






December 2012

## NSSE Scores across Learning Community Participation Status

### Highlights:

- ❖ **43% of first-year NSSE respondents participate in a learning community**
- ❖ **Across all five benchmarks learning community first-year students have a statistically higher mean score compared to non-learning community students**
- ❖ **Learning community first-year students (compared to non-learning community students) have the largest positive mean differences for the *Active and Collaborative Learning & Enriching Education Experiences* benchmarks**

The National Survey of Student Engagement (NSSE) collects information from first-year (FY) and senior (SR) undergraduates from hundreds of universities about their participation in programs and activities relevant to their learning and personal development. The results provide an estimate of how students spend their time (which we know influences their success) and can be used as an indirect measure of student learning and development. The survey includes 85 items; 42 of the most critical items are used to build five 'Benchmarks of Effective Educational Practice'. The benchmarks reflect student behaviors and institutional features that are powerful contributors to student learning and personal development ([http://nsse.iub.edu/pdf/nsse\\_benchmarks.pdf](http://nsse.iub.edu/pdf/nsse_benchmarks.pdf)). Benchmarks include:

-  Level of Academic Challenge
-  Active and Collaborative Learning
-  Student-Faculty Interaction
-  Enriching Educational Experiences
-  Supportive Campus Environment

The NSSE data is rich and there is interest from the campus community to at look at sub groups on campus (by department, learning community participation, honor's program participation, first generation status, Pell grant recipient status, ethnicity, etc.). The purpose of this report is to explore differences in benchmark means between first year students who participate in a learning community (LC) and first-year students who do not participate in a learning community (non-LC). An appendix is also included, which shows the frequency responses for all of the survey questions in the 2012 NSSE for both LC and non-LC students. Since LC participation is almost entirely among first-year students this analysis is only completed for first-year students and the senior comparisons are left blank.

The LC representation for first-year NSSE respondents is high. Nearly 43% of first-year NSSE respondents participate in a LC. This large sample size increases the power of the analysis so that small mean differences can produce statistically significant results; thus, across all five benchmarks LC students have statistically significant higher benchmark means compared to non-LC first-year students. However, the effect sizes for the mean differences are small for three of the five benchmarks (*Level of Academic Challenge, Student-faculty Interactions, & Supportive Campus Environment*). A small effect size indicates that the difference between LC and non-LC might not be practically important. The effect sizes for *Active and Collaborative Learning & Enriching Education Experiences* are moderate indicating that the differences between LC and non-LC are more meaningful across these two benchmarks.

## Level of Academic Challenge (LAC)

### Mean Comparisons

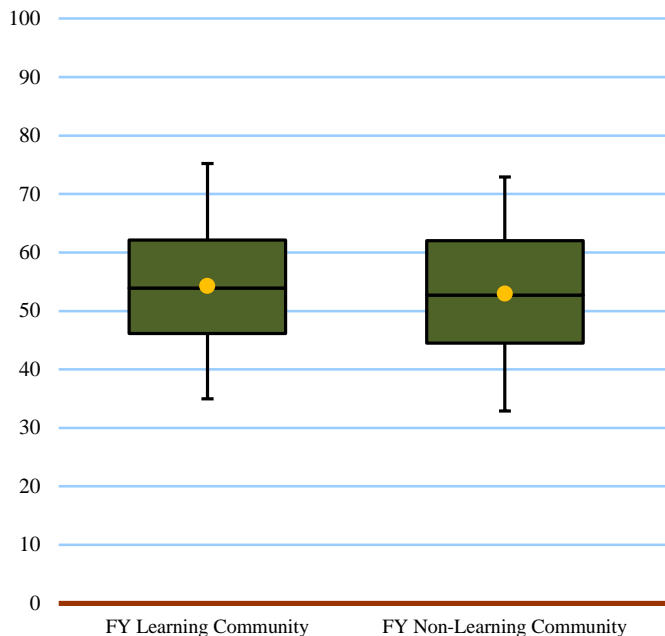
Class	Learning Community		Non-Learning Community		Sig <sup>b</sup>	Effect Size <sup>c</sup>
	Mean <sup>a</sup>	n	Mean <sup>a</sup>	n		
First-Year	54.3	705	52.9	948	*	.11
Senior	NA	NA	NA	NA	NA	NA

<sup>a</sup> Benchmarks with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, denoting one of three significance levels ( $p < .05$ ,  $p < .01$ , and  $p < .001$ ). The smaller the significance level, the smaller the likelihood that the difference is due to chance. Please note that statistical significance does not guarantee that the result is substantive or important.

<sup>b</sup> \*  $p < .05$  \*\*  $p < .01$  \*\*\*  $p < .001$  (2-tailed)

<sup>c</sup> Effect size (only shown for statistically significant differences) indicates the practical significance of the mean difference. It is calculated by dividing the mean difference by the pooled standard deviation. In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large.

### Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean.

### Level of Academic Challenge (LAC) Items

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

- Hours spent preparing for class (studying, reading, writing, doing homework or lab work, etc.)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more, between 5 and 19 pages, and fewer than 5 pages
- Coursework emphasizes: **Analysis** of the basic elements of an idea, experience or theory
- Coursework emphasizes: **Synthesis** and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizes: **Making judgments** about the value of information, arguments, or methods
- Coursework emphasizes: **Applying** theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizes: Spending significant amount of time studying and on academic work

## Active and Collaborative Learning (ACL)

### Mean Comparisons

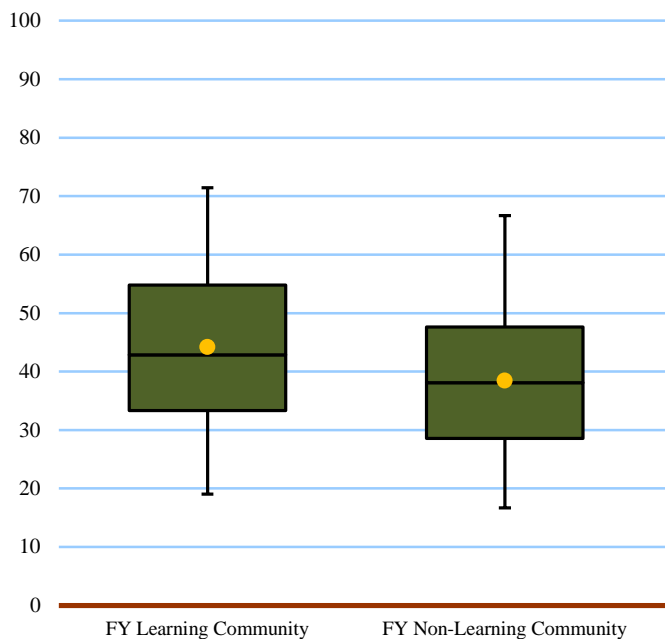
Class	Learning Community		Non-Learning Community		Sig <sup>b</sup>	Effect Size <sup>c</sup>
	Mean <sup>a</sup>	n	Mean <sup>a</sup>	n		
First-Year	44.2	720	38.4	971	***	.36
Senior	NA	NA	NA	NA	NA	NA

<sup>a</sup> Benchmarks with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, denoting one of three significance levels ( $p < .05$ ,  $p < .01$ , and  $p < .001$ ). The smaller the significance level, the smaller the likelihood that the difference is due to chance. Please note that statistical significance does not guarantee that the result is substantive or important.

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### Active and Collaborative Learning (ACL) Items

Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects **during class**
- Worked with classmates **outside of class** to prepare class assignments
- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project (e.g., service learning) as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

## Student-Faculty Interaction (SFI)

### Mean Comparisons

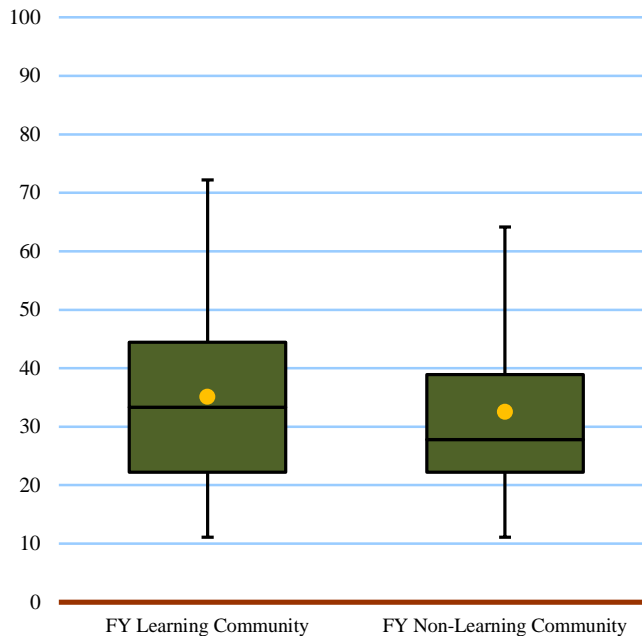
Class	Learning Community		Non-Learning Community		Sig <sup>b</sup>	Effect Size <sup>c</sup>
	Mean <sup>a</sup>	n	Mean <sup>a</sup>	n		
First-Year	35.1	705	32.5	948	**	.15
Senior	NA	NA	NA	NA	NA	NA

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### Student-Faculty Interaction (SFI) Items

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Received prompt written or oral feedback from faculty on your academic performance
- Worked on a research project with a faculty member outside of course or program requirements

## Enriching Educational Experiences (EEE)

### Mean Comparisons

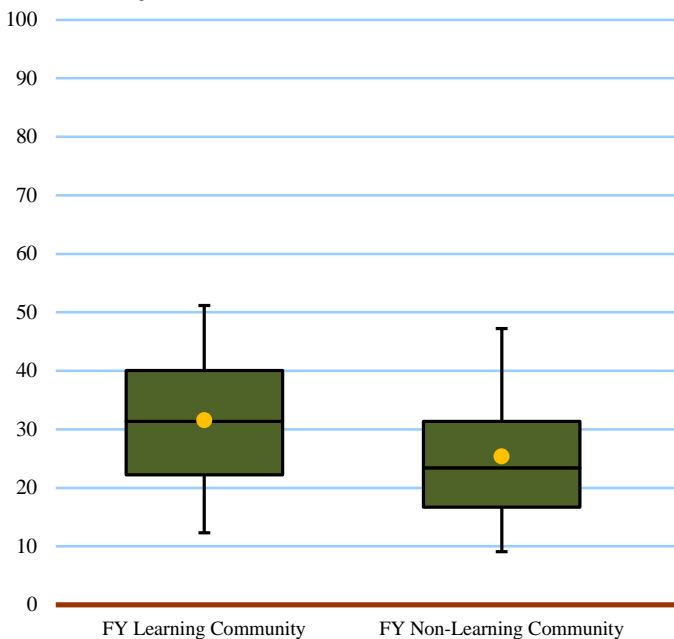
Class	Learning Community		Non-Learning Community		Sig <sup>b</sup>	Effect Size <sup>c</sup>
	Mean <sup>a</sup>	n	Mean <sup>a</sup>	n		
First-Year	31.6	699	25.4	938	***	.48
Senior	NA	NA	NA	NA	NA	NA

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### Enriching Educational Experiences (EEE) Items

Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

- Hours spent participating in co-curricular activities (organizations, campus publications, student gov., social fraternity or sorority, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework and study abroad
- Independent study or self-designed major
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity than your own
- Using electronic medium (e.g., listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Participate in a learning community or some other formal program where groups of students take two or more classes together

## Supportive Campus Environment (SCE)

### Mean Comparisons

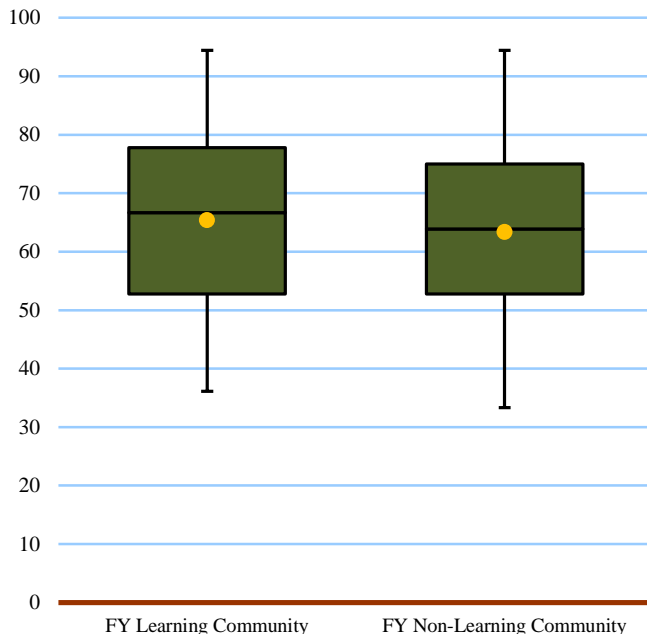
Class	Learning Community		Non-Learning Community		Sig <sup>b</sup>	Effect Size <sup>c</sup>
	Mean <sup>a</sup>	n	Mean <sup>a</sup>	n		
First-Year	65.4	693	63.4	931	*	.12
Senior	NA	NA	NA	NA	NA	NA

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### Supportive Campus Environment (SCE) Items

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices



**NSSE 2012 Engagement Item Frequency Distributions**  
**Colorado State University**  
Learning Community Students

**First-Year Students**

			Learning Community		Non-Learning Community	
	Variable	Response Options	Count	%	Count	%
1a. Asked questions in class or contributed to class discussions	CLQUEST (ACL)	Never	38	5%	86	9%
		Sometimes	331	46%	473	49%
		Often	232	32%	277	29%
		Very often	119	17%	132	14%
	Total		720	100%	968	100%
1b. Made a class presentation	CLPRESEN (ACL)	Never	117	16%	298	31%
		Sometimes	399	56%	489	51%
		Often	154	22%	139	14%
		Very often	43	6%	34	4%
	Total		713	100%	960	100%
1c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	Never	129	18%	134	14%
		Sometimes	266	37%	306	32%
		Often	218	31%	362	38%
		Very often	101	14%	160	17%
	Total		714	100%	962	100%
1d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	Never	15	2%	19	2%
		Sometimes	154	22%	197	20%
		Often	317	44%	451	47%
		Very often	230	32%	298	31%
	Total		716	100%	965	100%
1e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	Never	51	7%	72	7%
		Sometimes	241	34%	337	35%
		Often	272	38%	409	42%
		Very often	152	21%	146	15%
	Total		716	100%	964	100%
1f. Come to class without completing readings or assignments	CLUNPREP	Never	172	24%	173	18%
		Sometimes	398	56%	570	59%
		Often	103	14%	152	16%
		Very often	42	6%	69	7%
	Total		715	100%	964	100%
1g. Worked with other students on projects <b>during class</b>	CLASSGRP (ACL)	Never	117	16%	166	17%
		Sometimes	330	46%	436	45%
		Often	201	28%	277	29%
		Very often	66	9%	82	9%
	Total		714	100%	961	100%



**NSSE 2012 Engagement Item Frequency Distributions**  
**Colorado State University**  
 Learning Community Students

**First-Year Students**

			Learning Community		Non-Learning Community	
	Variable	Response Options	Count	%	Count	%
lh. Worked with classmates <b>outside of class</b> to prepare class assignments	OCCGRP (ACL)	Never	49	7%	104	11%
		Sometimes	250	35%	416	43%
		Often	280	39%	313	32%
		Very often	139	19%	134	14%
	Total		718	100%	967	100%
li. Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	Never	26	4%	28	3%
		Sometimes	232	33%	377	40%
		Often	293	42%	379	40%
		Very often	154	22%	164	17%
	Total		705	100%	948	100%
lj. Tutored or taught other students (paid or voluntary)	TUTOR (ACL)	Never	287	41%	489	51%
		Sometimes	265	38%	314	33%
		Often	98	14%	104	11%
		Very often	54	8%	44	5%
	Total		704	100%	951	100%
lk. Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ (ACL)	Never	390	56%	646	68%
		Sometimes	172	25%	219	23%
		Often	78	11%	58	6%
		Very often	62	9%	25	3%
	Total		702	100%	948	100%
li. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM (EEE)	Never	84	12%	121	13%
		Sometimes	205	29%	312	33%
		Often	209	30%	272	29%
		Very often	208	29%	244	26%
	Total		706	100%	949	100%
lm. Used e-mail to communicate with an instructor	EMAIL	Never	16	2%	19	2%
		Sometimes	185	26%	247	26%
		Often	274	39%	361	38%
		Very often	227	32%	319	34%
	Total		702	100%	946	100%
ln. Discussed grades or assignments with an instructor	FACGRADE (SFI)	Never	82	12%	81	9%
		Sometimes	313	44%	455	48%
		Often	221	31%	280	30%
		Very often	89	13%	133	14%
	Total		705	100%	949	100%





**NSSE 2012 Engagement Item Frequency Distributions**  
**Colorado State University**  
Learning Community Students

**First-Year Students**

			Learning Community		Non-Learning Community	
	Variable	Response Options	Count	%	Count	%
1o. Talked about career plans with a faculty member or advisor	FACPLANS (SFI)	Never	115	16%	178	19%
		Sometimes	320	46%	453	48%
		Often	174	25%	220	23%
		Very often	94	13%	96	10%
	Total		703	100%	947	100%
1p. Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS (SFI)	Never	278	39%	402	42%
		Sometimes	295	42%	362	38%
		Often	89	13%	135	14%
		Very often	42	6%	49	5%
	Total		704	100%	948	100%
1q. Received prompt written or oral feedback from faculty on your academic performance	FACFEED (SFI)	Never	47	7%	75	8%
		Sometimes	276	39%	365	39%
		Often	291	41%	388	41%
		Very often	90	13%	117	12%
	Total		704	100%	945	100%
1r. Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD (LAC)	Never	59	8%	68	7%
		Sometimes	280	40%	362	38%
		Often	248	35%	377	40%
		Very often	118	17%	135	14%
	Total		705	100%	942	100%
1s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER (SFI)	Never	333	48%	561	60%
		Sometimes	245	35%	246	26%
		Often	90	13%	103	11%
		Very often	32	5%	29	3%
	Total		700	100%	939	100%
1t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS (ACL)	Never	27	4%	43	5%
		Sometimes	225	32%	341	36%
		Often	270	38%	344	36%
		Very often	181	26%	218	23%
	Total		703	100%	946	100%
1u. Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD (EEE)	Never	83	12%	147	16%
		Sometimes	231	33%	347	37%
		Often	213	30%	259	27%
		Very often	176	25%	194	20%
	Total		703	100%	947	100%



**NSSE 2012 Engagement Item Frequency Distributions**  
**Colorado State University**  
Learning Community Students

**First-Year Students**

			Learning Community		Non-Learning Community	
	Variable	Response Options	Count	%	Count	%
1v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2 (EEE)	Never	45	6%	82	9%
		Sometimes	192	27%	321	34%
		Often	261	37%	310	33%
		Very often	210	30%	232	25%
	Total		708	100%	945	100%
2a. Coursework emphasizes: <b>Memorizing</b> facts, ideas, or methods from your courses and readings	MEMORIZE	Very little	25	4%	28	3%
		Some	190	27%	191	20%
		Quite a bit	272	39%	443	47%
		Very much	217	31%	284	30%
	Total		704	100%	946	100%
2b. Coursework emphasizes: <b>Analyzing</b> the basic elements of an idea, experience, or theory	ANALYZE (LAC)	Very little	9	1%	11	1%
		Some	101	14%	170	18%
		Quite a bit	327	47%	446	47%
		Very much	263	38%	312	33%
	Total		700	100%	939	100%
2c. Coursework emphasizes: <b>Synthesizing</b> and organizing ideas, information, or experiences	SYNTHESZ (LAC)	Very little	19	3%	38	4%
		Some	177	25%	250	27%
		Quite a bit	315	45%	421	45%
		Very much	191	27%	233	25%
	Total		702	100%	942	100%
2d. Coursework emphasizes: <b>Making judgments</b> about the value of information, arguments, or methods	EVALUATE (LAC)	Very little	33	5%	35	4%
		Some	182	26%	259	27%
		Quite a bit	306	44%	431	46%
		Very much	181	26%	221	23%
	Total		702	100%	946	100%
2e. Coursework emphasizes: <b>Applying</b> theories or concepts to practical problems or in new situations	APPLYING (LAC)	Very little	25	4%	30	3%
		Some	127	18%	180	19%
		Quite a bit	269	38%	405	43%
		Very much	282	40%	330	35%
	Total		703	100%	945	100%
3a. Number of assigned textbooks, books, or book-length packs of course readings	READASGN (LAC)	None	4	1%	9	1%
		1-4	142	20%	218	23%
		5-10	353	50%	455	48%
		11-20	143	20%	173	18%
		More than 20	61	9%	92	10%
	Total		703	100%	947	100%



**NSSE 2012 Engagement Item Frequency Distributions**  
**Colorado State University**  
Learning Community Students

**First-Year Students**

			Learning Community		Non-Learning Community	
	Variable	Response Options	Count	%	Count	%
3b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	None	179	26%	273	29%
		1-4	391	56%	503	53%
		5-10	82	12%	117	12%
		11-20	23	3%	24	3%
		More than 20	26	4%	30	3%
	Total		701	100%	947	100%
3c. Number of written papers or reports of <b>20 pages or more</b>	WRITEMOR (LAC)	None	614	87%	794	84%
		1-4	67	10%	108	11%
		5-10	11	2%	27	3%
		11-20	7	1%	8	1%
		More than 20	3	0%	8	1%
	Total		702	100%	945	100%
3d. Number of written papers or reports <b>between 5 and 19 pages</b>	WRITEMID (LAC)	None	92	13%	158	17%
		1-4	444	63%	554	59%
		5-10	142	20%	183	19%
		11-20	22	3%	42	4%
		More than 20	3	0%	9	1%
	Total		703	100%	946	100%
3e. Number of written papers or reports of <b>fewer than 5 pages</b>	WRITESML (LAC)	None	10	1%	9	1%
		1-4	200	28%	284	30%
		5-10	284	40%	399	42%
		11-20	155	22%	188	20%
		More than 20	56	8%	68	7%
	Total		705	100%	948	100%
4a. Number of problem sets that take you <b>more</b> than an hour to complete	PROBSETA	None	66	9%	95	10%
		1-2	225	32%	338	36%
		3-4	253	36%	327	35%
		5-6	88	13%	105	11%
		More than 6	72	10%	82	9%
	Total		704	100%	947	100%
4b. Number of problem sets that take you <b>less</b> than an hour to complete	PROBSETB	None	77	11%	79	8%
		1-2	286	41%	301	32%
		3-4	166	24%	307	32%
		5-6	86	12%	130	14%
		More than 6	88	13%	131	14%
	Total		703	100%	948	100%



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**Colorado State University**  
Learning Community Students

**First-Year Students**

	Variable	Response Options	Learning Community		Non-Learning Community	
			Count	%	Count	%
5. Select the circle that best represents the extent to which your examinations during the current school year have challenged you to do your best work.	EXAMS	1 Very little	5	1%	4	0%
		2	4	1%	6	1%
		3	18	3%	26	3%
		4	61	9%	95	10%
		5	220	31%	324	34%
		6	240	34%	328	35%
		7 Very much	157	22%	166	17%
	Total		705	100%	949	100%
6a. Attended an art exhibit, play, dance, music, theater, or other performance	ATDART07	Never	200	29%	307	33%
		Sometimes	352	50%	428	45%
		Often	100	14%	132	14%
		Very often	48	7%	76	8%
	Total		700	100%	943	100%
6b. Exercised or participated in physical fitness activities	EXRCSE05	Never	30	4%	31	3%
		Sometimes	184	26%	218	23%
		Often	212	30%	289	31%
		Very often	271	39%	406	43%
	Total		697	100%	944	100%
6c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSH05	Never	325	46%	454	48%
		Sometimes	175	25%	234	25%
		Often	83	12%	141	15%
		Very often	116	17%	118	12%
	Total		699	100%	947	100%
6d. Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	Never	57	8%	80	8%
		Sometimes	233	33%	381	40%
		Often	271	39%	324	34%
		Very often	136	20%	161	17%
	Total		697	100%	946	100%
6e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	Never	32	5%	47	5%
		Sometimes	208	30%	322	34%
		Often	277	40%	374	40%
		Very often	180	26%	199	21%
	Total		697	100%	942	100%
6f. Learned something that changed the way you understand an issue or concept	CHNGVIEW	Never	21	3%	19	2%
		Sometimes	188	27%	321	34%
		Often	280	40%	395	42%
		Very often	210	30%	209	22%
	Total		699	100%	944	100%



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	Variable	Response Options	Learning Community		Non-Learning Community	
			Count	%	Count	%
7a. Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04 (EEE)	Have not decided	71	10%	100	11%
		Do not plan to do	13	2%	38	4%
		Plan to do	567	81%	739	79%
		Done	47	7%	59	6%
	Total		698	100%	936	100%
7b. Community service or volunteer work	VOLNTR04 (EEE)	Have not decided	45	6%	123	13%
		Do not plan to do	23	3%	50	5%
		Plan to do	309	44%	501	54%
		Done	320	46%	261	28%
Total		697	100%	935	100%	
7c. Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04 (EEE)	Have not decided	140	20%	308	33%
		Do not plan to do	150	22%	274	29%
		Plan to do	108	16%	279	30%
		Done	293	42%	70	8%
Total		691	100%	931	100%	
7d. Work on a research project with a faculty member outside of course or program requirements	RESRCH04 (SFI)	Have not decided	215	31%	340	36%
		Do not plan to do	82	12%	195	21%
		Plan to do	329	47%	360	39%
		Done	68	10%	39	4%
Total		694	100%	934	100%	
7e. Foreign language coursework	FORLNG04 (EEE)	Have not decided	160	23%	202	22%
		Do not plan to do	253	36%	399	43%
		Plan to do	155	22%	196	21%
		Done	131	19%	137	15%
Total		699	100%	934	100%	
7f. Study abroad	STDABR04 (EEE)	Have not decided	187	27%	273	29%
		Do not plan to do	140	20%	184	20%
		Plan to do	358	52%	456	49%
		Done	10	1%	20	2%
Total		695	100%	933	100%	
7g. Independent study or self-designed major	INDSTD04 (EEE)	Have not decided	204	29%	293	31%
		Do not plan to do	386	56%	490	53%
		Plan to do	82	12%	123	13%
		Done	22	3%	26	3%
Total		694	100%	932	100%	



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			Learning Community		Non-Learning Community	
Item	Variable	Response Options	Count	%	Count	%
			7h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04	Have not decided	191
	(EEE)	Do not plan to do	40	6%	109	12%
		Plan to do	455	65%	446	48%
		Done	13	2%	22	2%
		Total	699	100%	934	100%
8a. Quality of relationships with other students	ENVSTU (SCE)	1 Unfriendly, Unsupportive, Sense of alienation	5	1%	8	1%
		2	9	1%	17	2%
		3	21	3%	43	5%
		4	53	8%	104	11%
		5	133	19%	207	22%
		6	244	35%	306	33%
		7 Friendly, Supportive, Sense of belonging	232	33%	253	27%
		Total	697	100%	938	100%
8b. Quality of relationships with faculty members	ENVFAC (SCE)	1 Unavailable, Unhelpful, Unsympathetic	3	0%	9	1%
		2	9	1%	16	2%
		3	44	6%	68	7%
		4	138	20%	215	23%
		5	218	31%	249	27%
		6	196	28%	266	28%
		7 Available, Helpful, Sympathetic	90	13%	114	12%
		Total	698	100%	937	100%
8c. Quality of relationships with administrative personnel and offices	ENVADM (SCE)	1 Unhelpful, Inconsiderate, Rigid	12	2%	16	2%
		2	28	4%	52	6%
		3	63	9%	85	9%
		4	178	26%	244	26%
		5	179	26%	221	24%
		6	148	21%	215	23%
		7 Helpful, Considerate, Flexible	89	13%	104	11%
		Total	697	100%	937	100%



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			Learning Community		Non-Learning Community	
	Variable	Response Options	Count	%	Count	%
9a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01 (LAC)	0 hrs/wk	2	0%	3	0%
		1-5 hrs/wk	45	6%	83	9%
		6-10 hrs/wk	139	20%	210	23%
		11-15 hrs/wk	145	21%	203	22%
		16-20 hrs/wk	146	21%	204	22%
		21-25 hrs/wk	104	15%	117	13%
		26-30 hrs/wk	56	8%	58	6%
		30+ hrs/wk	56	8%	54	6%
	Total		693	100%	932	100%
9b. Working for pay <b>on campus</b>	WORKON01	0 hrs/wk	554	80%	763	82%
		1-5 hrs/wk	25	4%	24	3%
		6-10 hrs/wk	59	9%	53	6%
		11-15 hrs/wk	37	5%	45	5%
		16-20 hrs/wk	13	2%	25	3%
		21-25 hrs/wk	2	0%	14	2%
		26-30 hrs/wk	1	0%	4	0%
		30+ hrs/wk	2	0%	3	0%
	Total		693	100%	931	100%
9c. Working for pay <b>off campus</b>	WORKOF01	0 hrs/wk	592	86%	709	76%
		1-5 hrs/wk	31	5%	65	7%
		6-10 hrs/wk	32	5%	46	5%
		11-15 hrs/wk	14	2%	39	4%
		16-20 hrs/wk	10	1%	35	4%
		21-25 hrs/wk	5	1%	16	2%
		26-30 hrs/wk	1	0%	7	1%
		30+ hrs/wk	3	0%	11	1%
	Total		688	100%	928	100%
9d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01 (EEE)	0 hrs/wk	181	26%	366	39%
		1-5 hrs/wk	279	40%	294	31%
		6-10 hrs/wk	143	21%	127	14%
		11-15 hrs/wk	69	10%	79	8%
		16-20 hrs/wk	14	2%	36	4%
		21-25 hrs/wk	4	1%	15	2%
		26-30 hrs/wk	1	0%	8	1%
		30+ hrs/wk	5	1%	9	1%
	Total		696	100%	934	100%



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**First-Year Students**

			Learning Community		Non-Learning Community	
<i>Variable</i>	<i>Response Options</i>		<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
9e. Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05	0 hrs/wk	9	1%	7	1%
		1-5 hrs/wk	138	20%	155	17%
		6-10 hrs/wk	207	30%	284	31%
		11-15 hrs/wk	151	22%	218	24%
		16-20 hrs/wk	95	14%	139	15%
		21-25 hrs/wk	46	7%	63	7%
		26-30 hrs/wk	17	2%	27	3%
		30+ hrs/wk	24	3%	34	4%
	Total		687	100%	927	100%
9f. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	0 hrs/wk	643	93%	807	87%
		1-5 hrs/wk	32	5%	55	6%
		6-10 hrs/wk	9	1%	20	2%
		11-15 hrs/wk	2	0%	17	2%
		16-20 hrs/wk	2	0%	13	1%
		21-25 hrs/wk	1	0%	3	0%
		26-30 hrs/wk	0	0%	1	0%
		30+ hrs/wk	1	0%	7	1%
	Total		690	100%	923	100%
9g. Commuting to class (driving, walking, etc.)	COMMUTE	0 hrs/wk	53	8%	66	7%
		1-5 hrs/wk	552	80%	644	69%
		6-10 hrs/wk	59	9%	143	15%
		11-15 hrs/wk	9	1%	42	5%
		16-20 hrs/wk	7	1%	20	2%
		21-25 hrs/wk	2	0%	6	1%
		26-30 hrs/wk	2	0%	2	0%
		30+ hrs/wk	6	1%	4	0%
	Total		690	100%	927	100%
10a. Spending significant amounts of time studying and on academic work	ENVSCHOL (LAC)	Very little	6	1%	8	1%
		Some	69	10%	121	13%
		Quite a bit	313	45%	443	48%
		Very much	305	44%	357	38%
	Total		693	100%	929	100%
10b. Providing the support you need to help you succeed academically	ENVSUPRT (SCE)	Very little	9	1%	10	1%
		Some	93	14%	159	17%
		Quite a bit	302	44%	442	48%
		Very much	282	41%	314	34%
	Total		686	100%	925	100%





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	Variable	Response Options	Learning Community		Non-Learning Community	
			Count	%	Count	%
10c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS (EEE)	Very little	61	9%	78	8%
		Some	191	28%	266	29%
		Quite a bit	215	31%	341	37%
		Very much	223	32%	238	26%
	Total		690	100%	923	100%
10d. Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD (SCE)	Very little	104	15%	161	17%
		Some	291	42%	354	38%
		Quite a bit	206	30%	280	30%
		Very much	91	13%	130	14%
	Total		692	100%	925	100%
10e. Providing the support you need to thrive socially	ENVSOCAL (SCE)	Very little	56	8%	93	10%
		Some	241	35%	317	34%
		Quite a bit	253	37%	347	38%
		Very much	143	21%	164	18%
	Total		693	100%	921	100%
10f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	Very little	15	2%	39	4%
		Some	160	23%	218	23%
		Quite a bit	281	40%	411	44%
		Very much	238	34%	261	28%
	Total		694	100%	929	100%
10g. Using computers in academic work	ENVCOMPT	Very little	10	1%	18	2%
		Some	101	15%	133	14%
		Quite a bit	227	33%	331	36%
		Very much	354	51%	444	48%
	Total		692	100%	926	100%
11a. Acquiring a broad general education	NGNGENLED	Very little	11	2%	12	1%
		Some	124	18%	154	17%
		Quite a bit	303	44%	438	47%
		Very much	250	36%	319	35%
	Total		688	100%	923	100%
11b. Acquiring job or work-related knowledge and skills	GNWORK	Very little	45	7%	66	7%
		Some	210	30%	257	28%
		Quite a bit	252	37%	352	38%
		Very much	182	26%	249	27%
	Total		689	100%	924	100%



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	Variable	Response Options	Learning Community		Non-Learning Community	
			Count	%	Count	%
11c. Writing clearly and effectively	GNWRITE	Very little	46	7%	30	3%
		Some	190	27%	225	24%
		Quite a bit	287	42%	420	45%
		Very much	168	24%	251	27%
	Total		691	100%	926	100%
11d. Speaking clearly and effectively	GNSPEAK	Very little	82	12%	99	11%
		Some	222	32%	275	30%
		Quite a bit	237	34%	351	38%
		Very much	146	21%	197	21%
	Total		687	100%	922	100%
11e. Thinking critically and analytically	GNANALY	Very little	15	2%	15	2%
		Some	102	15%	138	15%
		Quite a bit	275	40%	434	47%
		Very much	292	43%	336	36%
	Total		684	100%	923	100%
11f. Analyzing quantitative problems	GNQUANT	Very little	26	4%	42	5%
		Some	136	20%	245	27%
		Quite a bit	266	39%	395	43%
		Very much	260	38%	240	26%
	Total		688	100%	922	100%
11g. Using computing and information technology	GNCMPTS	Very little	29	4%	44	5%
		Some	151	22%	221	24%
		Quite a bit	274	40%	365	40%
		Very much	236	34%	294	32%
	Total		690	100%	924	100%
11h. Working effectively with others	GNOTHERS	Very little	30	4%	50	5%
		Some	169	25%	221	24%
		Quite a bit	273	40%	390	42%
		Very much	217	31%	262	28%
	Total		689	100%	923	100%
11i. Voting in local, state, or national elections	GNCITIZN	Very little	329	48%	405	44%
		Some	220	32%	285	31%
		Quite a bit	88	13%	155	17%
		Very much	52	8%	69	8%
	Total		689	100%	914	100%



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	Variable	Response Options	Learning Community		Non-Learning Community	
			Count	%	Count	%
11j. Learning effectively on your own	GNINQ	Very little	41	6%	40	4%
		Some	147	21%	213	23%
		Quite a bit	314	46%	419	46%
		Very much	184	27%	237	26%
	Total		686	100%	909	100%
11k. Understanding yourself	GNSELF	Very little	56	8%	77	8%
		Some	178	26%	248	27%
		Quite a bit	256	37%	369	41%
		Very much	199	29%	214	24%
	Total		689	100%	908	100%
11l. Understanding people of other racial and ethnic backgrounds	GNDIVERS	Very little	89	13%	110	12%
		Some	248	36%	316	35%
		Quite a bit	218	32%	345	38%
		Very much	134	19%	141	15%
	Total		689	100%	912	100%
11m. Solving complex real-world problems	GNPROBSV	Very little	58	8%	86	9%
		Some	228	33%	299	33%
		Quite a bit	268	39%	374	41%
		Very much	137	20%	153	17%
	Total		691	100%	912	100%
11n. Developing a personal code of values and ethics	GNETHICS	Very little	89	13%	112	12%
		Some	188	27%	281	31%
		Quite a bit	238	35%	322	35%
		Very much	174	25%	194	21%
	Total		689	100%	909	100%
11o. Contributing to the welfare of your community	GNCOMMUN	Very little	99	14%	136	15%
		Some	211	31%	330	36%
		Quite a bit	226	33%	309	34%
		Very much	151	22%	139	15%
	Total		687	100%	914	100%
11p. Developing a deepened sense of spirituality	GNSPIRIT	Very little	308	45%	378	41%
		Some	171	25%	253	28%
		Quite a bit	113	16%	181	20%
		Very much	96	14%	101	11%
	Total		688	100%	913	100%



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			Learning Community		Non-Learning Community	
	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
12. Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	Poor	16	2%	24	3%
		Fair	80	12%	110	12%
		Good	318	46%	438	47%
		Excellent	279	40%	351	38%
	Total		693	100%	923	100%
13. How would you evaluate your entire educational experience at this institution?	ENTIREXP	Poor	6	1%	6	1%
		Fair	63	9%	77	8%
		Good	311	45%	492	53%
		Excellent	314	45%	347	38%
	Total		694	100%	922	100%
14. If you could start over again, would you go to the <b>same institution</b> you are now attending?	SAMECOLL	Definitely no	11	2%	14	2%
		Probably no	59	8%	78	8%
		Probably yes	267	38%	374	41%
		Definitely yes	358	52%	457	50%
	Total		695	100%	923	100%