7%	1,293	72.0%	-1.4	491	70.6%	1,425	66.8%	3.8
- People of a race or ethnicity other than your own	377	70.8%	1,301	68.1%	2.7	495	69.9%	1,437	62.7%	7.2*
- People from an economic background other than your own	377	74.3%	1,300	75.9%	-1.7	493	75.5%	1,435	71.2%	4.2
- People with religious beliefs other than your own	378	69.8%	1,299	74.7%	-4.8	495	68.5%	1,434	68.3%	.2
- People with political views other than your own	377	67.4%	1,299	69.0%	-1.6	495	68.3%	1,433	65.1%	3.2

Table 18: Student-Faculty Interactions by First Gen Status

	First-year					Senior				
	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)
STUDENT-FACULTY INTERACTION (quite a bit or very much)	386	32.1%	1,347	32.1%	.1	501	36.0%	1,476	35.4%	.7
- Talked about career plans with a faculty member	394	43.4%	1,370	42.9%	.5	508	46.9%	1,496	45.9%	.9
- Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	395	23.8%	1,366	24.5%	-.7	506	32.6%	1,490	31.9%	.7
- Discussed course topics, ideas, or concepts with a faculty member outside of class	391	26.6%	1,359	28.6%	-2.0	502	33.9%	1,485	33.7%	.2
- Discussed your academic performance with a faculty member	389	35.5%	1,356	31.6%	3.9	505	30.7%	1,485	30.1%	.6

Table 19: Effective Teaching Practices by First Gen Status

	First-year					Senior				
	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)
EFFECTIVE TEACHING PRACTICES (quite a bit or very much)	380	69.3%	1,312	71.1%	-1.8	493	70.9%	1,443	70.6%	.3
- Clearly explained course goals and requirements	385	77.4%	1,330	81.2%	-3.8	502	80.7%	1,459	80.7%	-.1
- Taught course sessions in an organized way	386	72.0%	1,331	78.1%	-6.1*	503	79.5%	1,458	80.0%	-.4
- Used examples or illustrations to explain difficult points	384	74.7%	1,328	79.7%	-4.9*	500	78.2%	1,455	82.4%	-4.2*
- Provided feedback on a draft or work in progress	386	62.4%	1,321	60.0%	2.4	499	57.7%	1,456	52.6%	5.1*
- Provided prompt and detailed feedback on tests or completed assignments	382	60.2%	1,323	55.1%	5.1	498	58.4%	1,456	57.8%	.7

Table 20: Quality of Interactions by First Gen Status

	First-year					Senior				
	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)
QUALITY OF INTERACTIONS (6 or 7-excellent)	336	49.3%	1,096	54.3%	-4.9	394	51.7%	1,159	49.1%	2.6
- Students	367	46.9%	1,265	55.4%	-8.5*	490	49.8%	1,412	57.0%	-7.2*
- Academic advisors	368	55.7%	1,257	58.5%	-2.8	491	57.0%	1,411	54.1%	2.9
- Faculty	366	50.3%	1,259	55.8%	-5.5	489	56.6%	1,415	52.9%	3.8
- Student services staff	352	47.4%	1,200	51.1%	-3.6	411	49.4%	1,234	43.2%	6.2*
- Other administrative staff and offices	350	44.3%	1,145	48.6%	-4.4	463	43.8%	1,305	36.8%	7.1*

Table 21: Supportive Environment by First Gen Status

	First-year					Senior				
	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)
SUPPORTIVE ENVIRONMENT (quite a bit or very much)	355	65.1%	1,242	68.3%	-3.2	479	56.2%	1,383	58.5%	-2.4
- Providing support to help students succeed academically	364	76.9%	1,265	80.8%	-3.9	487	74.1%	1,412	75.1%	-.9
- Using learning support services (tutoring services, writing center, etc.)	365	75.6%	1,263	80.8%	-5.2*	489	69.3%	1,419	70.1%	-.8
- Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	365	62.2%	1,264	66.8%	-4.6	489	51.5%	1,417	52.7%	-1.2
- Providing opportunities to be involved socially	366	70.5%	1,262	75.7%	-5.2*	489	67.9%	1,416	65.5%	2.4
- Providing support for your overall well-being (recreation, health care, counseling, etc.)	364	73.4%	1,259	79.2%	-5.8*	488	69.3%	1,415	71.9%	-2.6
- Helping you manage your non-academic responsibilities (work, family, etc.)	363	45.5%	1,257	46.4%	-.9	490	31.4%	1,416	35.1%	-3.7
- Attending campus activities and events (performing arts, athletic events, etc.)	364	64.8%	1,258	66.4%	-1.5	487	49.9%	1,415	53.0%	-3.1
- Attending events that address important social, economic, or political issues	364	51.4%	1,259	50.6%	.8	488	38.1%	1,411	42.5%	-4.4

Table 22: High-Impact Practices by First Gen Status

	First-year					Senior				
	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)
- Internship, co-op, field experience, student teaching, or clinical placement						493	49.5%	1,427	59.3%	-9.8*
- Learning community or some other formal program where groups of students take two or more classes together	368	22.0%	1,280	22.8%	-.8	491	26.5%	1,423	24.2%	2.2
- Study abroad program						493	18.5%	1,423	19.6%	-1.1
- Work with a faculty member on a research project	370	4.1%	1,279	6.1%	-2.0	492	26.6%	1,425	30.7%	-4.1
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)						492	53.3%	1,423	60.5%	-7.3*
- Courses at this institution have included a community-based project (service-learning)	370	59.5%	1,274	49.5%	9.9	489	59.1%	1,422	53.4%	5.7*

Racially Minoritized Status

Table 23: Higher-Order Learning by Racially Minoritized Status

	First-year					Senior				
	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)
HIGHER-ORDER LEARNING (quite a bit or very much)	454	72.5%	1,257	72.5%	.0	378	75.2%	1,577	70.3%	4.9
- Applying facts, theories, or methods to practical problems or new situations	461	72.9%	1,275	75.9%	-3.0	385	79.5%	1,597	78.0%	1.5
- Analyzing an idea, experience, or line of reasoning in depth by examining its parts	460	72.0%	1,273	72.3%	-.3	381	76.1%	1,593	72.8%	3.4
- Evaluating a point of view, decision, or information source	460	72.6%	1,266	70.1%	2.5	380	70.5%	1,589	61.9%	8.7*
- Forming a new idea or understanding from various pieces of information	455	72.5%	1,265	71.1%	1.5	381	74.8%	1,587	68.4%	6.4*

Table 24: Reflective and Integrative by Racially Minoritized Status

	First-year					Senior				
	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)
REFLECTIVE AND INTEGRATIVE LEARNING (often or very often)	459	67.7%	1,289	68.4%	-.7	383	71.5%	1,601	69.2%	2.4
- Combined ideas from different courses when completing assignments	477	59.7%	1,346	62.5%	-2.7	392	74.2%	1,658	76.5%	-2.3
- Connected your learning to societal problems or issues	475	58.1%	1,344	58.5%	-.4	392	63.8%	1,658	59.2%	4.6
- Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions/assignments	472	55.3%	1,341	54.5%	.8	394	57.4%	1,653	46.9%	10.5*
- Examined the strengths and weaknesses of your own views on a topic or issue	471	69.0%	1,332	70.3%	-1.3	391	66.8%	1,652	66.8%	.0
- Tried to better understand someone else's views by imagining how an issue looks from their perspective	468	78.6%	1,320	76.7%	1.9	391	76.7%	1,637	74.8%	2.0
- Learned something that changed the way you understand an issue or concept	466	72.5%	1,307	71.2%	1.4	390	76.9%	1,626	75.2%	1.8
- Connected ideas from your courses to your prior experiences and knowledge	467	82.9%	1,301	83.3%	-.5	388	85.8%	1,618	84.3%	1.5

Table 25: Learning Strategies by Racially Minoritized Status

	First-year					Senior				
	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)
LEARNING STRATEGIES (often or very often)	440	69.4%	1,220	67.4%	2.0	370	61.3%	1,549	62.6%	-1.3
- Identified key information from reading assignments	443	76.3%	1,225	77.9%	-1.6	371	70.6%	1,555	72.5%	-1.9
- Reviewed your notes after class	440	69.1%	1,225	63.7%	5.4*	373	59.0%	1,555	58.5%	.5
- Summarized what you learned in class or from course materials	444	62.4%	1,225	60.7%	1.7	372	54.0%	1,555	56.7%	-2.6

Table 26: Quantitative Reasoning by Racially Minoritized Status

	First-year					Senior				
	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)
QUANTITATIVE REASONING (quite a bit or very much)	444	47.6%	1,231	49.2%	-1.6	368	54.2%	1,556	53.7%	.5
- Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	448	53.1%	1,241	57.3%	-4.2	376	58.8%	1,568	59.7%	-.9
- Used numerical information to examine real-world problem/issue (unemployment, climate change, public health, etc.)	448	44.2%	1,238	45.0%	-.8	373	50.4%	1,565	48.4%	2.0
- Evaluated what others have concluded from numerical information	445	45.4%	1,234	45.6%	-.2	371	54.2%	1,564	52.9%	1.3

Table 27: Collaborative Learning by Racially Minoritized Status

	First-year					Senior				
	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)
COLLABORATIVE LEARNING (often or very often)	476	64.9%	1,355	63.9%	.9	393	62.9%	1,661	65.2%	-2.3
- Asked another student to help you understand course material	485	67.6%	1,368	65.1%	2.5	398	58.8%	1,673	59.3%	-.5
- Explained course material to one or more students	484	64.9%	1,365	68.7%	-3.8	398	65.8%	1,672	71.6%	-5.8*
- Prepared for exams by discussing or working through course material with other students	485	61.4%	1,363	61.8%	-.3	397	54.9%	1,671	57.5%	-2.6
- Worked with other students on course projects or assignments	480	65.2%	1,361	60.0%	5.3*	396	71.7%	1,665	72.5%	-.8

Table 28: Discussions with Diverse Others by Racially Minoritized Status

	First-year					Senior				
	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)
DISCUSSIONS WITH DIVERSE OTHERS (often or very often)	443	72.1%	1,225	71.6%	.5	369	72.5%	1,547	66.7%	5.8
- People of a race or ethnicity other than your own	447	75.4%	1,231	66.3%	9.1*	374	77.0%	1,558	61.6%	15.5*
- People from an economic background other than your own	446	75.8%	1,231	75.5%	.3	372	76.3%	1,556	71.3%	5.0*
- People with religious beliefs other than your own	445	71.7%	1,232	74.3%	-2.6	373	68.9%	1,556	68.2%	.7
- People with political views other than your own	446	64.6%	1,230	70.1%	-5.5*	373	66.8%	1,555	65.7%	1.0

Table 29: Student-Faculty Interactions by Racially Minoritized Status

	First-year					Senior				
	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)
STUDENT-FACULTY INTERACTION (quite a bit or very much)	458	36.2%	1,275	30.6%	5.7	382	37.1%	1,595	35.2%	2.0
- Talked about career plans with a faculty member	464	47.2%	1,300	41.5%	5.7*	389	46.8%	1,615	46.0%	.8
- Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	466	27.3%	1,295	23.3%	3.9	389	33.4%	1,607	31.7%	1.7
- Discussed course topics, ideas, or concepts with a faculty member outside of class	463	30.5%	1,287	27.4%	3.1	384	32.0%	1,603	34.1%	-2.1
- Discussed your academic performance with a faculty member	463	40.8%	1,282	29.4%	11.4*	385	35.8%	1,605	28.9%	6.9*

Table 30: Effective Teaching Practices by Racially Minoritized Status

	First-year					Senior				
	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)
EFFECTIVE TEACHING PRACTICES (quite a bit or very much)	447	68.8%	1,245	71.4%	-2.5	375	69.3%	1,561	71.0%	-1.8
- Clearly explained course goals and requirements	453	76.2%	1,262	81.9%	-5.7*	380	80.0%	1,581	80.9%	-.9
- Taught course sessions in an organized way	453	74.4%	1,264	77.6%	-3.2	379	77.0%	1,582	80.5%	-3.5
- Used examples or illustrations to explain difficult points	452	75.2%	1,260	79.8%	-4.5*	377	79.0%	1,578	81.9%	-2.8
- Provided feedback on a draft or work in progress	451	63.4%	1,256	59.6%	3.9	378	54.8%	1,577	53.7%	1.1

	First-year					Senior				
	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)
- Provided prompt and detailed feedback on tests or completed assignments	450	54.9%	1,255	56.7%	-1.8	376	55.9%	1,578	58.4%	-2.6

Table 31: Quality of Interactions by Racially Minoritized Status

	First-year					Senior				
	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)
QUALITY OF INTERACTIONS (6 or 7-excellent)	389	50.0%	1,043	54.3%	-4.3	310	48.1%	1,243	50.1%	-2.0
- Students	436	49.1%	1,196	55.1%	-6.0*	367	52.6%	1,535	55.8%	-3.2
- Academic advisors	435	55.9%	1,190	58.6%	-2.7	369	53.4%	1,533	55.3%	-1.9
- Faculty	434	50.5%	1,191	56.0%	-5.5*	367	51.8%	1,537	54.3%	-2.6
- Student services staff	420	48.8%	1,132	50.8%	-2.0	324	45.1%	1,321	44.7%	.4
- Other administrative staff and offices	402	46.8%	1,093	47.9%	-1.2	349	37.5%	1,419	38.9%	-1.4

Table 32: Supportive Environment by Racially Minoritized Status

	First-year					Senior				
	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)
SUPPORTIVE ENVIRONMENT (quite a bit or very much)	420	67.5%	1,177	67.6%	-.1	361	58.3%	1,501	57.8%	.4
- Providing support to help students succeed academically	433	80.6%	1,196	79.7%	.9	367	76.6%	1,532	74.4%	2.2
- Using learning support services (tutoring services, writing center, etc.)	433	80.1%	1,195	79.5%	.6	368	71.2%	1,540	69.6%	1.6
- Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	431	65.0%	1,198	66.0%	-1.1	367	51.8%	1,539	52.6%	-.8
- Providing opportunities to be involved socially	431	74.5%	1,197	74.5%	.0	367	66.8%	1,538	66.0%	.8
- Providing support for your overall well-being (recreation, health care, counseling, etc.)	428	75.9%	1,195	78.6%	-2.6	369	70.5%	1,534	71.4%	-.9
- Helping you manage your non-academic responsibilities (work, family, etc.)	427	47.1%	1,193	45.9%	1.2	367	34.1%	1,539	34.2%	-.1
- Attending campus activities and events (performing arts, athletic events, etc.)	428	65.9%	1,194	66.1%	-.2	368	55.4%	1,534	51.4%	4.0
- Attending events that address important social, economic, or political issues	428	50.7%	1,195	50.8%	-.1	368	40.5%	1,531	41.6%	-1.1

Table 33: High-Impact Practices by Racially Minoritized Status

	First-year					Senior				
	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)
- Internship, co-op, field experience, student teaching, or clinical placement						372	52.2%	1,548	57.9%	-5.7*
- Learning community or some other formal program where groups of students take two or more classes together	435	27.8%	1,213	20.8%	7.0*	372	29.6%	1,542	23.7%	5.9*
- Study abroad program						371	18.9%	1,545	19.4%	-.5
- Work with a faculty member on a research project	437	5.7%	1,212	5.6%	.1	371	23.2%	1,546	31.2%	-8.1*

	First-year					Senior				
	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)						370	57.0%	1,545	59.0%	-2.0
- Courses at this institution have included a community-based project (service-learning)	439	57.4%	1,205	49.7%	7.7*	369	59.9%	1,542	53.7%	6.2*

Residency

Table 34: Higher-Order Learning by Residency

	First-year					Senior				
	Hdct	NR	Hdct	Res	Diff (NR-R)	Hdct	NR	Hdct	Res	Diff (NR-R)
HIGHER-ORDER LEARNING (quite a bit or very much)	584	72.6%	1,127	72.4%	.1	467	72.4%	1,488	70.9%	1.6
- Applying facts, theories, or methods to practical problems or new situations	599	74.5%	1,137	75.5%	-1.0	474	80.6%	1,508	77.5%	3.1
- Analyzing an idea, experience, or line of reasoning in depth by examining its parts	596	74.5%	1,137	71.0%	3.5	473	73.2%	1,501	73.5%	-.3
- Evaluating a point of view, decision, or information source	594	69.2%	1,132	71.6%	-2.4	474	64.6%	1,495	63.2%	1.3
- Forming a new idea or understanding from various pieces of information	588	70.7%	1,132	71.8%	-1.1	474	71.1%	1,494	69.2%	1.9

Table 35: Reflective and Integrative Learning by Residency

	First-year					Senior				
	Hdct	NR	Hdct	Res	Diff (NR-R)	Hdct	NR	Hdct	Res	Diff (NR-R)
REFLECTIVE AND INTEGRATIVE LEARNING (often or very often)	608	68.0%	1,140	68.3%	-.3	471	69.9%	1,513	69.5%	.3
- Combined ideas from different courses when completing assignments	647	60.1%	1,176	62.7%	-2.5	488	73.2%	1,562	77.0%	-3.9
- Connected your learning to societal problems or issues	644	58.1%	1,175	58.6%	-.5	485	62.1%	1,565	59.4%	2.6
- Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions/assignments	642	54.5%	1,171	54.8%	-.3	484	49.2%	1,563	48.8%	.4
- Examined the strengths and weaknesses of your own views on a topic or issue	637	68.4%	1,166	70.8%	-2.3	486	66.5%	1,557	66.9%	-.4
- Tried to better understand someone else's views by imagining how an issue looks from their perspective	628	77.7%	1,160	77.0%	.7	481	78.2%	1,547	74.2%	4.0
- Learned something that changed the way you understand an issue or concept	616	72.2%	1,157	71.1%	1.1	480	76.9%	1,536	75.1%	1.8
- Connected ideas from your courses to your prior experiences and knowledge	615	84.6%	1,153	82.5%	2.1	481	84.0%	1,525	84.8%	-.8

Table 36: Learning Strategies by Residency

	First-year					Senior				
	Hdct	NR	Hdct	Res	Diff (NR-R)	Hdct	NR	Hdct	Res	Diff (NR-R)
LEARNING STRATEGIES (often or very often)	575	66.6%	1,085	68.7%	-2.1	456	63.9%	1,463	61.9%	2.0
- Identified key information from reading assignments	577	76.3%	1,091	78.1%	-1.8	459	73.0%	1,467	71.9%	1.1
- Reviewed your notes after class	577	63.4%	1,088	66.0%	-2.6	457	58.9%	1,471	58.5%	.4
- Summarized what you learned in class or from course materials	577	60.0%	1,092	61.7%	-1.8	460	59.6%	1,467	55.1%	4.5

Table 37: Quantitative Reasoning by Residency

	First-year					Senior				
	Hdct	NR	Hdct	Res	Diff (NR-R)	Hdct	NR	Hdct	Res	Diff (NR-R)
QUANTITATIVE REASONING (quite a bit or very much)	576	48.1%	1,099	49.1%	-1.0	464	58.2%	1,460	52.4%	5.8
- Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	584	56.7%	1,105	55.9%	.8	468	62.6%	1,476	58.5%	4.1
- Used numerical information to examine real-world problem/issue (unemployment, climate change, public health, etc.)	580	44.5%	1,106	44.9%	-.5	466	55.4%	1,472	46.7%	8.7*
- Evaluated what others have concluded from numerical information	577	43.7%	1,102	46.6%	-2.9	467	57.2%	1,468	51.8%	5.3*

Table 38: Collaborative Learning by Residency

	First-year					Senior				
	Hdct	NR	Hdct	Res	Diff (NR-R)	Hdct	NR	Hdct	Res	Diff (NR-R)
COLLABORATIVE LEARNING (often or very often)	649	64.4%	1,182	64.0%	.4	490	65.7%	1,564	64.5%	1.2
- Asked another student to help you understand course material	655	64.3%	1,198	66.6%	-2.3	495	60.0%	1,576	58.9%	1.1
- Explained course material to one or more students	655	68.9%	1,194	67.1%	1.8	493	68.6%	1,577	71.1%	-2.5
- Prepared for exams by discussing or working through course material with other students	656	63.4%	1,192	60.7%	2.7	494	60.5%	1,574	55.9%	4.6
- Worked with other students on course projects or assignments	654	61.6%	1,187	61.2%	.5	491	73.3%	1,570	72.0%	1.3

Table 39: Discussions with Diverse Others by Residency

	First-year					Senior				
	Hdct	NR	Hdct	Res	Diff (NR-R)	Hdct	NR	Hdct	Res	Diff (NR-R)
DISCUSSIONS WITH DIVERSE OTHERS (often or very often)	574	71.3%	1,094	72.0%	-.7	453	66.9%	1,463	68.1%	-1.2
- People of a race or ethnicity other than your own	578	68.9%	1,100	68.6%	.2	460	63.3%	1,472	64.9%	-1.7
- People from an economic background other than your own	577	75.9%	1,100	75.4%	.5	457	71.8%	1,471	72.5%	-.7
- People with religious beliefs other than your own	577	74.2%	1,100	73.3%	.9	458	67.2%	1,471	68.7%	-1.4
- People with political views other than your own	576	65.5%	1,100	70.3%	-4.8*	458	65.5%	1,470	66.1%	-.6

Table 40: Student-Faculty Interactions by Residency

	First-year					Senior				
	Hdct	NR	Hdct	Res	Diff (NR-R)	Hdct	NR	Hdct	Res	Diff (NR-R)
STUDENT-FACULTY INTERACTION (quite a bit or very much)	600	33.0%	1,133	31.6%	1.4	471	35.6%	1,506	35.5%	.1
- Talked about career plans with a faculty member	615	43.7%	1,149	42.6%	1.1	481	46.6%	1,523	46.0%	.5
- Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	610	26.9%	1,151	23.0%	3.9	477	34.0%	1,519	31.5%	2.5
- Discussed course topics, ideas, or concepts with a faculty member outside of class	607	28.5%	1,143	28.0%	.5	475	33.5%	1,512	33.8%	-.3
- Discussed your academic performance with a faculty member	605	31.7%	1,140	32.8%	-1.1	477	29.1%	1,513	30.6%	-1.5

Table 41: Effective Teaching Practices by Residency

	First-year					Senior				
	Hdct	NR	Hdct	Res	Diff (NR-R)	Hdct	NR	Hdct	Res	Diff (NR-R)
EFFECTIVE TEACHING PRACTICES (quite a bit or very much)	579	70.0%	1,113	71.1%	-1.1	462	71.3%	1,474	70.5%	.8
- Clearly explained course goals and requirements	587	79.4%	1,128	80.9%	-1.5	471	81.3%	1,490	80.5%	.8
- Taught course sessions in an organized way	589	76.6%	1,128	76.9%	-.3	471	79.2%	1,490	80.1%	-.9
- Used examples or illustrations to explain difficult points	586	77.6%	1,126	79.0%	-1.4	469	81.2%	1,486	81.4%	-.1
- Provided feedback on a draft or work in progress	584	59.2%	1,123	61.3%	-2.0	469	55.7%	1,486	53.4%	2.3
- Provided prompt and detailed feedback on tests or completed assignments	586	55.1%	1,119	56.8%	-1.7	469	58.6%	1,485	57.7%	.9

Table 42: Quality of Interactions by Residency

	First-year					Senior				
	Hdct	NR	Hdct	Res	Diff (NR-R)	Hdct	NR	Hdct	Res	Diff (NR-R)
QUALITY OF INTERACTIONS (6 or 7-excellent)	497	53.2%	935	53.0%	.2	375	51.0%	1,178	49.3%	1.6
- Students	566	56.7%	1,066	51.8%	4.9	450	59.6%	1,452	53.8%	5.8*
- Academic advisors	561	58.5%	1,064	57.5%	.9	453	53.9%	1,449	55.2%	-1.3
- Faculty	563	54.2%	1,062	54.7%	-.5	455	56.3%	1,449	53.1%	3.2
- Student services staff	541	50.1%	1,011	50.3%	-.3	391	46.3%	1,254	44.3%	2.0
- Other administrative staff and offices	519	47.0%	976	48.0%	-.9	423	39.7%	1,345	38.3%	1.4

Table 43: Supportive Environment by Residency

	First-year					Senior				
	Hdct	NR	Hdct	Res	Diff (NR-R)	Hdct	NR	Hdct	Res	Diff (NR-R)
SUPPORTIVE ENVIRONMENT (quite a bit or very much)	552	68.1%	1,045	67.3%	.8	446	59.7%	1,416	57.4%	2.3
- Providing support to help students succeed academically	566	80.7%	1,063	79.5%	1.3	452	75.0%	1,447	74.8%	.2
- Using learning support services (tutoring services, writing center, etc.)	563	81.7%	1,065	78.6%	3.1	455	69.9%	1,453	69.9%	.0
- Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	564	66.3%	1,065	65.4%	.9	455	52.3%	1,451	52.4%	-.1
- Providing opportunities to be involved socially	563	73.9%	1,065	74.8%	-.9	454	67.2%	1,451	65.8%	1.4
- Providing support for your overall well-being (recreation, health care, counseling, etc.)	561	78.3%	1,062	77.7%	.6	454	73.1%	1,449	70.6%	2.5
- Helping you manage your non-academic responsibilities (work, family, etc.)	559	46.7%	1,061	45.9%	.8	455	40.4%	1,451	32.2%	8.3*
- Attending campus activities and events (performing arts, athletic events, etc.)	560	65.5%	1,062	66.3%	-.8	452	54.6%	1,450	51.4%	3.2
- Attending events that address important social, economic, or political issues	562	51.4%	1,061	50.4%	1.0	453	44.4%	1,446	40.5%	3.9

Table 44: High-Impact Practices by Residency

	First-year					Senior				
	Hdct	NR	Hdct	Res	Diff (NR-R)	Hdct	NR	Hdct	Res	Diff (NR-R)
- Internship, co-op, field experience, student teaching, or clinical placement						456	54.6%	1,464	57.4%	-2.8
- Learning community or some other formal program where groups of students take two or more classes together	568	22.9%	1,080	22.5%	.4	455	27.0%	1,459	24.1%	2.9
- Study abroad program						455	27.3%	1,461	16.8%	10.4*
- Work with a faculty member on a research project	569	6.3%	1,080	5.3%	1.0	457	35.0%	1,460	28.0%	7.0*
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)						456	59.9%	1,459	58.3%	1.6
- Courses at this institution have included a community-based project (service-learning)	568	50.9%	1,076	52.2%	-1.4	456	55.3%	1,455	54.8%	.5

Pell Recipient Status

Table 45: Higher-Order Learning by Pell Recipient Status

	First-year					Senior				
	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)
HIGHER-ORDER LEARNING (quite a bit or very much)	398	72.9%	1,313	72.4%	.5	456	74.0%	1,499	70.4%	3.6
- Applying facts, theories, or methods to practical problems or new situations	400	72.3%	1,336	76.0%	-3.7	463	77.8%	1,519	78.4%	-.7
- Analyzing an idea, experience, or line of reasoning in depth by examining its parts	401	71.8%	1,332	72.3%	-.5	460	75.7%	1,514	72.7%	2.9
- Evaluating a point of view, decision, or information source	401	71.8%	1,325	70.4%	1.4	458	69.9%	1,511	61.6%	8.3*
- Forming a new idea or understanding from various pieces of information	399	75.7%	1,321	70.2%	5.5*	458	72.9%	1,510	68.7%	4.3

Table 46: Reflective and Integrative Learning by Pell Recipient Status

	First-year					Senior				
	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)
REFLECTIVE AND INTEGRATIVE LEARNING (often or very often)	401	67.7%	1,347	68.4%	-.7	460	71.7%	1,524	69.0%	2.8
- Combined ideas from different courses when completing assignments	415	57.3%	1,408	63.1%	-5.7*	475	75.4%	1,575	76.3%	-.9
- Connected your learning to societal problems or issues	416	59.4%	1,403	58.1%	1.3	474	64.6%	1,576	58.7%	5.9*
- Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions/assignments	416	57.7%	1,397	53.8%	3.9	475	53.3%	1,572	47.6%	5.7*
- Examined the strengths and weaknesses of your own views on a topic or issue	410	66.8%	1,393	70.9%	-4.0	473	70.0%	1,570	65.8%	4.2
- Tried to better understand someone else's views by imagining how an issue looks from their perspective	409	78.5%	1,379	76.9%	1.6	472	77.3%	1,556	74.5%	2.8
- Learned something that changed the way you understand an issue or concept	410	72.0%	1,363	71.4%	.6	469	75.9%	1,547	75.4%	.5
- Connected ideas from your courses to your prior experiences and knowledge	408	80.9%	1,360	83.9%	-3.0	465	85.2%	1,541	84.4%	.7

Table 47: Learning Strategies by Pell Recipient Status

	First-year					Senior				
	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)
LEARNING STRATEGIES (often or very often)	388	71.5%	1,272	66.9%	4.6	450	63.7%	1,469	61.9%	1.8
- Identified key information from reading assignments	389	80.7%	1,279	76.5%	4.3	452	75.4%	1,474	71.2%	4.3
- Reviewed your notes after class	389	68.6%	1,276	64.0%	4.6	455	58.5%	1,473	58.6%	-.1
- Summarized what you learned in class or from course materials	388	65.2%	1,281	59.9%	5.3	453	56.7%	1,474	56.0%	.8

Table 48: Quantitative Reasoning by Pell Recipient Status

	First-year					Senior				
	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)
QUANTITATIVE REASONING (quite a bit or very much)	391	47.5%	1,284	49.2%	-1.7	449	52.3%	1,475	54.2%	-1.9
- Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	395	54.9%	1,294	56.6%	-1.6	456	57.0%	1,488	60.3%	-3.3
- Used numerical information to examine real-world problem/issue (unemployment, climate change, public health, etc.)	393	42.7%	1,293	45.4%	-2.7	454	48.5%	1,484	48.9%	-.4
- Evaluated what others have concluded from numerical information	392	44.9%	1,287	45.8%	-.9	451	52.1%	1,484	53.4%	-1.3

Table 49: Collaborative Learning by Pell Recipient Status

	First-year					Senior				
	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)
COLLABORATIVE LEARNING (often or very often)	418	61.5%	1,413	65.0%	-3.5	475	56.8%	1,579	67.2%	-10.4
- Asked another student to help you understand course material	422	65.9%	1,431	65.8%	.1	479	51.4%	1,592	61.6%	-10.2*
- Explained course material to one or more students	422	65.6%	1,427	68.3%	-2.7	478	64.2%	1,592	72.4%	-8.1*
- Prepared for exams by discussing or working through course material with other students	420	55.7%	1,428	63.4%	-7.7*	478	46.0%	1,590	60.3%	-14.3*
- Worked with other students on course projects or assignments	419	58.9%	1,422	62.0%	-3.1	477	66.5%	1,584	74.1%	-7.7*

Table 50: Discussions with Diverse Others by Pell Recipient Status

	First-year					Senior				
	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)
DISCUSSIONS WITH DIVERSE OTHERS (often or very often)	391	73.7%	1,277	71.1%	2.6	450	70.0%	1,466	67.1%	2.9
- People of a race or ethnicity other than your own	392	74.5%	1,286	67.0%	7.5*	454	70.3%	1,478	62.8%	7.5*
- People from an economic background other than your own	393	77.9%	1,284	74.8%	3.0	452	75.7%	1,476	71.3%	4.4
- People with religious beliefs other than your own	393	73.3%	1,284	73.7%	-.4	454	68.9%	1,475	68.1%	.8
- People with political views other than your own	392	69.4%	1,284	68.4%	1.0	453	64.2%	1,475	66.4%	-2.2

Table 51: Student-Faculty Interactions by Pell Recipient Status

	First-year					Senior				
	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)
STUDENT-FACULTY INTERACTION (quite a bit or very much)	399	34.3%	1,334	31.4%	2.9	459	35.3%	1,518	35.6%	-.3
- Talked about career plans with a faculty member	408	46.3%	1,356	42.0%	4.3	466	44.2%	1,538	46.7%	-2.5
- Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	409	25.7%	1,352	24.0%	1.7	465	30.3%	1,531	32.6%	-2.3
- Discussed course topics, ideas, or concepts with a faculty member outside of class	404	27.7%	1,346	28.3%	-.6	462	33.1%	1,525	33.9%	-.8
- Discussed your academic performance with a faculty member	403	38.7%	1,342	30.6%	8.2*	462	32.9%	1,528	29.5%	3.5

Table 52: Effective Teaching Practices by Pell Recipient Status

	First-year					Senior				
	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)
EFFECTIVE TEACHING PRACTICES (quite a bit or very much)	396	69.1%	1,296	71.2%	-2.0	453	71.8%	1,483	70.4%	1.4
- Clearly explained course goals and requirements	398	75.9%	1,317	81.7%	-5.8*	458	83.2%	1,503	80.0%	3.2
- Taught course sessions in an organized way	398	75.1%	1,319	77.3%	-2.1	458	79.3%	1,503	80.0%	-.8
- Used examples or illustrations to explain difficult points	398	77.4%	1,314	78.9%	-1.5	456	80.7%	1,499	81.5%	-.8
- Provided feedback on a draft or work in progress	398	62.1%	1,309	60.1%	1.9	457	56.2%	1,498	53.2%	3.0
- Provided prompt and detailed feedback on tests or completed assignments	396	55.8%	1,309	56.4%	-.6	456	60.3%	1,498	57.2%	3.1

Table 53: Quality of Interactions by Pell Recipient Status

	First-year					Senior				
	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)
QUALITY OF INTERACTIONS (6 or 7-excellent)	349	48.3%	1,083	54.6%	-6.3	374	50.9%	1,179	49.4%	1.5
- Students	378	45.8%	1,254	55.8%	-10.1*	447	50.6%	1,455	56.6%	-6.0*
- Academic advisors	380	52.4%	1,245	59.5%	-7.1*	452	56.2%	1,450	54.5%	1.7
- Faculty	376	49.7%	1,249	56.0%	-6.2*	449	55.5%	1,455	53.3%	2.1
- Student services staff	361	47.6%	1,191	51.0%	-3.4	383	48.3%	1,262	43.7%	4.6
- Other administrative staff and offices	367	45.5%	1,128	48.3%	-2.8	438	42.0%	1,330	37.5%	4.5

Table 54: Supportive Environment by Pell Recipient Status

	First-year					Senior				
	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)
SUPPORTIVE ENVIRONMENT (quite a bit or very much)	368	66.5%	1,229	67.9%	-1.4	438	57.2%	1,424	58.1%	-1.0
- Providing support to help students succeed academically	378	78.8%	1,251	80.3%	-1.4	450	75.1%	1,449	74.7%	.4
- Using learning support services (tutoring services, writing center, etc.)	376	79.8%	1,252	79.6%	.2	451	70.5%	1,457	69.7%	.8

	First-year					Senior				
	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)
- Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	377	63.1%	1,252	66.5%	-3.4	450	54.0%	1,456	51.9%	2.1
- Providing opportunities to be involved socially	377	73.2%	1,251	74.9%	-1.7	450	64.0%	1,455	66.8%	-2.8
- Providing support for your overall well-being (recreation, health care, counseling, etc.)	375	76.3%	1,248	78.4%	-2.1	450	69.6%	1,453	71.7%	-2.2
- Helping you manage your non-academic responsibilities (work, family, etc.)	375	42.4%	1,245	47.3%	-4.9	451	31.5%	1,455	35.0%	-3.5
- Attending campus activities and events (performing arts, athletic events, etc.)	375	64.8%	1,247	66.4%	-1.6	449	52.8%	1,453	52.0%	.8
- Attending events that address important social, economic, or political issues	374	53.2%	1,249	50.0%	3.2	447	42.5%	1,452	41.0%	1.5

Table 55: High-Impact Practices by Pell Recipient Status

	First-year					Senior				
	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)
- Internship, co-op, field experience, student teaching, or clinical placement						454	53.3%	1,466	57.8%	-4.5
- Learning community or some other formal program where groups of students take two or more classes together	381	23.9%	1,267	22.3%	1.6	451	24.8%	1,463	24.8%	.0
- Study abroad program						453	18.3%	1,463	19.6%	-1.3
- Work with a faculty member on a research project	382	5.2%	1,267	5.8%	-.5	452	27.2%	1,465	30.4%	-3.2
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)						452	54.9%	1,463	59.8%	-4.9
- Courses at this institution have included a community-based project (service-learning)	381	55.9%	1,263	50.5%	5.4	449	55.5%	1,462	54.7%	.7

Rural vs. Urban Home Address

Table 56: Higher-Order Learning by Rural v. Urban Home Address

	First-year					Senior				
	Hdct	Rural	Hdct	Urban	Diff (R-U)	Hdct	Rural	Hdct	Urban	Diff (R-U)
HIGHER-ORDER LEARNING (quite a bit or very much)	343	73.0%	1,307	72.3%	.7	422	69.3%	1,448	71.8%	-2.5
- Applying facts, theories, or methods to practical problems or new situations	345	78.6%	1,329	74.3%	4.3	426	80.0%	1,469	78.1%	2.0
- Analyzing an idea, experience, or line of reasoning in depth by examining its parts	344	72.1%	1,326	72.1%	.0	424	71.0%	1,462	74.1%	-3.2
- Evaluating a point of view, decision, or information source	343	69.4%	1,321	70.9%	-1.5	423	59.3%	1,457	64.2%	-4.8
- Forming a new idea or understanding from various pieces of information	343	71.7%	1,314	71.7%	.0	422	66.6%	1,456	70.7%	-4.2

Table 57: Reflective and Integrative Learning by Rural v. Urban Home Address

	First-year					Senior				
	Hdct	Rural	Hdct	Urban	Diff (R-U)	Hdct	Rural	Hdct	Urban	Diff (R-U)
REFLECTIVE AND INTEGRATIVE LEARNING (often or very often)	350	69.2%	1,336	68.1%	1.0	426	68.8%	1,472	70.0%	-1.2
- Combined ideas from different courses when completing assignments	368	64.9%	1,391	61.2%	3.8	441	78.0%	1,516	76.4%	1.6
- Connected your learning to societal problems or issues	367	58.9%	1,387	58.6%	.2	441	59.9%	1,515	59.9%	.0
- Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions/assignments	366	56.3%	1,382	54.2%	2.1	441	44.4%	1,514	49.7%	-5.2
- Examined the strengths and weaknesses of your own views on a topic or issue	364	69.5%	1,374	69.9%	-.4	440	67.5%	1,509	66.9%	.6
- Tried to better understand someone else's views by imagining how an issue looks from their perspective	362	77.9%	1,362	77.4%	.5	437	73.7%	1,499	75.5%	-1.8
- Learned something that changed the way you understand an issue or concept	356	71.3%	1,354	71.5%	-.1	432	72.2%	1,492	76.7%	-4.5
- Connected ideas from your courses to your prior experiences and knowledge	353	84.1%	1,352	83.3%	.9	428	84.6%	1,487	85.0%	-.4

Table 58: Learning Strategies by Rural v. Urban Home Address

	First-year					Senior				
	Hdct	Rural	Hdct	Urban	Diff (R-U)	Hdct	Rural	Hdct	Urban	Diff (R-U)
LEARNING STRATEGIES (often or very often)	336	67.0%	1,263	68.1%	-1.1	410	62.6%	1,426	62.1%	.5
- Identified key information from reading assignments	336	77.1%	1,270	77.6%	-.5	410	74.4%	1,432	71.2%	3.2
- Reviewed your notes after class	337	63.2%	1,267	65.7%	-2.5	413	58.4%	1,432	58.4%	-.1
- Summarized what you learned in class or from course materials	337	60.2%	1,270	61.0%	-.8	413	54.7%	1,430	56.5%	-1.8

Table 59: Quantitative Reasoning by Rural v. Urban Home Address

	First-year					Senior				
	Hdct	Rural	Hdct	Urban	Diff (R-U)	Hdct	Rural	Hdct	Urban	Diff (R-U)
QUANTITATIVE REASONING (quite a bit or very much)	334	49.6%	1,279	48.4%	1.2	412	50.2%	1,427	54.4%	-4.1
- Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	337	55.8%	1,290	56.2%	-.4	415	57.6%	1,442	59.6%	-2.0
- Used numerical information to examine real-world problem/issue (unemployment, climate change, public health, etc.)	335	44.5%	1,289	44.5%	-.1	417	44.1%	1,435	49.7%	-5.6*
- Evaluated what others have concluded from numerical information	334	48.2%	1,283	44.7%	3.5	414	48.8%	1,434	53.8%	-5.0

Table 60: Collaborative Learning by Rural v. Urban Home Address

	First-year					Senior				
	Hdct	Rural	Hdct	Urban	Diff (R-U)	Hdct	Rural	Hdct	Urban	Diff (R-U)
COLLABORATIVE LEARNING (often or very often)	368	66.7%	1,398	63.8%	3.0	441	65.2%	1,518	65.3%	.0
- Asked another student to help you understand course material	373	65.4%	1,412	66.1%	-.7	443	58.5%	1,531	59.8%	-1.3
- Explained course material to one or more students	373	72.4%	1,409	67.0%	5.4*	444	70.9%	1,530	71.3%	-.4
- Prepared for exams by discussing or working through course material with other students	372	64.2%	1,408	61.3%	3.0	443	61.4%	1,528	56.3%	5.1
- Worked with other students on course projects or assignments	371	63.6%	1,404	60.5%	3.1	443	70.0%	1,522	73.5%	-3.5

Table 61: Discussions with Diverse Others by Rural v. Urban Home Address

	First-year					Senior				
	Hdct	Rural	Hdct	Urban	Diff (R-U)	Hdct	Rural	Hdct	Urban	Diff (R-U)
DISCUSSIONS WITH DIVERSE OTHERS (often or very often)	333	72.1%	1,273	72.2%	-.1	411	68.8%	1,422	68.0%	.8
- People of a race or ethnicity other than your own	336	68.7%	1,280	69.1%	-.3	415	60.0%	1,433	65.7%	-5.7*
- People from an economic background other than your own	336	75.6%	1,279	76.1%	-.5	413	74.3%	1,431	72.3%	2.1
- People with religious beliefs other than your own	336	73.8%	1,279	74.0%	-.2	414	69.1%	1,432	68.7%	.4
- People with political views other than your own	336	68.8%	1,278	69.2%	-.5	413	71.4%	1,431	65.2%	6.2*

Table 62: Student-Faculty Interactions by Rural v. Urban Home Address

	First-year					Senior				
	Hdct	Rural	Hdct	Urban	Diff (R-U)	Hdct	Rural	Hdct	Urban	Diff (R-U)
STUDENT-FACULTY INTERACTION (quite a bit or very much)	349	32.4%	1,321	31.6%	.9	425	34.9%	1,462	35.5%	-.6
- Talked about career plans with a faculty member	354	44.9%	1,347	42.3%	2.6	429	44.8%	1,484	46.9%	-2.1
- Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	352	23.6%	1,346	23.8%	-.3	428	35.0%	1,478	30.6%	4.4
- Discussed course topics, ideas, or concepts with a faculty member outside of class	351	27.9%	1,336	27.8%	.1	426	33.8%	1,470	33.3%	.5
- Discussed your academic performance with a faculty member	349	33.0%	1,333	32.0%	.9	426	26.1%	1,473	31.2%	-5.2*

Table 63: Effective Teaching Practices by Rural v. Urban Home Address

	First-year					Senior				
	Hdct	Rural	Hdct	Urban	Diff (R-U)	Hdct	Rural	Hdct	Urban	Diff (R-U)
EFFECTIVE TEACHING PRACTICES (quite a bit or very much)	337	69.3%	1,294	71.2%	-1.9	413	70.9%	1,439	70.5%	.3
- Clearly explained course goals and requirements	341	80.9%	1,313	80.6%	.4	419	85.7%	1,453	79.9%	5.8*
- Taught course sessions in an organized way	341	77.1%	1,314	76.9%	.3	420	80.7%	1,451	79.9%	.8
- Used examples or illustrations to explain difficult points	340	78.5%	1,311	79.0%	-.5	417	82.5%	1,449	81.2%	1.3
- Provided feedback on a draft or work in progress	340	58.2%	1,305	61.2%	-3.0	418	51.4%	1,450	53.9%	-2.5
- Provided prompt and detailed feedback on tests or completed assignments	339	51.9%	1,304	57.3%	-5.4	418	55.0%	1,448	58.1%	-3.1

Table 64: Quality of Interactions by Rural v. Urban Home Address

	First-year					Senior				
	Hdct	Rural	Hdct	Urban	Diff (R-U)	Hdct	Rural	Hdct	Urban	Diff (R-U)
QUALITY OF INTERACTIONS (6 or 7-excellent)	294	57.6%	1,081	52.3%	5.3	326	47.9%	1,152	49.6%	-1.7
- Students	328	58.5%	1,244	52.5%	6.0	409	50.9%	1,411	56.2%	-5.3
- Academic advisors	327	60.2%	1,239	57.9%	2.3	409	55.0%	1,410	54.3%	.7
- Faculty	326	60.1%	1,239	53.7%	6.5*	407	54.5%	1,414	53.2%	1.4
- Student services staff	306	52.6%	1,187	50.0%	2.7	342	43.0%	1,226	44.5%	-1.5
- Other administrative staff and offices	306	54.6%	1,130	45.9%	8.6*	374	35.8%	1,316	38.7%	-2.8

Table 65: Supportive Environment by Rural v. Urban Home Address

	First-year					Senior				
	Hdct	Rural	Hdct	Urban	Diff (R-U)	Hdct	Rural	Hdct	Urban	Diff (R-U)
SUPPORTIVE ENVIRONMENT (quite a bit or very much)	322	70.1%	1,221	67.3%	2.8	402	58.5%	1,385	57.8%	.7
- Providing support to help students succeed academically	327	81.7%	1,243	80.0%	1.6	408	78.4%	1,411	74.3%	4.1
- Using learning support services (tutoring services, writing center, etc.)	328	82.0%	1,241	79.5%	2.5	409	70.2%	1,416	70.4%	-.2
- Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	329	71.4%	1,241	64.6%	6.8*	409	50.9%	1,414	53.2%	-2.3
- Providing opportunities to be involved socially	329	76.3%	1,240	74.8%	1.5	410	66.3%	1,414	66.3%	.0
- Providing support for your overall well-being (recreation, health care, counseling, etc.)	329	79.6%	1,237	78.0%	1.6	410	72.9%	1,410	70.9%	2.0
- Helping you manage your non-academic responsibilities (work, family, etc.)	328	48.2%	1,235	45.7%	2.5	407	33.4%	1,416	33.4%	.0
- Attending campus activities and events (performing arts, athletic events, etc.)	328	70.1%	1,237	65.6%	4.6	408	53.7%	1,414	52.0%	1.7
- Attending events that address important social, economic, or political issues	327	52.9%	1,238	50.3%	2.6	409	39.6%	1,409	41.4%	-1.8

Table 66: High-Impact Practices by Urban v. Rural Home Address

	First-year					Senior				
	Hdct	Rural	Hdct	Urban	Diff (R-U)	Hdct	Rural	Hdct	Urban	Diff (R-U)
- Internship, co-op, field experience, student teaching, or clinical placement						410	58.5%	1,427	58.0%	.6
- Learning community or some other formal program where groups of students take two or more classes together	332	28.0%	1,257	21.5%	6.5*	410	24.4%	1,421	25.3%	-.9
- Study abroad program						409	16.9%	1,424	19.1%	-2.2
- Work with a faculty member on a research project	334	6.0%	1,255	5.7%	.3	410	30.0%	1,424	29.4%	.6
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)						410	57.6%	1,422	59.7%	-2.1
- Courses at this institution have included a community-based project (service-learning)	332	52.7%	1,252	50.2%	2.5	409	54.5%	1,420	54.0%	.5

Engagement Indicators and HIPs by College

Table 67: Higher-Order Learning by College

		Headcount	HIGHER-ORDER LEARNING (quite a bit or very much)	q4b Applying facts, theories, or methods to practical problems or new situations	q4c Analyzing an idea, experience, or line of reasoning in depth by examining its parts	q4d Evaluating a point of view, decision, or information source	q4e Forming a new idea or understanding from various pieces of information
First Year	AG	117	70.6%	76.6%	67.3%	66.4%	70.2%
	BU	131	71.7%	72.5%	71.7%	73.3%	69.4%
	EG	217	75.1%	86.6%	77.1%	62.7%	74.2%
	HS	253	70.1%	68.5%	69.7%	71.6%	69.3%
	IU	317	70.9%	70.2%	69.6%	74.7%	68.4%
	LA	259	76.2%	72.8%	76.4%	79.3%	76.4%
	NR	103	66.6%	70.8%	62.5%	63.2%	70.5%
	NS	381	72.8%	77.0%	72.5%	69.8%	72.0%
	VM	95	75.9%	87.5%	80.7%	64.4%	70.5%
Senior Year	AG	156	61.8%	72.5%	60.1%	57.0%	58.4%
	BU	228	72.7%	77.3%	77.4%	67.9%	68.7%
	EG	346	66.6%	86.0%	71.4%	45.5%	63.5%
	HS	373	71.2%	76.3%	71.0%	67.1%	70.1%
	IU	12	66.7%	58.3%	66.7%	66.7%	75.0%
	LA	302	76.6%	71.9%	77.4%	79.2%	77.4%
	NR	180	79.0%	82.4%	84.2%	76.0%	73.7%
	NS	388	70.0%	78.9%	71.5%	58.7%	71.2%
	VM	99	72.9%	82.7%	77.3%	59.8%	71.1%

Table 68: Reflective and Integrative Learning by College

		Headcount	REFLECTIVE AND INTEGRATIVE LEARNING (often or very often)	q2a Combined ideas from different courses when completing assignments	q2b Connected your learning to societal problems or issues	q2c Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions/assignments	q2d Examined the strengths and weaknesses of your own views on a topic or issue	q2e Tried to better understand someone else's views by imagining how an issue looks from their perspective	q2f Learned something that changed the way you understand an issue or concept	q2g Connected ideas from your courses to your prior experiences and knowledge
First Year	AG	117	63.2%	51.8%	51.8%	49.1%	63.1%	74.5%	67.0%	81.7%
	BU	131	68.2%	63.2%	60.0%	52.0%	70.2%	79.8%	69.9%	80.3%
	EG	217	65.7%	67.5%	43.5%	50.0%	67.8%	77.6%	71.7%	80.3%
	HS	253	64.9%	62.9%	57.7%	53.6%	63.7%	70.3%	65.6%	80.2%
	IU	317	68.9%	58.6%	63.2%	56.8%	73.2%	77.8%	69.8%	84.1%
	LA	259	79.0%	76.1%	75.3%	74.8%	80.5%	79.0%	77.4%	88.7%

		Headcount	REFLECTIVE AND INTEGRATIVE LEARNING (often or very often)	q2a Combined ideas from different courses when completing assignments	q2b Connected your learning to societal problems or issues	q2c Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions/assignments	q2d Examined the strengths and weaknesses of your own views on a topic or issue	q2e Tried to better understand someone else's views by imagining how an issue looks from their perspective	q2f Learned something that changed the way you understand an issue or concept	q2g Connected ideas from your courses to your prior experiences and knowledge
	NR	103	67.9%	58.4%	61.4%	57.4%	60.0%	81.0%	74.5%	83.7%
	NS	381	64.6%	53.5%	53.5%	46.8%	69.1%	76.5%	72.3%	80.8%
	VM	95	71.6%	64.5%	53.8%	45.7%	74.7%	87.5%	77.5%	95.5%
	AG	156	64.0%	66.4%	53.0%	41.1%	64.9%	72.0%	70.5%	80.5%
	BU	228	67.7%	77.9%	60.1%	43.8%	63.1%	73.1%	74.0%	80.5%
	EG	346	57.8%	73.8%	40.7%	26.4%	55.2%	62.7%	69.2%	78.4%
	HS	373	74.8%	82.1%	68.3%	55.9%	70.1%	76.6%	78.8%	90.1%
Senior Year	IU	12	63.6%	50.0%	58.3%	50.0%	58.3%	63.6%	83.3%	91.7%
	LA	302	79.5%	78.7%	75.7%	74.8%	77.7%	85.5%	77.2%	87.5%
	NR	180	80.1%	83.1%	79.7%	64.8%	75.1%	82.9%	81.7%	90.2%
	NS	388	67.1%	70.3%	52.8%	44.2%	66.1%	78.2%	76.5%	82.6%
	VM	99	64.9%	77.3%	52.0%	34.0%	60.2%	66.3%	74.5%	88.8%

Table 69: Learning Strategies by College

		Headcount	LEARNING STRATEGIES (often or very often)	q9a Identified key information from reading assignments	q9b Reviewed your notes after class	q9c Summarized what you learned in class or from course materials
	AG	117	67.9%	71.2%	71.2%	61.5%
	BU	131	67.8%	79.8%	61.4%	62.3%
	EG	217	63.4%	68.0%	64.6%	58.2%
	HS	253	67.5%	77.2%	61.8%	63.2%
First Year	IU	317	66.3%	76.6%	63.2%	58.6%
	LA	259	73.0%	85.8%	68.4%	64.7%
	NR	103	65.9%	78.3%	59.3%	59.8%
	NS	381	67.1%	77.3%	63.7%	60.2%
	VM	95	76.7%	84.3%	81.9%	63.9%
	AG	156	59.4%	66.4%	61.1%	50.0%
	BU	228	56.7%	73.1%	46.2%	50.7%
	EG	346	56.9%	59.8%	61.9%	49.1%
Senior Year	HS	373	64.5%	72.7%	61.0%	59.9%
	IU	12	69.7%	90.9%	54.5%	63.6%
	LA	302	62.3%	79.5%	50.4%	57.0%
	NR	180	66.5%	80.8%	57.7%	60.7%

		Headcount	LEARNING STRATEGIES (often or very often)	q9a Identified key information from reading assignments	q9b Reviewed your notes after class	q9c Summarized what you learned in class or from course materials
	NS	388	63.2%	72.9%	60.6%	55.5%
	VM	99	78.1%	76.0%	80.2%	78.1%

Table 70: Quantitative Reasoning by College

		Headcount	QUANTITATIVE REASONING (quite a bit or very much)	q6a Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	q6b Used numerical information to examine real-world problem/issue (unemployment, climate change, public health, etc.)	q6c Evaluated what others have concluded from numerical information
First Year	AG	117	42.6%	57.1%	36.5%	34.6%
	BU	131	56.7%	63.8%	58.3%	49.1%
	EG	217	60.3%	71.7%	50.5%	58.6%
	HS	253	43.8%	48.9%	43.3%	39.8%
	IU	317	47.3%	53.0%	46.6%	41.9%
	LA	259	40.4%	39.3%	37.6%	44.4%
	NR	103	54.9%	59.8%	50.5%	54.3%
	NS	381	49.2%	60.1%	42.6%	44.6%
	VM	95	52.2%	65.5%	43.5%	48.8%
Senior Year	AG	156	47.7%	51.7%	47.3%	44.9%
	BU	228	56.6%	58.7%	52.8%	58.1%
	EG	346	61.8%	77.0%	50.5%	58.4%
	HS	373	50.2%	53.2%	43.9%	53.8%
	IU	12	57.6%	63.6%	54.5%	54.5%
	LA	302	38.1%	36.5%	39.5%	38.6%
	NR	180	71.7%	71.0%	72.9%	69.5%
	NS	388	53.9%	64.2%	45.7%	51.9%
	VM	99	56.8%	67.4%	49.0%	53.1%

Table 71: Collaborative Learning by College

		Headcount	COLLABORATIVE LEARNING (often or very often)	q1e Asked another student to help you understand course material	q1f Explained course material to one or more students	q1g Prepared for exams by discussing or working through course material with other students	q1h Worked with other students on course projects or assignments
First Year	AG	117	60.0%	60.7%	60.3%	60.0%	58.3%
	BU	131	57.2%	52.7%	62.8%	59.4%	53.1%

		Headcount	COLLABORATIVE LEARNING (often or very often)	q1e Asked another student to help you understand course material	q1f Explained course material to one or more students	q1g Prepared for exams by discussing or working through course material with other students	q1h Worked with other students on course projects or assignments
	EG	217	81.7%	80.2%	84.0%	77.3%	84.8%
	HS	253	66.1%	69.3%	67.9%	65.9%	60.7%
	IU	317	57.4%	62.7%	55.8%	58.8%	53.1%
	LA	259	58.4%	56.8%	64.5%	53.1%	60.0%
	NR	103	61.1%	57.4%	70.3%	60.4%	56.4%
	NS	381	65.5%	70.4%	71.1%	59.0%	60.6%
	VM	95	70.5%	73.4%	78.7%	66.0%	63.8%
Senior Year	AG	156	60.7%	54.5%	65.8%	54.2%	68.6%
	BU	228	69.3%	61.2%	70.5%	60.5%	83.9%
	EG	346	75.4%	72.3%	76.5%	67.1%	84.8%
	HS	373	68.1%	58.0%	71.1%	62.1%	81.6%
	IU	12	36.4%	50.0%	33.3%	33.3%	27.3%
	LA	302	46.3%	38.9%	56.6%	37.7%	52.0%
	NR	180	67.9%	63.7%	70.4%	57.3%	80.2%
	NS	388	62.2%	60.3%	74.4%	53.6%	61.1%
	VM	99	75.8%	71.4%	85.9%	73.7%	70.7%

Table 72: Discussions with Diverse Others by College

		Headcount	DISCUSSIONS WITH DIVERSE OTHERS (often or very often)	q8b People from an economic background other than your own	q8c People with religious beliefs other than your own	q8d People with political views other than your own
First Year	AG	117	75.5%	83.7%	76.7%	71.2%
	BU	131	73.0%	77.2%	73.7%	74.3%
	EG	217	74.9%	75.3%	79.6%	74.5%
	HS	253	71.0%	72.2%	73.0%	69.7%
	IU	317	69.9%	76.2%	68.9%	66.9%
	LA	259	71.4%	74.1%	72.8%	67.7%
	NR	103	70.6%	75.0%	76.1%	61.5%
	NS	381	69.8%	74.9%	71.4%	64.6%
	VM	95	76.5%	78.6%	81.0%	73.5%
Senior Year	AG	156	65.5%	68.8%	69.9%	65.3%
	BU	228	67.1%	68.4%	65.1%	72.2%
	EG	346	70.5%	74.9%	72.4%	71.4%
	HS	373	67.8%	72.0%	67.1%	66.4%
	IU	12	63.6%	72.7%	54.5%	72.7%

	Headcount	DISCUSSIONS WITH DIVERSE OTHERS (often or very often)	q8b People from an economic background other than your own	q8c People with religious beliefs other than your own	q8d People with political views other than your own
LA	302	71.3%	74.1%	72.3%	67.3%
NR	180	67.0%	73.2%	65.7%	62.7%
NS	388	65.3%	72.3%	66.6%	58.6%
VM	99	65.3%	71.9%	65.6%	62.1%

Table 73: Student-Faculty Interaction by College

		Headcount	STUDENT-FACULTY INTERACTION (quite a bit or very much)	q3a Talked about career plans with a faculty member	q3b Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	q3c Discussed course topics, ideas, or concepts with a faculty member outside of class	q3d Discussed your academic performance with a faculty member
First Year	AG	117	40.9%	52.7%	38.5%	33.3%	38.0%
	BU	131	34.3%	43.8%	24.8%	31.9%	33.6%
	EG	217	27.2%	37.9%	19.6%	24.3%	27.6%
	HS	253	35.0%	53.1%	21.9%	25.8%	38.7%
	IU	317	32.1%	42.3%	22.9%	28.9%	35.2%
	LA	259	35.3%	37.0%	30.5%	36.7%	36.7%
	NR	103	24.0%	32.7%	17.5%	22.7%	22.7%
	NS	381	28.7%	42.0%	21.5%	24.2%	26.3%
	VM	95	35.2%	48.9%	30.7%	28.4%	33.0%
Senior Year	AG	156	38.9%	54.7%	39.6%	36.0%	26.8%
	BU	228	33.7%	47.1%	28.8%	31.8%	27.0%
	EG	346	29.6%	35.4%	27.3%	32.2%	23.2%
	HS	373	44.9%	60.1%	40.0%	39.2%	39.7%
	IU	12	9.1%	0.0%	9.1%	25.0%	16.7%
	LA	302	32.5%	42.5%	25.4%	29.2%	33.1%
	NR	180	32.6%	42.2%	30.8%	30.8%	26.7%
	NS	388	32.9%	40.6%	30.6%	32.5%	27.8%
	VM	99	47.7%	61.2%	44.9%	43.9%	40.8%

Table 74: Effective Teaching Practices by College

		Headcount	EFFECTIVE TEACHING PRACTICES (quite a bit or very much)	q5a Clearly explained course goals and requirements	q5b Taught course sessions in an organized way	q5c Used examples or illustrations to explain difficult points	q5d Provided feedback on a draft or work in progress	q5e Provided prompt and detailed feedback on tests or completed assignments
First Year	AG	117	70.1%	75.5%	77.4%	74.5%	61.5%	55.2%
	BU	131	72.1%	85.0%	75.8%	79.8%	61.0%	58.5%

		Headcount	EFFECTIVE TEACHING PRACTICES (quite a bit or very much)	q5a Clearly explained course goals and requirements	q5b Taught course sessions in an organized way	q5c Used examples or illustrations to explain difficult points	q5d Provided feedback on a draft or work in progress	q5e Provided prompt and detailed feedback on tests or completed assignments
	EG	217	65.9%	75.1%	76.0%	77.0%	51.5%	47.5%
	HS	253	71.5%	77.6%	75.9%	77.5%	67.7%	59.1%
	IU	317	68.3%	76.9%	71.8%	71.7%	61.2%	59.6%
	LA	259	73.1%	83.7%	76.3%	81.5%	64.0%	59.5%
	NR	103	74.6%	82.1%	84.2%	81.1%	68.1%	58.5%
	NS	381	70.8%	83.4%	77.4%	81.4%	57.0%	53.4%
	VM	95	74.9%	87.4%	88.5%	88.5%	55.2%	55.8%
Senior Year	AG	156	68.8%	77.7%	82.4%	80.4%	52.0%	53.4%
	BU	228	69.1%	78.7%	79.1%	76.7%	54.6%	57.0%
	EG	346	62.6%	72.1%	76.2%	78.0%	39.0%	48.1%
	HS	373	77.4%	86.5%	83.9%	86.1%	67.0%	64.6%
	IU	12	66.0%	80.0%	72.7%	72.7%	63.6%	54.5%
	LA	302	72.5%	82.2%	80.1%	77.2%	59.2%	63.4%
	NR	180	75.6%	84.1%	77.8%	83.0%	66.1%	65.3%
	NS	388	69.1%	82.1%	78.5%	83.8%	45.4%	55.3%
	VM	99	72.5%	82.5%	84.5%	87.6%	52.1%	56.7%

Table 75: Quality of Interactions by College

		Headcount	QUALITY OF INTERACTIONS (6 or 7-excellent)	q13a Students	q13b Academic advisors	q13c Faculty	q13d Student services staff	q13e Other administrative staff and offices
First Year	AG	117	58.3%	57.0%	65.0%	67.0%	47.9%	51.0%
	BU	131	54.2%	57.9%	58.4%	56.6%	49.1%	50.5%
	EG	217	52.2%	55.3%	52.4%	52.1%	52.3%	46.7%
	HS	253	52.1%	56.0%	57.9%	49.5%	49.5%	46.7%
	IU	317	52.3%	53.0%	58.1%	48.3%	53.7%	46.3%
	LA	259	51.3%	45.9%	63.8%	55.2%	46.1%	42.5%
	NR	103	54.6%	52.7%	58.2%	56.0%	47.1%	51.9%
	NS	381	52.4%	54.0%	51.8%	56.9%	51.9%	47.5%
	VM	95	58.8%	54.2%	67.5%	62.2%	49.4%	59.2%
Senior Year	AG	156	44.5%	48.2%	53.8%	49.6%	35.0%	42.7%
	BU	228	47.2%	57.9%	43.5%	51.9%	42.9%	39.1%
	EG	346	44.7%	55.1%	52.1%	37.5%	41.1%	31.6%
	HS	373	55.1%	62.8%	57.2%	64.6%	48.5%	43.3%
	IU	12	70.0%	44.4%	50.0%	66.7%	80.0%	55.6%
	LA	302	48.7%	51.1%	56.0%	56.7%	45.3%	39.9%
	NR	180	56.8%	59.0%	67.9%	63.4%	48.2%	39.9%

		Headcount	QUALITY OF INTERACTIONS (6 or 7- excellent)	q13a Students	q13b Academic advisors	q13c Faculty	q13d Student services staff	q13e Other administrative staff and offices
	NS	388	48.9%	50.4%	53.0%	52.5%	45.5%	36.0%
	VM	99	52.5%	55.8%	64.2%	58.9%	48.8%	40.0%

Table 76: Supportive Environment by College

		Headcount	SUPPORTIVE ENVIRONMENT (quite a bit or very much)	q14c Using learning support services (tutoring services, writing center, etc.)	q14d Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	q14e Providing opportunities to be involved socially	q14f Providing support for your overall well-being (recreation, health care, counseling, etc.)	q14g Helping you manage your non-academic responsibilities (work, family, etc.)	q14h Attending campus activities and events (performing arts, athletic events, etc.)	q14i Attending events that address important social, economic, or political issues
First Year	AG	117	67.9%	81.4%	69.6%	73.5%	74.3%	42.0%	67.3%	53.5%
	BU	131	69.5%	78.9%	66.4%	75.2%	81.4%	53.1%	72.6%	49.6%
	EG	217	69.8%	84.7%	70.2%	75.5%	80.7%	47.1%	66.5%	52.7%
	HS	253	67.0%	76.0%	63.0%	77.6%	80.2%	48.4%	61.9%	50.0%
	IU	317	63.7%	73.7%	62.4%	71.1%	71.7%	44.9%	66.4%	48.3%
	LA	259	66.8%	75.8%	66.7%	71.0%	74.1%	44.8%	69.0%	55.6%
	NR	103	66.3%	76.7%	62.2%	72.2%	77.8%	44.9%	64.0%	50.0%
	NS	381	69.4%	84.1%	65.2%	76.3%	81.6%	45.9%	64.8%	50.3%
	VM	95	69.6%	92.6%	72.0%	80.5%	80.5%	43.9%	63.0%	43.9%
Senior Year	AG	156	58.2%	66.4%	49.0%	62.7%	72.5%	32.2%	54.9%	46.4%
	BU	228	56.9%	62.9%	53.6%	68.3%	69.4%	35.7%	52.6%	41.0%
	EG	346	51.7%	66.1%	47.1%	58.6%	65.2%	26.4%	46.2%	34.0%
	HS	373	62.2%	69.1%	53.9%	73.5%	78.0%	40.7%	57.5%	43.8%
	IU	12	61.1%	77.8%	55.6%	77.8%	66.7%	44.4%	55.6%	44.4%
	LA	302	59.8%	69.8%	57.3%	68.0%	71.2%	36.4%	55.3%	45.3%
	NR	180	56.4%	63.3%	50.6%	68.1%	66.9%	36.4%	50.6%	42.7%
	NS	388	57.9%	79.1%	53.5%	64.1%	70.7%	31.1%	49.6%	39.4%
	VM	99	61.8%	82.3%	52.1%	63.5%	79.2%	36.5%	52.1%	44.8%

Table 77: High-Impact Practices by College

		Headcount	q11a Internship, co-op, field experience, student teaching, or clinical placement	q11c Learning community or some other formal program where groups of students take two or more classes together	q11d Study abroad program	q11e Work with a faculty member on a research project	q11f Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	q12 Courses at this institution have included a community-based project (service-learning)
First Year	AG	117	-	19.6%	-	5.9%	-	60.8%
	BU	131	-	16.7%	-	2.6%	-	51.3%

		Headcount	q11a Internship, co-op, field experience, student teaching, or clinical placement	q11c Learning community or some other formal program where groups of students take two or more classes together	q11d Study abroad program	q11e Work with a faculty member on a research project	q11f Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	q12 Courses at this institution have included a community-based project (service-learning)
	EG	217	-	23.6%	-	6.3%	-	53.4%
	HS	253	-	23.0%	-	4.0%	-	58.8%
	IU	317	-	16.2%	-	3.7%	-	58.0%
	LA	259	-	20.0%	-	5.2%	-	53.0%
	NR	103	-	30.8%	-	7.7%	-	58.2%
	NS	381	-	27.1%	-	4.7%	-	36.5%
	VM	95	-	32.5%	-	21.7%	-	49.4%
Senior Year	AG	156	72.5%	22.2%	14.6%	25.0%	67.4%	51.0%
	BU	228	54.5%	19.0%	24.8%	12.9%	70.3%	65.2%
	EG	346	60.0%	25.9%	17.8%	37.1%	51.6%	41.4%
	HS	373	67.5%	30.2%	16.2%	21.8%	62.4%	75.6%
	IU	12	10.0%	0.0%	11.1%	11.1%	33.3%	22.2%
	LA	302	43.8%	24.3%	22.4%	18.8%	66.4%	53.6%
	NR	180	58.7%	28.1%	27.1%	34.7%	59.3%	73.2%
	NS	388	48.5%	23.2%	18.3%	40.4%	43.5%	38.3%
	VM	99	59.4%	22.9%	12.5%	60.4%	65.6%	46.3%