



NSSE 2019: First-year Experiences and Senior Transitions

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 proceeding 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](#).

With each NSSE administration, CSU may include any number of topical modules, which are short sets of questions on specific topics. This report explores the First-year Experiences and Senior Transitions (FYE & ST) module in finer detail, focusing on patterns among traditionally underserved student populations and by college.

The First-year Experiences and Senior Transitions module includes a set of items only for first-year students and a set only for seniors. The first-year items focus on academic perseverance, help-seeking behaviors, and institutional commitment, while the senior items explore post-graduation plans, links between the academic major and future plans, and confidence in skill development.

Key Findings

The first-year experiences of CSU's students tended to be similar to the comparison group. When differences were found, CSU students' experiences tended to be more positive or favorable. For example:

- CSU's first-year students reported higher rates of staying positive, even when they did poorly on a test or assignment compared to the NSSE peer group.
- CSU students reported having fewer difficulties with learning course material and managing their time.
- They also tended to reach out for help from various resources (e.g., academic advisors and learning support services) at higher rates than their national peers.

When examining first-year experiences for specific populations at CSU, women, first-generation (FG), racially minoritized (RM) students, nonresidents (NR), Pell recipients, and rural students tended to have experiences on par with their counterparts, on average, though some differences were found. Some differences were noted by college as well.

- RM and Pell students were more likely than non-RM and non-Pell students to seek help from available resources.

- Pell and NR students were significantly more likely than non-Pell and residents to have considered leaving CSU at some point during their first year.
- Women were less likely than men to seek out additional information when they didn't understand course material and more likely to finish something they had started when they encountered challenges.
- Engineering and CVMBS first-year students tended to have higher level of engagement in their coursework and reported more frequent help-seeking behaviors than students in other colleges.
- LA and IU students were more likely than students in other colleges to have considered leaving CSU.

Overall, CSU seniors reported similar experiences to seniors at other institutions, though some differences were found in areas related to employment.

- When reflecting on the extent to which their majors prepared them for their post-graduation plans, about 7 in 10 seniors felt well-prepared for their plans, which was lower than the rate reported by the NSSE peer group.
- Additionally, CSU seniors were less likely than the seniors at other schools to already have a job for after graduation. However, CSU students indicated slightly higher entrepreneurial desires (i.e., self-employment/free-lancer or starting their own business) than their peers elsewhere.

Comparing senior experiences by populations of interest resulted in some differences, especially when considering students' plans, both immediate and in the future.

- On average, female students indicated statistically significant lower levels of confidence in their skills than male students; lack of confidence centered on research skills, technological skills, financial and business management skills, and entrepreneurial skills. Relatedly, women were less likely than men to plan on being self-employed/free-lance or starting their own business.
- Both FG and Pell students planned on starting their own businesses at higher rates than non-FG and non-Pell students.
- RM students tended to have similar plans immediately after graduation as non-RM students (e.g., expecting to graduate, working full-time, etc.), and were more likely to plan on military service or service/volunteer activity.
- NR students expected to graduate in the spring or summer at a higher rate than residents and were more likely to plan on attending graduate or professional school.
- Few differences were found between senior rural and urban students, though more rural students planned on being self-employed or starting their own business than urban students.
- CVMBS students tended to favor graduate or professional school over full-time employment, unlike students in other colleges who planned on working full-time after they graduated.
- Intra-university students reported the highest levels of ingenuity in their coursework while Engineering and CVMBS students reported lower levels of ingenuity.

Methods

Sample Representation

A [complete profile](#) of first-year students is available on the [NSSE section](#) of IRP&E's website. Overall, almost 1,900 first-year students participated in the 2019 NSSE survey and 53% identified as women, 29% identified as first-generation, and 29% identified as racially minoritized. CSU's first-year NSSE sample reflects some overrepresentation of female students, Pell recipients, and Colorado residents but representative of first-generation and racially minoritized students (see [CSU 2019 NSSE Sample Representation](#)).

Almost 2,100 seniors participated in the 2019 NSSE survey and 50% identified as women, 26% identified as first-generation, and 27% identified as racially minoritized. CSU's NSSE sample reflects some overrepresentation of female students and is representative of Pell recipients, Colorado residents, first-generation and racially minoritized students (see [CSU 2019 NSSE Sample Representation](#)).

Report Themes

In the First-year Experiences section of the module, students reflect on their coursework, the extent to which they experienced difficulties in their studies and sought help from various resources. The survey also explores reasons why a student may have considered leaving CSU and the overall importance of graduating from CSU. Results are grouped into four broad themes of Engaged in Coursework, Academic Difficulties, Coursework Help-seeking Behaviors, and Commitment to Institution.

The Senior Transitions section of the module explored students' plans after graduation, both immediate and future. Students reflected on their coursework and various skills and concepts (e.g., critical thinking, writing, leadership, and brainstorming). Results are grouped into four broad themes of Immediate Plans, Future Plans, Confidence in Skills, and Ingenuity in Coursework.

Comparison Groups

Each module's section displays tables with the percent of students in agreement with the question item (e.g., quite a bit or very much, yes, etc.). The percentage point (PP) difference between CSU and its peers (large doctoral granting universities with a similar IPEDS' undergraduate profile and setting¹, N=13) is also displayed; statistically significant differences are marked with an asterisk (*). These overall results comparing CSU to its peers have been adapted from [First-Year Experiences and Senior Transitions Report](#) provided by NSSE and reflect NSSE's data weighting procedures.

Each section also contains results by populations of interest: gender, first-generation status (FG), racially minoritized status (RM), residency, Pell recipient status, and student's home community type (urban or rural). Home community type was derived from the Census block of a student's home address of record; rural is defined as a location with less than 1,000 people per square mile. Statistically significant differences between populations are marked with an asterisk within the charts as well as the appendix. Comparisons by college are also presented in this report; results by department and/or other demographic attributes are available upon request. Unlike the institution-level results, these subgroup comparisons reflect *unweighted* results as the NSSE-derived weights may be inappropriate when applied at the subgroup level.

First-year Experiences Peer Comparison Results

This section of the report discusses CSU's overall First-year Experiences results and how they compare to its university peers. Tables display the percent of students in agreement with the question item (e.g., often or very often, yes, etc.) for CSU and its peers. Results have been grouped into four broad themes: Engaged in Coursework, Academic Difficulties, Coursework Help-seeking Behaviors, and Commitment to Institution.

¹ East Tennessee State University (Johnson City, TN); Northern Illinois University (DeKalb, IL); Ohio State University, The (Columbus, OH); Rowan University (Glassboro, NJ); Southern Illinois University Edwardsville (Edwardsville, IL); Stephen F. Austin State University (Nacogdoches, TX); University of Kentucky (Lexington, KY); University of North Dakota (Grand Forks, ND); University of Rhode Island (Kingston, RI); University of South Carolina Columbia (Columbia, SC); University of Southern Mississippi (Hattiesburg, MS); University of Tennessee, Knoxville (Knoxville, TN); Washington State University (Pullman, WA).

Engaged in Coursework

The Engaged in Coursework theme explores the extent to which students focused on their academics when faced with distractions, challenges, and setbacks. These questions are a measure of academic resiliency. The table below shows the percent agreement and PP difference for CSU first-year students compared to first-year students in the peer group for the six items related to this theme.

Table 1: Engaged in Coursework

During the current school year, about how often have you done the following? (often or very often)	CSU	FYE & ST Module	Difference
- Studied when there were other interesting things to do	62%	61%	1.0
- Found additional information for course assignments when you didn't understand the material	71%	71%	0.5
- Participated in course discussions, even when you didn't feel like it	50%	52%	-1.4
- Asked instructors for help when you struggled with course assignments	45%	45%	-0.1
- Finished something you had started when you encountered challenges	84%	83%	1.0
- Stayed positive, even when you did poorly on a test or assignment	69%	64%	4.3*

* Significant at $p \leq .05$

About 8 in 10 CSU first year students said they often or very often finished something despite encountering challenges and about 7 in 10 CSU students sought additional information when they did not understand the course materials or stayed positive, even when they performed poorly on a test or assignment. These results are similar to the first-year peer group. Less than half of first-year students at CSU and in the peer group reached out to their instructors for help when they struggled. Overall, CSU's first-year students engaged in their coursework at rates similar to those of students at peer institutions, save for the frequency of staying positive, even when doing poorly on a test or assignment. When faced with this kind of challenge, CSU students reported higher rates of staying positive compared to the NSSE peer group.

Academic Difficulties

In the Academic Difficulties theme, students reported on the extent to which they experienced challenges during the current school year. The table below displays the percent of high agreement for the four questions in the module that had students report which academic behaviors have been difficult.

Table 2: Academic Difficulties

During the current school year, how difficult have the following been for you? (5 or 6-very difficult)	CSU	FYE & ST Module	Difference
- Learning course material	13%	17%	-4.3*
- Managing your time	25%	30%	-4.9*
- Getting help with school work	11%	11%	-0.2
- Interacting with faculty	12%	12%	0.3

* Significant at $p \leq .05$

Overall, few students experienced high levels of difficulty at CSU. One-quarter of CSU students reported difficulties with managing their time, which is a significant proportion of CSU first-year students but is less than the 30% of first-year students in the peer group. About one in ten students at both CSU and the peer group reported difficulties with getting help with school work or interacting with faculty. Compared to other land grant universities, CSU's first-year students were less likely to report problems with learning course material (13% of CSU students said that learning course material was very difficult compared to 17% of the peer group).

Coursework Help-seeking Behaviors

The Coursework Help-seeking Behaviors theme explores the frequency students sought help with coursework from a variety of sources.

Table 3: Coursework Help-seeking Behaviors

During the current school year, about how often have you sought help with coursework from the following sources? (often or very often)	CSU	FYE & ST Module	Difference
- Faculty members	28%	28%	-0.1
- Academic advisors	19%	16%	3.3*
- Learning support services (tutoring, writing center, success coaching, etc.)	25%	24%	0.7*
- Friends or other students	73%	70%	2.4
- Family members	25%	24%	0.8
- Other persons or offices	12%	11%	1.3*

* Significant at $p \leq .05$

Students most often reached out to their friends or other students for help; almost three-quarters of CSU first-year students often or very often looked to their peers for help, which was similar to other schools participating in the survey. CSU first-year students reported higher levels of help-seeking from academic advisors, learning support services, and other persons or offices when compared to other land grant universities. For instance, 19% of CSU first-year students reported seeking help from academic advisors often or very often which is 3.3 percentage points higher than the proportion of first year students in the peer group.

Commitment to Institution

In the Commitment to Institution theme, students reported on whether they considered leaving CSU, and if so, why.

Table 4: Commitment to Institution

	CSU	FYE & ST Module	Difference
- Considered leaving this institution (yes)	26%	26%	-0.4
- [If yes, why?] Academics are too difficult	17%	25%	-8.4
- [If yes, why?] Academics are too easy	6%	5%	1.7
- [If yes, why?] Other academic issues (major not offered, course availability, advising, credit transfer, etc.)	15%	12%	3.2
- [If yes, why?] Financial concerns (costs or financial aid)	47%	40%	7.4
- [If yes, why?] To change your career options (transfer to another school or program, military service, etc.)	17%	17%	0.2
- [If yes, why?] Difficulty managing demands of school and work	17%	17%	0.1
- [If yes, why?] Too much emphasis on partying	5%	11%	-6.4
- [If yes, why?] Not enough opportunities to socialize and have fun	11%	14%	-2.4
- [If yes, why?] Relations with faculty and staff	5%	10%	-5.3
- [If yes, why?] Relations with other students	21%	21%	0.1
- [If yes, why?] Campus climate, location, or culture	24%	29%	-5.2
- [If yes, why?] Unsafe or hostile environment	2%	7%	-4.8
- [If yes, why?] Personal reasons (family issues, physical or mental health, homesickness, stress, etc.)	46%	47%	-1.7
- [If yes, why?] A reason not listed above	13%	12%	1.0
- Important to graduate from this institution (5 or 6-very important)	75%	75%	-0.7

About one-quarter of first-year students at CSU and in the peer group had considered leaving the institution and about three-quarters of students consider it important to graduate from the institution. Of the students (both

groups) who had considered leaving, about half cited personal reasons (family issues, physical or mental health, homesickness, stress, etc.) as the reasons why they had considered leaving. Forty percent of the first year students in the peer group cited financial concerns as a reason compared to 47% of CSU first-year students. About a one-quarter of CSU students identified campus climate, location, or culture and slightly fewer identified relations with other students as reasons for contemplating leaving. Although not statistically significant, there is about a -5PP difference for CSU students who indicated that they thought of leaving because of campus culture/climate or an unsafe/hostile environment. For instance, about 2% of the CSU students thought about leaving because of an unsafe environment compared to 7% of the peer group.

First-year Experiences by Populations of Interest

Diving deeper into first-year students' experiences at CSU, this section of the report discusses the similarities and differences by populations of interest: gender, first-generation status (FG), racially minoritized status (RM), residency, Pell recipient status, and student's home community type (urban or rural). When items within a theme could be easily combined (e.g., asked on the same response scale) an overall theme score has been calculated; the percentage point (PP) difference between subgroups for each theme is presented in the following charts. Theme averages as well as individual theme items are available in *Appendix: Results by Populations of Interest* (p. 15). Statistically significant differences between subgroup populations are marked with an asterisk in the appendix and discussed herein. Unlike the institution-level results, these subgroup comparisons reflect unweighted results as the NSSE-derived weights may be inappropriate when applied at the subgroup level.

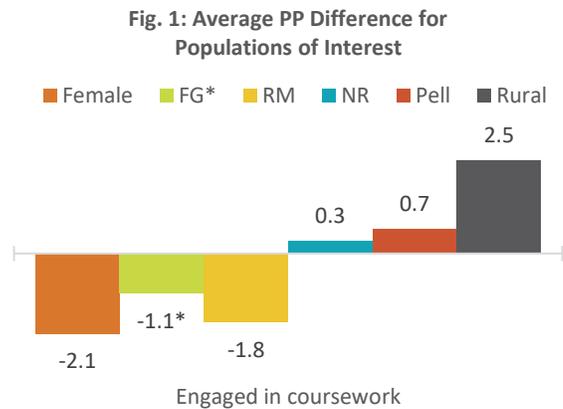
Engaged in Coursework

Overall, women, first-generation, and racially minoritized students exhibited slightly lower levels of engagement in their coursework compared to men, non-first-generation, and non-racially minoritized students. Students hailing from rural communities were engaged at a slightly higher rate than those from urban areas.

Female students were significantly less likely than male students to seek out additional information for course assignments when they didn't understand the material (-5.0PP) and to stay positive, even when they did poorly on a test or assignment (-7.6PP), though, they were more likely than men to finish something they had started when they encountered challenges (+4.4PP).

FG and Pell students were more likely than non-FG and non-Pell students to ask instructors for help when they struggled with course assignments (+8.3PP and +7.1PP, respectively). While FG were more likely to ask instructors for help, they were less likely than non-FG students to study when there were other interesting things to do, to participate in course discussions, or to finish something even though they encountered difficulties (about -4PP in each instance, though not significant). RM students were less likely to finish something they had started when they encountered challenges (-4.8PP) than non-RM students.

Rural students finished something they had started when they encountered challenges (+5.0PP) and stayed positive, even when they did poorly on a test or assignment (+6.7PP) more often than urban students.



No significant differences for items within the Engaged in Coursework theme were found by student residency.

Table 5: Engaged in Coursework by College

	AG	BU	EG	HS	IU	LA	NR	NS	VM
Engaged in Coursework	66.5%	59.4%	70.0%	59.7%	61.4%	65.3%	60.9%	60.4%	71.0%

About 7 in 10 students in the colleges of Engineering and Veterinary Medicine reported high levels of engagement in their coursework. Students in the colleges of Business, Health and Human Sciences, Natural Resources, and Natural Sciences reported slightly lower levels of engagement (about 6 in 10).

Academic Difficulties

While, on average, RM and Pell students reported slightly higher rates of experiencing academic difficulties than non-RM and non-Pell students, these differences were not statistically significant.

For each of the individual items comprising this theme, no differences were found for any of the populations of interest. Thus, women, FG, RM, non-residents (NR), Pell, and Rural students report the same level of academic difficulties as their counterparts.

Fig 2: Average PP Difference for Populations of Interest

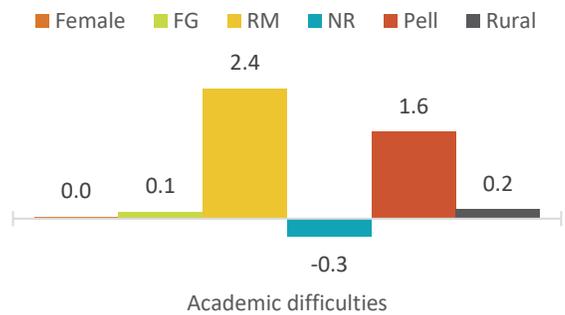


Table 6: Academic Difficulties by College

	AG	BU	EG	HS	IU	LA	NR	NS	VM
Academic Difficulties	14.6%	13.2%	21.5%	12.3%	15.9%	13.3%	13.8%	16.1%	14.1%

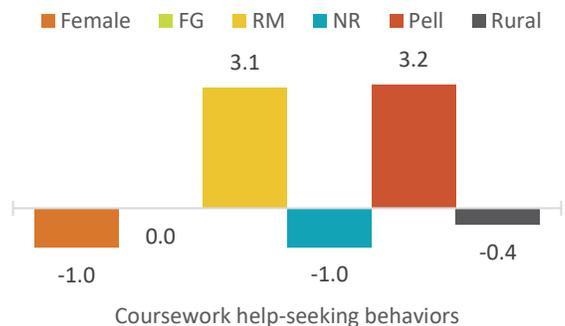
Engineering students encountered academic difficulties most frequently, though less than one-quarter of first-year engineering students reported having difficulties. On average, about 14% students in other colleges reported difficulties with their academics.

Coursework Help-seeking Behaviors

RM and Pell students reported higher levels of Coursework Help-seeking Behaviors than non-RM and non-Pell students, on average. While these overall differences in the averages were not significant, some significant differences were found among individual items within the coursework help-seeking theme.

RM students sought help from learning support services (+6.6PP) and other persons or offices (+3.9PP) at significantly higher rates when compared to non-RM students. Pell students had significantly higher rates of seeking help from academic advisors (+7.4PP) and other persons or offices (+4.3PP).

Fig. 3: Average PP Difference for Populations of Interest



Women were less likely than men to seek help from other persons/offices (-5.4PP) and FG students were less likely than non-FG student to seek help from friends or other students (-5.6PP).

NR and Rural students reported similar levels of help-seeking as Colorado residents and urban students.

Table 7: Coursework Help-seeking Behaviors by College

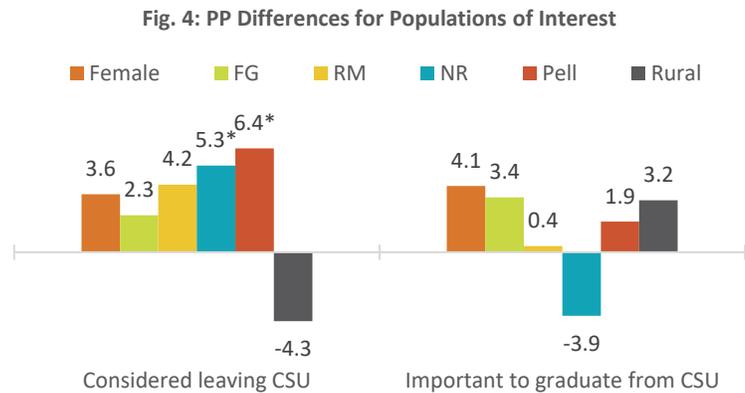
	AG	BU	EG	HS	IU	LA	NR	NS	VM
Coursework Help-seeking Behaviors	25.5%	26.9%	34.4%	31.5%	33.9%	28.4%	24.0%	28.3%	31.7%

Overall, between one-quarter and one-third of students exhibited help-seeking behaviors; Engineering and Intra-university students tended to seek out help at slightly higher rates than students in other colleges.

Commitment to Institution

Across all populations of interest, Pell (+6.4PP) and NR (+5.3PP) students were significantly more likely than non-Pell and residents to have considered leaving CSU at some point during their first year. While female, FG, and RM students also reported higher rates of deliberation than their counterparts, the differences were not significant.

For students who had considered leaving, they most often cited financial concerns (costs or financial aid); with women (+10.6PP), FG (+16.6PP), NR (+14.0PP), and Pell (+17.9PP) students indicating this as a reason at significantly higher rates than men, non-FG, residents and non-Pell students.



On average, about three-quarters of students felt it important that they graduate from CSU and no significant differences in sentiment were found among the populations of interest. Additionally, no significant differences for items within the Commitment to Institution theme were found by urban/rural status.

Table 8: Commitment to Institution by College

	AG	BU	EG	HS	IU	LA	NR	NS	VM
Considered leaving this institution	26.3%	17.4%	23.7%	28.4%	31.2%	31.3%	25.8%	24.5%	16.0%
Important to graduate from this institution	81.8%	78.7%	73.1%	77.2%	74.1%	69.9%	77.5%	72.5%	80.0%

Students in the College of Liberal Arts had one of the highest rates of having considered leaving the university and one of the lowest rates of feeling it important to graduate from CSU. Students in Business and CVMBS were less likely to have considered leaving and more likely to feel it important to graduate from CSU.

Senior Transitions Peer Comparison Results

This section of the report discusses CSU's overall Senior Transitions results and how they compare to its university peers. Tables display the percent of students in agreement with the question item (e.g., often or very often, yes, etc.). The percentage point (PP) difference between CSU and its peers (large doctoral granting universities with a similar IPEDS' undergraduate profile and setting, N=13) is also displayed; statistically significant differences are marked with an asterisk (*). These results have been adapted from [First-Year Experiences and Senior Transitions Report](#) provided by NSSE and reflect NSSE's data weighting procedures.

Immediate Plans

The Immediate Plans themes focuses on those students whose graduation was imminent - they expected to graduate that spring or summer.

Table 9: Immediate Plans

	CSU	FYE & ST Module	Difference
Expect to graduate this spring or summer (yes)	62%	59%	3.2
[If graduating] After graduation, what best describes your immediate plans?			
- Full-time employment	60%	58%	2.1
- Part-time employment	4%	3%	0.9
- [If full- or part-time] Already have a job for after graduation	43%	49%	-5.3*
- Graduate or professional school	18%	24%	-5.6
- Military service	1%	1%	0.2
- Service or volunteer activity (AmeriCorps, Peace Corps, Teach for America, etc.)	1%	1%	0.3
- Internship (paid or unpaid)	5%	4%	0.9
- Travel or gap year	5%	4%	0.9
- No plans at this time	3%	3%	0.7
- Other	1%	2%	-0.5
- [If graduating] Courses in your major(s) prepared you for your post-graduation plans (quite a bit or very much)	69%	71%	-1.4*

* Significant at $p \leq .05$

Of the students who expected to graduate soon (62% of responding seniors), about three in five planned to work full- or part-time. Of the students who planned to work, about two in five already had a job lined up after graduation, which was lower than that seen at CSU's peer institutions. When reflecting on the extent to which their majors prepared them for the post-graduation plans, about 7 in 10 seniors felt well-prepared for their plans, which was lower than the rate reported by the NSSE peer group.

Future Plans

In the Future Plans theme, students imagine what their work may look like at some point in the future.

Table 10: Future Plans

	CSU	FYE & ST Module	Difference
- Intend to work eventually in a field related to your major(s)	87%	86%	1.2
- Plan to be self-employed, an independent contractor, or a freelance worker someday	20%	18%	2.7*
- Plan to start your own business (nonprofit or for-profit) someday	23%	21%	2.1*

* Significant at $p \leq .05$

Similar to students at other universities, the vast majority of CSU students intended to work eventually in a field related to their major. CSU students indicated slightly higher entrepreneurial desires than their peers elsewhere: about two in five CSU seniors planned to be self-employed, an independent contractor or freelancer or planned to start their own business someday.

Confidence in Skills

The Confidence in Skills theme includes students' belief in their abilities to complete ten different tasks that include skills related to critical thinking, problem solving, and communicating, as well as other soft and hard skills.

Table 11: Confidence in Skills

How much confidence do you have in your ability to complete tasks requiring the following skills and abilities? (quite a bit or very much)	CSU	FYE & ST Module	Difference
- Critical thinking and analysis of arguments and information	93%	92%	0.7
- Creative thinking and problem solving	93%	92%	1.8
- Research skills	82%	80%	1.6
- Clear writing	86%	86%	0.2
- Persuasive speaking	70%	71%	-0.2*
- Technological skills	77%	76%	0.5
- Financial and business management skills	48%	47%	0.4
- Entrepreneurial skills	37%	37%	-0.2
- Leadership skills	80%	80%	-0.1
- Networking and relationship building	71%	71%	0.0

* Significant at $p \leq .05$

Overall, CSU's seniors provided similar ratings to those of students at other universities, except for persuasive speaking; CSU students' ratings were slightly lower than their peers.

Ingenuity in Coursework

The Ingenuity in Coursework theme includes students' opinions about their coursework and the extent to which it focused on creativity, risk-taking, reasoning, and inventiveness.

Table 12: Ingenuity in Coursework

To what extent has your coursework in your major(s) emphasized the following? (quite a bit or very much)	CSU	FYE & ST Module	Difference
- Generating new ideas or brainstorming	74%	74%	-0.7
- Taking risks in your coursework without fear of penalty	42%	44%	-1.8
- Evaluating multiple approaches to a problem	71%	73%	-1.7
- Inventing new methods to arrive at unconventional solutions	55%	56%	-0.2

At least 7 in 10 CSU seniors felt their coursework emphasized skills related to idea generation and brainstorming and problem-solving. Less than half of seniors felt they could take risks in their coursework without fear of penalty. CSU's ratings in this theme were on par with those of other institutions.

Senior Transitions by Populations of Interest

This section of the report discusses the similarities and differences by senior populations of interest: gender, first-generation status (FG), racially minoritized status (RM), residency, Pell recipient status, student's home community type (urban or rural), and college. When items within a theme could be easily combined (e.g., asked on the same response scale) an overall theme score has been calculated; the percentage point (PP) difference between subgroups for each theme is presented in the following charts. Theme averages as well as individual theme items are available in *Appendix: Results by Populations of Interest* (p. 15). Statistically significant differences between subgroup populations are marked with an asterisk in the appendix and discussed herein. Unlike the institution-level results, these subgroup comparisons reflect unweighted results as the NSSE-derived weights may be inappropriate when applied at the subgroup level.

Immediate Plans

While women were more likely than men to expect to graduate in the spring or summer (+6.8PP), they were significantly less likely to seek full-time employment (-13.2PP) and more likely to travel or take a gap year (+4.5PP) after graduating.

FG students' immediate plans were similar to those of non-FG students (e.g., expecting to graduate, working full-time, etc.), although FG students were less likely to feel that the course in their majors prepared them for their immediate plans.

Overall, RM students tended to have similar plans as non-RM students (e.g., expecting to graduate, working full-time, etc.), but were more likely to plan on military service (+1.6PP) or service/volunteer activity (+1.8PP).

Like women, NR students expected to graduate in the spring or summer at a higher rate (+6.6PP) than residents and less likely to seek full-time employment (-7.6PP); they were more likely to plan on attending graduate or professional school (+6.3PP) than residents.

Only one difference in Immediate Plans was found between Pell and non-Pell students: Pell students were less likely to plan on attending graduate school (-7.0PP) than non-Pell students.

No significant differences for items within the Immediate Plans theme were found by urban/rural status.

Fig. 5: PP Differences for Populations of Interest

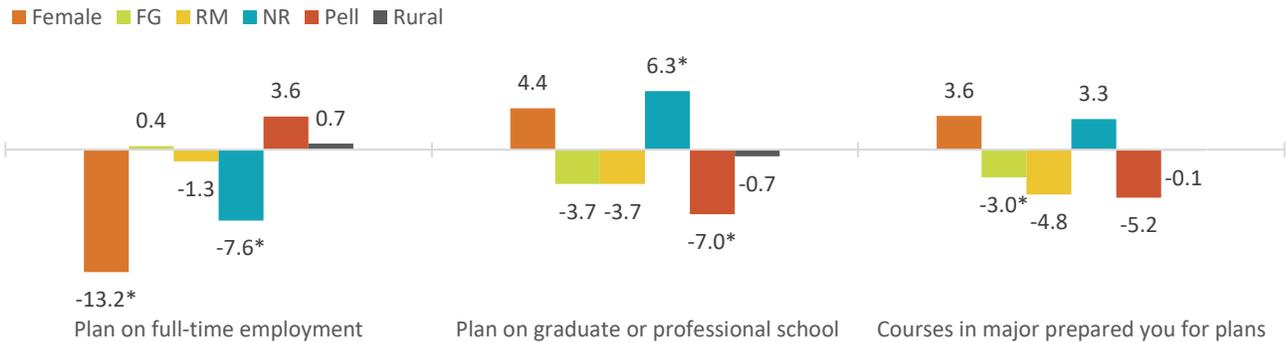


Table 13: Immediate Plans by College

	AG	BU	EG	HS	IU	LA	NR	NS	VM
Plan on full-time employment	62.8%	68.0%	78.3%	55.9%	50.0%	52.0%	61.3%	48.7%	35.2%
Plan on graduate or professional school	23.4%	11.2%	13.8%	21.8%	0.0%	13.8%	10.8%	26.7%	44.4%
Courses in major prepared you for plans	75.5%	71.8%	65.1%	75.9%	0.0%	56.7%	71.7%	69.1%	81.5%

Immediately after graduation, most Business and Engineering students planned on full-time employment. CVMBS students tended to favor graduate or professional school over full-time employment. At least three-quarters of Agricultural Sciences, Health and Human Sciences, and CVMBS students felt the courses in their majors prepared them for their plans; Liberal Arts students reported lower levels of feeling prepared for their plans.

Future Plans

When asked if they intended to work in a field related to their major, students in populations of interest indicated the same levels of intent as their peers. Where differences did appear, they tended to be found within the items related to self-employment and entrepreneurship.

Women were significantly less likely than men to plan on being self-employed, an independent contractor, or a freelance worker someday (-11.0PP) or to start their own business (nonprofit or for profit) someday (-9.9PP).

Rural students were more enterprising, planning on being self-employed (+6.2PP) or starting their own business (+7.4PP) at higher rates than urban students. Both FG and Pell students planned on starting their own businesses at higher rates (+6.5PP and +3.5PP, respectively) than non-FG and non-Pell students.

NR students indicated greater intentions of being self-employed (+5.8PP) than residents. No differences in Future Plans were found between RM and non-RM students.

Fig. 6: PP Differences for Populations of Interest



Table 14: Future Plans by College

	AG	BU	EG	HS	IU	LA	NR	NS	VM
Intend to work in field related to major	85.1%	92.3%	93.1%	89.7%	75.0%	75.5%	88.9%	86.2%	86.2%
Plan to be self-employed/freelance	34.8%	28.7%	15.1%	19.0%	37.5%	19.4%	17.3%	14.2%	9.5%
Plan to start your own business	41.8%	34.9%	18.7%	26.6%	25.0%	16.4%	19.8%	15.4%	9.5%

Strong majorities of students in each of the colleges intend to work in a field related to their major. The desire to be self-employed or starting a business was highest among students in Agricultural Sciences, Business, and Intra-university.

Confidence in Skills

On average, female seniors indicated statistically significant lower levels of confidence in their skills (-3.8PP) than male students. Other populations of interested held similar levels of confidence as their counterparts. Women's lower overall score is attributable to their lower levels of confidence in the areas of research skills (-5.7PP), technological skills (-10.5PP), financial and business management skills (-13.7PP), and entrepreneurial skills (-8.7PP) when compared to men.

FG students reported significantly lower levels of confidence in critical thinking and analysis of arguments and information (-3.3PP) compared to non-FG students, and RM students reported significantly lower levels of confidence in creative thinking and problem solving (-3.1PP) compared on non-RM students. NR seniors were more confident in their entrepreneurial skills (+7.0PP) than Colorado residents.

Pell and rural students reported similar levels of confidence in their skills as their non-Pell and urban peers.

Fig. 7: Average PP Differences for Populations of Interest

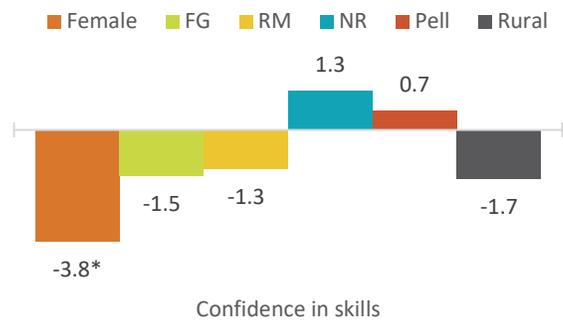


Table 15: Confidence in Skills by College

	AG	BU	EG	HS	IU	LA	NR	NS	VM
Confidence in Skills	80.4%	81.9%	70.2%	76.7%	75.0%	71.4%	74.8%	66.8%	70.0%

Engineering, Natural Sciences, and CVMBS seniors reported lower levels of Confidence in Skills while Agricultural Sciences and Business students reported higher levels of coursework emphasis on these nine foundational skills.

Ingenuity in Coursework

While, on average, female, FG, and RM students reported slightly higher levels of ingenuity in their coursework than male, non-FG, and non-RM, these differences were not statistically significant.

For each of the individual items comprising this theme, no differences were found for any of the populations of interest. Thus, women, FG, RM, non-residents (NR), Pell, and Rural students report the same levels of ingenuity in their coursework as their counterparts.

Fig. 8: Average PP Differences for Populations of Interest

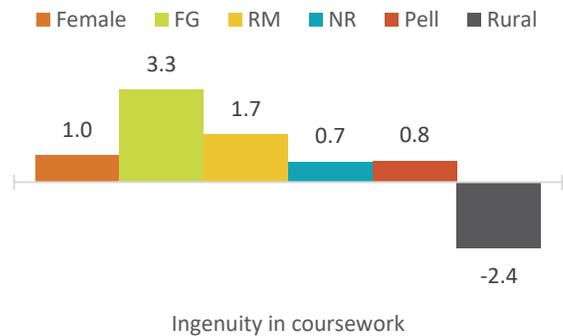


Table 16: Ingenuity in Coursework by College

	AG	BU	EG	HS	IU	LA	NR	NS	VM
Ingenuity in Coursework	55.6%	61.1%	52.6%	69.0%	71.9%	67.3%	65.8%	55.0%	54.3%

Overall, at least half of students across all colleges felt their coursework integrated aspects of ingenuity. Intra-university students reported the highest levels of ingenuity in their coursework; Health and Human Sciences and Liberal Arts seniors also reported higher levels of ingenuity. While Engineering and CVMBS students reported lower levels of ingenuity, especially in the area inventing new methods to arrive at unconventional solutions.

Conclusions

Overall, CSU's first-year students report similar experiences to those at other universities. When differences are found, CSU first year students' experiences tended to be more positive or favorable, on the whole. For instance, CSU first-year students are more likely to stay positive after academic difficulties and are less likely to report struggling with academic material and time management. Some differences in first year experiences are found among students in traditionally underserved populations. Namely, Pell first-year students are significantly more likely to have considered leaving CSU and are more likely to report finances as their primary reason for leaving, perhaps indicating a need for additional support for these students during their first year at the university. NR students are less likely to consider it important to earn their degree from CSU, which might indicate that they plan to transfer. Importantly, there are no real differences in the four first-year student themes of Engaged in Coursework, Coursework Help-seeking Behaviors, or Academic Difficulties by demographic attribute.

Compared to their national senior peers, CSU senior are less likely to feel their majors prepared them for their post-graduation plans. CSU seniors are also less likely to already have a job for after graduation. Female students are more likely to report lower levels of confidence in several foundational skills, but there are no other significant differences in the Confidence in Skills theme by demographic attribute. In terms of Immediate Plans, NR and students are more likely and Pell students are less likely to plan on going to graduate school.

Results from the NSSE FYE & ST module can lend insight into improving the undergraduate experience at CSU. For example, FYE survey results related to collaboration, accessing resources, and study habits can help inform the extent to which AUCC courses expose new students to high-impact practices and academic success skills early in their undergraduate careers. Aspects of the ST module can help inform program review; the extent to which goals related to critical thinking, technical skills, risk-taking, or innovation can be assessed through seniors' evaluations of their confidence in these skills.

Department level results and demographic internal variation by college are available by request.

Appendix: Results by Populations of Interest

Survey results for select population subgroups appear in the following tables. Tables display the headcount and the percent of students in agreement with the question item (e.g., often or very often, yes, etc.). The percentage point difference between subgroups is also displayed. All results are unweighted.

Results by Gender..... 15
 Results by First Generation 17
 Results by Racially Minoritized Status..... 20
 Results by Residency 22
 Results by Pell Status..... 24
 Results by Home Community Type 27
 Results by College..... 30

Results by Gender

Table 17: Engaged in Coursework by Gender

	First-year				
	Hdct	Female	Hdct	Male	Diff (F-M)
ENGAGED IN COURSEWORK (often or very often)	1,005	62.4%	567	64.6%	-2.1
- Studied when there were other interesting things to do	1,015	62.5%	574	60.6%	1.8
- Found additional information for course assignments when you didn't understand the material	1,014	69.2%	574	74.2%	-5.0*
- Participated in course discussions, even when you didn't feel like it	1,014	48.8%	575	51.8%	-3.0
- Asked instructors for help when you struggled with course assignments	1,014	42.6%	574	47.6%	-5.0
- Finished something you had started when you encountered challenges	1,010	85.7%	573	81.3%	4.4*
- Stayed positive, even when you did poorly on a test or assignment	1,013	65.1%	575	72.7%	-7.6*

* Significant at $p \leq .05$

Table 18: Academic Difficulties by Gender

	First-year				
	Hdct	Female	Hdct	Male	Diff (F-M)
ACADEMIC DIFFICULTIES (5 or 6-very difficult)	1,006	15.3%	574	15.2%	0.0
- Learning course material	1,010	12.5%	576	12.7%	-0.2
- Managing your time	1,012	24.1%	575	26.6%	-2.5
- Getting help with school work	1,011	11.0%	575	10.8%	0.2
- Interacting with faculty	1,010	13.5%	576	10.8%	2.7

Table 19: Coursework Help-seeking Behaviors by Gender

	First-year				
	Hdct	Female	Hdct	Male	Diff (F-M)
COURSEWORK HELP-SEEKING BEHAVIORS (often or very often)	1,004	29.7%	572	30.7%	-1.0
- Faculty members	1,010	25.7%	574	29.8%	-4.0
- Academic advisors	1,012	19.9%	575	18.4%	1.4
- Learning support services (tutoring, writing center, success coaching, etc.)	1,011	24.6%	574	26.0%	-1.3
- Friends or other students	1,012	73.9%	575	72.5%	1.4
- Family members	1,013	24.7%	573	24.6%	0.1
- Other persons or offices	1,011	9.2%	575	14.6%	-5.4*

* Significant at $p \leq .05$

Table 20: Commitment to Institution by Gender

	First-year				
	Hdct	Female	Hdct	Male	Diff (F-M)
- Considered leaving this institution (If yes, why?)	1,013	27.5%	576	24.0%	3.6
- [If yes, why?] Academics are too difficult	278	16.5%	137	16.1%	0.5
- [If yes, why?] Academics are too easy	278	5.0%	137	8.0%	-3.0
- [If yes, why?] Other academic issues (major not offered, course availability, advising, credit transfer, etc.)	278	15.8%	137	14.6%	1.2
- [If yes, why?] Financial concerns (costs or financial aid)	278	51.4%	137	40.9%	10.6*
- [If yes, why?] To change your career options (transfer to another school or program, military service, etc.)	278	14.7%	137	20.4%	-5.7
- [If yes, why?] Difficulty managing demands of school and work	278	18.0%	137	14.6%	3.4
- [If yes, why?] Too much emphasis on partying	278	4.0%	137	6.6%	-2.6
- [If yes, why?] Not enough opportunities to socialize and have fun	278	9.0%	137	14.6%	-5.6
- [If yes, why?] Relations with faculty and staff	278	5.4%	137	3.6%	1.7
- [If yes, why?] Relations with other students	278	24.8%	137	17.5%	7.3
- [If yes, why?] Campus climate, location, or culture	278	21.6%	137	27.0%	-5.4
- [If yes, why?] Unsafe or hostile environment	278	2.9%	137	1.5%	1.4
- [If yes, why?] Personal reasons (family issues, physical or mental health, homesickness, stress, etc.)	278	53.2%	137	38.0%	15.3*
- [If yes, why?] A reason not listed above	278	9.0%	137	18.2%	-9.3*
- Important to graduate from this institution (5 or 6-very important)	1,007	76.3%	575	72.2%	4.1

* Significant at $p \leq .05$

Table 21: Immediate Plans by Gender

	Senior				
	Hdct	Female	Hdct	Male	Diff (F-M)
Expect to graduate this spring or summer (yes)	1,120	65.8%	749	59.0%	6.8*
IMMEDIATE PLANS (if graduating)	.	.	.	.	.
- Full-time employment	743	53.8%	446	67.0%	-13.2*
- Part-time employment	743	5.0%	446	2.9%	2.1
- [If full- or part-time] Already have a job for after graduation	194	24.2%	196	25.0%	-0.8
- Graduate or professional school	743	20.6%	446	16.1%	4.4
- Military service	743	0.7%	446	2.2%	-1.6*
- Service or volunteer activity (AmeriCorps, Peace Corps, Teach for America, etc.)	743	1.2%	446	1.1%	0.1
- Internship (paid or unpaid)	743	5.9%	446	4.0%	1.9
- Travel or gap year	743	7.4%	446	2.9%	4.5*
- No plans at this time	743	3.6%	446	2.9%	0.7
- Other	743	1.7%	446	0.7%	1.1
- [If graduating] Courses in your major(s) prepared you for your post-graduation plans (quite a bit or very much)	1,123	69.7%	752	66.1%	3.6

* Significant at $p \leq .05$

Table 22: Future Plans by Gender

	Senior				
	Hdct	Female	Hdct	Male	Diff (F-M)
FUTURE PLANS (yes)	1,118	40.0%	747	47.3%	-7.2
- Intend to work eventually in a field related to your major(s)	1,122	86.7%	748	87.8%	-1.1
- Plan to be self-employed, an independent contractor, or a freelance worker someday	1,124	14.9%	751	25.8%	-11.0*
- Plan to start your own business (nonprofit or for-profit) someday	1,126	18.4%	749	28.3%	-9.9*

* Significant at $p \leq .05$

Table 23: Confidence in Skills by Gender

	Senior				
	Hdct	Female	Hdct	Male	Diff (F-M)
CONFIDENCE IN SKILLS (quite a bit or very much)	1,108	71.8%	743	75.6%	-3.8*
- Critical thinking and analysis of arguments and information	1,120	92.1%	751	93.9%	-1.8
- Creative thinking and problem solving	1,124	92.9%	746	94.1%	-1.2
- Research skills	1,123	78.9%	751	84.6%	-5.7*
- Clear writing	1,122	88.1%	749	83.6%	4.5*
- Persuasive speaking	1,121	68.8%	749	72.2%	-3.5
- Technological skills	1,123	71.3%	749	81.8%	-10.5*
- Financial and business management skills	1,124	40.7%	751	54.5%	-13.7*
- Entrepreneurial skills	1,122	32.4%	749	41.1%	-8.7*
- Leadership skills	1,123	80.3%	749	80.5%	-0.2
- Networking and relationship building	1,120	71.9%	750	70.4%	1.5

* Significant at $p \leq .05$

Table 24: Ingenuity in Coursework by Gender

	Senior				
	Hdct	Female	Hdct	Male	Diff (F-M)
INGENUITY IN COURSEWORK (quite a bit or very much)	1,107	60.9%	740	60.0%	1.0
- Generating new ideas or brainstorming	1,121	75.4%	750	72.3%	3.1
- Taking risks in your coursework without fear of penalty	1,119	41.1%	747	42.6%	-1.5
- Evaluating multiple approaches to a problem	1,119	72.2%	747	70.3%	1.9
- Inventing new methods to arrive at unconventional solutions	1,117	55.6%	746	55.5%	0.1

Results by First Generation

Table 25: Engaged in Coursework by First Generation

	First-year				
	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)
ENGAGED IN COURSEWORK (often or very often)	351	62.3%	1,221	63.4%	-1.1*
- Studied when there were other interesting things to do	355	58.9%	1,234	62.6%	-3.8
- Found additional information for course assignments when you didn't understand the material	356	70.5%	1,232	71.2%	-0.7
- Participated in course discussions, even when you didn't feel like it	356	46.9%	1,233	50.8%	-3.9
- Asked instructors for help when you struggled with course assignments	356	50.8%	1,232	42.5%	8.3*
- Finished something you had started when you encountered challenges	355	81.4%	1,228	84.9%	-3.5
- Stayed positive, even when you did poorly on a test or assignment	355	65.6%	1,233	68.5%	-2.8

* Significant at $p \leq .05$

Table 26: Academic Difficulties by First Generation

	First-year				
	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)
ACADEMIC DIFFICULTIES (5 or 6-very difficult)	353	15.4%	1,227	15.2%	0.1
- Learning course material	354	10.5%	1,232	13.1%	-2.7
- Managing your time	355	25.9%	1,232	24.8%	1.2
- Getting help with school work	354	11.0%	1,232	10.9%	0.1
- Interacting with faculty	355	13.8%	1,231	12.1%	1.7

Table 27: Coursework Help-seeking Behaviors by First Generation

	First-year				
	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)
COURSEWORK HELP-SEEKING BEHAVIORS (often or very often)	354	30.0%	1,222	30.1%	0.0
- Faculty members	355	27.6%	1,229	27.1%	0.5
- Academic advisors	356	22.8%	1,231	18.4%	4.4
- Learning support services (tutoring, writing center, success coaching, etc.)	356	22.8%	1,229	25.8%	-3.0
- Friends or other students	356	69.1%	1,231	74.7%	-5.6*
- Family members	356	25.3%	1,230	24.5%	0.8
- Other persons or offices	355	13.2%	1,231	10.6%	2.7

* Significant at $p \leq .05$

Table 28: Commitment to Institution by First Generation

	First-year				
	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)
- Considered leaving this institution (yes)	357	28.0%	1,232	25.7%	2.3
- [If yes, why?] Academics are too difficult	99	19.2%	316	15.5%	3.7
- [If yes, why?] Academics are too easy	99	3.0%	316	7.0%	-3.9
- [If yes, why?] Other academic issues (major not offered, course availability, advising, credit transfer, etc.)	99	13.1%	316	16.1%	-3.0
- [If yes, why?] Financial concerns (costs or financial aid)	99	60.6%	316	44.0%	16.6*
- [If yes, why?] To change your career options (transfer to another school or program, military service, etc.)	99	9.1%	316	19.0%	-9.9*
- [If yes, why?] Difficulty managing demands of school and work	99	15.2%	316	17.4%	-2.3
- [If yes, why?] Too much emphasis on partying	99	5.1%	316	4.7%	0.3
- [If yes, why?] Not enough opportunities to socialize and have fun	99	10.1%	316	11.1%	-1.0
- [If yes, why?] Relations with faculty and staff	99	5.1%	316	4.7%	0.3
- [If yes, why?] Relations with other students	99	18.2%	316	23.7%	-5.6
- [If yes, why?] Campus climate, location, or culture	99	19.2%	316	24.7%	-5.5
- [If yes, why?] Unsafe or hostile environment	99	0.0%	316	3.2%	-3.2
- [If yes, why?] Personal reasons (family issues, physical or mental health, homesickness, stress, etc.)	99	41.4%	316	50.3%	-8.9
- [If yes, why?] A reason not listed above	99	8.1%	316	13.3%	-5.2
- Important to graduate from this institution (5 or 6-very important)	354	77.4%	1,228	74.0%	3.4

* Significant at $p \leq .05$

Table 29: Immediate Plans by First Generation

	Senior				
	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)
Expect to graduate this spring or summer (yes)	474	63.3%	1,395	63.0%	0.3
IMMEDIATE PLANS (if graduating)	.	.	.	.	.
- Full-time employment	303	59.1%	886	58.7%	0.4
- Part-time employment	303	3.3%	886	4.5%	-1.2
- [If full- or part-time] Already have a job for after graduation	105	31.4%	285	22.1%	9.3
- Graduate or professional school	303	16.2%	886	19.9%	-3.7
- Military service	303	1.7%	886	1.1%	0.5
- Service or volunteer activity (AmeriCorps, Peace Corps, Teach for America, etc.)	303	1.7%	886	1.0%	0.6
- Internship (paid or unpaid)	303	6.3%	886	4.9%	1.4
- Travel or gap year	303	6.6%	886	5.4%	1.2
- No plans at this time	303	4.0%	886	3.2%	0.8
- Other	303	1.3%	886	1.4%	0.0
- [If graduating] Courses in your major(s) prepared you for your post-graduation plans (quite a bit or very much)	477	66.0%	1,398	69.0%	-3.0*

* Significant at $p \leq .05$

Table 30: Future Plans by First Generation

	Senior				
	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)
FUTURE PLANS (yes)	477	44.5%	1,388	42.4%	2.2
- Intend to work eventually in a field related to your major(s)	478	85.8%	1,392	87.6%	-1.9
- Plan to be self-employed, an independent contractor, or a freelance worker someday	477	20.5%	1,398	18.8%	1.7
- Plan to start your own business (nonprofit or for-profit) someday	478	27.2%	1,397	20.7%	6.5*

* Significant at $p \leq .05$

Table 31: Confidence in Skills by First Generation

	Senior				
	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)
CONFIDENCE IN SKILLS (quite a bit or very much)	472	72.2%	1,379	73.7%	-1.5
- Critical thinking and analysis of arguments and information	476	90.3%	1,395	93.6%	-3.3*
- Creative thinking and problem solving	475	92.2%	1,395	93.8%	-1.6
- Research skills	477	79.0%	1,397	81.9%	-2.9
- Clear writing	477	85.1%	1,394	86.7%	-1.5
- Persuasive speaking	476	68.5%	1,394	70.7%	-2.2
- Technological skills	477	74.2%	1,395	76.0%	-1.8
- Financial and business management skills	477	46.3%	1,398	46.2%	0.1
- Entrepreneurial skills	476	36.1%	1,395	35.8%	0.3
- Leadership skills	476	78.6%	1,396	81.0%	-2.4
- Networking and relationship building	477	71.3%	1,393	71.3%	0.0

* Significant at $p \leq .05$

Table 32: Ingenuity in Coursework by First Generation

	Senior				
	Hdct	FG	Hdct	Non-FG	Diff (FG-NFG)
INGENUITY IN COURSEWORK (quite a bit or very much)	470	63.0%	1,377	59.7%	3.3
- Generating new ideas or brainstorming	476	77.3%	1,395	73.0%	4.3
- Taking risks in your coursework without fear of penalty	475	44.2%	1,391	40.8%	3.4
- Evaluating multiple approaches to a problem	472	73.1%	1,394	70.9%	2.2
- Inventing new methods to arrive at unconventional solutions	475	57.7%	1,388	54.8%	2.9

Results by Racially Minoritized Status

Table 33: Engaged in Coursework by Racially Minoritized Status

	First-year				
	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)
ENGAGED IN COURSEWORK (often or very often)	409	61.8%	1,163	63.7%	-1.8
- Studied when there were other interesting things to do	417	60.0%	1,172	62.5%	-2.5
- Found additional information for course assignments when you didn't understand the material	418	71.8%	1,170	70.8%	1.0
- Participated in course discussions, even when you didn't feel like it	417	46.8%	1,172	51.0%	-4.3
- Asked instructors for help when you struggled with course assignments	417	44.6%	1,171	44.3%	0.3
- Finished something you had started when you encountered challenges	413	80.6%	1,170	85.4%	-4.8*
- Stayed positive, even when you did poorly on a test or assignment	415	66.0%	1,173	68.5%	-2.4

* Significant at $p \leq .05$

Table 34: Academic Difficulties by Racially Minoritized Status

	First-year				
	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)
ACADEMIC DIFFICULTIES (5 or 6-very difficult)	412	17.1%	1,168	14.6%	2.4
- Learning course material	414	14.0%	1,172	12.0%	2.0
- Managing your time	415	27.5%	1,172	24.1%	3.3
- Getting help with school work	415	12.5%	1,171	10.3%	2.2
- Interacting with faculty	414	14.3%	1,172	11.9%	2.4

Table 35: Coursework Help-seeking Behaviors by Racially Minoritized Status

	First-year				
	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)
COURSEWORK HELP-SEEKING BEHAVIORS (often or very often)	411	32.4%	1,165	29.2%	3.1
- Faculty members	414	29.5%	1,170	26.4%	3.1
- Academic advisors	414	22.5%	1,173	18.2%	4.2
- Learning support services (tutoring, writing center, success coaching, etc.)	414	30.0%	1,171	23.4%	6.6*
- Friends or other students	415	73.5%	1,172	73.4%	0.1
- Family members	415	25.5%	1,171	24.3%	1.2
- Other persons or offices	414	14.0%	1,172	10.2%	3.9*

* Significant at $p \leq .05$

Table 36: Commitment to Institution by Racially Minoritized Status

	First-year				
	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)
- Considered leaving this institution (yes)	416	29.3%	1,173	25.1%	4.2
- [If yes, why?] Academics are too difficult	122	15.6%	293	16.7%	-1.1
- [If yes, why?] Academics are too easy	122	2.5%	293	7.5%	-5.0*
- [If yes, why?] Other academic issues (major not offered, course availability, advising, credit transfer, etc.)	122	18.0%	293	14.3%	3.7
- [If yes, why?] Financial concerns (costs or financial aid)	122	50.8%	293	46.8%	4.1
- [If yes, why?] To change your career options (transfer to another school or program, military service, etc.)	122	17.2%	293	16.4%	0.8
- [If yes, why?] Difficulty managing demands of school and work	122	18.9%	293	16.0%	2.8
- [If yes, why?] Too much emphasis on partying	122	1.6%	293	6.1%	-4.5
- [If yes, why?] Not enough opportunities to socialize and have fun	122	11.5%	293	10.6%	0.9
- [If yes, why?] Relations with faculty and staff	122	3.3%	293	5.5%	-2.2
- [If yes, why?] Relations with other students	122	19.7%	293	23.5%	-3.9
- [If yes, why?] Campus climate, location, or culture	122	25.4%	293	22.5%	2.9
- [If yes, why?] Unsafe or hostile environment	122	1.6%	293	2.7%	-1.1
- [If yes, why?] Personal reasons (family issues, physical or mental health, homesickness, stress, etc.)	122	43.4%	293	50.2%	-6.7
- [If yes, why?] A reason not listed above	122	10.7%	293	12.6%	-2.0
- Important to graduate from this institution (5 or 6-very important)	413	75.1%	1,169	74.7%	0.4

* Significant at $p \leq .05$

Table 37: Immediate Plans by Racially Minoritized Status

	Senior				
	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)
Expect to graduate this spring or summer (yes)	361	63.4%	1,508	63.0%	0.4
IMMEDIATE PLANS (if graduating)	.	.	.	.	.
- Full-time employment	232	57.8%	957	59.0%	-1.3
- Part-time employment	232	4.3%	957	4.2%	0.1
- [If full- or part-time] Already have a job for after graduation	69	24.6%	321	24.6%	0.0
- Graduate or professional school	232	15.9%	957	19.6%	-3.7
- Military service	232	2.6%	957	0.9%	1.6*
- Service or volunteer activity (AmeriCorps, Peace Corps, Teach for America, etc.)	232	2.6%	957	0.8%	1.8*
- Internship (paid or unpaid)	232	6.0%	957	5.0%	1.0
- Travel or gap year	232	6.9%	957	5.4%	1.5
- No plans at this time	232	2.6%	957	3.6%	-1.0
- Other	232	1.3%	957	1.4%	-0.1
- [If graduating] Courses in your major(s) prepared you for your post-graduation plans (quite a bit or very much)	362	64.4%	1,513	69.2%	-4.8

* Significant at $p \leq .05$

Table 38: Future Plans by Racially Minoritized Status

	Senior				
	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)
FUTURE PLANS (yes)	364	43.0%	1,501	42.9%	0.2
- Intend to work eventually in a field related to your major(s)	364	86.0%	1,506	87.5%	-1.5
- Plan to be self-employed, an independent contractor, or a freelance worker someday	365	17.8%	1,510	19.6%	-1.8
- Plan to start your own business (nonprofit or for-profit) someday	365	25.2%	1,510	21.7%	3.5

Table 39: Confidence in Skills by Racially Minoritized Status

	Senior				
	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)
CONFIDENCE IN SKILLS (quite a bit or very much)	359	72.3%	1,492	73.6%	-1.3
- Critical thinking and analysis of arguments and information	363	91.5%	1,508	93.1%	-1.6
- Creative thinking and problem solving	363	90.9%	1,507	94.0%	-3.1*
- Research skills	364	79.1%	1,510	81.7%	-2.5
- Clear writing	363	84.8%	1,508	86.6%	-1.8
- Persuasive speaking	363	68.6%	1,507	70.5%	-1.9
- Technological skills	364	74.2%	1,508	75.9%	-1.7
- Financial and business management skills	364	43.4%	1,511	46.9%	-3.5
- Entrepreneurial skills	364	35.7%	1,507	36.0%	-0.3
- Leadership skills	364	81.3%	1,508	80.2%	1.1
- Networking and relationship building	363	73.0%	1,507	70.9%	2.1

* Significant at $p \leq .05$

Table 40: Ingenuity in Coursework by Racially Minoritized Status

	Senior				
	Hdct	RM	Hdct	Non-RM	Diff (RM-NRM)
INGENUITY IN COURSEWORK (quite a bit or very much)	356	61.9%	1,491	60.2%	1.7
- Generating new ideas or brainstorming	362	73.2%	1,509	74.4%	-1.1
- Taking risks in your coursework without fear of penalty	359	44.3%	1,507	41.1%	3.2
- Evaluating multiple approaches to a problem	360	75.0%	1,506	70.6%	4.4
- Inventing new methods to arrive at unconventional solutions	361	56.2%	1,502	55.4%	0.8

Results by Residency

Table 41: Engaged in Coursework by Residency

	First-year				
	Hdct	NR	Hdct	Res	Diff (NR-R)
ENGAGED IN COURSEWORK (often or very often)	540	63.4%	1,032	63.1%	0.3
- Studied when there were other interesting things to do	548	62.6%	1,041	61.4%	1.2
- Found additional information for course assignments when you didn't understand the material	547	70.6%	1,041	71.3%	-0.7
- Participated in course discussions, even when you didn't feel like it	548	50.4%	1,041	49.7%	0.7
- Asked instructors for help when you struggled with course assignments	546	44.1%	1,042	44.5%	-0.4
- Finished something you had started when you encountered challenges	547	84.3%	1,036	84.1%	0.2
- Stayed positive, even when you did poorly on a test or assignment	547	67.8%	1,041	67.8%	0.0

Table 42: Academic Difficulties by Residency

	First-year				
	Hdct	NR	Hdct	Res	Diff (NR-R)
ACADEMIC DIFFICULTIES (5 or 6-very difficult)	545	15.0%	1,035	15.4%	-0.3
- Learning course material	548	13.5%	1,038	12.0%	1.5
- Managing your time	547	24.7%	1,040	25.2%	-0.5
- Getting help with school work	546	10.6%	1,040	11.1%	-0.4
- Interacting with faculty	546	11.2%	1,040	13.2%	-2.0

Table 43: Coursework Help-seeking Behaviors by Residency

	First-year				
	Hdct	NR	Hdct	Res	Diff (NR-R)
COURSEWORK HELP-SEEKING BEHAVIORS (often or very often)	542	29.4%	1,034	30.4%	-1.0
- Faculty members	546	26.9%	1,038	27.4%	-0.4
- Academic advisors	547	18.8%	1,040	19.6%	-0.8
- Learning support services (tutoring, writing center, success coaching, etc.)	547	27.1%	1,038	24.1%	3.0
- Friends or other students	548	71.9%	1,039	74.2%	-2.3
- Family members	546	22.3%	1,040	25.9%	-3.5
- Other persons or offices	547	10.4%	1,039	11.5%	-1.1

Table 44: Commitment to Institution by Residency

	First-year				
	Hdct	NR	Hdct	Res	Diff (NR-R)
- Considered leaving this institution (yes)	548	29.7%	1,041	24.4%	5.3*
- [If yes, why?] Academics are too difficult	163	11.0%	252	19.8%	-8.8*
- [If yes, why?] Academics are too easy	163	4.3%	252	7.1%	-2.8
- [If yes, why?] Other academic issues (major not offered, course availability, advising, credit transfer, etc.)	163	14.7%	252	15.9%	-1.1
- [If yes, why?] Financial concerns (costs or financial aid)	163	56.4%	252	42.5%	14.0*
- [If yes, why?] To change your career options (transfer to another school or program, military service, etc.)	163	13.5%	252	18.7%	-5.2
- [If yes, why?] Difficulty managing demands of school and work	163	11.7%	252	20.2%	-8.6*
- [If yes, why?] Too much emphasis on partying	163	3.1%	252	6.0%	-2.9
- [If yes, why?] Not enough opportunities to socialize and have fun	163	9.8%	252	11.5%	-1.7
- [If yes, why?] Relations with faculty and staff	163	3.7%	252	5.6%	-1.9
- [If yes, why?] Relations with other students	163	24.5%	252	21.0%	3.5
- [If yes, why?] Campus climate, location, or culture	163	23.3%	252	23.4%	-0.1
- [If yes, why?] Unsafe or hostile environment	163	2.5%	252	2.4%	0.1
- [If yes, why?] Personal reasons (family issues, physical or mental health, homesickness, stress, etc.)	163	54.0%	252	44.4%	9.5
- [If yes, why?] A reason not listed above	163	9.2%	252	13.9%	-4.7
- Important to graduate from this institution (5 or 6-very important)	547	72.2%	1,035	76.1%	-3.9

* Significant at $p \leq .05$

Table 45: Immediate Plans by Residency

	Senior				
	Hdct	NR	Hdct	Res	Diff (NR-R)
Expect to graduate this spring or summer (yes)	445	68.1%	1,424	61.5%	6.6*
IMMEDIATE PLANS (if graduating)	.	.	.	.	.
- Full-time employment	305	53.1%	884	60.7%	-7.6*
- Part-time employment	305	3.0%	884	4.6%	-1.7
- [If full- or part-time] Already have a job for after graduation	63	33.3%	327	22.9%	10.4
- Graduate or professional school	305	23.6%	884	17.3%	6.3*
- Military service	305	1.0%	884	1.4%	-0.4
- Service or volunteer activity (AmeriCorps, Peace Corps, Teach for America, etc.)	305	1.3%	884	1.1%	0.2
- Internship (paid or unpaid)	305	6.6%	884	4.8%	1.8
- Travel or gap year	305	6.2%	884	5.5%	0.7
- No plans at this time	305	3.9%	884	3.2%	0.8
- Other	305	1.3%	884	1.4%	0.0
- [If graduating] Courses in your major(s) prepared you for your post-graduation plans (quite a bit or very much)	445	70.8%	1,430	67.5%	3.3

* Significant at $p \leq .05$

Table 46: Future Plans by Residency

	Senior				
	Hdct	NR	Hdct	Res	Diff (NR-R)
FUTURE PLANS (yes)	441	45.7%	1,424	42.1%	3.6
- Intend to work eventually in a field related to your major(s)	444	87.2%	1,426	87.2%	0.0
- Plan to be self-employed, an independent contractor, or a freelance worker someday	443	23.7%	1,432	17.9%	5.8*
- Plan to start your own business (nonprofit or for-profit) someday	444	25.7%	1,431	21.3%	4.4

* Significant at $p \leq .05$

Table 47: Confidence in Skills by Residency

	Senior				
	Hdct	NR	Hdct	Res	Diff (NR-R)
CONFIDENCE IN SKILLS (quite a bit or very much)	442	74.4%	1,409	73.0%	1.3
- Critical thinking and analysis of arguments and information	444	91.9%	1,427	93.1%	-1.2
- Creative thinking and problem solving	444	91.9%	1,426	93.8%	-1.9
- Research skills	445	83.4%	1,429	80.5%	2.9
- Clear writing	445	84.7%	1,426	86.7%	-2.0
- Persuasive speaking	443	73.6%	1,427	69.1%	4.5
- Technological skills	444	74.8%	1,428	75.8%	-1.0
- Financial and business management skills	445	49.4%	1,430	45.2%	4.2
- Entrepreneurial skills	446	41.3%	1,425	34.2%	7.0*
- Leadership skills	445	80.9%	1,427	80.2%	0.7
- Networking and relationship building	445	71.9%	1,425	71.1%	0.8

* Significant at $p \leq .05$

Table 48: Ingenuity in Coursework by Residency

	Senior				
	Hdct	NR	Hdct	Res	Diff (NR-R)
INGENUITY IN COURSEWORK (quite a bit or very much)	439	61.1%	1,408	60.4%	0.7
- Generating new ideas or brainstorming	446	73.8%	1,425	74.2%	-0.5
- Taking risks in your coursework without fear of penalty	444	43.5%	1,422	41.1%	2.3
- Evaluating multiple approaches to a problem	444	71.8%	1,422	71.3%	0.5
- Inventing new methods to arrive at unconventional solutions	442	55.7%	1,421	55.5%	0.1

Results by Pell Status

Table 49: Engaged in Coursework by Pell Status

	First-year				
	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)
ENGAGED IN COURSEWORK (often or very often)	363	63.7%	1,209	63.0%	0.7
- Studied when there were other interesting things to do	369	61.2%	1,220	62.0%	-0.7
- Found additional information for course assignments when you didn't understand the material	370	71.9%	1,218	70.8%	1.1
- Participated in course discussions, even when you didn't feel like it	369	50.1%	1,220	49.8%	0.3
- Asked instructors for help when you struggled with course assignments	369	49.9%	1,219	42.7%	7.1*
- Finished something you had started when you encountered challenges	366	82.8%	1,217	84.6%	-1.8
- Stayed positive, even when you did poorly on a test or assignment	367	66.2%	1,221	68.3%	-2.1

* Significant at $p \leq .05$

Table 50: Academic Difficulties by Pell Status

	First-year				
	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)
ACADEMIC DIFFICULTIES (5 or 6-very difficult)	365	16.5%	1,215	14.9%	1.6
- Learning course material	366	13.9%	1,220	12.1%	1.8
- Managing your time	367	27.0%	1,220	24.4%	2.5
- Getting help with school work	366	12.6%	1,220	10.4%	2.2
- Interacting with faculty	367	12.3%	1,219	12.6%	-0.3

Table 51: Coursework Help-seeking Behaviors by Pell Status

	First-year				
	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)
COURSEWORK HELP-SEEKING BEHAVIORS (often or very often)	364	32.5%	1,212	29.3%	3.2
- Faculty members	366	31.1%	1,218	26.0%	5.1
- Academic advisors	368	25.0%	1,219	17.6%	7.4*
- Learning support services (tutoring, writing center, success coaching, etc.)	367	28.1%	1,218	24.2%	3.8
- Friends or other students	368	71.5%	1,219	74.0%	-2.5
- Family members	367	26.2%	1,219	24.2%	2.0
- Other persons or offices	367	14.4%	1,219	10.2%	4.3*

* Significant at $p \leq .05$

Table 52: Commitment to Institution by Pell Status

	First-year				
	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)
- Considered leaving this institution (yes)	369	31.2%	1,220	24.8%	6.4*
- [If yes, why?] Academics are too difficult	115	19.1%	300	15.3%	3.8
- [If yes, why?] Academics are too easy	115	5.2%	300	6.3%	-1.1
- [If yes, why?] Other academic issues (major not offered, course availability, advising, credit transfer, etc.)	115	11.3%	300	17.0%	-5.7
- [If yes, why?] Financial concerns (costs or financial aid)	115	60.9%	300	43.0%	17.9*
- [If yes, why?] To change your career options (transfer to another school or program, military service, etc.)	115	14.8%	300	17.3%	-2.6
- [If yes, why?] Difficulty managing demands of school and work	115	20.0%	300	15.7%	4.3
- [If yes, why?] Too much emphasis on partying	115	3.5%	300	5.3%	-1.9
- [If yes, why?] Not enough opportunities to socialize and have fun	115	10.4%	300	11.0%	-0.6
- [If yes, why?] Relations with faculty and staff	115	4.3%	300	5.0%	-0.7
- [If yes, why?] Relations with other students	115	13.9%	300	25.7%	-11.8*
- [If yes, why?] Campus climate, location, or culture	115	20.9%	300	24.3%	-3.5
- [If yes, why?] Unsafe or hostile environment	115	1.7%	300	2.7%	-0.9
- [If yes, why?] Personal reasons (family issues, physical or mental health, homesickness, stress, etc.)	115	39.1%	300	51.7%	-12.5*
- [If yes, why?] A reason not listed above	115	13.9%	300	11.3%	2.6
- Important to graduate from this institution (5 or 6-very important)	366	76.2%	1,216	74.3%	1.9

* Significant at $p \leq .05$

Table 53: Immediate Plans by Pell Status

	Senior				
	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)
Expect to graduate this spring or summer (yes)	436	61.9%	1,433	63.4%	-1.5
IMMEDIATE PLANS (if graduating)	.	.	.	.	.
- Full-time employment	273	61.5%	916	58.0%	3.6
- Part-time employment	273	4.4%	916	4.1%	0.2
- [If full- or part-time] Already have a job for after graduation	98	23.5%	292	25.0%	-1.5
- Graduate or professional school	273	13.6%	916	20.5%	-7.0*
- Military service	273	0.7%	916	1.4%	-0.7
- Service or volunteer activity (AmeriCorps, Peace Corps, Teach for America, etc.)	273	1.8%	916	1.0%	0.8
- Internship (paid or unpaid)	273	5.5%	916	5.1%	0.4
- Travel or gap year	273	6.2%	916	5.6%	0.7
- No plans at this time	273	4.8%	916	2.9%	1.8
- Other	273	1.5%	916	1.3%	0.2
- [If graduating] Courses in your major(s) prepared you for your post-graduation plans (quite a bit or very much)	437	64.3%	1,438	69.5%	-5.2

* Significant at $p \leq .05$

Table 54: Future Plans by Pell Status

	Senior				
	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)
FUTURE PLANS (yes)	436	45.7%	1,429	42.1%	3.7
- Intend to work eventually in a field related to your major(s)	437	88.8%	1,433	86.7%	2.1
- Plan to be self-employed, an independent contractor, or a freelance worker someday	439	22.3%	1,436	18.3%	4.0
- Plan to start your own business (nonprofit or for-profit) someday	438	26.3%	1,437	21.2%	5.1*

* Significant at $p \leq .05$

Table 55: Confidence in Skills by Pell Status

	Senior				
	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)
CONFIDENCE IN SKILLS (quite a bit or very much)	433	73.9%	1,418	73.2%	0.7
- Critical thinking and analysis of arguments and information	438	94.3%	1,433	92.3%	2.0
- Creative thinking and problem solving	437	95.2%	1,433	92.8%	2.4
- Research skills	439	80.4%	1,435	81.4%	-1.0
- Clear writing	438	88.6%	1,433	85.6%	3.0
- Persuasive speaking	438	70.1%	1,432	70.2%	-0.1
- Technological skills	439	75.2%	1,433	75.6%	-0.5
- Financial and business management skills	439	48.1%	1,436	45.7%	2.4
- Entrepreneurial skills	438	38.4%	1,433	35.2%	3.2
- Leadership skills	438	79.5%	1,434	80.7%	-1.2
- Networking and relationship building	439	68.3%	1,431	72.2%	-3.9

Table 56: Ingenuity in Coursework by Pell Status

	Senior				
	Hdct	Pell	Hdct	Non-Pell	Diff (P-NP)
INGENUITY IN COURSEWORK (quite a bit or very much)	433	61.1%	1,414	60.4%	0.8
- Generating new ideas or brainstorming	438	74.7%	1,433	74.0%	0.7
- Taking risks in your coursework without fear of penalty	438	43.8%	1,428	41.0%	2.8
- Evaluating multiple approaches to a problem	436	71.6%	1,430	71.4%	0.2
- Inventing new methods to arrive at unconventional solutions	435	54.9%	1,428	55.7%	-0.8

Results by Home Community Type

Table 57: Engaged in Coursework by Urban or Rural

	First-year				
	Hdct	Rural	Hdct	Urban	Diff (R-U)
ENGAGED IN COURSEWORK (often or very often)	317	64.8%	1,203	62.3%	2.5
- Studied when there were other interesting things to do	321	65.4%	1,215	60.4%	5.0
- Found additional information for course assignments when you didn't understand the material	323	66.6%	1,212	71.9%	-5.3
- Participated in course discussions, even when you didn't feel like it	323	49.5%	1,213	49.2%	0.3
- Asked instructors for help when you struggled with course assignments	322	44.4%	1,214	43.6%	0.8
- Finished something you had started when you encountered challenges	321	88.2%	1,209	83.1%	5.0*
- Stayed positive, even when you did poorly on a test or assignment	321	72.9%	1,214	66.2%	6.7*

* Significant at $p \leq .05$

Table 58: Academic Difficulties by Urban or Rural

	First-year				
	Hdct	Rural	Hdct	Urban	Diff (R-U)
ACADEMIC DIFFICULTIES (5 or 6-very difficult)	318	15.3%	1,209	15.2%	0.2
- Learning course material	321	12.1%	1,212	12.5%	-0.4
- Managing your time	321	25.5%	1,213	24.9%	0.6
- Getting help with school work	321	10.9%	1,212	10.6%	0.3
- Interacting with faculty	321	12.1%	1,212	12.5%	-0.4

Table 59: Coursework Help-seeking Behaviors by Urban or Rural

	First-year				
	Hdct	Rural	Hdct	Urban	Diff (R-U)
COURSEWORK HELP-SEEKING BEHAVIORS (often or very often)	319	29.5%	1,207	29.9%	-0.4
- Faculty members	321	25.5%	1,211	27.0%	-1.5
- Academic advisors	322	19.6%	1,213	19.0%	0.6
- Learning support services (tutoring, writing center, success coaching, etc.)	320	24.1%	1,213	24.5%	-0.4
- Friends or other students	322	73.6%	1,213	73.5%	0.1
- Family members	322	25.5%	1,213	24.5%	1.0
- Other persons or offices	322	9.6%	1,213	11.2%	-1.6

Table 60: Commitment to Institution by Urban or Rural

	First-year				
	Hdct	Rural	Hdct	Urban	Diff (R-U)
- Considered leaving this institution (yes)	322	23.0%	1,215	27.2%	-4.3
- [If yes, why?] Academics are too difficult	74	16.2%	329	16.1%	0.1
- [If yes, why?] Academics are too easy	74	5.4%	329	6.4%	-1.0
- [If yes, why?] Other academic issues (major not offered, course availability, advising, credit transfer, etc.)	74	14.9%	329	16.1%	-1.2
- [If yes, why?] Financial concerns (costs or financial aid)	74	51.4%	329	47.1%	4.2
- [If yes, why?] To change your career options (transfer to another school or program, military service, etc.)	74	17.6%	329	16.7%	0.9
- [If yes, why?] Difficulty managing demands of school and work	74	12.2%	329	18.2%	-6.1
- [If yes, why?] Too much emphasis on partying	74	6.8%	329	4.6%	2.2
- [If yes, why?] Not enough opportunities to socialize and have fun	74	6.8%	329	11.9%	-5.1
- [If yes, why?] Relations with faculty and staff	74	6.8%	329	4.6%	2.2
- [If yes, why?] Relations with other students	74	17.6%	329	23.4%	-5.8
- [If yes, why?] Campus climate, location, or culture	74	17.6%	329	24.6%	-7.1
- [If yes, why?] Unsafe or hostile environment	74	1.4%	329	2.7%	-1.4
- [If yes, why?] Personal reasons (family issues, physical or mental health, homesickness, stress, etc.)	74	40.5%	329	49.8%	-9.3
- [If yes, why?] A reason not listed above	74	10.8%	329	12.8%	-2.0
- Important to graduate from this institution (5 or 6-very important)	321	77.6%	1,209	74.4%	3.2

Table 61: Immediate Plans by Urban or Rural

	Senior				
	Hdct	Rural	Hdct	Urban	Diff (R-U)
Expect to graduate this spring or summer (yes)	400	60.3%	1,388	63.1%	-2.9
IMMEDIATE PLANS (if graduating)	.	.	.	.	.
- Full-time employment	243	60.5%	884	59.8%	0.7
- Part-time employment	243	2.1%	884	4.9%	-2.8
- [If full- or part-time] Already have a job for after graduation	90	24.4%	294	24.1%	0.3
- Graduate or professional school	243	17.3%	884	18.0%	-0.7
- Military service	243	0.8%	884	1.4%	-0.5
- Service or volunteer activity (AmeriCorps, Peace Corps, Teach for America, etc.)	243	1.2%	884	1.2%	0.0
- Internship (paid or unpaid)	243	6.6%	884	4.6%	1.9
- Travel or gap year	243	5.8%	884	5.9%	-0.1
- No plans at this time	243	4.1%	884	2.8%	1.3
- Other	243	1.6%	884	1.4%	0.3
- [If graduating] Courses in your major(s) prepared you for your post-graduation plans (quite a bit or very much)	401	68.3%	1,394	68.4%	-0.1

Table 62: Future Plans by Urban or Rural

	Senior				
	Hdct	Rural	Hdct	Urban	Diff (R-U)
FUTURE PLANS (yes)	399	45.9%	1,388	41.6%	4.3
- Intend to work eventually in a field related to your major(s)	400	86.7%	1,391	87.6%	-0.9
- Plan to be self-employed, an independent contractor, or a freelance worker someday	401	23.4%	1,395	17.3%	6.2*
- Plan to start your own business (nonprofit or for-profit) someday	402	27.4%	1,395	19.9%	7.4*

* Significant at p ≤ .05

Table 63: Confidence in Skills by Urban or Rural

	Senior				
	Hdct	Rural	Hdct	Urban	Diff (R-U)
CONFIDENCE IN SKILLS (quite a bit or very much)	399	72.2%	1,376	73.9%	-1.7
- Critical thinking and analysis of arguments and information	401	91.5%	1,391	93.5%	-1.9
- Creative thinking and problem solving	401	93.3%	1,392	93.6%	-0.3
- Research skills	401	78.6%	1,394	82.0%	-3.4
- Clear writing	400	85.5%	1,392	87.2%	-1.7
- Persuasive speaking	401	67.8%	1,391	71.0%	-3.1
- Technological skills	401	73.1%	1,393	76.5%	-3.4
- Financial and business management skills	401	46.6%	1,395	45.6%	1.0
- Entrepreneurial skills	401	35.7%	1,390	35.1%	0.6
- Leadership skills	401	78.8%	1,392	81.9%	-3.1
- Networking and relationship building	400	71.0%	1,391	71.8%	-0.8

Table 64: Ingenuity in Coursework by Urban or Rural

	Senior				
	Hdct	Rural	Hdct	Urban	Diff (R-U)
INGENUITY IN COURSEWORK (quite a bit or very much)	400	58.4%	1,372	60.8%	-2.4
- Generating new ideas or brainstorming	401	74.3%	1,391	74.4%	-0.1
- Taking risks in your coursework without fear of penalty	401	37.2%	1,388	42.0%	-4.8
- Evaluating multiple approaches to a problem	400	69.5%	1,389	71.9%	-2.4
- Inventing new methods to arrive at unconventional solutions	401	53.1%	1,384	55.7%	-2.6

Results by College

Survey results by college appear in the following tables. Tables display the percent of students in agreement with the question item (e.g., often or very often, yes, etc.). All results are unweighted. Statistical significance has not been tested.

Table 65: Engaged in Coursework by College

	AG	BU	EG	HS	IU	LA	NR	NS	VM
ENGAGED IN COURSEWORK (often or very often)	66.5%	59.4%	70.0%	59.7%	61.4%	65.3%	60.9%	60.4%	71.0%
- Studied when there were other interesting things to do	68.4%	55.0%	77.0%	58.6%	56.9%	61.8%	61.1%	56.5%	74.1%
- Found additional information for course assignments when you didn't understand the material	72.7%	64.2%	83.4%	63.7%	68.1%	68.6%	65.2%	73.8%	80.2%
- Participated in course discussions, even when you didn't feel like it	57.6%	47.3%	55.9%	43.5%	47.3%	57.8%	43.8%	46.8%	53.1%
- Asked instructors for help when you struggled with course assignments	45.5%	40.0%	41.6%	44.2%	48.5%	49.3%	40.4%	39.8%	51.9%
- Finished something you had started when you encountered challenges	83.8%	81.7%	86.6%	80.9%	80.3%	87.4%	87.6%	83.0%	95.0%
- Stayed positive, even when you did poorly on a test or assignment	67.7%	67.9%	74.1%	68.4%	67.7%	67.7%	67.4%	63.3%	71.6%

Table 66: Academic Difficulties by College

	AG	BU	EG	HS	IU	LA	NR	NS	VM
ACADEMIC DIFFICULTIES (5 or 6-very difficult)	14.6%	13.2%	21.5%	12.3%	15.9%	13.3%	13.8%	16.1%	14.1%
- Learning course material	12.1%	5.5%	24.2%	11.2%	12.4%	8.9%	12.4%	10.8%	17.3%
- Managing your time	22.2%	24.1%	31.2%	19.5%	26.5%	24.4%	22.5%	27.8%	18.5%
- Getting help with school work	11.1%	11.9%	14.0%	8.8%	10.4%	9.8%	10.1%	12.1%	8.7%
- Interacting with faculty	13.1%	11.0%	16.7%	9.8%	14.6%	9.8%	10.1%	13.3%	11.1%

Table 67: Coursework Help-seeking Behaviors by College

	AG	BU	EG	HS	IU	LA	NR	NS	VM
COURSEWORK HELP-SEEKING BEHAVIORS (often or very often)	25.5%	26.9%	34.4%	31.5%	33.9%	28.4%	24.0%	28.3%	31.7%
- Faculty members	23.2%	27.8%	30.6%	26.5%	26.7%	32.6%	19.1%	25.2%	28.4%
- Academic advisors	19.2%	18.3%	12.4%	23.4%	26.6%	21.1%	13.5%	15.5%	19.8%
- Learning support services (tutoring, writing center, success coaching, etc.)	15.3%	15.6%	48.4%	20.9%	30.5%	13.7%	16.9%	25.2%	30.9%
- Friends or other students	55.6%	70.6%	89.8%	75.7%	69.5%	64.8%	74.2%	75.2%	84.0%
- Family members	32.3%	28.7%	14.5%	27.0%	31.3%	27.3%	16.9%	21.1%	21.0%
- Other persons or offices	8.1%	4.6%	10.8%	13.6%	18.9%	12.3%	3.4%	9.3%	6.2%

Table 68: Commitment to Institution by College

	AG	BU	EG	HS	IU	LA	NR	NS	VM
- Considered leaving this institution (yes)	26.3%	17.4%	23.7%	28.4%	31.2%	31.3%	25.8%	24.5%	16.0%
- [If yes, why?] Academics are too difficult	19.2%	5.3%	22.7%	16.4%	21.2%	7.0%	9.1%	19.0%	23.1%
- [If yes, why?] Academics are too easy	0.0%	31.6%	2.3%	4.9%	5.0%	8.5%	0.0%	5.1%	7.7%
- [If yes, why?] Other academic issues (major not offered, course availability, advising, credit transfer, etc.)	7.7%	5.3%	15.9%	16.4%	15.0%	19.7%	13.6%	17.7%	7.7%
- [If yes, why?] Financial concerns (costs or financial aid)	53.8%	21.1%	43.2%	39.3%	53.7%	47.9%	63.6%	50.6%	53.8%
- [If yes, why?] To change your career options (transfer to another school or program, military service, etc.)	23.1%	10.5%	18.2%	16.4%	20.0%	15.5%	9.1%	16.5%	7.7%
- [If yes, why?] Difficulty managing demands of school and work	23.1%	15.8%	15.9%	26.2%	17.5%	18.3%	9.1%	8.9%	15.4%
- [If yes, why?] Too much emphasis on partying	3.8%	10.5%	0.0%	6.6%	5.0%	7.0%	0.0%	3.8%	7.7%
- [If yes, why?] Not enough opportunities to socialize and have fun	11.5%	10.5%	4.5%	6.6%	20.0%	8.5%	9.1%	10.1%	15.4%
- [If yes, why?] Relations with faculty and staff	3.8%	0.0%	0.0%	3.3%	5.0%	12.7%	0.0%	3.8%	7.7%
- [If yes, why?] Relations with other students	23.1%	21.1%	11.4%	21.3%	17.5%	32.4%	4.5%	29.1%	30.8%
- [If yes, why?] Campus climate, location, or culture	19.2%	21.1%	25.0%	18.0%	27.5%	28.2%	9.1%	25.3%	15.4%
- [If yes, why?] Unsafe or hostile environment	3.8%	0.0%	2.3%	1.6%	2.5%	2.8%	4.5%	2.5%	0.0%
- [If yes, why?] Personal reasons (family issues, physical or mental health, homesickness, stress, etc.)	50.0%	36.8%	38.6%	52.5%	45.0%	54.9%	54.5%	46.8%	53.8%
- [If yes, why?] A reason not listed above, please specify:	7.7%	21.1%	11.4%	13.1%	15.0%	7.0%	13.6%	12.7%	7.7%
- Important to graduate from this institution (5 or 6 very important)	81.8%	78.7%	73.1%	77.2%	74.1%	69.9%	77.5%	72.5%	80.0%

Table 69: Immediate Plans by College

	AG	BU	EG	HS	IU	LA	NR	NS	VM
Expect to graduate this spring or summer (yes)	66.2%	85.1%	49.2%	69.2%	25.0%	71.2%	57.5%	54.0%	56.8%
IMMEDIATE PLANS (if graduating)	.	.	.	.	.	.	.	.	.
- Full-time employment	62.8%	68.0%	78.3%	55.9%	50.0%	52.0%	61.3%	48.7%	35.2%
- Part-time employment	2.1%	2.8%	0.7%	3.5%	0.0%	6.1%	8.6%	5.8%	5.6%
- [If full or part time] Already have a job for after graduation	50.0%	34.8%	14.4%	30.0%	75.0%	24.4%	19.5%	24.1%	36.4%
- Graduate or professional school	23.4%	11.2%	13.8%	21.8%	0.0%	13.8%	10.8%	26.7%	44.4%
- Military service	1.1%	1.1%	0.0%	0.9%	0.0%	3.6%	0.0%	1.6%	0.0%
- Service or volunteer activity (AmeriCorps, Peace Corps, Teach for America, etc.)	0.0%	0.6%	0.7%	0.9%	0.0%	2.0%	3.2%	1.6%	0.0%
- Internship (paid or unpaid)	6.4%	4.5%	2.6%	5.7%	0.0%	8.2%	7.5%	3.1%	3.7%
- Travel or gap year	0.0%	3.9%	0.7%	7.9%	50.0%	8.2%	4.3%	8.9%	7.4%
- No plans at this time	3.2%	7.3%	2.0%	2.2%	0.0%	4.1%	3.2%	1.6%	3.7%
- Other, please specify:	1.1%	0.6%	1.3%	1.3%	0.0%	2.0%	1.1%	2.1%	0.0%
- [If graduating] Courses in your major(s) prepared you for your post-graduation plans (quite a bit or very much)	75.5%	71.8%	65.1%	75.9%	0.0%	56.7%	71.7%	69.1%	81.5%

Table 70: Future Plans by College

	AG	BU	EG	HS	IU	LA	NR	NS	VM
FUTURE PLANS (yes)	53.9%	52.0%	42.2%	45.0%	45.8%	37.1%	42.0%	38.7%	35.1%
- Intend to work eventually in a field related to your major(s)	85.1%	92.3%	93.1%	89.7%	75.0%	75.5%	88.9%	86.2%	86.2%
- Plan to be self-employed, an independent contractor, or a freelance worker someday	34.8%	28.7%	15.1%	19.0%	37.5%	19.4%	17.3%	14.2%	9.5%
- Plan to start your own business (nonprofit or for profit) someday	41.8%	34.9%	18.7%	26.6%	25.0%	16.4%	19.8%	15.4%	9.5%

Table 71: Confidence in Skills by College

	AG	BU	EG	HS	IU	LA	NR	NS	VM
CONFIDENCE IN SKILLS (quite a bit or very much)	80.4%	81.9%	70.2%	76.7%	75.0%	71.4%	74.8%	66.8%	70.0%
- Critical thinking and analysis of arguments and information	91.4%	90.4%	91.5%	93.6%	100.0%	93.8%	95.1%	92.9%	93.6%
- Creative thinking and problem solving	95.0%	93.2%	91.4%	94.2%	100.0%	93.8%	95.1%	92.3%	93.6%
- Research skills	80.9%	78.4%	82.4%	77.4%	100.0%	79.2%	88.3%	80.6%	90.5%
- Clear writing	89.4%	84.6%	79.0%	88.8%	87.5%	93.4%	88.9%	83.2%	86.0%
- Persuasive speaking	84.3%	73.6%	58.8%	74.2%	75.0%	73.2%	73.5%	63.5%	74.5%
- Technological skills	74.5%	77.4%	90.5%	75.7%	62.5%	63.9%	76.5%	72.6%	68.1%
- Financial and business management skills	64.5%	86.5%	40.7%	51.7%	50.0%	36.5%	40.1%	32.5%	18.9%
- Entrepreneurial skills	54.6%	67.3%	27.5%	41.3%	37.5%	31.0%	31.7%	23.6%	14.9%
- Leadership skills	87.9%	86.5%	76.2%	88.1%	62.5%	78.5%	84.6%	69.4%	83.0%
- Networking and relationship building	79.4%	81.7%	64.6%	81.4%	75.0%	69.2%	75.3%	56.9%	74.7%

Table 72: Ingenuity in Coursework by College

	AG	BU	EG	HS	IU	LA	NR	NS	VM
INGENUITY IN COURSEWORK (quite a bit or very much)	55.6%	61.1%	52.6%	69.0%	71.9%	67.3%	65.8%	55.0%	54.3%
- Generating new ideas or brainstorming	67.1%	77.4%	70.3%	79.3%	100.0%	81.0%	80.2%	67.0%	66.0%
- Taking risks in your coursework without fear of penalty	38.6%	43.3%	26.4%	56.0%	50.0%	51.5%	46.0%	33.9%	35.1%
- Evaluating multiple approaches to a problem	62.1%	68.8%	66.3%	77.4%	75.0%	76.5%	77.6%	69.7%	68.1%
- Inventing new methods to arrive at unconventional solutions	54.0%	55.6%	48.4%	63.7%	62.5%	59.3%	61.9%	50.7%	48.4%