College Senior Survey 2015

Institutional Research and Effectiveness

Randie L. Timpe

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Executive Summary

Mount Vernon Nazarene University (MVNU) utilizes two companion surveys from the UCLA Higher Education Research Institute (HERI) to gauge the profiles of expectations and experience of entering students, and then to compare similar survey questions when the student complete MVNU's traditional undergraduate program four years later. Comparing the results of *The Freshman Survey* (TFS), administered in fall 2011, with the *College Senior Survey* (CSS), administered in spring 2015, enables the University to estimate the amount and direction of change during the college experience and to compare that change with similar religious colleges and with the broader spectrum of liberal arts colleges.

Survey themes and constructs relate to a broad range of collegiate experience and learning. MVNU seniors mirror their religious and liberal arts peers in [1] their knowledge of the chosen academic fields, [2] the quality of their interactions with faculty in and out of class, [3] types of classroom and learning experiences, and [4] their general satisfaction with campus housing and a broad range of student services. They demonstrate the same level of academic disengagement, faculty interactions, and satisfaction with coursework as their peers.

However, MVNU seniors report lower levels of several constructs when compared with their peers. These include habits of the mind, academic and social self-concepts, social agency, civic awareness and engagement, leadership, and appreciation of a diversity of cultural, ethnic, and racial experiences.

MVNU seniors showed growth and development in most dimensions from their freshman year, including habits of the mind, social self-concept, and social-agency. However, the amount of growth is less than their peers experience during their collegiate experience.

Introduction

Mount Vernon Nazarene University (MVNU) regularly surveys key constituencies related to needs, profile characteristics, and educational outcomes to inform planning and evaluation activities. The evaluation survey schedule provides for the administration of a nationally normed survey to incoming students every four years; the survey selected for this purpose is *The Freshman Year* (*TFY*), a highly regarded tool developed by University of California Los Angeles' (UCLA) Higher Education Research Institute (HERI). When that entering cohort is enrolled in its senior year, MVNU administers HERI's companion survey, the *College Senior Survey* (CSS). *The Freshman Year* and *College Senior Survey* are administered every four (4) years and sequenced so that the incoming cohort that completed the former survey also complete the latter; this design facilitates a before-after comparison, profiling the change in the group that occurs over the normal four years of attendance typical of baccalaureate degree programs. The surveys share many items that span curricular and co-curricular experiences; thus, the results inform program review and planning across the academic and student services spectrum.

Incoming students participate in *The Freshman Year* survey as one of the organized activities of the new student institute. Graduating seniors in MVNU's traditional undergraduate complete the *College Senior Survey* during the spring semester as one portion of the required assessments, which includes the student's major(s). The 2011 incoming cohort was surveyed with *The Freshman Year* survey in August 2011, and completed the *College Senior Survey* in spring 2015. MVNU's Test Center staff members organize and administer the surveys.

It is important to state a caveat and limitation of this research design. The scanning and scoring of participant responses is done anonymously without personally identifying information, so that MVNU knows who completed the surveys, but not what data was contributed by an individual. Thus, the comparisons between *The Freshman Year* and the *College Senior Survey* must be interpreted with caution.

- The change or growth information relates to the collective cohort, not to individual students.
- Some graduating seniors transferred in and were not members of the original incoming assessment.
- Some incoming students were no longer enrolled at MVNU in spring 2015 either due to dropping out, stopping out, or transferring to another higher education institution.
- While MVNU's curriculum and co-curricular programs would like to claim some credit for positive change, this growth is confounded with a general maturing process characteristic of last teens and early twenties.

It is also well to acknowledge the limitations of surveys; they are self-reports and self-reflections over time. As indirect measures subject to selective presentation, memory dysfunctions, etc.; they correlate with actual behavior only moderately. Nevertheless, survey data constitutes perceptions and opinions.

In additional to a series of demographic questions, *FTY* and *CSS* inquire about a number of behaviors or opinions. Individual responses are ordered into underlined themes and broader underlined constructs. The themes are:

- *Academic outcomes* – changes in academic skills and abilities during college
- *Interaction with faculty* – time spend with faculty and student perceptions of faculty support
- *Academic enhancement experiences* – participation in student learning programs and initiatives
- *Active and collaborative learning* – furthering knowledge through interaction with faculty and other students
- *Satisfaction with academic support and courses* – use and satisfaction with academic support structures
- *Satisfaction with services and community* – use and satisfaction with other campus services and general campus community engagement
- *Written and oral communication* – change in written and oral communication skills during college
- *Civic engagement* – participation, awareness, and values related to the community and volunteer work during college
- *Diversity* – social attitudes and experiences with diversity in college
- *Health and wellness* – behaviors, attitudes, and experiences with wellness issues and satisfaction with related services

- *Spirituality/religiosity* – religious and spiritual practices and beliefs
- *Career planning* – preparation for future careers and satisfaction with career services

The individual questions are further organized by means of cross-cutting constructs that provide an alternate means of understanding the meaning hidden in the breadth of the questions. Constructs seek to evaluate an extensive and expansive view of higher education's impact on students, especially in traditional, residential settings.

- *Habits of mind* – a unified measure of the behaviors and traits associated with academic success and the foundation for life-long learning
- *Academic disengagement* – the extent to which student behavior is inconsistent with success
- *Faculty interaction* – mentoring relationships to guide academic and personal domains
- *Satisfaction with coursework* – the extent to which students see courses as relevant and useful for the future
- *Overall satisfaction* – a unified measure of overall satisfaction
- *Sense of belonging* – the extent to which students feel a sense of academic and social integration on campus
- *Academic self-concept* – a unified measure of student beliefs about their abilities and confidence in an academic environment
- *Social self-concept* – a unified measure of student beliefs about their abilities and confidence in a social environment
- *Pluralistic orientation* – skills and dispositions for living and working in a diverse society
- *Positive cross-racial interaction* – a unified measure of students' level of positive relations with diverse peers
- *Negative cross-racial interaction* – a unified measure of students' level of negative interaction with diverse peers
- *Social agency* – the extent to which students value political and social involvement as a personal goal
- *Civic awareness* – changes in students' understanding of issues of facing the community, nation, and world
- *Leadership* – a unified measure of students' beliefs about their development, capacity, and experiences
- *Civic engagement* – the extent to which students are motivated and involved in civic, electoral, and political activities.

Cohort Demographic Profile

A total of 257 seniors completed the survey, of which 159 were female and 98 were male; the gender ratio was similar to those of the entering 2011 freshmen. Of the seniors, 219 (85.2%) reported that they would complete their degrees in spring 2015; the remaining analyses and reports describe the profile and characteristics of the graduating seniors cohort in MVNU's traditional undergraduate program. The demographic profile of the graduating seniors closely mirrors that of the 2011 first-time, full-time freshmen (a category that is more representative of MVNU's enter class of traditional undergraduates).

Gender

In the entering cohort and the graduating seniors, females outnumbered males about 2 to 1, but the percentages changed little over the time period.

Race/Ethnicity	2011 Freshmen (Percent)	2015 Graduating Seniors (Percent)
Females	63.9%	61.9%
Males	36.1%	38.1%

Ethnicity

MVNU's traditional undergraduate student body is largely white and Caucasian, with racial or ethnic minorities being underrepresented.

Race/Ethnicity	2011 Freshmen (Percent)	2015 Graduating Seniors (Percent)
American Indian/Alaska Native	0.0%	0.0%
Asian American/Asian/Native Hawaiian/Pacific Islander	0.6%	0.0%
African American/Black	2.6%	2.3%
Mexican American/Chicano/Puerto Rican/Other Latino	0.6%	0.0%
White/Caucasian	89.4%	95.8%
Other	0.0%	0.5%
Two or more races/ethnicities	6.9%	1.4%

It would be good to investigate the differential retention and degree completion of minority groups.

Characteristics Shared with National Peers

HERI administers *The Freshman Year* survey to over 200,000 students annually. With this large sample HERI provides multiple sets of norms from which institutions can select in making appropriate peer-to-peer comparisons (e.g., all baccalaureate institutions, 4-year colleges, public versus private, non-sectarian, Catholic, other religious types, etc.). HERI develops similar norming group information related to the *College Senior Survey*. It is reasonable to suspect that MVNU students would be similar to the larger national group because they share a common national, economic, and educational environment. Accreditation standards and shared concepts of best practice across the higher education provider spectrum in the United States also contribute to some common senior characteristics.

For contextualizing the responses of MVNU's seniors, this report builds on two comparison (norming) groups provided by HERI; these are [1] religious four year colleges, and [2] nonsectarian, Catholic, and other religious four year colleges. The latter comparison group is broader than the former and provides a perspective from the national private liberal arts oriented institutions.

Constructs

MVNU's graduating seniors reflect the private college and university peers in three key dimensions. The number of MVNU graduating seniors that perceive of themselves as of high, average, or low levels reflects the same pattern of academic disengagement and faculty interactions as their peers.

Construct	MVNU Average	Religious 4-Year College Average	Nonsectarian, Catholic, Other Religious 4-Year College Average
Academic disengagement	49.4	49.7	49.8
Faculty interaction	52.3	52.4	52.1
Satisfaction with coursework	50.0	51.4	51.4

On the first two aspects, there were no gender differences between MVNU females or males than their gender peers elsewhere. However, MVNU males expressed less satisfaction with coursework than their male counterparts.

Themes

MVNU's graduating seniors reflected commonalities with their peers from the religious and private colleges in several areas:
- Knowledge of their chosen academic discipline or field;
- Quality of a broad range of student/faculty interactions in and out of class;
- Types of classroom and learning experiences; and
- General satisfaction with campus housing and a broad range of services for students.

See Appendix A for additional details on specific survey items that contribute to the themes.

Distinctive Characteristics

However the subcultures from which MVNU students come, their personal values and preferences, and the specific features of the MVNU educational experience should yield some distinctive characteristics in the graduating class. This section focuses on statistically significant differences between the MVNU averages and those of the comparison groups. Additional research is necessary to isolate whether the outcomes differences originate from the dispositional characteristics of the entering students, or the results of MVNU's explicit structured programming, or the implicit social interactions from their MVNU peers.

Constructs

MVNU's mission statement, public persona, and messaging highlight its distinctive aspects. The demographic profile of entering students presents common experiences, expectations, and values. However, MVNU graduates evidence some outcomes that differentiate them from the peers attending other institutions of higher education. Some differences appear to be deficits in light of the vision cast by MVNU general education outcomes. They report some lower self-perceptions than their actual ability and outcomes might verify.

Construct	MVNU Average	Religious 4-Year College Average	Nonsectarian, Catholic, Other Religious 4-Year College Average
Habits of mind	51.3	55.0***	56.0***
Overall satisfaction	49.5	51.2**	51.3***
Sense of belonging	48.1	49.9**	50.3***
Academic self-concept	46.9	49.6***	50.1***
Social self-concept	50.6	52.4**	52.8***
Pluralistic orientation	49.1	51.2***	51.9***
Positive cross-racial interaction	49.3	52.1***	52.7***
Negative cross-racial interaction	49.6	51.6***	52.2***
Social agency	51.9	54.3***	54.5***
Civic awareness	42.0	44.8***	45.4***
Leadership	47.5	49.7***	50.0***
Civic engagement	49.1	51.0**	51.6***

Note: Statistically significant difference between MVNU average and comparison average (* < .05, ** < 01, and *** < .001).

In general, more MVNU students report lower academic self-concept and habits of the mind than their external peer counterparts. Also fewer report high levels of overall satisfaction with the MVNU experiences. More MVNU graduates report a lower sense of belonging, and fewer report a high level of belonging. That general lower self-concept is also noted in academic and social self-concept. It would be interesting to explore whether this is reflective of the value of humility articulated in the evangelical subculture and its calls to resist pride.

As a group, MVNU students describe themselves as coming from less culturally and racially diverse high schools. Fewer MVNU graduates have high pluralistic orientations and more exhibit low pluralistic orientations. In their interactions on the MVNU campus the cultural and racial diversity is restricted; thus, it is no surprise that MVNU graduates report lower levels of positive racial interactions, but also lower levels of negative racial interactions. The less extreme orientations may reflect a generally lower rate of diverse cultural interactions overall.

MVNU graduates describe themselves, as evidenced in their behavior, having a degree of passivity. They report less high social agency, and more average and low levels of social agency than their peers elsewhere. They also report lower levels of civic awareness, civic engagement, and leadership skills. It is not uncommon for MVNU students to describe as living in a "bubble," a degree of insularity that this data supports. The origin or cause for the insularity should be explored via focused groups to determine if it originates from the religious subculture was the enter, the University's specific programs, or the peer-to-peer interactive influence.

Several gender differences were observed from the construct findings.
- MVNU females report lower levels on most constructs than their external female peers.
- Both MVNU females and males indicated lower overall satisfaction with the college experience than external peers.
- A lower feeling of social belonging applies to MVNU females and males.
- Lower academic self-concept was not found in MVNU males, but was in MVNU females.
- Similarly, lower social self-concept was not found in MVNU males, but only in MVNU females.
- The lower pluralistic orientation was not found in MVNU males, but only in MVNU females. Whether this shows that athletic participation in high school and college might inform the difference is an interesting question not addressed by the CSS.
- Lower positive cross racial interaction applies to MVNU males and females, and lower negative cross racial interaction applies to MVNU males and females.
- The lower social agency was absent in MVNU males, but found in MVNU females.
- MVNU females and males reported lower civic awareness.
- Lower leadership was not found in MVNU males, but MVNU females reported more low leadership activity.
- MVNU males did not report lower civic engagement, but MVNU females' did report more civic disengagement.

Themes

While there are a number of specific item differences between the MVNU cohort and the comparison institution, some of the major cross-item findings include the following:

- MVNU graduates see themselves as less academically prepared, less academically engaged, less competitive, and less driven than their peers elsewhere. This is very notable in MVNU females and extends beyond 2015 cohort.
- MVNU graduates report they experienced less collaborative research opportunity with faculty than their peers. This is the only faculty-related item that differentiated MVNU students from their peers.
- MVNU graduates reported being more engaged with online discussion boards than in peer institutions, a positive for MVNU faculty and technology infrastructure.
- As a general pattern, MVNU males were more dissatisfied with the collegiate experience than MVNU females and their peers at other institutions.

- A lower degree of civic engagement in local, national, or global concerns is evident in MVNU graduates, especially in secular or non-sectarian settings compared their peers enrolled elsewhere. Their engagement in ministry or religiously oriented activity is generally divorced from other civic engagement.
- MVNU graduates evidence a lower level of political engagement than their liberal arts peers. This pattern is similar to other religious institutions and conforms to political party affiliation, where conservative leadings characterize the religious institutions, especially those of an evangelical emphasis. The liberal perspective is more common in the private liberal arts institutions.
- MVNU graduates report a stronger altruism for helping individuals in difficulty than do their peers, especially in ministry contexts or working one-on-one.
- In the CSS career planning section we note that MVNU students demonstrate a lower level of materialism that may reflect some level of financial naiveté.

Appendix B presents specific items constituting the themes and how MVNU's graduating seniors are differentiated positively and negatively from their peers in other religious institutions and in other private institutions of higher education. Some differences highlight the diversity of mission and experiences emanating from the breadth of institutions operating in the United States.

Cohort Comparison with *The Freshman Year* Survey from 2011

Identifying information on the survey form allows HERI to track and report longitudinal within-persons across time (from the freshman sample in 2011 to the senior sample in 2015). The following table gives the changes in several key constructs over the 2011 to 2015 time period. The averages are presented and the number (N) of persons in the sample with *The Freshman Survey* (TFS) average, the *College Senior Survey* (CSS) average, and the change in the averages over that time period. When the change from the TFS to CSS is statistically significant, that level is indicated as noted in the table's footnote.

Significant growth was not commonly observed in academic self-concept, but growth from the freshman year to the senior was noted in habits of mind, social self-concept, and social agency constructs for MVNU and the peer comparison groups. However, the amount of growth in MVNU students appears to be less than in the peer institutions.

Construct	MVNU				4 Year Religious Colleges			Nonsectarian, Catholic, Other Religious 4-Year Colleges		
	N	TFS Ave.	CSS Ave.	Change	TFS Ave.	CSS Ave.	Change	TFS Ave.	CSS Ave.	Change
Habits of Mind	189	48.7	51.0	2.3*	50.4	54.9	4.5***	51.9	56.2	4.4***
Academic Self-Concept	186	46.5	46.6	.1	48.5	49.2	.7*	49.8	50.1	.2
Social Self-Concept	186	49.1	51.1	2.0*	49.3	52.4	3.1***	50.2	52.9	2.8***
Social Agency	185	49.8	51.9	2.1*	50.1	54.1	4.1***	50.7	54.5	3.8***

Note: Statistically significant difference between MVNU average and comparison average (* < .05, ** < 01, and *** < .001).

Appendix A: Commonalities with National Peer Colleagues

Item	Theme(s)	MVNU Average	Religious 4-Year College Average	Nonsectarian, Catholic, Other Religious 4-Yearr College Average
Institution contributed to knowledge of a particular field or discipline (strongly agree or agree)	Academic Outcomes	3.58	3.63	3.63
How often you have challenged a professor's idea in class (frequently or occasionally)	Interaction with Faculty; Active and Collaborative Learning	1.64	1.65	1.70
How often you have communicated regularly with professors (frequently or occasionally)	Interaction with Faculty	2.56	2.56	2.54
How satisfied are you with amount of contact with faculty (very satisfied or satisfied)	Interaction with Faculty; Satisfaction with Academic Support and Courses	4.48	4.47	4.43
How satisfied are you with ability to find a faculty or staff mentor (very satisfied or satisfied)	Interaction with Faculty; Satisfaction with Academic Support and Courses	4.09	4.20	4.19
How often you felt faculty provided feedback to assess progress in class (frequently or occasionally)	Interaction with Faculty	2.33	2.35	2.34
How often you felt that your contributions were valued in class (frequently or occasionally)	Interaction with Faculty	2.42	2.43	2.43
How often you felt faculty encouraged you to ask questions and participate in discussions (frequently or occasionally)	Interaction with Faculty	2.58	2.59	2.58
Extent to which faculty showed concern for your program (strongly agree or agree)	Interaction with Faculty	3.12	3.12	3.09
Extent to which faculty empowered you to learn here (strongly agree or agree)	Interaction with Faculty	3.21	3.27	3.26
Extent to which faculty believed in your potential to success academically (strongly agree or agree)	Interaction with Faculty	3.36	3.41	3.39
Faculty expressed stereotypes based on race/ethnicity, gender, sexual orientation or religious affiliation (strongly agree or agree)	Interaction with Faculty; Diversity	2.12	2.08	2.09
Faculty encouraged you to meet them outside of class (strongly agree or agree)	Interaction with Faculty	3.15	3.22	3.21
At least one faculty took an interest in your development (strongly agree or agree)	Interaction with Faculty	3.39	3.42	3.40
How often professors provided encouragement to pursue graduate or professional study (frequently or occasionally)	Interaction with Faculty	2.38	2.42	2.40

Professors provided advice and guidance about educational program (frequently or occasionally)	Interaction with Faculty	2.42	2.46	2.44
Professors provided emotional support and encouragement (frequently or occasionally)	Interaction with Faculty	2.38	2.36	2.30
Professors provided a letter of recommendation (frequently or occasionally)	Interaction with Faculty	2.26	2.29	2.28
Professors helped to improve study skills (frequently or occasionally)	Interaction with Faculty	2.16	2.17	2.17
Faculty provided feedback on academic work beyond grades (frequently or occasionally)	Interaction with Faculty	2.38	2.42	2.42
Faculty provided an opportunity to discuss coursework outside of class (frequently or occasionally)	Interaction with Faculty	2.47	2.53	2.53
Professors helped you in achieving professional goals (frequently or occasionally)	Interaction with Faculty	2.39	2.40	2.37
Professors provided an opportunity to apply learning to "real life" issues (frequently or occasionally)	Interaction with Faculty; Active and Collaborative Learning	2.44	2.46	2.42
How often you worked with classmates on group projects during class (frequently or occasionally)	Academic Enhancement Experiences; Active and Collaborative Learning	2.42	2.41	2.41
How often you worked with classmates on group projects outside of class (frequently or occasionally)	Academic Enhancement Experiences; Active and Collaborative Learning	2.41	2.48	2.48
How often you made a presentation in class (frequently or occasionally)	Academic Enhancement Experiences; Written and Oral Communication	2.71	2.71	2.72
How often you discussed course content with students outside of class (frequently or occasionally)	Active and Collaborative Learning	2.69	2.68	2.68
How often you studied with other students (frequently or occasionally)	Active and Collaborative Learning	2.39	2.34	2.35
How often you performed community service as part of a class (frequently or occasionally)	Active and Collaborative Learning	1.71	1.77	1.75
Class size (very satisfied or satisfied)	Satisfaction with Academic Support and Courses	4.55	4.57	4.54
Relevance of coursework for everyday life (very satisfied or satisfied)	Satisfaction with Academic Support and Courses	3.97	4.02	4.02

Academic advising (very satisfied or satisfied)	Satisfaction with Services and Community	3.79	3.86	3.80
Student housing (very satisfied or satisfied)	Satisfaction with Services and Community	3.50	3.39	3.44
Student health services (very satisfied or satisfied)	Satisfaction with Services and Community; Health and Wellness	3.22	3.36	3.33
Student psychological services (very satisfied or satisfied)	Satisfaction with Services and Community; Health and Wellness	3.57	3.51	3.47
Overall sense of community among students (very satisfied or satisfied)	Satisfaction with Services and Community	3.96	4.06	4.05
How often you took a class that required multiple short papers (frequently or occasionally)	Written and Oral Communication	2.81	2.76	2.75
How often you helped raise money for a cause or campaign (frequently or occasionally)	Civic Engagement	1.75	1.74	1.75
How often you publicly communicated your opinion about a cause (frequently or occasionally)	Civic Engagement	1.73	1.78	1.79
How often you performed volunteer or community service work (frequently or occasionally)	Civic Engagement	2.00	2.01	1.97
Felt discriminated against because of my race/ethnicity, gender, sexual orientation, or religious affiliation (strongly agree or agree)	Diversity; Spirituality/ Religiosity	1.61	1.58	1.63
How often felt depressed (frequently or occasionally)	Health and Wellness	1.75	1.71	1.71
How often sought personal counseling (frequently or occasionally)	Health and Wellness	1.40	1.42	1.42
Met with advisor/counselor about career plans (frequently or occasionally)	Career Planning	2.13	2.21	2.20
Time spent in a typical week in career planning (6 or more hours)	Career Planning	3.10	3.15	3.14
Career-related sources and support (very satisfied or satisfied)	Career Planning	3.60	3.65	3.62
Importance of working for social change (essential or very important)	Career Planning	2.57	2.65	2.65
Importance of personal values after college (essential or very important)	Career Planning	2.88	2.98	2.98
Importance of ability to pay off debt after college (essential or very important)	Career Planning	3.07	3.14	3.10

Appendix B: Differences from National Peer Colleagues

Item Content	Theme(s)	MVNU Average	Religious 4-Year College Average	Nonsectarian, Catholic, Other Religious 4-Yearr College Average
Institution contributed to critical thinking (strongly agree or agree)	Academic Outcomes	3.31	3.48***	3.51***
Institution contributed to problem-solving skills (strongly agree or agree)	Academic Outcomes	3.34	3.45**	3.49***
Institution contributed to foreign language ability (strongly agree or agree)	Academic Outcomes	2.09	2.53***	2.59***
How often in past year you asked questions in class (frequently or occasionally)	Academic Outcomes	2.37	2.46*	2.48**
How often in past year you supported opinions with logical argument (frequently or occasionally)	Academic Outcomes	2.56	2.65*	2.68**
How often in past year you sought solutions to problems and explained them to others (frequently or occasionally)	Academic Outcomes	2.55	2.65**	2.67***
How often in past year you revised papers to improve writing (frequently or occasionally)	Academic Outcomes; Written and Oral Communication	2.37	2.51***	2.52***
How often in past year you evaluated the quality of reliability of information (frequently or occasionally)	Academic Outcome	2.49	2.59**	2.61***
How often in past year you took a risk because you felt you had more to gain (frequently or occasionally)	Academic Outcomes	2.25	2.35*	2.40***
How often in past year you sought alternative solutions to problems (frequently or occasionally)	Academic Outcomes	2.44	2.56**	2.59***
How often in past year you looked up scientific articles and resources (frequently or occasionally)	Academic Outcomes	2.22	2.43***	2.47***
How often in past year you explored topics on your own, even if not required in class (frequently or occasionally)	Academic Outcomes	2.31	2.39	2.42**
How often in past year you accepted mistakes as part of learning process (frequently or occasionally)	Academic Outcomes	2.57	2.64*	2.66**
How often in past year you sought feedback on academic work (frequently or occasionally)	Academic Outcomes	2.50	2.58*	2.59*
How often in past year you integrated skills and knowledge from different sources or experiences (frequently or occasionally)	Academic Outcomes	2.63	2.76***	2.77***
Academic ability (highest 10% or above average)	Academic Outcomes	3.86	3.99*	4.02**
Mathematical ability (highest 10% or above average)	Academic Outcomes	2.95	3.13**	3.20***
Intellectual self-confidence (highest 10% or above average)	Academic Outcomes	3.51	3.75***	3.79***

Writing ability (highest 10% or above average)	Academic Outcomes; Written and Oral Communication	3.47	3.69***	3.74***
Professors provide you an opportunity to work on a research project (frequently or occasionally)	Interaction with Faculty	1.82	1.97**	1.97**
How often you worked on independent study projects (frequently or occasionally)	Academic Enhancement Experiences	2.07	2.20*	2.21*
How often you tutored another college student (frequently or occasionally)	Academic Enhancement Experiences; Active and Collaborative Learning	1.54	1.68**	1.67**
How often you contributed to class discussions (frequently or occasionally)	Academic Enhancement Experiences; Active and Collaborative Learning; Written and Oral Communication	2.55	2.68***	2.69***
How often in past year you asked a question in class (frequently)	Active and Collaborative Learning	2.37	2.46*	2.48**
How often in past year you sought feedback on academic work (frequently)	Active and Collaborative Learning	2.50	2.58*	2.59*
How often in past year you integrated skills and knowledge for different sources and experiences (frequently)	Active and Collaborative Learning	2.63	2.76***	2.77***
How often you posted on a course-related on-line discussion board (frequently or occasionally)	Active and Collaborative Learning	2.39	2.06***	2.06***
How often you had meaningful and honest discussion about race/ethnic relations outside class with someone from a different racial/ethnic group (very often or often)	Active and Collaborative Learning	2.89	3.17***	3.23***
How often you had intellectual discussion outside of class with someone from a different racial/ethnic group (very often or often)	Active and Collaborative Learning; Diversity	3.07	3.40***	3.47***
How often you studies or prepared for class with someone from a different racial/ethnic groups (very often or often)	Active and Collaborative Learning; Diversity	3.05	3.50III	3.59***
General education or core curriculum courses (very satisfied or satisfied)	Satisfaction with Academic Support and Courses	3.72	3.87*	3.92**
Laboratory facilities and equipment (very satisfied or satisfied)	Satisfaction with Academic Support and Courses	3.60	3.74*	3.80**

Library resources (very satisfied or satisfied)	Satisfaction with Academic Support and Courses	3.75	4.01***	4.02***
Technology resources (very satisfied or satisfied)	Satisfaction with Academic Support and Courses	3.41	3.80***	3.82***
Tutoring or other academic assistance (very satisfied or satisfied)	Satisfaction with Academic Support and Courses	3.67	3.84**	3.82*
Course in major field (very satisfied or satisfied)	Satisfaction with Academic Support and Courses	4.08	4.28***	4.27**
Relevance of coursework to future career plans (very satisfied or satisfied)	Satisfaction with Academic Support and Courses; Career Planning	3.91	4.04*	4.03
Overall quality of instruction (very satisfied or satisfied)	Satisfaction with Academic Support and Courses	4.08	4.24**	4.24**
Overall college experience (very satisfied or satisfied)	Satisfaction with Academic Support and Courses; Satisfaction with Services and Community	4.11	4.23*	4.24*
If you could make you college choice over, would you still choose the current college (definitely yes or probably yes)?	Satisfaction with Academic Support and Courses; Satisfaction with Services and Community	3.03	3.18*	3.19**
Financial aid page (very satisfied or satisfied)	Satisfaction with Services and Community	3.23	3.52***	3.57***
Availability of campus social activities (very satisfied or satisfied)	Satisfaction with Services and Community	3.57	3.86***	3.87***
Respect for the expression of diverse beliefs (very satisfied or satisfied)	Satisfaction with Services and Community	3.36	3.78***	3.82***
Racial/ethnic diversity of student body (very satisfied or satisfied)	Satisfaction with Services and Community	3.10	3.36***	3.40***
How often you took a class that required one or more 10+ papers (frequently or occasionally)	Written and Oral Communication	2.11	2.29***	2.33***
Public speaking ability (highest 10% or above average)	Written and Oral Communication	3.39	3.53*	3.56**

How often you demonstrated for a cause (frequently or occasionally)	Civic Engagement	1.17	1.25*	1.30***
Institution contributed to understanding of problems facing your community (strongly agree or agree)	Civic Engagement	2.92	3.05**	3.08**
Institution contributed to understanding of national issues (strongly agree or agree)	Civic Engagement	2.62	2.88**	2.95**
Institution contributed to understanding of global issues (strongly agree or agree)	Civic Engagement	2.62	2.93**	2.99**
How often you discussed politics (frequently or occasionally)	Civic Engagement	1.77	1.85	1.89**
How often you worked on a local, state, or national political campaign (frequently or occasionally)	Civic Engagement	1.06	1.10	1.11*
I am interested in seeking information about current social and political issues (strongly agree or agree)	Civic Engagement	2.53	2.70**	2.77**
Ability to see the world from someone else's perspective (highest 10% or above average)	Civic Engagement; Diversity	4.04	4.12	4.14*
Tolerance for others with different beliefs (highest 10% or above average)	Civic Engagement; Diversity	3.92	4.07**	4.13***
Openness to having own views challenged (highest 10% or above average)	Civic Engagement; Diversity	3.64	3.77*	3.84***
Ability to discuss and negotiate controversial issues (highest 10% or above average)	Civic Engagement; Diversity	3.71	3.89**	3.95***
Ability to work cooperatively with diverse people (highest 10% or above average)	Civic Engagement; Diversity	4.02	4.24***	4.27***
How important to influence social values (essential or very important)	Civic Engagement	2.54	2.66	2.67*
How important to help others who are in difficulty (essential or very important)	Civic Engagement	3.33	3.26	3.21*
How important to participate in a community action program (essential or very important)	Civic Engagement	2.25	2.47***	2.47***
How important to help to promote racial understanding (essential or very important)	Civic Engagement	2.25	2.53***	2.55***
How important to keep up to date with political affairs (essential or very important)	Civic Engagement	2.11	2.39***	2.47***
How important to become a community leader (essential or very important)	Civic Engagement	2.34	2.47	2.49*
Institution contributed to knowledge of people from different races/cultures (strongly agree or agree)	Diversity	2.86	3.10***	3.13***
College's respect for the expression of diverse beliefs (very satisfied or satisfied)	Diversity	3.36	3.78***	3.82***
Racial/ethnic diversity of the student body (very satisfied or satisfied)	Diversity	3.10	3.36***	3.40***
A lot of racial tension on campus (strongly agree or agree)	Diversity	1.81	1.92*	2.03***
How often dined or shared a meal with students from other racial/ethnic groups (very often or often)	Diversity	3.29	3.48***	3.64***

How often had meaningful and honest discussions about race/ethnic relations outside class (very often or often)	Diversity	2.89	3.17***	3.23***
How often had guarded or cautious interactions from other racial/ethnic group (very often or often)	Diversity	2.02	2.31***	2.36***
How often shared personal feelings and problems with students from other racial/ethnic groups (very often or often)	Diversity	3.06	3.35***	3.38***
How often had tense, somewhat hostile interactions with other racial/ethnic group (very often or often)	Diversity	1.62	1.76*	1.84**
How often felt insulted or threatened because of race/ethnicity (very often or often)	Diversity	1.33	1.53**	1.61***
How often socialized or partied with students from other racial/ethnic groups (very often or often)	Diversity	2.90	3.35***	3.52***
How important to improve my understanding of other countries and cultures	Diversity	2.83	2.97*	2.96*
Same-sex marriage should have the right to legal marital status (agree strongly or agree somewhat)	Diversity	2.32	3.02***	3.33***
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions (agree strongly or agree somewhat)	Diversity	2.23	2.35*	2.38**
Time spent in a typical week exercising or in sports (11 or more hours)	Health and Wellness	3.55	3.97***	4.05***
Time spent in a typical week partying (11 or more hours)	Health and Wellness	1.55	2.56***	3.12***
How often smoked cigarettes (frequently or occasionally)	Health and Wellness	1.08	1.17**	1.21***
How often felt overwhelmed by all to do (frequently or occasionally)	Health and Wellness	2.47	2.38*	2.35**
How often drank beer (frequently or occasionally)	Health and Wellness	1.36	1.83***	2.03***
How often drank wine or liquor (frequently or occasionally)	Health and Wellness	1.44	1.96***	2.15***
How much time in a typical week is spent in prayer or meditation ((3 or more hours)	Spirituality/ Religiosity	3.10	2.34***	2.05***
How often spent time attending a religious service (frequently or occasionally)	Spirituality/ Religiosity	2.66	2.01***	1.80***
How often discussed religion (frequently or occasionally)	Spirituality/ Religiosity	2.48	2.09***	1.94***
Rate self on spirituality (highest 10% or above average)	Spirituality/ Religiosity	3.56	3.22***	3.19***
How important is it to develop a meaningful philosophy of life (essential or very important)	Spirituality/ Religiosity	2.56	2.82***	2.82***
How important is it to integrate spirituality into my life (essential or very important)	Spirituality/ Religiosity	3.40	2.82***	2.57***
Institution contributed to preparedness for employment after college (strongly agree or agree)	Career Planning	3.07	3.16	3.19*

Institution contributed to preparedness for graduate or advanced education (strongly agree or agree)	Career Planning	3.05	3.22***	3.25***
Importance of being well off financially after college (essential or very important)	Career Planning	2.52	2.81***	2.91***
Importance of making a theoretical contribution to science after college (essential or very important)	Career Planning	1.57	1.84***	1.91***
Importance of high income potential after college (essential or very important)	Career Planning	2.26	2.56***	2.70***
Importance of social recognition or status after college(essential or very important)	Career Planning	1.89	2.15***	2.25***
Importance of a stable, secure future after college (essential or very important)	Career Planning	2.92	3.19***	3.26***
Importance of creativity and innovation after college (essential or very important)	Career Planning	2.67	2.82*	2.86**
Importance of availability of jobs after college (essential or very important)	Career Planning	2.87	3.04**	3.06***
Importance of leadership potential after college (essential or very important)	Career Planning	2.67	2.86**	2.91***
Importance of work/life balance after college (essential or very important)	Career Planning	3.23	3.37**	3.37**
Importance of opportunity for innovation after college (essential or very important)	Career Planning	2.57	2.84***	2.90***

Note: Statistically significant difference between MVNU average and comparison average (* < .05, ** < 01, and *** < .001).