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WABASH NATIONAL STUDY OF  
**Liberal Arts** Education

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Gustavus Adolphus College  
Data from the First Year  
2006–2007

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## Overview of Findings from the First Year of the Wabash National Study of Liberal Arts Education

### Introduction

In this section, we will provide you with an overview of the findings from the first year of the Wabash National Study and a summary of findings to date for Gustavus Adolphus College. Before we do, we would like to call your attention to several key points that you should keep in mind while reviewing the findings:

1. We have only followed the students for six months so far, a relatively short period of time. We both hope and expect to see larger changes after four years of college when we collect data again.
2. Although the study is longitudinal and we have statistically controlled for many important characteristics and qualities that students bring to college,<sup>1</sup> it is still important to exercise caution in drawing conclusions about the extent to which experiences cause students to change on learning outcomes. Since we cannot randomly assign students to colleges, or to experiences within those colleges, it is *possible* that the relationships we have identified between teaching conditions and institutional practices and student growth are mediated by some other as yet unidentified causes.
3. We have used well-known instruments and surveys to measure student learning; however, as we have indicated throughout this project, these measures are not as authentic as the exams, papers, and projects your students complete in their work at your institution. They do provide, however, an additional source of information that you can use in your efforts to enhance your institution's impact on your students.
4. The surveys that we use to examine what students are experiencing inside and outside of the classroom are all based on students' reports of how they are interpreting their experience. We do not tout such reports as "objective measures" of what they are encountering at your institution. However, these self-reports are still informative because they give an idea of how your students are experiencing your institution, and because, self-report or not, they correlate with the extent to which your students are changing on many of our outcome measures.

### Review of National Findings

#### I – How much did students change on the outcome measures?

In the fall of 2006, 4,501 students from nineteen different institutions completed the first phase of the study, and in the following spring, 3,081 students returned to complete the second phase. In the discussion that follows below, we will look at the 3,081 students who completed *both* the fall and the spring phases of the study.

It is fair to say that we were surprised and somewhat disappointed by the lack of change on many of our outcome measures. The largest positive change nationally was students' growth in moral reasoning, which improved by about 10% over the first two semesters of college. We used

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<sup>1</sup> See footnote 6 for more detail on the background characteristics for which we have statistical controls.

the Defining Issues Test-2<sup>2</sup> to gauge student’s moral reasoning, and students improved on both the traditional (P-score) and on more recent (N2 score) measures of their ability to employ theoretical frameworks and moral ideals in their reasoning about complex moral dilemmas. On the other hand, although students’ improvement on the CAAP Critical Thinking test was statistically significant, the change was so small (less than 1% increase) that it was practically meaningless. (See Table 1 below)

**Table 1: Spring/Fall Comparison – Critical Thinking and Moral Reasoning (average/standard deviation)**

	Spring 2007	Fall 2006	Difference
<b>CAAP Critical Thinking Test</b>			
Critical Thinking score	64.36 / 5.47	63.79 / 5.15	0.57*
<b>Defining Issues Test 2 (DIT2)</b>			
P-score	41.44 / 15.93	37.49 / 15.22	3.96*
N2 score	40.56 / 15.40	35.89 / 15.05	4.67*

\* statistically significant change at or below the 0.05 level

As shown in Table 2 below, students also changed very little on the different scales that we used to measure well-being and leadership. The Ryff Scales of Psychological Well-Being focus on six different components of well-being and positive psychological functioning, while the Socially Responsible Leadership Scale examines eight different aspects of leadership focused on creating positive social change. Although there are several statistically significant changes in the scales in Table 2, these changes are all very small.

**Table 2: Spring/Fall Comparison – Leadership and Well-Being (average/standard deviation)**

	Spring 2007	Fall 2006	Difference
<b>Ryff Scales of Psychological Well-Being</b>			
Self-Acceptance	4.55 / 0.81	4.59 / 0.78	-0.03
Positive Relations with Others	4.68 / 0.78	4.67 / 0.77	0.01
Autonomy	4.34 / 0.74	4.32 / 0.76	0.02
Environmental Mastery	4.35 / 0.75	4.38 / 0.69	-0.03
Purpose in Life	4.66 / 0.74	4.71 / 0.70	-0.05*
Personal Growth	4.69 / 0.67	4.71 / 0.64	-0.02
<b>Socially Responsible Leadership Scale</b>			
Consciousness of Self	3.98 / 0.55	3.94 / 0.55	0.03*
Congruence	4.17 / 0.57	4.17 / 0.56	0.00
Commitment	4.39 / 0.52	4.43 / 0.51	-0.04*
Collaboration	4.04 / 0.49	4.04 / 0.48	0.00
Common Purpose	4.02 / 0.48	4.01 / 0.46	0.00
Controversy with Civility	3.90 / 0.47	3.88 / 0.47	0.01
Citizenship	3.97 / 0.59	3.98 / 0.59	-0.01
Change	3.75 / 0.54	3.73 / 0.53	0.03*

\* statistically significant change at or below the 0.05 level

<sup>2</sup> Please see the “Guide to Outcome Measures” in Section 2 for detailed descriptions of all of the outcome measures and see Appendix C for copies of all of the tests and surveys.

Of greater concern were the small but consistent declines that we saw in students' attitudes about diversity. Table 3 below shows the changes in students' scores on the scales that we use to measure views about diversity. The questions in these scales focus on the interest, comfort, and appreciation that students have for people from diverse intellectual, cultural, and ethnic backgrounds. While these changes are often small, there is a consistent downward pattern across all of these measures.

**Table 3: Spring/Fall Comparison – Attitudes toward Diversity (average/standard deviation)**

	Spring 2007	Fall 2006	Difference
<b>Miville-Guzman Universality-Diversity Scale</b>			
Full Scale score	4.59 / 0.66	4.64 / 0.62	-0.06*
Diversity of Contact Subscale score	4.19 / 0.98	4.27 / 0.95	-0.08*
Relativistic Appreciation Subscale score	4.74 / 0.74	4.83 / 0.66	-0.09*
Comfort with Differences Subscale score	4.82 / 0.81	4.83 / 0.78	-0.01
<b>Orientation toward Learning Scales</b>			
Openness to Diversity and Challenge	3.78 / 0.70	3.92 / 0.62	-0.15*

\* statistically significant change at or below the 0.05 level

Finally, we also observed a somewhat larger and consistent decline in students' academic motivation and their interest in academic subject matter, community involvement, and professional success. We found these declines to be especially troublesome because these attitudes and values may shape the extent to which students engage with subsequent college work.

**Table 4: Spring/Fall Comparison – Life Goals and Academic Orientation Surveys (average/standard deviation)**

	Spring 2007	Fall 2006	Difference
<b>Life Goals and Orientation toward Learning Scales</b>			
Contribution to the Arts	1.76 / 0.79	1.85 / 0.78	-0.09*
Contribution to the Sciences	1.75 / 0.86	1.90 / 0.83	-0.15*
Political and Social Involvement	2.58 / 0.58	2.68 / 0.51	-0.10*
Professional Success	2.35 / 0.70	2.46 / 0.68	-0.11*
Academic Motivation	3.35 / 0.60	3.60 / 0.55	-0.25*
Positive Attitude toward Literacy	3.30 / 0.79	3.35 / 0.74	-0.05*
<b>Need for Cognition Scale</b>			
Need for Cognition score	3.50 / 0.63	3.51 / 0.61	-0.02

\* statistically significant change at or below the 0.05 level

How do we explain these findings? First, it is important to remember that we are only looking at students' first six months of college. Given both the very short amount of time and the challenges of adjusting to college life, it may not be surprising to see such small changes on our outcome measures. Colleagues who have seen these results have also suggested that students might be "underwhelmed" by their college experience. Students might have entered college with unrealistic expectations and found the reality of college life somewhat disappointing. Others have suggested that some experiences, such as thinking about things from a different perspective and interacting with people from different backgrounds, might have appealed to students in the

abstract when they entered college, but then turned out to be quite challenging—and possibly even a little uncomfortable—once they encountered the reality of college. We have not yet evaluated these possibilities, but our findings about the levels at which students are experiencing good teaching practices and supportive institutional conditions may help us understand part of the reason that student growth is, overall, so low.

## **II – What teaching practices and institutional conditions appear to be influencing student growth?**

Despite the fact that students do not appear, overall, to be changing in a positive direction in the first year, we have identified a number of teaching practices and institutional conditions that predict gains on virtually all of the outcomes we are measuring in the study. This finding is especially important because it points to conditions that may, over the course of the next two years, boost the small changes we have seen to date.

We asked students many different questions about their experiences in college.<sup>3</sup> In order to make sense of this large amount of information, we first had to find a way to reduce the data into meaningful and more manageable chunks. We used a statistical technique called factor analysis to examine student responses to questions about their college experiences and to locate “clusters” or subsets of questions that focused on core elements of student experience. All of the questions in an identified cluster measure some underlying component of student experience. Using common social science language, we refer to these clusters as “scales” because we can add the student responses on each question in the scale to get an overall score for the scale. We can then look to see if higher and lower scores on the scale predict the extent to which students changed over the course of the first year on our outcomes.

We ultimately identified six distinct scales of teaching practices and institutional conditions:

- *Good Teaching and High Quality Interactions with Faculty*
- *Academic Challenge and High Expectations*
- *Diversity Experiences*
- *Frequency of Interacting with Faculty and Staff*
- *Frequency of Interacting with Peers*
- *Cooperative Learning*

Three of these scales predicted student growth on a wide range of outcomes.<sup>4</sup> The relationship between the remaining three scales and growth on the outcomes was much more limited.

The three scales that predicted growth on many of our outcome measures are as follows:

1. *Good Teaching and High Quality Interactions with Faculty* – Includes 23 questions asking students about their experiences with the following:<sup>5</sup>
  - a. Faculty interest in teaching and student development
    - Example – To what extent do you agree that most faculty with whom you have had contact are genuinely interested in students?

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<sup>3</sup> See Appendix C for copies of the college experience questions in the Student Experiences Survey and National Survey of Student Engagement.

<sup>4</sup> We refer to these three clusters as “good practices scales” elsewhere in this report.

<sup>5</sup> See “Effective Practices and Experiences from the Wabash National Study” in Section 1 for a complete list of the questions included in these three scales.

- Example – To what extent do you agree that most faculty with whom you have had contact are genuinely interested in teaching?
  - b. Prompt feedback
    - Example – How often have faculty informed you of your level of performance in a timely manner?
  - c. Quality of nonclassroom interactions with faculty
    - Example – To what extent do you agree that your nonclassroom interactions with faculty have had a positive influence on your intellectual growth and interest in ideas?
  - d. Teaching clarity and organization
    - Example – How often have faculty given clear explanations?
    - Example – How often have faculty made good use of examples and illustrations to explain difficult points?
2. *Academic Challenge and High Expectations* – Includes 31 questions asking students about their experiences with the following:
- a. Academic challenge and effort
    - Example – In your experience at your institution during the current school year, how often have you worked harder than you thought you could to meet an instructor's standards or expectations?
  - b. Frequency of higher-order exams and assignments
    - Example – How often have exams or assignments required you to argue for or against a particular point of view and defend your argument?
  - c. Challenging classes and high faculty expectations
    - Example – How often have faculty asked you to point out any fallacies in basic ideas, principles, or points of view presented in the course?
  - d. Integrating ideas, information, and experiences
    - Example – To what extent do you agree that courses have helped you understand the historical, political, and social connections of past events?
    - Example – In your experience at your institution during the current school year, how often have you worked on a paper or project that required integrating ideas or information from various sources?
3. *Diversity Experiences* – Includes 9 questions asking students about their experiences with the following:
- a. Diversity experiences
    - Example – How often have you attended a debate or lecture on a current political/social issue during this academic year?
    - Example – In your experience at your institution during the current school year, how often have you had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values?
  - b. Meaningful discussions with diverse peers
    - Example – How often have you had discussions regarding inter-group relations with diverse students (e.g., students differing from you in race, national origin, values, religion, political views) while attending this college?



After controlling for a wide array of qualities that students bring with them to college, higher levels of the experiences identified in these three scales predict growth on nearly every outcome measure that we have in the study.<sup>6,7</sup> (See Table 5 below)

**Table 5: Correlation between Good Practices and Outcomes (+/- indicates significant positive or negative relationship)**

	<b>Good Teaching</b>	<b>Academic Challenge</b>	<b>Diversity Experiences</b>
<b>CAAP Critical Thinking Test</b>			
Critical Thinking score	+		+
<b>Defining Issues Test 2</b>			
P-score		+	
N2-score	+	+	
<b>Ryff Scales of Psychological Well Being</b>			
Self-Acceptance	+	+	-
Positive Relations With Others	+	+	
Autonomy	+	+	+
Environmental Mastery	+	+	
Purpose in Life	+	+	-
Personal Growth	+	+	+
<b>Socially Responsible Leadership Scale</b>			
Consciousness of Self	+	+	
Congruence	+	+	+
Commitment	+	+	
Collaboration	+	+	
Common Purpose	+	+	+
Controversy w/ Civility	+	+	+
Citizenship	+	+	+
Change		+	+
<b>Miville-Guzman Universality-Diversity Scale</b>			
Full Score	+	+	+
Diversity of Contact	+		+
Relativistic Appreciation	+	+	+
Comfort with Differences	+	+	+
<b>Orientation toward learning scales</b>			
Openness to Diversity	+	+	+

<sup>6</sup> We statistically controlled for an incoming student's score on each outcome measure; for gender, ethnicity, parental education, the student's age, whether or not the student had dependents, the ethnic/racial composition of the student's high school, the student's high school involvement, the student's educational goals, full-time enrollment, whether or not the institution was the student's first choice, the student's incoming academic motivation, and the type of institution the student attends; and for whether or not the student is an athlete, belongs to a fraternity or sorority, lives on campus, and is working.

<sup>7</sup> To determine whether each factor made a unique contribution to change in the outcome, we also entered all of the factors into the analysis simultaneously. The outputs for these analyses are located in Appendix D.



<b>Life goals and orientation toward learning scales</b>			
Contribution to the Arts		–	+
Contribution to the Sciences			
Political Social Involvement	+	+	+
Professional Success		+	
Academic Motivation	+	+	–
Positive Attitude Toward Literacy	+	+	+
<b>Need for Cognition Scale</b>			
Need for Cognition score	+	+	+

As you can see, student responses to the questions on the *Good Teaching and High Quality Interactions with Faculty*, *Academic Challenge and High Expectations*, and *Diversity Experiences* scales correlate significantly with growth on most of the outcomes that we measured. The *Good Teaching* questions had a significant positive impact on 24 of the 29 outcomes, the questions on *Academic Challenge* had a significant positive effect on 25 of the 29 outcomes, and the questions on *Diversity Experiences* had a significant positive impact on 17 of the 29 outcomes.

We should point out that there were also a few negative effects. For example, students who reported experiencing high levels of *Academic Challenge and High Expectations* were more likely to decline on the extent to which they valued making a contribution to the arts, and students with high levels of *Diversity Experiences* were more likely to have lower scores on two of our well-being scales and on academic motivation. However, overall, *Good Teaching and High Quality Interactions with Faculty*, *Academic Challenge and High Expectations*, and *Diversity Experiences*, as defined by the questions in these scales, all have a positive impact on outcomes, ranging from critical thinking and interest in doing difficult intellectual work to well-being and leadership.

It is important to note that we did not begin our research with the idea that particular practices or conditions were more effective than others. Rather, we identified the experiences in these three high-impact scales based on evidence from this study, including data from your students. These findings are especially interesting in light of the fact that they point to the impact of well-known good practices that *are not* contingent, as far as we know, on a specific institutional context or academic discipline.

As we indicated earlier, there were three scales measuring familiar teaching practices and conditions that had a much weaker or more mixed relationship with the outcomes that we examined:

- *Frequency of Interacting with Faculty and Staff* – While student reports that faculty were genuinely interested in their development or had a positive influence on their personal growth was correlated with student development on the outcomes,<sup>8</sup> the *frequency* with which students interacted with faculty and staff influenced only a few outcome measures, including academic motivation, the desire to contribute to the sciences and the arts, and the desire for professional success. Although these are important outcomes, the frequency

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<sup>8</sup> These two questions are among the questions in the *Good Teaching and High Quality Interactions with Faculty* scale.

of interacting with faculty and staff also had a *negative* relationship with the development of moral reasoning and critical thinking. This last result may occur because many students who interact frequently with faculty may be doing so because they are having academic difficulty. In any case, the small impact of this cluster of questions may indicate that the quality of students' interactions with faculty and staff matters more than the quantity of these interactions.

- *Frequency of Interacting with Peers* – The frequency of peer interactions was positively related to growth on our measures of leadership and well-being. However, it was negatively related to academic motivation, the desire to engage in challenging intellectual work, and the desire to be politically and socially involved in the community.
- *Cooperative Learning* – Working in study groups or with peers on projects in and out of class was positively related to growth on some of our measures of leadership, to students' desire to contribute to the sciences, and to students' desire for professional success, but little else. Cooperative learning is a familiar and important pedagogy, but based on our analyses, once we take into account the kinds of basic good practices that are captured in the *Good Teaching and High Quality Interactions with Faculty*, *Academic Challenge and High Expectations*, and *Diversity Experiences* scales, cooperative learning does not add much in predicting student growth. One possibility that could account for this surprising finding is that faculty and staff who are likely to utilize this pedagogy are also people who are already engaging in practices included in our *Good Teaching*, *Academic Challenge*, and *Diversity* scales, so engaging in cooperative learning as a specific pedagogy is not contributing an additional impact beyond those practices.

We were surprised by the fact that these three scales did not correlate with many of our outcome measures, but that is what the data indicate to this point.

### **III – How frequently are students experiencing these effective teaching practices and conditions?**

Given our finding that three core sets of student experiences are correlated with student growth on our outcomes, the next obvious question is, “How often are students experiencing these important practices and conditions?” To get at this question, we created three simple categories to describe the extent to which students are getting high scores on these scales of good teaching practices and institutional conditions.<sup>9</sup>

- **Strong** for students who typically responded “frequently” or “often” to questions about the good practices and conditions
- **Moderate** for students who typically responded “sometimes” or “occasionally” to questions about the good practices and conditions
- **Weak** for students who typically responded “never” or “rarely” to questions about the good practices and conditions

There is both good and challenging news in the results of this analysis. As shown in Table 6 below, a substantial portion of students at all institutions report high levels of the experiences in the *Good Teaching and High Quality Interactions with Faculty* scale, and a small proportion of students report very low levels of these conditions. On the other hand, the majority of students

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<sup>9</sup> See Appendix B for more details on this process.

report that they are experiencing these good practices and conditions only “sometimes” or “occasionally.”

**Table 6: Good Teaching and High Quality Interactions with Faculty**

	<b>Strong</b>	<b>Moderate</b>	<b>Weak</b>
<b>Small Institutions</b>	44%	56%	<1%
<b>Large Institutions</b>	28%	72%	1%

The same pattern is clear for the experiences measured by the *Academic Challenge and High Expectations* scale. However, the proportion of students in the strong category is lower, while the proportion in the middle category is even greater, regardless of the type of institution that students attend.

**Table 7: Academic Challenge and High Expectations**

	<b>Strong</b>	<b>Moderate</b>	<b>Weak</b>
<b>Small Institutions</b>	26%	74%	<1%
<b>Large Institutions</b>	18%	82%	0

Table 8 shows a different pattern for *Diversity Experiences*. A considerable portion of students at all institutions report “never” or “rarely” having these kinds of experiences, and there are very few students who report having the highest levels of the teaching practices and institutional conditions identified in this scale.

**Table 8: Diversity Experiences**

	<b>Strong</b>	<b>Moderate</b>	<b>Weak</b>
<b>Small Institutions</b>	5%	84%	12%
<b>Large Institutions</b>	3%	83%	14%

A critical point to bear in mind in reviewing these tables is that the different categories of experience—strong, moderate, and weak—predict different levels of growth on the outcomes. Students who report higher levels of the experiences measured by these three scales are more likely to grow on the outcomes than students who have moderate levels of these experiences. Students with moderate levels of these experiences are also more likely to grow than students with the weakest level of these experiences. Given concerns about the validity of students’ self-reports, we feel it is important to emphasize this point. Although students’ reports about their college experiences may not always be entirely accurate (and while you may disagree with the way we have assigned survey responses to the strong, moderate, and weak categories as described in Appendix B), these three categories predict different levels of growth on our outcome measures.

This brings us back full circle to our finding that, on the whole, students change very little on the outcomes that we have measured over their first year in college. Despite the fact that students do not change, we have also found a set of teaching practices and conditions that predict student growth on the outcomes. This seems to suggest that across the institutions in this study, these effective teaching practices and institutional conditions are not prevalent enough to produce widespread change. Indeed, the data from the first year of the study also indicate that most of our students are experiencing moderate levels of these important practices and conditions. Thus, one hope for improving student growth on the outcomes is to expand the degree to which students encounter these supportive conditions and practices. It is, of course, true that students themselves

bear some responsibility to seek out these conditions and practices, and as part of the course of our work over the next year or so, we will talk with students about the factors that may impede many of them from more deeply engaging with their education. At the same time, we bear an educational responsibility to find ways to strengthen the impact of their education at our institutions.

## **Review of Institutional Findings**

The institutional summary in this section represents our holistic sense of the data after looking across a variety of information. In particular, we focused on the “Effective Practices and Experiences from the Wabash National Study” document and the Good Practice Scales and Subscales Data Tables from Section One and the Fall-Spring Change Data Tables for Outcome Measures in Section Two.

### **How did students at Gustavus Adolphus College perform on our measures?**

Like students at most of the institutions in the study, students at Gustavus Adolphus College did not exhibit significant change in their first year on most of the outcomes we examined. This does not mean that Gustavus’s students did not learn a great deal in their classes or that Gustavus did not have an important impact on student development during the first year. Rather, it means that by the light of our limited measures at least, Gustavus’s students did not change to a palpable degree on some of the broader outcomes, such as critical thinking, which are not situated within single courses or programs. The notable exception is the fact that Gustavus students did, on average, improve on our measures of moral reasoning, and they also gained on two of the well-being scales and one of the leadership scales.

One negative change that may be important to note is the decline in your students’ reported academic motivation. We measure academic motivation with a series of eight questions that ask students to evaluate practices like “the extent to which you are willing to work hard in a course to learn the material even if it won’t lead to a higher grade” or “the extent to which you frequently did more reading in a class than was required simply because it interested you.” Our sense is that these questions may help us identify the kinds of students who “blossom” and become interested in college work. Therefore, this may be an important variable to follow more closely at your campus.

In terms of student experiences, there are a number of pieces of good news. A large proportion of Gustavus students report that their faculty are very interested in teaching and student development, that they have high-quality nonclassroom interactions with faculty, and that they experience clear and organized teaching. Generally, the reports of Gustavus Adolphus students are good, but not as strong on different aspects of *Academic Challenge and Expectations*. Finally, like students at most schools in the study, Gustavus students report relatively modest levels of high-impact diversity experiences.

The important thing to keep in mind about the three clusters of student experiences we have highlighted in this report is that the degree of student growth is connected with the frequency of many of these experiences, so improving the experiences of students who are in the moderate and weak categories will most likely have a positive impact on student change. In a manner of speaking, finding ways to improve the experiences of students in the moderate and weak categories represents a golden opportunity for institutional improvement.

## **Conclusion**

We have only begun to analyze the data from the first year. Among the important pieces that are forthcoming is information about whether the conditions and practices differentially impact students from different backgrounds, about the impact of alcohol consumption, and many other analyses. We will also work with you in any way we can to help you translate this information into positive action at your institution. We are happy to make presentations at your campus, work with faculty development programs, run institution-specific analyses, conduct follow-up interviews with your students, or do anything else that would be of assistance. Please do not hesitate to contact us if you have any questions about these analyses or the study, or if you would like to talk about ways that we can help you use this information to improve student learning at your institution. Finally, we thank you once again for all of your patience and hard work in implementing this massive project. We deeply appreciate the good fortune that we have had to collaborate with so many good, dedicated colleagues across the country.

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# Section One

## Good Practice Scales and Subscales

## **Gustavus Adolphus College Effective Practices and Experiences from the Wabash National Study**

In our research thus far, we have found that three broad categories of teaching practices and institutional conditions predict growth on a wide variety of student outcomes including leadership, openness to diversity and challenge, political and social involvement, and positive attitude toward literacy. These categories of good teaching practices and supportive institutional conditions correspond to scales empirically derived from survey questions in the Wabash National Study:

- **Scale 1 – Good Teaching and High Quality Interactions with Faculty** ( $\alpha^1 = 0.92$ ), which includes the following subscales:
  - Faculty interest in teaching and student development
  - Prompt feedback
  - Quality of nonclassroom interactions with faculty
  - Teaching clarity and organization
- **Scale 2 – Academic Challenge and High Expectations** ( $\alpha = 0.88$ ), which includes the following subscales:
  - Academic challenge and effort
  - Frequency of higher-order exams and assignments
  - Challenging classes and high faculty expectations
  - Integrating ideas, information, and experiences
- **Scale 3 – Diversity Experiences** ( $\alpha = 0.80$ ), which includes the following subscales:
  - Diversity experiences
  - Meaningful discussions with diverse peers

Your students answered a variety of questions about their experiences with these good teaching practices and supportive institutional conditions. We added each student's responses to the questions in each scale to create scores for the three good practice scales and ten good practice subscales above. In essence, these scores are nothing more than devices designed to give you a sense of the extent to which your students are experiencing teaching practices and institutional conditions that will help them learn.

The higher that students score on each scale, the more they grow on the outcomes. Similarly, the larger the proportion of your students that have high good practice scores, the more your institution's average scores on the outcomes measures will increase. The opposite is also true, the lower your students' good practice scores are, the less likely your students are to grow on the outcomes.

Although the experiences in these scales appear to produce similar outcomes—for example all three scales have an impact on openness to diversity and challenge—our research indicates that each scale makes a unique contribution to the development of learning outcomes. Hence, providing greater levels of these experiences across the scales should promote greater levels of student learning.

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<sup>1</sup> Refers to Chronbach's alpha.



In order to help you identify which students are and are not getting adequate levels of these experiences, we have classified students' scores as one of the following:<sup>2</sup>

- **Strong:** These students reported “often” or “very often” when asked about the extent to which they experienced good teaching practices and supportive institutional conditions. They are already having a good, high-impact college experience. They would still benefit from changes aimed at helping students in the “moderate” and “weak” categories, but they are probably not the students whom you need to target.
- **Moderate:** The students in this category reported “sometimes” or “occasionally” when asked about the extent to which they experienced good teaching practices and supportive institutional conditions. These students are experiencing modest levels of good teaching and supportive institutional practices, but they would gain much more on the outcomes if they were more deeply engaged in these practices and conditions.
- **Weak:** The students in this category reported “never,” “rarely,” or “neutral” when asked about the extent to which they experienced these good teaching conditions and supportive institutional practices. These students may be completely disengaged from your institution.

Our data shows that students in these three categories experience different levels of growth on the outcomes. Students in the *Weak* category do not grow as much on the outcomes as do students in the *Moderate* category, and students in the *Strong* category grow the most on our outcome measures.

You can improve the impact of your institution by helping students experience more of the good teaching practices and supportive institutional conditions described above. One simple way to think about this is to consider either what changes will help you or what factors are preventing you from moving students at your institution from the *Weak* and *Moderate* categories to the *Strong* category.

## Scale 1 – Good Teaching and High Quality Interactions with Faculty

Students who have higher scores on this scale are more likely to grow on our measures of:

- Academic Motivation
- Critical Thinking
- Diversity and Challenge
- Leadership
- Moral Reasoning
- Need for Cognition
- Political and Social Involvement
- Positive Attitude toward Literacy
- Well-Being

### Scale Scores

The proportion of students at your institution and other institutions in the study at the *Strong*, *Moderate*, and *Weak* levels of the practices and conditions measured by this scale is shown in the table below:

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<sup>2</sup> See Appendix B for a detailed description of how we developed these classifications.

	<i>Strong</i>	<i>Moderate</i>	<i>Weak</i>
Gustavus Adolphus College	39%	61%	0%
Small Institutions	44%	56%	0%
Large Institutions	28%	72%	1%

### Subscale Scores

The proportion of students at your institution who are at the *Strong*, *Moderate*, and *Weak* levels for each of the subscales in the *Good Teaching and High Quality Interactions with Faculty* scale is provided below along with lists of the items within each subscale:

- Faculty interest in teaching and student development  
 Gustavus Adolphus – Strong = 70%, Moderate = 28%, Weak = 3%
  - Most faculty with whom I have had contact are genuinely interested in students.
  - Most faculty with whom I have had contact are interested in helping students grow in more than just academic areas.
  - Most faculty with whom I have had contact are outstanding teachers.
  - Most faculty with whom I have had contact are genuinely interested in teaching.
  - Most faculty with whom I have had contact are willing to spend time outside of class to discuss issues of interest and importance to students.
- Prompt feedback  
 Gustavus Adolphus – Strong = 26%, Moderate = 63%, Weak = 11%
  - How often have faculty informed you of your level of performance in a timely manner?
  - In your experience at your institution during the current school year, about how often have you received prompt written or oral feedback from faculty on your academic performance?
  - How often have faculty checked to see if you learned the material well before going on to new material?
- Quality of nonclassroom interactions with faculty  
 Gustavus Adolphus – Strong = 38%, Moderate = 60%, Weak = 2%
  - The extent to which you agree that your non-classroom interactions with faculty have had a positive influence on your personal growth, values, and attitudes.
  - The extent to which you agree that your non-classroom interactions with faculty have had a positive influence on your intellectual growth and interest in ideas.
  - The extent to which you agree that your non-classroom interactions with faculty have had a positive influence on your career goals and aspirations.
  - The extent to which you agree that since coming to this institution, you have developed a close, personal relationship with at least one faculty member.
  - The extent to which you agree that you are satisfied with the opportunities to meet and interact informally with faculty members.
- Teaching clarity and organization  
 Gustavus Adolphus – Strong = 56%, Moderate = 44%, Weak = 0%
  - Frequency that faculty gave clear explanations.

- Frequency that faculty made good use of examples and illustrations to explain difficult points.
- Frequency that faculty effectively reviewed and summarized the material.
- Frequency that faculty interpreted abstract ideas and theories clearly.
- Frequency that faculty gave assignments that helped in learning the course material.
- Frequency that the presentation of material was well organized.
- Frequency that faculty were well prepared for class.
- Frequency that class time was used effectively.
- Frequency that course goals and requirements were clearly explained.
- Frequency that faculty had a good command of what they were teaching.

## Scale 2 – Academic Challenge and High Expectations

Students who have higher scores on this scale are more likely to grow on our measures of:

- Academic Motivation
- Desire for Professional Success
- Diversity and Challenge
- Leadership
- Moral Reasoning
- Need for Cognition
- Political and Social Involvement
- Positive Attitude toward Literacy
- Well-Being

### Scale Scores

The proportion of students at your institution and other institutions in the study at the *Strong*, *Moderate*, and *Weak* levels of the practices and conditions measured by this scale is shown in the table below:

	<i>Strong</i>	<i>Moderate</i>	<i>Weak</i>
Gustavus Adolphus College	19%	81%	0%
Small Institutions	26%	74%	0%
Large Institutions	18%	82%	0%

### Subscale Scores

The proportion of students at your institution who are at the *Strong*, *Moderate*, and *Weak* levels for each of the subscales in the *Academic Challenge and High Expectations* scale is provided below along with lists of the items within each subscale:

- Academic challenge and effort  
 Gustavus Adolphus – Strong = 41%, Moderate = 59%, Weak = 0%
  - In your experience at your institution during the current school year, about how often have you worked harder than you thought you could to meet an instructor's standards or expectations?

- During the current school year, how many assigned textbooks, books, or book-length packs of course readings have you done?
- During the current school year, how many written papers or reports between 5 and 19 pages have you done?
- In a typical week, how many problem sets take you more than an hour to complete?
- What is the extent to which your examinations during the current school year challenged you to do your best work?
- About how many hours in a typical week do you spend preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)?
- To what extent does your institution emphasize spending significant amounts of time studying and on academic work?
- In your experience at your institution during the current school year, about how often have you asked questions in class or contributed to class discussions?
- In your experience at your institution during the current school year, about how often have you made a class presentation?
- In your experience at your institution during the current school year, about how often have you prepared two or more drafts of a paper or assignment before turning it in?
- In your experience at your institution during the current school year, about how often have you come to class without completing readings or assignments? (reverse-coded)
- Frequency of higher-order exams and assignments  
Gustavus Adolphus – Strong = 25%, Moderate = 72%, Weak = 4%
  - How often have exams or assignments required you to write essays?
  - How often have exams or assignments required you to use course content to address a problem not presented in the course?
  - How often have exams or assignments required you to compare or contrast topics or ideas from a course?
  - How often have exams or assignments required you to point out the strengths and weaknesses of a particular argument or point of view?
  - How often have exams or assignments required you to argue for or against a particular point of view and defend your argument?
- Challenging classes and high faculty expectations  
Gustavus Adolphus – Strong = 26%, Moderate = 72%, Weak = 3%
  - How often have faculty asked challenging questions in class?
  - How often have faculty asked you to show how a particular course concept could be applied to an actual problem or situation?
  - How often have faculty asked you to point out any fallacies in basic ideas, principles, or points of view presented in the course?
  - How often have faculty asked you to argue for or against a particular point of view?
  - How often have faculty challenged your ideas in class?
  - How often have students challenged each other's ideas in class?

- Integrating ideas, information, and experiences

Gustavus Adolphus – Strong = 39%, Moderate = 61%, Weak = 0%

- The extent to which you agree that courses have helped you understand the historical, political, and social connections of past events.
- The extent to which you agree that courses have helped you see the connections between your intended career and how it affects society.
- The extent to which you agree that your out-of-class experiences have helped you connect what you have learned in the classroom with life events.
- The extent to which you agree that your out-of-class experiences have helped you translate knowledge and understanding from the classroom into action.
- In your experience at your institution during the current school year, about how often have you worked on a paper or project that required integrating ideas or information from various sources?
- In your experience at your institution during the current school year, about how often have you put together ideas or concepts from different courses when completing assignments or during class discussions?
- In your experience at your institution during the current school year, about how often have you discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)?
- During the current school year, how much has your coursework emphasized synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships?
- During the current school year, how much has your coursework emphasized making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions?

### Scale 3 – Diversity Experiences Scale

Students who have higher scores on this scale are more likely to grow on our measures of:

- Critical Thinking
- Desire to Contribute to the Arts
- Diversity and Challenge
- Leadership
- Need for Cognition
- Political and Social Involvement
- Positive Attitude toward Literacy

### Scale Scores

The proportion of students at your institution and other institutions in the study at the *Strong*, *Moderate*, and *Weak* levels of the practices and conditions measured by this scale is shown in the table below:

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	<i>Strong</i>	<i>Moderate</i>	<i>Weak</i>
Gustavus Adolphus College	4%	82%	14%
Small Institutions	5%	84%	12%
Large Institutions	3%	83%	14%

### Subscale Scores

The proportion of students at your institution who are at the *Strong*, *Moderate*, and *Weak* levels for each of the subscales in the *Diversity Experiences* scale is provided below along with lists of the items within each subscale:

- Diversity experiences

Gustavus Adolphus – Strong = 5%, Moderate = 87%, Weak = 8%

- How often have you attended a debate or lecture on a current political/social issue during this academic year?
- How frequently have you had serious discussions with student affairs staff (e.g., residence hall staff, career counselor, student union or campus activities staff) whose political, social, or religious opinions were different from your own?
- To what extent does your institution emphasize encouraging contact among students from different economic, social, and racial or ethnic backgrounds?
- In your experience at your institution during the current school year, about how often have you had serious conversations with students of a different race or ethnicity than your own?
- In your experience at your institution during the current school year, about how often have you had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values?
- How often have you participated in a racial or cultural awareness workshop during this academic year?

- Meaningful discussion with diverse peers

Gustavus Adolphus – Strong = 12%, Moderate = 53%, Weak = 35%

- How often have you had discussions regarding inter-group relations with diverse students (e.g., students differing from you in race, national origin, values, religion, political views) while attending this college?
- How often have you had meaningful and honest discussions about issues related to social justice with diverse students (e.g., students differing from you in race, national origin, values, religion, political views) while attending this college?
- How often have you shared personal feelings and problems with diverse students (e.g., students differing from you in race, national origin, values, religion, political views) while attending this college?

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**Table 1**  
**Spring 2007**  
**Good Practice Scales**  
**Gustavus Adolphus College**

Item	Averages and Frequencies			Comparisons for Gustavus Adolphus College	
	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus All Other Institutions Avg.
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>		
<b>Good Practice Scales</b>					
Good teaching and high quality interactions with faculty <i>All items in the following Good Practice Subscales: 1) Faculty interest in teaching and student development, 2) Prompt feedback, 3) Quality of nonclassroom interactions with faculty, and 4) Teaching clarity and organization</i>	0.08 / 0.54 200	0.11 / 0.60 1,432	0.00 / 0.60 2,871	-0.03	0.09 *
Academic challenge and high expectations <i>All items in the following Good Practices Subscales: 1) Academic challenge and effort, 2) Frequency of higher-order exams and assignments, 3) Challenging classes and high faculty expectations, and 4) Integrating ideas, information, and experiences</i>	0.03 / 0.41 200	0.06 / 0.48 1,432	0.00 / 0.47 2,874	-0.04	0.03
Diversity experiences <i>All items in the following Good Practices Subscales: 1) Diversity experiences and 2) Meaningful discussions with diverse peers</i>	-0.01 / 0.60 199	0.06 / 0.63 1,431	0.00 / 0.62 2,871	-0.07	-0.01

Scores on the Good Practice scales and subscales have been converted to z scores where the mean for all institutions is set at zero.

Differences computed directly from this table may vary from listing due to rounding.

\* Difference statistically significant at the .05 level.

\*\* Difference statistically significant at the .001 level.

\*\*\* Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.



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**Table 1**  
**Spring 2007**  
**Good Practice Scales**  
**Gustavus Adolphus College**

Item	Averages and Frequencies			Comparisons for Gustavus Adolphus College	
	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus All Other Institutions Avg.
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>		
Cooperative learning and frequency of interactions with faculty/staff <i>All items in the following Good Practice Subscales: 1) Frequency of interactions with faculty, 2) Frequency of interactions with student affairs staff, and 3) Cooperative learning</i>	0.10 / 0.55 199	0.05 / 0.59 1,431	-0.01 / 0.58 2,872	0.05	0.11 *
Interactions with peers <i>All items in the following Good Practices Subscales: 1) Degree of positive peer interactions and 2) Co-curricular involvement</i>	0.07 / 0.62 199	0.03 / 0.68 1,430	0.00 / 0.68 2,870	0.05	0.08

Scores on the Good Practice scales and subscales have been converted to z scores where the mean for all institutions is set at zero.

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\*\* Difference statistically significant at the .001 level.

\*\*\* Difference statistically significant at the .00001 level.

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**Table 2**  
**Spring 2007**  
**Good Practice Subscales**  
**Gustavus Adolphus College**

Item	Averages and Frequencies			Comparisons for Gustavus Adolphus College	
	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus All Other Institutions Avg.
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>		
<b>Good Practice Subscales</b>					
Faculty interest in teaching and student development <i>Experiences Survey: Section II, Question 5, Parts A through E</i>	0.15 / 0.70 200	0.15 / 0.77 1,432	-0.01 / 0.79 2,868	0.00	0.15 *
Prompt feedback <i>Experiences Survey: Section II, Question 6, Parts A and B</i> <i>NSSE: Question 1, Part q</i>	-0.02 / 0.73 200	0.13 / 0.77 1,431	0.00 / 0.78 2,869	-0.15 *	-0.02
Quality of nonclassroom interactions with faculty <i>Experiences Survey: Section II, Question 4, Parts A through E</i>	0.18 / 0.70 200	0.13 / 0.76 1,431	-0.01 / 0.80 2,871	0.05	0.20 **
Teaching clarity and organization <i>Experiences Survey: Section II, Question 8, Parts A through J</i>	0.03 / 0.65 200	0.08 / 0.71 1,431	0.00 / 0.70 2,870	-0.04	0.04
Academic challenge and effort <i>NSSE: Question 1, Parts a, b, c, f (reverse-coded), and r;</i> <i>Question 3, Parts a and d; Question 4, Part a; Question 5;</i> <i>Question 9, Part a; Question 10, Part a</i>	0.11 / 0.42 200	0.01 / 0.48 1,433	-0.01 / 0.47 2,874	0.10 *	0.12 **
Frequency of higher-order exams and assignments <i>Experiences Survey: Section II, Question 10, Parts A, C, D, E, and F</i>	-0.12 / 0.66 199	0.11 / 0.72 1,430	0.01 / 0.72 2,869	-0.23 **	-0.13 *

Scores on the Good Practice scales and subscales have been converted to z scores where the mean for all institutions is set at zero.

Differences computed directly from this table may vary from listing due to rounding.

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\*\* Difference statistically significant at the .001 level.

\*\*\* Difference statistically significant at the .00001 level.

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**Table 2**  
**Spring 2007**  
**Good Practice Subscales**  
**Gustavus Adolphus College**

Item	Averages and Frequencies			Comparisons for Gustavus Adolphus College	
	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus All Other Institutions Avg.
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>		
Challenging classes and high faculty expectations <i>Experiences Survey: Section II, Question 7, Parts A through F</i>	-0.03 / 0.68 200	0.12 / 0.72 1,432	0.00 / 0.73 2,872	-0.15 *	-0.03
Integrating ideas, information, and experiences <i>Experiences Survey: Section II, Question 9, Parts A through D</i> <i>NSSE: Question 1, Parts d, i, and t; Question 2, Parts c and d</i>	0.04 / 0.54 200	0.07 / 0.59 1,430	0.00 / 0.58 2,871	-0.03	0.05
Diversity experiences <i>Experiences Survey: Section II, Question 2, Parts A and C;</i> <i>Section II, Question 14, Part B</i> <i>NSSE: Question 1, Parts u and v; Question 10, Part c</i>	0.03 / 0.59 200	0.07 / 0.62 1,432	0.00 / 0.60 2,874	-0.04	0.04
Meaningful discussions with diverse peers <i>Experiences Survey: Section II, Question 12, Parts A through C</i>	-0.09 / 0.81 199	0.06 / 0.86 1,426	0.01 / 0.86 2,864	-0.15 *	-0.10
Frequency of interactions with faculty <i>NSSE: Question 1, Parts n, o, p, and s</i>	0.05 / 0.70 200	0.10 / 0.75 1,433	0.00 / 0.73 2,875	-0.05	0.05
Frequency of interactions with student affairs staff <i>Experiences Survey: Section II, Question 14, Parts A and C</i> <i>through F</i>	0.09 / 0.77 199	0.02 / 0.81 1,428	-0.01 / 0.78 2,867	0.06	0.09

Scores on the Good Practice scales and subscales have been converted to z scores where the mean for all institutions is set at zero.

Differences computed directly from this table may vary from listing due to rounding.

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**Table 2**  
**Spring 2007**  
**Good Practice Subscales**  
**Gustavus Adolphus College**

Item	Averages and Frequencies			Comparisons for Gustavus Adolphus College	
	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus All Other Institutions Avg.
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>		
Cooperative learning <i>Experiences Survey: Section II, Question 13, Parts A through C</i> <i>NSSE: Question 1, Part g</i>	0.16 / 0.61 199	0.02 / 0.70 1,431	-0.01 / 0.73 2,871	0.14 *	0.17 *
Degree of positive peer interactions <i>Experiences Survey: Section II, Question 11, Parts A through G</i> <i>(E, F, and G reverse-coded)</i> <i>NSSE: Question 8, Part a</i>	0.07 / 0.67 199	0.02 / 0.73 1,430	0.00 / 0.73 2,870	0.05	0.07
Co-curricular involvement <i>NSSE: Question 9, Part d</i>	0.12 / 0.93 200	0.09 / 1.07 1,433	-0.01 / 1.00 2,871	0.03	0.13
Course-related diversity experiences <i>Experiences Survey: Section II, Question 3, Parts A through C</i>	0.03 / 0.80 200	0.14 / 0.83 1,431	0.00 / 0.77 2,871	-0.11	0.03
Negative interactions with diverse peers <i>Experiences Survey: Section II, Question 12, Parts D through H</i>	-0.01 / 0.73 199	0.03 / 0.81 1,428	0.00 / 0.78 2,867	-0.04	-0.01

Scores on the Good Practice scales and subscales have been converted to z scores where the mean for all institutions is set at zero.

Differences computed directly from this table may vary from listing due to rounding.

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\*\* Difference statistically significant at the .001 level.

\*\*\* Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

# Section Two

## Outcome Measures

## **Gustavus Adolphus College Outcome Measures Data from the First Year**

In fall 2006, 246 first-year Gustavus students participated in the Wabash National Study of Liberal Arts Education. They completed several surveys and assessments that measured the extent to which they had achieved selected liberal arts outcomes including critical thinking, leadership, moral reasoning, openness to diversity, and psychological well-being. In spring 2007, 200 students returned to complete the same surveys and assessments that they had taken in the fall, and to answer questions about their experiences during their first year in college.

This summary lists the outcome measures for which Gustavus students' scores were significantly different from students' scores at all other institutions in the Wabash National Study. You might think of this information as an incoming student profile that describes ways in which your students were different from other students in the study. We have also highlighted the outcome measures for which your students' scores changed significantly over the course of their first year in college. You can find more information on our outcome measures in the *Guide to Outcome Measures* at the end of this section. All differences mentioned in this document are statistically significant at or below the 0.05 level.

### **Incoming Student Profile**

When they began college in fall 2006, Gustavus students scored significantly lower than students at other institutions in the Wabash National Study on the following outcome measures:

- Need for Cognition score
- Miville-Guzman Universality-Diversity Scale – Short Form
  - Full Scale score
  - Comfort with Differences Subscale score
- Ryff Scales of Psychological Well-Being
  - Autonomy score
  - Purpose in Life score
  - Personal Growth score
- Socially Responsible Leadership Scale – Revised Version II
  - Consciousness of Self score
  - Commitment score
  - Collaboration score
  - Common Purpose score
  - Controversy with Civility score
  - Change score
- Life Goals Scales
  - Contribution to the Arts
- Orientation Toward Learning Scales
  - Openness to Diversity and Challenge
  - Positive Attitude toward Literacy

Gustavus students did not score significantly higher than students at other institutions on any of the outcome measures.

### **First-Year Change**

Compared to their scores at the beginning of college, Gustavus students scored significantly higher on the following outcome measures at the end of their first year of college:

- Defining Issues Test, Version 2
  - P-score
  - N2 score
- Ryff Scales of Psychological Well-Being
  - Autonomy score
  - Personal Growth score
- Socially Responsible Leadership Scale – Revised Version II
  - Change score

Compared to their scores at the beginning of college, Gustavus students scored significantly lower on the following outcome measures at the end of their first year of college:

- Life Goals Scales
  - Professional Success
- Orientation Toward Learning Scales
  - Academic Motivation



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**Table 3**  
Fall 2006 Outcomes Measures  
CAAP, NCS, and M-GUDS-S Scores  
Gustavus Adolphus College

Item	Averages and Frequencies			Comparisons for Gustavus Adolphus College			
	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus All Other Institutions Avg.	School Avg. Rank Among Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
<b>CAAP Critical Thinking Test</b>							
Critical Thinking score	63.35 / 4.46 127	62.95 / 5.14 1,053	63.12 / 5.41 2,096	0.40	0.22	5 of 11	8 of 19
<b>Need for Cognition Scale (NCS)</b>							
Need for Cognition score	3.37 / 0.57 246	3.58 / 0.62 2,140	3.52 / 0.62 4,253	-0.21 ***	-0.15 **	9 of 11	13 of 19
<b>Miville-Guzman Universality-Diversity Scale–Short Form (M-GUDS-S)</b>							
Full Scale score	4.52 / 0.66 244	4.69 / 0.64 2,106	4.65 / 0.64 4,201	-0.18 **	-0.13 *	8 of 11	14 of 19
Diversity of Contact Subscale score	4.15 / 0.97 244	4.36 / 0.96 2,106	4.27 / 0.96 4,201	-0.21 *	-0.11	8 of 11	13 of 19
Relativistic Appreciation Subscale score	4.75 / 0.69 244	4.85 / 0.69 2,106	4.82 / 0.69 4,201	-0.10 *	-0.07	9 of 11	14 of 19
Comfort with Differences Subscale score	4.64 / 0.81 244	4.87 / 0.79 2,106	4.85 / 0.79 4,201	-0.22 **	-0.21 **	10 of 11	17 of 19

Differences computed directly from this table may vary from listing due to rounding.

\* Difference statistically significant at the .05 level.

\*\* Difference statistically significant at the .001 level.

\*\*\* Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

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**Table 4**  
Fall 2006 Outcomes Measures  
DIT-2 Scores  
Gustavus Adolphus College

Item	Averages and Frequencies			Comparisons for Gustavus Adolphus College			
	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus All Other Institutions Avg.	School Avg. Rank Among Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
<b>Defining Issues Test, Version 2 (DIT-2)</b>							
P-score	34.31 / 13.38 119	38.04 / 15.44 1,084	36.79 / 15.41 2,152	-3.73 *	-2.49	7 of 11	10 of 19
N2 score	32.77 / 14.11 119	36.25 / 15.00 1,081	35.07 / 15.36 2,142	-3.48 *	-2.30	7 of 11	10 of 19
Personal Interest score <sup>1</sup>	27.15 / 11.80 119	26.09 / 11.85 1,085	26.34 / 11.98 2,152	1.06	0.80	5 of 11	10 of 19
Maintain Norms score <sup>1</sup>	32.93 / 13.12 119	30.28 / 13.26 1,085	31.30 / 13.13 2,153	2.64 *	1.62	5 of 11	8 of 19
Utilizer score	0.16 / 0.13 114	0.14 / 0.14 1,052	0.14 / 0.14 2,082	0.01	0.01	4 of 11	6 of 19
Humanitarian Liberalism score	2.32 / 1.22 119	2.36 / 1.25 1,088	2.27 / 1.20 2,159	-0.04	0.04	5 of 11	6 of 19
Number of cannot decide choices	1.06 / 1.23 119	1.20 / 1.23 1,088	1.21 / 1.23 2,159	-0.14	-0.15	9 of 11	16 of 19
Religious Orthodoxy score	4.52 / 2.83 119	4.27 / 2.96 1,088	4.54 / 2.90 2,159	0.25	-0.02	6 of 11	12 of 19

Differences computed directly from this table may vary from listing due to rounding.

<sup>1</sup> Higher scores on the Personal Interest and Maintain Norms components of the DIT-2 indicate less sophisticated levels of moral reasoning.

\* Difference statistically significant at the .05 level.

\*\* Difference statistically significant at the .001 level.

\*\*\* Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

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**Table 5**  
Fall 2006 Outcomes Measures  
Ryff Scales of Psychological Well-Being  
Gustavus Adolphus College

Item	Averages and Frequencies			Comparisons for Gustavus Adolphus College			
	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus All Other Institutions Avg.	School Avg. Rank Among Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
<b>Ryff Scales of Psychological Well-Being</b>							
Self-Acceptance score	4.51 / 0.73 246	4.56 / 0.77 2,129	4.57 / 0.79 4,235	-0.05	-0.06	8 of 11	12 of 19
Positive Relations With Others score	4.61 / 0.80 246	4.63 / 0.78 2,129	4.64 / 0.79 4,236	-0.02	-0.03	6 of 11	11 of 19
Autonomy score	4.21 / 0.72 246	4.34 / 0.75 2,129	4.34 / 0.76 4,235	-0.13 *	-0.13 *	10 of 11	17 of 19
Environmental Mastery score	4.30 / 0.63 246	4.34 / 0.70 2,130	4.36 / 0.71 4,237	-0.03	-0.05	9 of 11	15 of 19
Purpose in Life score	4.57 / 0.72 246	4.65 / 0.71 2,130	4.69 / 0.72 4,237	-0.08	-0.11 *	9 of 11	15 of 19
Personal Growth score	4.53 / 0.68 246	4.71 / 0.68 2,129	4.70 / 0.66 4,236	-0.18 **	-0.17 **	10 of 11	18 of 19

Differences computed directly from this table may vary from listing due to rounding.

\* Difference statistically significant at the .05 level.

\*\* Difference statistically significant at the .001 level.

\*\*\* Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

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**Table 6**  
Fall 2006 Outcomes Measures  
SRLS-R2 Scores  
Gustavus Adolphus College

Item	Averages and Frequencies			Comparisons for Gustavus Adolphus College			
	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus All Other Institutions Avg.	School Avg. Rank Among Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
<b>Socially Responsible Leadership Scale–Revised Version II (SRLS-R2)</b>							
Consciousness of Self score	3.85 / 0.55 246	3.93 / 0.57 2,135	3.94 / 0.56 4,247	-0.08 *	-0.09 *	10 of 11	17 of 19
Congruence score	4.07 / 0.65 246	4.14 / 0.57 2,134	4.15 / 0.58 4,244	-0.06	-0.07	9 of 11	15 of 19
Commitment score	4.28 / 0.66 246	4.37 / 0.54 2,133	4.40 / 0.54 4,242	-0.08 *	-0.12 *	10 of 11	18 of 19
Collaboration score	3.94 / 0.57 246	4.01 / 0.51 2,134	4.02 / 0.50 4,244	-0.08 *	-0.08 *	11 of 11	19 of 19
Common Purpose score	3.92 / 0.56 246	3.98 / 0.49 2,134	3.99 / 0.49 4,242	-0.06	-0.07 *	9 of 11	14 of 19
Controversy with Civility score	3.78 / 0.54 246	3.91 / 0.49 2,135	3.89 / 0.49 4,247	-0.13 **	-0.10 *	10 of 11	18 of 19
Citizenship score	3.88 / 0.64 246	3.98 / 0.60 2,134	3.95 / 0.61 4,244	-0.10 *	-0.07	9 of 11	14 of 19
Change score	3.57 / 0.56 246	3.75 / 0.55 2,135	3.74 / 0.55 4,245	-0.18 ***	-0.18 ***	11 of 11	19 of 19

Differences computed directly from this table may vary from listing due to rounding.

\* Difference statistically significant at the .05 level.

\*\* Difference statistically significant at the .001 level.

\*\*\* Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

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**Table 7**  
Fall 2006 Outcomes Measures  
Life Goals and Orientation Toward Learning Scales  
Gustavus Adolphus College

Item	Averages and Frequencies			Comparisons for Gustavus Adolphus College			
	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus All Other Institutions Avg.	School Avg. Rank Among Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
<b>Life goals scales from Section I of the Student Survey</b>							
Contribution to the arts	1.77 / 0.73 246	1.99 / 0.83 2,139	1.89 / 0.80 4,252	-0.22 **	-0.11 *	9 of 11	12 of 19
Contribution to the sciences	1.92 / 0.88 245	1.85 / 0.83 2,130	1.90 / 0.83 4,237	0.07	0.01	5 of 11	10 of 19
Political and social involvement	2.64 / 0.51 246	2.70 / 0.53 2,137	2.68 / 0.52 4,250	-0.07	-0.04	9 of 11	13 of 19
Professional success	2.45 / 0.66 246	2.40 / 0.70 2,139	2.48 / 0.68 4,252	0.06	-0.03	6 of 11	14 of 19
<b>Orientation toward learning scales from Section II of the Student Survey</b>							
Openness to diversity and challenge	3.85 / 0.71 245	4.01 / 0.62 2,134	3.93 / 0.62 4,243	-0.16 **	-0.09 *	8 of 11	13 of 19
Academic motivation	3.62 / 0.56 244	3.63 / 0.56 2,133	3.59 / 0.56 4,242	-0.01	0.03	7 of 11	8 of 19
Positive attitude toward literacy	3.26 / 0.69 244	3.47 / 0.73 2,133	3.37 / 0.75 4,241	-0.21 **	-0.11 *	9 of 11	11 of 19

Differences computed directly from this table may vary from listing due to rounding.

\* Difference statistically significant at the .05 level.

\*\* Difference statistically significant at the .001 level.

\*\*\* Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

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**Table 8**  
Spring 2007 Outcomes Measures  
CAAP, NCS, and M-GUDS-S Scores  
Gustavus Adolphus College

Item	Averages and Frequencies			Comparisons for Gustavus Adolphus College			
	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus All Other Institutions Avg.	School Avg. Rank Among Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
<b>CAAP Critical Thinking Test</b>							
Critical Thinking score	64.25 / 4.62 104	64.01 / 5.53 681	64.37 / 5.53 1,381	0.24	-0.12	6 of 11	9 of 19
<b>Need for Cognition Scale (NCS)</b>							
Need for Cognition score	3.49 / 0.57 200	3.55 / 0.63 1,428	3.50 / 0.63 2,866	-0.06	-0.01	7 of 11	9 of 19
<b>Miville-Guzman Universality-Diversity Scale-Short Form (M-GUDS-S)</b>							
Full Scale score	4.50 / 0.64 200	4.63 / 0.67 1,416	4.59 / 0.66 2,849	-0.13 *	-0.09	8 of 11	11 of 19
Diversity of Contact Subscale score	4.09 / 0.93 200	4.30 / 0.99 1,417	4.20 / 0.99 2,850	-0.22 *	-0.11	7 of 11	11 of 19
Relativistic Appreciation Subscale score	4.65 / 0.68 200	4.75 / 0.76 1,415	4.75 / 0.74 2,847	-0.10	-0.09	9 of 11	17 of 19
Comfort with Differences Subscale score	4.77 / 0.82 200	4.85 / 0.81 1,416	4.83 / 0.81 2,849	-0.08	-0.06	8 of 11	10 of 19

Differences computed directly from this table may vary from listing due to rounding.

\* Difference statistically significant at the .05 level.

\*\* Difference statistically significant at the .001 level.

\*\*\* Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

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**Table 9**  
**Spring 2007 Outcomes Measures**  
**DIT-2 Scores**  
**Gustavus Adolphus College**

Item	Averages and Frequencies			Comparisons for Gustavus Adolphus College			
	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus All Other Institutions Avg.	School Avg. Rank Among Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
<b>Defining Issues Test 2, Version 2 (DIT-2)</b>							
P-score	39.21 / 16.11 96	42.43 / 15.95 749	41.59 / 15.91 1,485	-3.22	-2.38	7 of 11	11 of 19
N2 score	37.53 / 15.83 96	41.44 / 15.27 746	40.76 / 15.35 1,482	-3.91 *	-3.23 *	7 of 11	11 of 19
Personal Interest score <sup>1</sup>	26.18 / 11.83 96	23.29 / 11.93 749	23.61 / 12.00 1,485	2.89 *	2.57 *	3 of 11	7 of 19
Maintain Norms score <sup>1</sup>	30.12 / 13.44 96	28.79 / 13.23 749	29.60 / 13.49 1,485	1.33	0.52	5 of 11	11 of 19
Utilizer score	0.13 / 0.13 91	0.13 / 0.14 704	0.14 / 0.13 1,400	0.00	-0.01	5 of 11	10 of 19
Humanitarian Liberalism score	2.29 / 1.16 96	2.39 / 1.29 750	2.31 / 1.27 1,488	-0.09	-0.02	7 of 11	10 of 19
Number of cannot decide choices	1.17 / 1.48 96	1.35 / 1.43 750	1.26 / 1.40 1,488	-0.18	-0.10	10 of 11	14 of 19
Religious Orthodoxy score	4.10 / 2.88 96	4.17 / 2.86 750	4.33 / 2.80 1,488	-0.07	-0.22	6 of 11	12 of 19

Differences computed directly from this table may vary from listing due to rounding.

<sup>1</sup> Higher scores on the Personal Interest and Maintain Norms components of the DIT-2 indicate less sophisticated levels of moral reasoning.

\* Difference statistically significant at the .05 level.

\*\* Difference statistically significant at the .001 level.

\*\*\* Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

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**Table 10**  
Spring 2007 Outcomes Measures  
Ryff Scales of Psychological Well-Being  
Gustavus Adolphus College

Item	Averages and Frequencies			Comparisons for Gustavus Adolphus College			
	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus All Other Institutions Avg.	School Avg. Rank Among Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
<b>Ryff Scales of Psychological Well-Being</b>							
Self-Acceptance score	4.58 / 0.77 200	4.52 / 0.81 1,419	4.55 / 0.81 2,856	0.05	0.02	5 of 11	9 of 19
Positive Relations With Others score	4.76 / 0.72 200	4.66 / 0.77 1,423	4.67 / 0.78 2,860	0.10	0.09	3 of 11	6 of 19
Autonomy score	4.34 / 0.74 200	4.35 / 0.73 1,421	4.34 / 0.74 2,858	0.00	0.00	7 of 11	11 of 19
Environmental Mastery score	4.36 / 0.69 200	4.32 / 0.76 1,421	4.35 / 0.75 2,858	0.04	0.01	5 of 11	10 of 19
Purpose in Life score	4.69 / 0.71 200	4.62 / 0.74 1,420	4.66 / 0.74 2,857	0.07	0.04	5 of 11	8 of 19
Personal Growth score	4.69 / 0.60 200	4.71 / 0.68 1,421	4.69 / 0.68 2,858	-0.01	0.01	7 of 11	11 of 19

Differences computed directly from this table may vary from listing due to rounding.

\* Difference statistically significant at the .05 level.

\*\* Difference statistically significant at the .001 level.

\*\*\* Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.



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**Table 11**  
**Spring 2007 Outcomes Measures**  
**SRLS-R2 Scores**  
**Gustavus Adolphus College**

Item	Averages and Frequencies			Comparisons for Gustavus Adolphus College			
	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus All Other Institutions Avg.	School Avg. Rank Among Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
<b>Socially Responsible Leadership Scale–Revised Version II (SRLS-R2)</b>							
Consciousness of Self score	3.96 / 0.49 200	3.97 / 0.56 1,428	3.98 / 0.56 2,864	0.00	-0.01	7 of 11	11 of 19
Congruence score	4.16 / 0.53 200	4.15 / 0.58 1,423	4.18 / 0.57 2,858	0.00	-0.02	6 of 11	12 of 19
Commitment score	4.41 / 0.45 200	4.35 / 0.55 1,423	4.39 / 0.53 2,857	0.06	0.02	4 of 11	9 of 19
Collaboration score	4.04 / 0.40 200	4.01 / 0.51 1,424	4.04 / 0.50 2,860	0.04	0.01	4 of 11	9 of 19
Common Purpose score	4.00 / 0.40 200	3.99 / 0.50 1,422	4.02 / 0.48 2,858	0.01	-0.02	6 of 11	12 of 19
Controversy with Civility score	3.88 / 0.45 200	3.90 / 0.48 1,428	3.90 / 0.47 2,864	-0.02	-0.02	8 of 11	12 of 19
Citizenship score	3.95 / 0.52 200	3.97 / 0.61 1,424	3.97 / 0.59 2,860	-0.02	-0.02	7 of 11	11 of 19
Change score	3.70 / 0.55 200	3.77 / 0.53 1,424	3.76 / 0.54 2,860	-0.07	-0.06	9 of 11	15 of 19

Differences computed directly from this table may vary from listing due to rounding.

\* Difference statistically significant at the .05 level.

\*\* Difference statistically significant at the .001 level.

\*\*\* Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

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**Table 12**  
**Spring 2007 Outcomes Measures**  
**Life Goals and Orientation Toward Learning Scales**  
**Gustavus Adolphus College**

Item	Averages and Frequencies			Comparisons for Gustavus Adolphus College			
	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus All Other Institutions Avg.	School Avg. Rank Among Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
<b>Life goals scales from Section III of the Student Experiences Survey</b>							
Contribution to the arts	1.75 / 0.73 199	1.88 / 0.83 1,428	1.76 / 0.79 2,869	-0.13 *	-0.02	6 of 11	7 of 19
Contribution to the sciences	1.77 / 0.88 199	1.70 / 0.86 1,416	1.75 / 0.86 2,847	0.07	0.02	4 of 11	9 of 19
Political and social involvement	2.58 / 0.54 199	2.60 / 0.58 1,428	2.58 / 0.58 2,869	-0.03	0.00	8 of 11	10 of 19
Professional success	2.24 / 0.62 199	2.29 / 0.71 1,427	2.36 / 0.70 2,867	-0.05	-0.12 *	8 of 11	16 of 19
<b>Orientation toward learning scales from Section III of the Student Experiences Survey</b>							
Openness to diversity and challenge	3.79 / 0.69 199	3.84 / 0.69 1,428	3.77 / 0.70 2,868	-0.05	0.02	8 of 11	9 of 19
Academic motivation	3.38 / 0.61 199	3.41 / 0.60 1,428	3.35 / 0.60 2,867	-0.03	0.03	6 of 11	7 of 19
Positive attitude toward literacy	3.27 / 0.72 199	3.39 / 0.76 1,428	3.30 / 0.79 2,867	-0.12 *	-0.03	9 of 11	11 of 19

Differences computed directly from this table may vary from listing due to rounding.

\* Difference statistically significant at the .05 level.

\*\* Difference statistically significant at the .001 level.

\*\*\* Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

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**Table 13**  
**Comparisons From Outcomes Measures**  
**Fall 2006 and Spring 2007**  
**Gustavus Adolphus College**

Item	Averages and Frequencies for Gustavus Adolphus College		Spring 2007 Avg. Minus Fall 2006 Avg.			Institutional change ranked from largest positive to largest negative change	
	Spring 2007	Fall 2006	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Change Rank Among Small Institutions	Institution Change Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>					
<b>CAAP Critical Thinking Test</b>							
Critical Thinking score	64.25 / 4.62 104	63.64 / 4.56 104	0.61	0.65	0.57	5 of 11	7 of 19
<b>Need for Cognition Scale (NCS)</b>							
Need for Cognition score	3.49 / 0.57 200	3.38 / 0.56 200	0.11	-0.02	-0.03	1 of 11	1 of 19
<b>Miville-Guzman Universality-Diversity Scale-Short Form (M-GUDS-S)</b>							
Full Scale score	4.50 / 0.64 200	4.54 / 0.63 198	-0.03	-0.05	-0.06	6 of 11	7 of 19
Diversity of Contact Subscale score	4.09 / 0.93 200	4.19 / 0.92 198	-0.10	-0.04	-0.07	10 of 11	14 of 19
Relativistic Appreciation Subscale score	4.65 / 0.68 200	4.78 / 0.63 198	-0.12	-0.10	-0.09	7 of 11	13 of 19
Comfort with Differences Subscale score	4.77 / 0.82 200	4.64 / 0.82 198	0.13	-0.01	-0.02	1 of 11	1 of 19

NOTE: Fall-Spring comparison reports only include students who took both the fall 2006 and the spring 2007 assessments. Differences computed directly from this table may vary from listing due to rounding.

Asterisks indicate a significant change in an institution's average response from fall 2006 to spring 2007

\* Difference statistically significant at the .05 level.

\*\* Difference statistically significant at the .001 level.

\*\*\* Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

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**Table 14**  
**Comparisons From Outcomes Measures**  
**Fall 2006 and Spring 2007**  
**Gustavus Adolphus College**

Item	Averages and Frequencies for Gustavus Adolphus College		Spring 2007 Avg. Minus Fall 2006 Avg.			Institutional change ranked from largest positive to largest negative change	
	Spring 2007	Fall 2006	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Change Rank Among Small Institutions	Institution Change Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>					
<b>Defining Issues Test 2, Version 2 (DIT-2)</b>							
P-score	39.21 / 16.11 96	34.07 / 13.98 96	5.14 *	4.05	3.88	4 of 11	4 of 19
N2 score	37.53 / 15.83 96	32.40 / 14.97 96	5.12 *	4.83	4.64	5 of 11	7 of 19
Personal Interest score <sup>1</sup>	26.18 / 11.83 96	26.59 / 12.06 96	-0.41	-2.64	-2.24	1 of 11	3 of 19
Maintain Norms score <sup>1</sup>	30.12 / 13.44 96	33.67 / 13.05 96	-3.54	-1.37	-1.48	10 of 11	17 of 19
Utilizer score	0.13 / 0.13 91	0.16 / 0.13 92	-0.02	-0.01	0.00	8 of 11	16 of 19
Humanitarian Liberalism score	2.29 / 1.16 96	2.32 / 1.20 96	-0.03	0.05	0.06	7 of 11	13 of 19
Number of cannot decide choices	1.17 / 1.48 96	1.06 / 1.24 96	0.10	0.17	0.08	8 of 11	10 of 19
Religious Orthodoxy score	4.10 / 2.88 96	4.48 / 2.84 96	-0.38	-0.16	-0.29	8 of 11	11 of 19

NOTE: Fall-Spring comparison reports only include students who took both the fall 2006 and the spring 2007 assessments.  
Differences computed directly from this table may vary from listing due to rounding.

<sup>1</sup> Higher scores on the Personal Interest and Maintain Norms components of the DIT-2 indicate less sophisticated levels of moral reasoning.

Asterisks indicate a significant change in an institution's average response from fall 2006 to spring 2007

\* Difference statistically significant at the .05 level.

\*\* Difference statistically significant at the .001 level.

\*\*\* Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

ACT Code: 2112

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**Table 15**  
**Comparisons From Outcomes Measures**  
**Fall 2006 and Spring 2007**  
**Gustavus Adolphus College**

Item	Averages and Frequencies for Gustavus Adolphus College		Spring 2007 Avg. Minus Fall 2006 Avg.			Institutional change ranked from largest positive to largest negative change	
	Spring 2007	Fall 2006	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Change Rank Among Small Institutions	Institution Change Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>					
<b>Ryff Scales of Psychological Well-Being</b>							
Self-Acceptance score	4.58 / 0.77 200	4.53 / 0.70 200	0.05	-0.06	-0.04	1 of 11	2 of 19
Positive Relations With Others score	4.76 / 0.72 200	4.65 / 0.79 200	0.11	0.00	0.00	2 of 11	2 of 19
Autonomy score	4.34 / 0.74 200	4.20 / 0.73 200	0.15 *	0.01	0.01	1 of 11	1 of 19
Environmental Mastery score	4.36 / 0.69 200	4.31 / 0.65 200	0.05	-0.04	-0.04	1 of 11	1 of 19
Purpose in Life score	4.69 / 0.71 200	4.57 / 0.72 200	0.12	-0.07	-0.06	1 of 11	1 of 19
Personal Growth score	4.69 / 0.60 200	4.53 / 0.68 200	0.16 *	-0.03	-0.03	1 of 11	1 of 19

NOTE: Fall-Spring comparison reports only include students who took both the fall 2006 and the spring 2007 assessments. Differences computed directly from this table may vary from listing due to rounding.

Asterisks indicate a significant change in an institution's average response from fall 2006 to spring 2007

\* Difference statistically significant at the .05 level.

\*\* Difference statistically significant at the .001 level.

\*\*\* Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

ACT Code: 2112

WABASH NATIONAL STUDY OF  
**Liberal Arts Education**

**Table 16**  
**Comparisons From Outcomes Measures**  
**Fall 2006 and Spring 2007**  
**Gustavus Adolphus College**

Item	Averages and Frequencies for Gustavus Adolphus College		Spring 2007 Avg. Minus Fall 2006 Avg.			Institutional change ranked from largest positive to largest negative change	
	Spring 2007	Fall 2006	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Change Rank Among Small Institutions	Institution Change Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>					
<b>Socially Responsible Leadership Scale–Revised Version II (SRLS-R2)</b>							
Consciousness of Self score	3.96 / 0.49 200	3.87 / 0.53 200	0.10	0.03	0.03	3 of 11	3 of 19
Congruence score	4.16 / 0.53 200	4.11 / 0.62 200	0.05	-0.01	0.00	3 of 11	5 of 19
Commitment score	4.41 / 0.45 200	4.31 / 0.63 200	0.10	-0.05	-0.05	1 of 11	1 of 19
Collaboration score	4.04 / 0.40 200	3.96 / 0.55 200	0.08	-0.03	-0.01	1 of 11	1 of 19
Common Purpose score	4.00 / 0.40 200	3.94 / 0.53 200	0.05	-0.01	0.00	2 of 11	3 of 19
Controversy with Civility score	3.88 / 0.45 200	3.79 / 0.52 200	0.09	-0.01	0.01	1 of 11	1 of 19
Citizenship score	3.95 / 0.52 200	3.90 / 0.62 200	0.05	-0.05	-0.02	1 of 11	2 of 19
Change score	3.70 / 0.55 200	3.58 / 0.56 200	0.13 *	0.02	0.02	1 of 11	1 of 19

NOTE: Fall-Spring comparison reports only include students who took both the fall 2006 and the spring 2007 assessments. Differences computed directly from this table may vary from listing due to rounding.

Asterisks indicate a significant change in an institution's average response from fall 2006 to spring 2007

\* Difference statistically significant at the .05 level.

\*\* Difference statistically significant at the .001 level.

\*\*\* Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

ACT Code: 2112

WABASH NATIONAL STUDY OF  
**Liberal Arts Education**

**Table 17**  
**Comparisons From Outcomes Measures**  
**Fall 2006 and Spring 2007**  
**Gustavus Adolphus College**

Item	Averages and Frequencies for Gustavus Adolphus College		Spring 2007 Avg. Minus Fall 2006 Avg.			Institutional change ranked from largest positive to largest negative change	
	Spring 2007	Fall 2006	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Change Rank Among Small Institutions	Institution Change Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>					
<b>Life goals scales from the Student Surveys</b>							
Contribution to the arts	1.75 / 0.73 199	1.77 / 0.71 200	-0.02	-0.08	-0.09	3 of 11	3 of 19
Contribution to the sciences	1.77 / 0.88 199	1.93 / 0.87 199	-0.16	-0.14	-0.15	7 of 11	10 of 19
Political and social involvement	2.58 / 0.54 199	2.65 / 0.51 200	-0.07	-0.10	-0.10	4 of 11	6 of 19
Professional success	2.24 / 0.62 199	2.46 / 0.66 200	-0.22 **	-0.09	-0.11	10 of 11	18 of 19
<b>Orientation toward learning scales from the Student Surveys</b>							
Openness to diversity and challenge	3.79 / 0.69 199	3.89 / 0.66 200	-0.10	-0.14	-0.15	5 of 11	6 of 19
Academic motivation	3.38 / 0.61 199	3.63 / 0.53 199	-0.25 **	-0.22	-0.25	7 of 11	11 of 19
Positive attitude toward literacy	3.27 / 0.72 199	3.24 / 0.68 199	0.03	-0.04	-0.06	2 of 11	2 of 19

NOTE: Fall-Spring comparison reports only include students who took both the fall 2006 and the spring 2007 assessments. Differences computed directly from this table may vary from listing due to rounding.

Asterisks indicate a significant change in an institution's average response from fall 2006 to spring 2007

\* Difference statistically significant at the .05 level.

\*\* Difference statistically significant at the .001 level.

\*\*\* Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

## **Guide to Outcome Measures**

The following is a brief description of each of the instruments used in the Wabash National Study of Liberal Arts Education, listed as they appear in the outcomes measures data tables from ACT. Each description provides background information on the instrument and explains how it is scored. For further information, see the reference list at the end of this document.

### **CAAP Critical Thinking Test**

#### **Outcome: Effective Reasoning and Problem Solving**

The Collegiate Assessment of Academic Proficiency (CAAP) is a national, standardized assessment program developed by ACT with six independent modules that test reading, writing, math, science, and critical thinking. "The CAAP Critical Thinking Test is a 32-item instrument that measures students' skills in clarifying, analyzing, evaluating, and extending arguments." (<http://www.act.org/caap/tests/thinking.html>) The test is comprised of four passages based on topics or issues typically included in college curricula (for example, political issues that might be found in a political science class), each accompanied by a set of multiple-choice test items. The format for the four passages includes case studies, debates, dialogues, and statistical arguments, among others. Scores range from 40 (lowest) to 80 (highest).

### **Need for Cognition Scale**

#### **Outcome: Inclination to Inquire and Lifelong Learning**

The Need for Cognition Scale is an 18-item instrument that measures how much people enjoy engaging in effortful cognitive activities. Individuals who rank high in "need for cognition" enjoy thinking, and they do it more often than individuals who rank low in this area and who only engage in careful thought when they have to. Scores range from 1 (low) to 5 (high).

### **Miville-Guzman Universality-Diversity Scale – Short Form (M-GUDS-S)**

#### **Outcome: Intercultural Effectiveness**

The M-GUDS measures an individual's universal-diverse orientation (UDO), which is defined as "an attitude of awareness and acceptance of both similarities and differences that exist among people" (Miville et al., 1999, p. 294). The short form (M-GUDS-S) is being used in the Wabash National Study. It has 15 items and contains three subscales: Diversity of Contact (interest in and commitment to participating in diverse, intentionally focused social and cultural activities), Relativistic Appreciation (appreciation of both similarities and differences in people and the impact of these in one's self-understanding and personal growth), and Comfort with Differences (the degree of comfort with diverse individuals). Scores for the full M-GUDS-S and each of the subscales range from 1 (low) to 6 (high).

### **Defining Issues Test, Version 2 (DIT-2)**

#### **Outcome: Moral Reasoning**

The DIT-2 is a test of moral reasoning based on Kohlberg's stages of moral development. In the DIT-2, several stories about social problems are described, such as should a starving man steal food for his family from someone who is hoarding resources. After each story, a series of 12 items representing different issues that might be raised by the problem are presented. For



example, in the scenario described above, the items include the following: "Would stealing bring about more total good for everybody concerned or wouldn't it? Shouldn't the community's laws be upheld?" In response to the scenario and items, respondents are asked to do three things:

1. make an action choice (for example, yes he should steal or no he should not steal)
2. rate the series of 12 items in terms of their importance in making a decision about the social problem on a 5-point scale from "great importance" to "no importance"
3. rank the top four most important items

The test uses the following scales:

- **P-score** – This score represents the degree to which an individual uses higher order moral reasoning. The P-score is the proportion of items selected that appeal to moral ideals and/or theoretical frameworks for resolving complex moral issues, specifically, items that appeal to
  - o consensus-building procedures,
  - o insisting on due process,
  - o safeguarding minimal basic rights,
  - o and organizing social arrangements in terms of appealing to ideals.

The P score is calculated on the basis of only the ranking data and can range from 0 to 95. An average score for senior high school students is in the 30's. For a college student, an average score is in the 40's. The same averages apply to the N2 score below (Bebeau and Thoma, 2003; Rest, Thoma, Narvaez, and Bebeau, 1997).

- **N2 score** – Like the P-score, the N2 score is based on acquiring more sophisticated moral thinking, but the N2 score also reflects the extent to which individuals reject ideas because they are simplistic or biased. The score is adjusted so that it is on the same scale as the P-score (Bebeau and Thoma, 2003).
- **Personal Interest Score** – This score represents the degree to which an individual uses the least sophisticated levels of moral reasoning. It is the proportion of an individual's selected items that appeal to
  - o the direct advantages for the actor,
  - o the fairness of simple exchanges,
  - o the good or evil intentions of the parties,
  - o the party's concern for maintaining friendships and good relationships,
  - o and maintaining approval (Bebeau and Thoma, 2003; Rest et al., 1997).
- **Maintain Norms Score** – The Maintain Norms Score measures mid-level moral reasoning. It is the proportion of selected items in which the focus is on maintaining
  - o the existing legal system,
  - o existing roles,
  - o and formal organizational structures (Bebeau and Thoma, 2003).
- **Utilizer Score** – The Utilizer Score or U-score represents the consistency between items endorsed as important and the action choice in a dilemma. The U-score is scaled on a range of -1 (low utilization) to +1 (high utilization), though the typical range from large sample estimates is -.41 to .77 (Bebeau and Thoma, 2003; Thoma, Rest, and Davison, 1991).

Experimental Indices (Bebeau and Thoma, 2003):

- **Humanitarian Liberalism Score** – This variable is a proxy for a humanitarian liberal perspective on moral dilemmas. The score is equal to the number of times a respondent's action choice matches that of the highest scoring reference group (e.g., professionals in political science and philosophy). Scores range from 0 (no matches) to 5 (all matches).
- **Number of Cannot Decide Choices** – This variable reflects the decisiveness of a respondent's action choices. A high number indicates that participants have difficulty deciding. The score can be high during developmental shifts. This variable simply counts the number of "can't decide" choices (0 to 5).
- **Religious Orthodoxy Score** – This variable represents the sum of the rates and ranks for item 10 in the cancer dilemma: "Should only God decide when a person's life should end?" which correlates very strongly with scores on religious orthodoxy measures like the Brown and Lowe Inventory of Religious Beliefs. The score is the addition of the rating given to this item and the ranking value. It ranges from 1 (rated not important and unranked) to 9 (rated most important and ranked first)

### **The Ryff Scales of Psychological Well-Being Outcome: Well-Being**

The Ryff Scales of Psychological Well-Being measure six theoretical constructs of positive psychological functioning:

- **Self-acceptance** – The extent to which an individual "possesses a positive attitude toward the self; acknowledges and accepts multiple aspects of self including good and bad qualities; feels positive about past life."
- **Positive relations with others** – The extent to which an individual "has warm, satisfying, trusting relationships with others; is concerned about the welfare of others; capable of strong empathy, affection, and intimacy; understands give and take of human relationships."
- **Autonomy** – The extent to which an individual "is self-determining and independent; able to resist social pressures to think and act in certain ways; regulates behavior from within; evaluates self by personal standards."
- **Environmental mastery** – The extent to which an individual "has a sense of mastery and competence in managing the environment; controls complex array of external activities; makes effective use of surrounding opportunities; able to choose or create contexts suitable to personal needs and values."
- **Purpose in life** – The extent to which an individual "has goals in life and a sense of directedness; feels there is meaning to present and past life; holds beliefs that give life purpose; has aims and objectives for living."
- **Personal growth** – The extent to which an individual "has a feeling of continued development; sees self as growing and expanding; is open to new experiences; has sense of realizing his or her potential; sees improvement in self and behavior over time; is changing in ways that reflect more self-knowledge and effectiveness." (Ryff, 1989, p. 1072)

The 54-item version of the instrument (9 items per scale) is being used in the Wabash National Study. Scores for each of the six scales range from 1 (low) to 6 (high).

## **Socially Responsible Leadership Scale – Revised Version II (SRLS-R2)**

### **Outcome: Leadership**

The SRLS-R2 is a 68-item survey that measures the eight dimensions of Astin et al.'s (1996) Social Change Model of leadership development. According to this model, leadership is a collaborative group process directed toward promoting positive social change in an organization or community (Tyree, 1998). A person who demonstrates strong socially responsible leadership capabilities is self-aware, acts in accordance with personal values and beliefs, invests time and energy in activities that he or she believes are important, works with diverse others to accomplish common goals, has a sense of civic and social responsibility, and desires to make the world a better place. The SRLS was developed specifically to measure leadership in college students.

The SRLS has eight scales corresponding to the eight dimensions of leadership (Astin et al., 1996; Dugan, 2006):

- **Consciousness of Self** – Being aware of the values, emotions, attitudes, and beliefs that motivate one to take action.
- **Congruence** – Thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty towards others.
- **Commitment** – Intensity and duration in relation to a person, idea, or activity. The energy and passion that propels one to act.
- **Collaboration** – Working with others in a common effort.
- **Common Purpose** – Working with others within a shared set of aims and values.
- **Controversy with Civility** – Recognizing two fundamental realities of any group effort, that (a) differences in viewpoint are inevitable and valuable, and (b) such differences must be aired openly and with respect and courtesy.
- **Citizenship** – Believing in a process whereby a person or group is responsibly connected to the environment and the community. Citizenship signifies more than membership; it implies active engagement in an effort to serve the community.
- **Change** – Adapting to continuously evolving environments and situations, while maintaining the primary functions of the group.

Respondents receive a separate score, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), for each of the eight scales in the SRLS.

### **Life Goals Scales from Wabash National Study Student Surveys:**

These scales are not measures of the six liberal arts outcomes listed above, but are derived from items in the Student Survey and the Student Experiences Survey.

**Contribution to the Arts Scale** – consists of three items in which respondents identify how important (ranging from not important to essential) it is for them to contribute to the arts. Contributing to the arts includes "becoming accomplished in the performing arts," "writing original works," or "creating artistic work." Scores range from 1 (low) to 4 (high).

**Contribution to the Sciences Scale** – consists of two items in which respondents identify how important (ranging from not important to essential) it is for them to contribute to advances in science. Contributing to science includes "making a theoretical contribution to science" and "working to find a cure for a disease or illness." Scores range from 1 (low) to 4 (high).

**Political and Social Involvement Scale** – consists of 11 items in which respondents identify how important (ranging from not important to essential) it is for them to be involved politically and socially in their communities. Political and social involvement ranges from "influencing the political structure" and "influencing social values" to "becoming a community leader." Scores range from 1 (low) to 4 (high).

**Professional Success Scale** – consists of five items in which respondents identify how important (ranging from not important to essential) it is for them to be successful in a profession. Professional success includes "having administrative responsibility for the work of others" and "becoming successful in a business of my own" as well as "working in a prestigious occupation." Scores range from 1 (low) to 4 (high).

### **Orientation Toward Learning Scales from Wabash National Study Student Surveys:**

These scales are derived from items in the Student Survey and Student Experiences Survey.

**Openness to Diversity and Challenge Scale** – consists of seven items in which respondents indicate the extent to which they agree or disagree (ranging from strongly agree to strongly disagree) with statements about their openness to diversity. Openness to diversity includes their openness to cultural and racial diversity as well as the extent to which they enjoy being challenged by different perspectives, values, and ideas. Scores range from 1 (low) to 5 (high).

**Academic Motivation Scale** – consists of eight items in which respondents indicate the extent to which they agree or disagree (ranging from strongly agree to strongly disagree) with statements about their academic motivation. Academic motivation includes their willingness to work hard to learn material even if it does not lead to a higher grade, the importance of getting good grades, reading more for a class than required because the material was interesting, their enjoyment of academic challenge, and the importance of academic experiences in college. Scores range from 1 (low) to 5 (high).

**Positive Attitude toward Literacy Scale** – consists of six items in which respondents indicate the extent to which they agree or disagree (ranging from strongly agree to strongly disagree) with statements about their attitude toward reading and writing. A positive attitude toward literacy means enjoying activities such as reading poetry and literature, reading scientific and historical material, and expressing ideas in writing. Scores range from 1 (low) to 5 (high).

### **References:**

#### **CAAP Critical Thinking Test**

Information available at ACT website: <http://www.act.org/caap/tests/thinking.html>

#### **Need for Cognition Scale**

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### **Defining Issue Test (version 2)**

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### **Socially Responsible Leadership Scale – Revised Version II (SRLS-R2)**

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### **Orientation Toward Learning Scales from Wabash National Study Student Surveys**

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# Section Three

## Student Surveys

ACT Code: 2112

WABASH NATIONAL STUDY OF  
**Liberal Arts Education**

**Table 18**  
Student Survey–Fall 2006  
Section I  
Gustavus Adolphus College

How important to you personally is each of the following?	Averages and Frequencies			Comparisons for Gustavus Adolphus College			
	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus All Other Institutions Avg.	School Avg. Rank Among Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
A. Becoming accomplished in one of the performing arts (acting, dancing, singing, etc.)	1.87 / 1.02 246	1.91 / 1.02 2,138	1.83 / 0.99 4,250	-0.04	0.04	5 of 11	6 of 19
B. Obtaining recognition from my colleagues for contributions to my field of expertise	2.76 / 0.81 246	2.73 / 0.82 2,138	2.76 / 0.81 4,249	0.02	-0.01	4 of 11	10 of 19
C. Influencing the political structure	1.94 / 0.89 246	2.09 / 0.90 2,137	2.02 / 0.88 4,247	-0.15 *	-0.08	8 of 11	11 of 19
D. Influencing social values	2.56 / 0.80 246	2.72 / 0.85 2,135	2.70 / 0.84 4,244	-0.17 *	-0.14 *	10 of 11	18 of 19
E. Raising a family	3.35 / 0.86 246	3.20 / 0.97 2,134	3.32 / 0.91 4,247	0.14 *	0.02	5 of 11	12 of 19
F. Having administrative responsibility for the work of others	2.28 / 0.86 246	2.16 / 0.91 2,130	2.27 / 0.90 4,235	0.11	0.01	5 of 11	13 of 19
G. Helping others who are in difficulty	3.12 / 0.73 246	3.20 / 0.77 2,137	3.21 / 0.76 4,250	-0.08	-0.09	10 of 11	18 of 19
H. Making a theoretical contribution to science	1.80 / 0.97 246	1.70 / 0.90 2,135	1.73 / 0.90 4,246	0.10	0.07	4 of 11	6 of 19

Averages are based on the following response codings: Essential = 4, Very Important = 3, Somewhat important = 2, Not important = 1.

Differences computed directly from this table may vary from listing due to rounding.

\* Difference statistically significant at the .05 level.

\*\* Difference statistically significant at the .001 level.

\*\*\* Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.



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WABASH NATIONAL STUDY OF  
**Liberal Arts Education**

**Table 18**  
Student Survey–Fall 2006  
Section I  
Gustavus Adolphus College

How important to you personally is each of the following?	Averages and Frequencies			Comparisons for Gustavus Adolphus College			
	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus All Other Institutions Avg.	School Avg. Rank Among Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
I. Writing original works (poems, novels, short stories, etc.)	1.67 / 0.89 245	2.05 / 1.09 2,136	1.91 / 1.03 4,249	-0.38 ***	-0.23 **	11 of 11	16 of 19
J. Creating artistic work (painting, sculpture, film, etc.)	1.77 / 0.96 246	2.02 / 1.07 2,137	1.92 / 1.03 4,249	-0.25 **	-0.15 *	8 of 11	13 of 19
K. Becoming successful in a business of my own	2.22 / 1.05 246	2.32 / 1.05 2,136	2.40 / 1.06 4,247	-0.10	-0.18 *	8 of 11	15 of 19
L. Becoming involved in activities that preserve and enrich the environment	2.55 / 0.94 245	2.63 / 0.92 2,139	2.55 / 0.91 4,252	-0.09	0.00	7 of 11	9 of 19
M. Developing a meaningful philosophy of life	2.97 / 0.92 246	3.07 / 0.93 2,136	3.05 / 0.94 4,246	-0.10	-0.08	9 of 11	12 of 19
N. Volunteering in my community	2.93 / 0.81 246	2.85 / 0.85 2,137	2.85 / 0.85 4,249	0.08	0.08	3 of 11	6 of 19
O. Helping to promote racial understanding	2.50 / 0.89 246	2.63 / 0.90 2,134	2.60 / 0.90 4,245	-0.13 *	-0.10	9 of 11	15 of 19
P. Keeping up to date with political affairs	2.44 / 0.92 246	2.60 / 0.94 2,137	2.52 / 0.92 4,249	-0.15 *	-0.08	8 of 11	11 of 19

Averages are based on the following response codings: Essential = 4, Very Important = 3, Somewhat important = 2, Not important = 1.

Differences computed directly from this table may vary from listing due to rounding.

\* Difference statistically significant at the .05 level.

\*\* Difference statistically significant at the .001 level.

\*\*\* Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.



ACT Code: 2112

WABASH NATIONAL STUDY OF  
**Liberal Arts Education**

**Table 18**  
Student Survey–Fall 2006  
Section I  
Gustavus Adolphus College

How important to you personally is each of the following?	Averages and Frequencies			Comparisons for Gustavus Adolphus College			
	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus All Other Institutions Avg.	School Avg. Rank Among Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
Q. Becoming a community leader	2.33 / 0.90 246	2.37 / 0.92 2,135	2.34 / 0.92 4,247	-0.04	-0.01	6 of 11	9 of 19
R. Integrating spirituality into my life	2.87 / 1.00 246	2.62 / 1.13 2,134	2.73 / 1.12 4,243	0.26 **	0.15 *	3 of 11	7 of 19
S. Improving my understanding of other countries and cultures	2.78 / 0.87 246	2.97 / 0.86 2,135	2.89 / 0.87 4,247	-0.19 *	-0.11	8 of 11	12 of 19
T. Working to find a cure for a disease or illness	2.03 / 0.97 245	1.99 / 0.98 2,134	2.07 / 1.00 4,243	0.04	-0.04	6 of 11	13 of 19
U. Making a lot of money	2.57 / 0.95 246	2.42 / 1.01 2,137	2.53 / 0.99 4,250	0.14 *	0.03	6 of 11	11 of 19
V. Working in a prestigious occupation	2.45 / 0.95 246	2.34 / 1.04 2,133	2.47 / 1.02 4,242	0.11	-0.02	6 of 11	13 of 19
W. Becoming passionate about or committed to my occupation	3.56 / 0.62 246	3.71 / 0.54 2,136	3.69 / 0.56 4,249	-0.15 **	-0.13 **	11 of 11	17 of 19

Averages are based on the following response codings: Essential = 4, Very Important = 3, Somewhat important = 2, Not important = 1.

Differences computed directly from this table may vary from listing due to rounding.

\* Difference statistically significant at the .05 level.

\*\* Difference statistically significant at the .001 level.

\*\*\* Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

ACT Code: 2112

WABASH NATIONAL STUDY OF  
**Liberal Arts Education**

**Table 19**  
Student Survey–Fall 2006  
Section II  
Gustavus Adolphus College

Level of Agreement With Each of the Following Statements	Averages and Frequencies			Comparisons for Gustavus Adolphus College			
	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus All Other Institutions Avg.	School Avg. Rank Among Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
A. I enjoy having discussions with people whose ideas and values are different from my own.	3.90 / 0.85 245	4.12 / 0.79 2,133	4.08 / 0.78 4,242	-0.22 **	-0.17 **	10 of 11	16 of 19
B. The real value of a college education lies in being introduced to different values.	3.79 / 0.91 245	3.83 / 0.87 2,130	3.77 / 0.87 4,238	-0.04	0.03	7 of 11	9 of 19
C. I enjoy talking with people who have values different from mine because it helps me better understand myself and my values.	4.02 / 0.87 245	4.20 / 0.75 2,133	4.17 / 0.75 4,242	-0.18 **	-0.15 *	10 of 11	17 of 19
D. Learning about people from different cultures is a very important part of my college education.	3.92 / 1.01 245	4.06 / 0.91 2,133	3.96 / 0.94 4,241	-0.14 *	-0.03	7 of 11	10 of 19
E. I enjoy taking courses that challenge my beliefs and values.	3.75 / 0.95 244	3.81 / 0.95 2,134	3.70 / 0.97 4,241	-0.06	0.05	6 of 11	7 of 19
F. The courses I enjoy most are those that make me think about things from a different perspective.	3.87 / 0.87 245	4.07 / 0.89 2,132	4.00 / 0.90 4,240	-0.21 **	-0.14 *	9 of 11	14 of 19
G. Contact with individuals whose backgrounds (e.g., race, national origin, sexual orientation) are different from my own is an essential part of my college education.	3.67 / 1.04 245	3.96 / 0.94 2,132	3.86 / 0.97 4,241	-0.29 ***	-0.20 *	9 of 11	15 of 19

Averages are based on the following response codings: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1.

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WABASH NATIONAL STUDY OF  
**Liberal Arts Education**

**Table 19**  
**Student Survey–Fall 2006**  
**Section II**  
**Gustavus Adolphus College**

Level of Agreement With Each of the Following Statements	Averages and Frequencies			Comparisons for Gustavus Adolphus College			
	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus All Other Institutions Avg.	School Avg. Rank Among Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
H. I am willing to work hard in a course to learn the material even if it won't lead to a higher grade.	3.83 / 0.90 245	3.98 / 0.89 2,133	3.87 / 0.94 4,242	-0.15 *	-0.04	9 of 11	11 of 19
I. When I do well on a test, it is usually because I am well-prepared; not because the test is easy.	4.12 / 0.84 245	4.01 / 0.89 2,132	4.04 / 0.87 4,239	0.11	0.08	4 of 11	5 of 19
J. In high school, I frequently did more reading in a class than was required simply because it interested me.	2.84 / 1.10 245	3.00 / 1.20 2,133	2.87 / 1.20 4,241	-0.16 *	-0.03	7 of 11	8 of 19
K. In high school, I frequently talked to my teachers outside of class about ideas presented during class.	3.50 / 1.09 244	3.53 / 1.14 2,133	3.43 / 1.17 4,240	-0.03	0.06	6 of 11	7 of 19
L. Getting the best grades I can is very important to me.	4.40 / 0.79 243	4.17 / 0.99 2,131	4.31 / 0.90 4,239	0.22 **	0.09	3 of 11	7 of 19
M. I enjoy the challenge of learning complicated new material.	3.79 / 0.85 242	3.88 / 0.89 2,129	3.83 / 0.90 4,235	-0.09	-0.04	8 of 11	12 of 19
N. My academic experiences (i.e., courses, labs, studying, discussions with faculty) will be the most important part of college.	3.62 / 0.98 244	3.55 / 1.01 2,126	3.56 / 1.03 4,233	0.07	0.06	4 of 11	8 of 19

Averages are based on the following response codings: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1.

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WABASH NATIONAL STUDY OF  
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**Table 19**  
Student Survey–Fall 2006  
Section II  
Gustavus Adolphus College

Level of Agreement With Each of the Following Statements	Averages and Frequencies			Comparisons for Gustavus Adolphus College			
	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus All Other Institutions Avg.	School Avg. Rank Among Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
O. My academic experiences (i.e., courses, labs, studying, discussions with faculty) will be the most enjoyable part of college.	2.91 / 0.91 244	2.92 / 0.94 2,128	2.84 / 0.97 4,236	-0.01	0.07	6 of 11	9 of 19
P. I enjoy reading poetry and literature.	3.26 / 1.26 244	3.60 / 1.26 2,131	3.44 / 1.29 4,240	-0.34 **	-0.18 *	8 of 11	10 of 19
Q. I enjoy reading about science.	2.83 / 1.21 244	2.96 / 1.22 2,131	2.93 / 1.22 4,235	-0.13	-0.10	8 of 11	14 of 19
R. I enjoy reading about history.	3.35 / 1.22 244	3.48 / 1.19 2,130	3.38 / 1.22 4,238	-0.13	-0.03	6 of 11	9 of 19
S. I enjoy expressing my ideas in writing.	3.30 / 1.14 244	3.58 / 1.22 2,131	3.43 / 1.25 4,239	-0.29 **	-0.13	9 of 11	13 of 19
T. After I write about something, I see that subject differently.	3.18 / 0.96 244	3.36 / 1.01 2,131	3.25 / 1.02 4,237	-0.17 *	-0.07	9 of 11	11 of 19
U. If I have something good to read, I'm never bored.	3.63 / 1.16 244	3.84 / 1.13 2,129	3.78 / 1.14 4,237	-0.21 *	-0.15 *	8 of 11	11 of 19

Averages are based on the following response codings: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1.

Differences computed directly from this table may vary from listing due to rounding.

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WABASH NATIONAL STUDY OF  
**Liberal Arts Education**

**Table 20**  
Student Survey—Fall 2006  
Section III  
Gustavus Adolphus College

Item	Averages and Frequencies			Comparisons for Gustavus Adolphus College			
	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus All Other Institutions Avg.	School Avg. Rank Among Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
A. How would you characterize your political views?	2.90 / 0.88 246	2.67 / 0.93 2,116	2.80 / 0.91 4,209	0.23 **	0.10	5 of 11	10 of 19
B. Overall, how would you rate your health?	4.33 / 0.61 246	4.27 / 0.64 2,133	4.25 / 0.64 4,244	0.06	0.08	4 of 11	5 of 19
D. Think back to a typical week in your last year of high school. How often did you consume alcoholic beverages?	0.31 / 0.68 246	0.56 / 1.05 2,133	0.51 / 0.98 4,242	-0.26 **	-0.20 *	9 of 11	17 of 19
G. How often do you feel that you are “sleep deprived” (i.e., don’t get enough sleep to function effectively)?	3.21 / 0.84 246	3.23 / 0.92 2,132	3.26 / 0.93 4,243	-0.02	-0.05	6 of 11	13 of 19

Averages are based on the following response codings: Item A—Far left = 1, Liberal = 2, Middle-of-the-road = 3, Conservative = 4, Far right = 5.

Item B—Excellent = 5, Good = 4, Fair = 3, Poor = 2, Very poor = 1.

Item D—0 times = 0, 1 time per week = 1, 2 times per week = 2, 3 times per week = 3, 4 times per week = 4, 5 times per week = 5, 6 times per week = 6, 7 times per week = 7, More than 7 times per week = 8.

Item G—Almost always = 5, Frequently = 4, Occasionally = 3, Seldom = 2, Never = 1.

Differences computed directly from this table may vary from listing due to rounding.

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**Table 21**  
Student Survey–Fall 2006  
Section III  
Gustavus Adolphus College

<b>A. How would you characterize your political views?</b>	<b>Far left</b> % / n	<b>Liberal</b> % / n	<b>Middle-of-the-road</b> % / n	<b>Conservative</b> % / n	<b>Far right</b> % / n	<b>Blank</b> % / n
Gustavus Adolphus College	4.5 / 11	29.3 / 72	39.0 / 96	26.0 / 64	1.2 / 3	0.0 / 0
Other 10 Small Institutions	8.4 / 179	37.5 / 802	32.7 / 700	18.9 / 404	1.4 / 31	1.2 / 25
Other 18 Institutions	5.9 / 251	33.0 / 1,403	36.8 / 1,564	21.6 / 918	1.7 / 73	1.1 / 46

<b>B. Overall, how would you rate your health?</b>	<b>Excellent</b> % / n	<b>Good</b> % / n	<b>Fair</b> % / n	<b>Poor</b> % / n	<b>Very poor</b> % / n	<b>Blank</b> % / n
Gustavus Adolphus College	39.0 / 96	55.3 / 136	4.9 / 12	0.8 / 2	0.0 / 0	0.0 / 0
Other 10 Small Institutions	36.1 / 773	55.5 / 1,188	7.0 / 149	1.0 / 21	0.1 / 2	0.4 / 8
Other 18 Institutions	34.6 / 1,471	56.3 / 2,397	7.7 / 329	1.0 / 43	0.1 / 4	0.3 / 11

<b>C. How frequently do you engage in aerobic exercise (e.g., running, walking, hiking, swimming)?</b>	<b>I don't exercise regularly</b>	<b>More than 6 hours</b>				<b>Blank</b> % / n
	% / n	<b>1-2 hours per week</b> % / n	<b>3-4 hours per week</b> % / n	<b>5-6 hours per week</b> % / n	<b>per week</b> % / n	
Gustavus Adolphus College	12.2 / 30	23.6 / 58	25.6 / 63	15.0 / 37	23.6 / 58	0.0 / 0
Other 10 Small Institutions	17.8 / 381	21.2 / 453	24.0 / 513	12.4 / 266	24.2 / 519	0.4 / 9
Other 18 Institutions	15.7 / 666	22.2 / 945	27.0 / 1,147	14.3 / 608	20.6 / 876	0.3 / 13

<b>D. Think back to a typical week in your last year of high school. How often did you consume alcoholic beverages?</b>	<b>More than 5</b>							<b>Blank</b> % / n
	<b>0 times</b> % / n	<b>1 time per week</b> % / n	<b>2 times per week</b> % / n	<b>3 times per week</b> % / n	<b>4 times per week</b> % / n	<b>5 times per week</b> % / n	<b>times per week</b> % / n	
Gustavus Adolphus College	77.6 / 191	15.9 / 39	5.7 / 14	0.0 / 0	0.4 / 1	0.4 / 1	0.0 / 0	0.0 / 0
Other 10 Small Institutions	66.6 / 1,425	19.7 / 421	8.2 / 175	3.3 / 70	0.7 / 14	0.7 / 15	0.6 / 13	0.4 / 8
Other 18 Institutions	68.4 / 2,912	19.6 / 836	7.3 / 310	2.7 / 113	0.7 / 30	0.5 / 21	0.5 / 20	0.3 / 13

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**Table 21**  
**Student Survey—Fall 2006**  
**Section III**  
**Gustavus Adolphus College**

E. In a typical week, during your last year in high school, how many times did you have 5 or more “drinks” in one sitting? (A “drink” is a 12-ounce can of beer, a four-ounce glass of wine, 1 wine cooler, 1 shot of liquor, or 1 mixed drink.)	0 % / n	1 time % / n	2 times % / n	3-4 times % / n	5 or more times % / n	Blank % / n
Gustavus Adolphus College	75.2 / 185	9.8 / 24	8.5 / 21	2.0 / 5	4.5 / 11	0.0 / 0
Other 10 Small Institutions	71.6 / 1,533	13.5 / 290	7.5 / 161	3.5 / 76	3.4 / 72	0.4 / 9
Other 18 Institutions	71.7 / 3,051	13.3 / 568	6.6 / 282	4.2 / 179	3.8 / 162	0.3 / 13

F. How many cigarettes do you smoke a day?	I don't smoke cigarettes % / n	Less than 1/2 pack % / n	1/2 to 1 pack % / n	more than 1 pack but less than 2 packs % / n	2 or more packs % / n	Blank % / n
Gustavus Adolphus College	94.7 / 233	3.3 / 8	1.6 / 4	0.0 / 0	0.0 / 0	0.4 / 1
Other 10 Small Institutions	90.3 / 1,934	6.9 / 147	2.0 / 43	0.2 / 5	0.1 / 2	0.5 / 10
Other 18 Institutions	91.4 / 3,889	5.8 / 245	2.0 / 87	0.4 / 16	0.1 / 4	0.3 / 14

G. How often do you feel that you are “sleep deprived” (i.e., don’t get enough sleep to function effectively)?	Almost always % / n	Frequently % / n	Occasionally % / n	Seldom % / n	Never % / n	Blank % / n
Gustavus Adolphus College	5.3 / 13	30.1 / 74	46.3 / 114	16.7 / 41	1.6 / 4	0.0 / 0
Other 10 Small Institutions	8.8 / 188	28.1 / 602	41.5 / 888	19.5 / 417	1.7 / 37	0.4 / 9
Other 18 Institutions	9.4 / 400	29.3 / 1,245	40.8 / 1,737	18.4 / 784	1.8 / 77	0.3 / 12

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WABASH NATIONAL STUDY OF  
**Liberal Arts Education**

**Table 22**  
Student Experiences Survey–Spring 2007  
Section III  
Gustavus Adolphus College

	Averages and Frequencies			Comparisons for Gustavus Adolphus College			
	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus All Other Institutions Avg.	School Avg. Rank Among Small Institutions	Institution Avg. Rank Among All Institutions
1. How important to you personally is each of the following?	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
A. Becoming accomplished in one of the performing arts (acting, dancing, singing, etc.)	1.86 / 1.02 199	1.85 / 1.04 1,426	1.74 / 0.98 2,867	0.01	0.12	5 of 11	5 of 19
B. Obtaining recognition from my colleagues for contributions to my field of expertise	2.58 / 0.89 197	2.66 / 0.89 1,424	2.64 / 0.88 2,864	-0.07	-0.06	9 of 11	16 of 19
C. Influencing the political structure	1.85 / 0.90 199	1.96 / 0.95 1,425	1.90 / 0.92 2,865	-0.11	-0.05	8 of 11	12 of 19
D. Influencing social values	2.48 / 0.93 199	2.58 / 0.92 1,425	2.54 / 0.92 2,862	-0.10	-0.06	9 of 11	13 of 19
E. Raising a family	3.32 / 0.86 199	3.19 / 0.97 1,421	3.29 / 0.94 2,860	0.13	0.03	5 of 11	11 of 19
F. Having administrative responsibility for the work of others	2.19 / 0.88 199	2.10 / 0.94 1,421	2.18 / 0.94 2,849	0.09	0.01	4 of 11	11 of 19
G. Helping others who are in difficulty	3.16 / 0.81 199	3.18 / 0.81 1,425	3.17 / 0.81 2,866	-0.02	-0.01	5 of 11	10 of 19
H. Making a theoretical contribution to science	1.65 / 0.95 199	1.63 / 0.94 1,419	1.64 / 0.91 2,852	0.02	0.01	6 of 11	9 of 19

Averages are based on the following response codings: Essential = 4, Very Important = 3, Somewhat important = 2, Not important = 1.

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**Table 22**  
Student Experiences Survey–Spring 2007  
Section III  
Gustavus Adolphus College

	Averages and Frequencies			Comparisons for Gustavus Adolphus College			
	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus All Other Institutions Avg.	School Avg. Rank Among Small Institutions	Institution Avg. Rank Among All Institutions
1. How important to you personally is each of the following?	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
I. Writing original works (poems, novels, short stories, etc.)	1.66 / 0.90 198	1.92 / 1.07 1,422	1.77 / 1.01 2,855	-0.26 *	-0.12	11 of 11	16 of 19
J. Creating artistic work (painting, sculpture, film, etc.)	1.72 / 0.95 199	1.88 / 1.08 1,428	1.78 / 1.04 2,866	-0.16	-0.05	6 of 11	10 of 19
K. Becoming successful in a business of my own	1.89 / 0.94 197	2.10 / 1.08 1,418	2.15 / 1.09 2,852	-0.21 *	-0.26 *	10 of 11	18 of 19
L. Becoming involved in activities that preserve and enrich the environment	2.32 / 0.90 199	2.43 / 0.97 1,423	2.38 / 0.95 2,861	-0.12	-0.07	8 of 11	13 of 19
M. Developing a meaningful philosophy of life	2.89 / 0.94 199	2.92 / 1.03 1,425	2.90 / 1.02 2,864	-0.02	-0.01	8 of 11	11 of 19
N. Volunteering in my community	2.96 / 0.83 199	2.84 / 0.89 1,428	2.85 / 0.89 2,867	0.12	0.11	3 of 11	5 of 19
O. Helping to promote racial understanding	2.38 / 0.93 199	2.45 / 0.96 1,426	2.41 / 0.96 2,865	-0.07	-0.03	8 of 11	12 of 19
P. Keeping up to date with political affairs	2.39 / 0.98 199	2.46 / 0.98 1,425	2.44 / 0.97 2,864	-0.07	-0.05	8 of 11	11 of 19

Averages are based on the following response codings: Essential = 4, Very Important = 3, Somewhat important = 2, Not important = 1.

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**Table 22**  
Student Experiences Survey–Spring 2007  
Section III

Gustavus Adolphus College

	Averages and Frequencies			Comparisons for Gustavus Adolphus College			
	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus All Other Institutions Avg.	School Avg. Rank Among Small Institutions	Institution Avg. Rank Among All Institutions
1. How important to you personally is each of the following?	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
Q. Becoming a community leader	2.25 / 0.98 199	2.33 / 0.99 1,427	2.30 / 0.98 2,863	-0.08	-0.05	7 of 11	11 of 19
R. Integrating spirituality into my life	2.83 / 1.09 198	2.60 / 1.18 1,424	2.70 / 1.16 2,863	0.22 *	0.13	3 of 11	7 of 19
S. Improving my understanding of other countries and cultures	2.85 / 0.84 199	2.91 / 0.92 1,427	2.81 / 0.93 2,864	-0.05	0.04	7 of 11	9 of 19
T. Working to find a cure for a disease or illness	1.89 / 0.98 199	1.76 / 0.97 1,424	1.85 / 1.00 2,863	0.13	0.04	2 of 11	8 of 19
U. Making a lot of money	2.27 / 0.94 199	2.33 / 1.00 1,426	2.43 / 0.99 2,865	-0.07	-0.16 *	8 of 11	16 of 19
V. Working in a prestigious occupation	2.25 / 0.99 198	2.25 / 1.05 1,421	2.37 / 1.05 2,859	0.00	-0.12	7 of 11	14 of 19
W. Becoming passionate about or committed to my occupation	3.67 / 0.61 199	3.70 / 0.59 1,427	3.70 / 0.58 2,866	-0.03	-0.03	8 of 11	11 of 19

Averages are based on the following response codings: Essential = 4, Very Important = 3, Somewhat important = 2, Not important = 1.

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**Table 23**  
Student Experiences Survey–Spring 2007  
Section III

ACT Code: 2112

## Gustavus Adolphus College

2. Indicate the extent to which you agree/disagree with each of the following statements about your views or perspectives in general.	Averages and Frequencies			Comparisons for Gustavus Adolphus College			
	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus All Other Institutions Avg.	School Avg. Rank Among Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
A. I enjoy having discussions with people whose ideas and values are different from my own.	4.00 / 0.77 199	4.06 / 0.80 1,428	4.01 / 0.80 2,867	-0.06	-0.01	7 of 11	9 of 19
B. The real value of a college education lies in being introduced to different values.	3.76 / 0.92 199	3.75 / 0.88 1,427	3.69 / 0.92 2,867	0.01	0.07	7 of 11	10 of 19
C. I enjoy talking with people who have values different from mine because it helps me better understand myself and my values.	4.11 / 0.81 199	4.07 / 0.80 1,426	4.01 / 0.82 2,865	0.04	0.10	6 of 11	6 of 19
D. Learning about people from different cultures is a very important part of my college education.	3.77 / 0.97 198	3.86 / 0.96 1,426	3.78 / 0.99 2,866	-0.09	-0.01	8 of 11	12 of 19
E. I enjoy taking courses that challenge my beliefs and values.	3.65 / 0.95 198	3.72 / 0.94 1,428	3.61 / 0.97 2,868	-0.06	0.04	7 of 11	8 of 19
F. The courses I enjoy most are those that make me think about things from a different perspective.	3.73 / 0.99 199	3.81 / 0.94 1,428	3.74 / 0.96 2,866	-0.08	-0.01	8 of 11	10 of 19
G. Contact with individuals whose backgrounds (e.g., race, national origin, sexual orientation) are different from my own is an essential part of my college education.	3.53 / 1.07 197	3.65 / 1.03 1,427	3.58 / 1.05 2,866	-0.11	-0.04	7 of 11	11 of 19

Averages are based on the following response codings: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1.

Differences computed directly from this table may vary from listing due to rounding.

\* Difference statistically significant at the .05 level.

\*\* Difference statistically significant at the .001 level.

\*\*\* Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

ACT Code: 2112

WABASH NATIONAL STUDY OF  
**Liberal Arts Education**

**Table 23**  
Student Experiences Survey–Spring 2007  
Section III

Gustavus Adolphus College

2. Indicate the extent to which you agree/disagree with each of the following statements about your views or perspectives in general.	Averages and Frequencies			Comparisons for Gustavus Adolphus College			
	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus All Other Institutions Avg.	School Avg. Rank Among Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
H. I am willing to work hard in a course to learn the material even if it won't lead to a higher grade.	3.68 / 0.95 199	3.71 / 0.99 1,427	3.59 / 1.04 2,866	-0.03	0.09	7 of 11	7 of 19
I. When I do well on a test, it is usually because I am well-prepared, not because the test is easy.	4.10 / 0.84 199	4.08 / 0.86 1,421	4.10 / 0.86 2,857	0.02	0.00	6 of 11	11 of 19
J. I frequently do more reading in a class than was required simply because it interests me.	2.72 / 1.05 198	2.74 / 1.03 1,427	2.63 / 1.03 2,863	-0.01	0.09	7 of 11	8 of 19
K. I frequently talk to my teachers/faculty outside of class about ideas presented during class.	2.68 / 1.05 198	2.83 / 1.09 1,426	2.66 / 1.09 2,862	-0.14	0.02	8 of 11	8 of 19
L. Getting the best grades I can is very important to me.	4.26 / 0.90 198	4.12 / 1.03 1,427	4.26 / 0.94 2,866	0.14	0.00	5 of 11	12 of 19
M. I enjoy the challenge of learning complicated new material.	3.70 / 0.96 199	3.79 / 0.93 1,425	3.71 / 0.94 2,861	-0.09	-0.01	7 of 11	9 of 19
N. My academic experiences (i.e., courses, labs, studying, discussions with faculty) will be the most important part of college.	3.20 / 1.14 199	3.31 / 1.12 1,425	3.27 / 1.14 2,860	-0.11	-0.07	7 of 11	12 of 19
O. My academic experiences (i.e., courses, labs, studying, discussions with faculty) will be the most enjoyable part of college.	2.70 / 1.00 199	2.71 / 1.02 1,425	2.60 / 1.03 2,860	-0.02	0.10	7 of 11	10 of 19

Averages are based on the following response codings: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1.

Differences computed directly from this table may vary from listing due to rounding.

\* Difference statistically significant at the .05 level.

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ACT Code: 2112

WABASH NATIONAL STUDY OF  
**Liberal Arts Education**

**Table 23**  
Student Experiences Survey–Spring 2007  
Section III  
Gustavus Adolphus College

2. Indicate the extent to which you agree/disagree with each of the following statements about your views or perspectives in general.	Averages and Frequencies			Comparisons for Gustavus Adolphus College			
	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus All Other Institutions Avg.	School Avg. Rank Among Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
P. I enjoy reading poetry and literature.	3.38 / 1.30 199	3.56 / 1.31 1,427	3.41 / 1.34 2,865	-0.17	-0.02	8 of 11	10 of 19
Q. I enjoy reading about science.	2.83 / 1.26 199	2.91 / 1.30 1,422	2.89 / 1.29 2,861	-0.08	-0.06	7 of 11	11 of 19
R. I enjoy reading about history.	3.31 / 1.20 199	3.34 / 1.22 1,427	3.27 / 1.25 2,864	-0.03	0.04	7 of 11	9 of 19
S. I enjoy expressing my ideas in writing.	3.30 / 1.24 197	3.49 / 1.22 1,421	3.36 / 1.26 2,854	-0.19 *	-0.05	9 of 11	10 of 19
T. After I write about something, I see that subject differently.	3.15 / 1.05 199	3.35 / 1.04 1,421	3.25 / 1.07 2,856	-0.21 *	-0.11	9 of 11	11 of 19
U. If I have something good to read, I'm never bored.	3.67 / 1.12 199	3.70 / 1.17 1,423	3.64 / 1.22 2,860	-0.03	0.03	8 of 11	10 of 19

Averages are based on the following response codings: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1.

Differences computed directly from this table may vary from listing due to rounding.

\* Difference statistically significant at the .05 level.

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WABASH NATIONAL STUDY OF  
**Liberal Arts Education**

**Table 24**  
Student Experiences Survey—Spring 2007  
Section IV  
Gustavus Adolphus College

ACT Code: 2112

Item	Averages and Frequencies			Comparisons for Gustavus Adolphus College			
	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus All Other Institutions Avg.	School Avg. Rank Among Small Institutions	Institution Avg. Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>				
1. How would you characterize your political views?	2.81 / 0.88 199	2.67 / 0.96 1,414	2.79 / 0.93 2,843	0.14 *	0.02	6 of 11	12 of 19
2. Overall, how would you rate your health?	4.26 / 0.62 199	4.23 / 0.66 1,432	4.23 / 0.65 2,872	0.03	0.02	6 of 11	9 of 19
4. In a typical one-week period during this year in college, how often did you consume alcoholic beverages?	0.85 / 1.02 199	0.96 / 1.28 1,431	0.93 / 1.19 2,870	-0.11	-0.08	9 of 11	13 of 19
7. How often do you feel that you are “sleep deprived” (i.e., don’t get enough sleep to function effectively)?	3.32 / 0.93 199	3.34 / 0.97 1,433	3.37 / 0.99 2,873	-0.02	-0.05	6 of 11	11 of 19

Averages are based on the following response codings: Item 1—Far left = 1, Liberal = 2, Middle-of-the-road = 3, Conservative = 4, Far right = 5.

Item 2—Excellent = 5, Good = 4, Fair = 3, Poor = 2, Very poor = 1.

Item 4—0 times = 0, 1 time per week = 1, 2 times per week = 2, 3 times per week = 3, 4 times per week = 4, 5 times per week = 5, 6 times per week = 6, 7 times per week = 7, More than 7 times per week = 8.

Item 7—Almost always = 5, Frequently = 4, Occasionally = 3, Seldom = 2, Never = 1.

Differences computed directly from this table may vary from listing due to rounding.

\* Difference statistically significant at the .05 level.

\*\* Difference statistically significant at the .001 level.

\*\*\* Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

ACT Code: 2112

WABASH NATIONAL STUDY OF  
**Liberal Arts Education**

**Table 25**  
Student Experiences Survey–Spring 2007  
Section IV  
Gustavus Adolphus College

1. How would you characterize your political views?	Far left % / n	Liberal % / n	Middle-of-the-road % / n	Conservative % / n	Far right % / n	Blank % / n
Gustavus Adolphus College	5.0 / 10	33.0 / 66	39.5 / 79	20.0 / 40	2.0 / 4	0.5 / 1
Other 10 Small Institutions	8.8 / 127	38.6 / 555	29.3 / 421	19.9 / 286	1.7 / 25	1.7 / 25
Other 18 Institutions	6.3 / 181	34.4 / 991	33.6 / 969	22.5 / 647	1.9 / 55	1.3 / 38

2. Overall, how would you rate your health?	Excellent % / n	Good % / n	Fair % / n	Poor % / n	Very Poor % / n	Blank % / n
Gustavus Adolphus College	34.0 / 68	58.0 / 116	6.5 / 13	1.0 / 2	0.0 / 0	0.5 / 1
Other 10 Small Institutions	34.2 / 492	55.0 / 791	9.2 / 133	1.0 / 15	0.1 / 1	0.5 / 7
Other 18 Institutions	34.2 / 984	55.8 / 1,607	8.6 / 247	1.1 / 31	0.1 / 3	0.3 / 9

3. How frequently do you engage in aerobic exercise (e.g., running, walking, hiking, swimming)?	I don't exercise regularly % / n	1-2 hours per week % / n	3-4 hours per week % / n	5-6 hours per week % / n	More than 6 hours per week % / n	Blank % / n
	Gustavus Adolphus College	14.0 / 28	19.5 / 39	26.5 / 53	17.5 / 35	22.0 / 44
Other 10 Small Institutions	20.1 / 289	22.6 / 325	22.0 / 316	13.6 / 195	21.3 / 307	0.5 / 7
Other 18 Institutions	18.4 / 529	23.5 / 677	25.1 / 722	14.5 / 419	18.2 / 524	0.3 / 10

4. In a typical one-week period during this year in college, how often did you consume alcoholic beverages?	0 times % / n	1 time per week % / n	2 times per week % / n	3 times per week % / n	4 times per week % / n	5 times per week % / n	More than 5 times per week % / n	Blank % / n
	Gustavus Adolphus College	49.0 / 98	25.0 / 50	19.0 / 38	5.0 / 10	1.0 / 2	0.5 / 1	0.0 / 0
Other 10 Small Institutions	50.0 / 719	20.5 / 295	19.2 / 276	6.4 / 92	1.7 / 25	0.6 / 9	1.0 / 15	0.6 / 8
Other 18 Institutions	49.1 / 1,416	23.0 / 663	18.0 / 518	6.8 / 196	1.5 / 42	0.6 / 16	0.7 / 19	0.4 / 11

5. In a typical one-week period during this year in college, how many times did you have 5 or more "drinks" in one sitting?	0 times % / n	1 time % / n	2 times % / n	3-4 times % / n	5 or more times % / n	Blank % / n
	Gustavus Adolphus College	53.0 / 106	22.5 / 45	12.5 / 25	6.5 / 13	5.0 / 10
Other 10 Small Institutions	60.6 / 872	19.0 / 274	11.3 / 162	5.6 / 80	3.0 / 43	0.6 / 8
Other 18 Institutions	59.6 / 1,716	19.9 / 574	12.0 / 345	5.0 / 143	3.2 / 91	0.4 / 12

WABASH NATIONAL STUDY OF  
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**Table 25**  
**Student Experiences Survey—Spring 2007**  
**Section IV**  
**Gustavus Adolphus College**

ACT Code: 2112

6. How many cigarettes do you smoke a day?	I don't smoke cigarettes	Less than 1/2 pack	1/2 to 1 pack	more than 1 pack but less than 2 packs	2 or more packs	Blank
	% / n	% / n	% / n	% / n	% / n	% / n
Gustavus Adolphus College	94.0 / 188	3.0 / 6	2.5 / 5	0.0 / 0	0.0 / 0	0.5 / 1
Other 10 Small Institutions	91.7 / 1,320	5.8 / 84	1.8 / 26	0.1 / 1	0.1 / 2	0.4 / 6
Other 18 Institutions	93.1 / 2,682	4.9 / 140	1.5 / 42	0.1 / 4	0.1 / 4	0.3 / 9

7. How often do you feel that you are “sleep deprived” (i.e., don’t get enough sleep to function effectively)?	Almost always	Frequently	Occasionally	Seldom	Never	Blank
	% / n	% / n	% / n	% / n	% / n	% / n
Gustavus Adolphus College	9.5 / 19	34.0 / 68	36.0 / 72	19.0 / 38	1.0 / 2	0.5 / 1
Other 10 Small Institutions	11.7 / 169	32.0 / 460	37.0 / 532	16.4 / 236	2.5 / 36	0.4 / 6
Other 18 Institutions	13.2 / 380	32.0 / 921	35.7 / 1,029	16.4 / 473	2.4 / 70	0.3 / 8



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WABASH NATIONAL STUDY OF  
**Liberal Arts Education**

**Table 26**  
Comparisons From Student Surveys  
Student Survey–Fall 2006 and Student Experiences Survey–Spring 2007  
Gustavus Adolphus College

	Averages and Frequencies for Gustavus Adolphus College		Spring 2007 Avg. Minus Fall 2006 Avg.			Institutional change ranked from largest positive to largest negative change	
	Spring 2007 <i>Avg/SD</i> <i>n</i>	Fall 2006 <i>Avg/SD</i> <i>n</i>	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Change Rank Among Small Institutions	Institution Change Rank Among All Institutions
<b>1. How important to you personally is each of the following?</b>							
A. Becoming accomplished in one of the performing arts (acting, dancing, singing, etc.)	1.86 / 1.02 199	1.90 / 1.02 200	-0.04	-0.08	-0.09	5 of 11	6 of 19
B. Obtaining recognition from my colleagues for contributions to my field of expertise	2.58 / 0.89 197	2.78 / 0.83 200	-0.19 *	-0.06	-0.11	10 of 11	15 of 19
C. Influencing the political structure	1.85 / 0.90 199	1.95 / 0.89 200	-0.10	-0.08	-0.09	6 of 11	9 of 19
D. Influencing social values	2.48 / 0.93 199	2.57 / 0.84 200	-0.09	-0.15	-0.16	3 of 11	4 of 19
E. Raising a family	3.32 / 0.86 199	3.37 / 0.82 200	-0.05	-0.03	-0.04	8 of 11	12 of 19
F. Having administrative responsibility for the work of others	2.19 / 0.88 199	2.32 / 0.84 200	-0.12	-0.06	-0.07	8 of 11	13 of 19
G. Helping others who are in difficulty	3.16 / 0.81 199	3.16 / 0.72 200	0.00	-0.04	-0.06	3 of 11	3 of 19
H. Making a theoretical contribution to science	1.65 / 0.95 199	1.82 / 0.96 200	-0.16	-0.06	-0.09	11 of 11	16 of 19

NOTE: Fall-Spring comparison reports only include students who took both the fall 2006 and the spring 2007 assessments.

Averages are based on the following response codings: Essential = 4, Very Important = 3, Somewhat important = 2, Not important = 1. Differences computed directly from this table may vary from listing due to rounding.

Asterisks indicate a significant change in an institution's average response from fall 2006 to spring 2007.

\* Difference statistically significant at the .05 level.

\*\* Difference statistically significant at the .001 level.

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~ Statistical test not performed due to frequencies < 20.

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Comparisons From Student Surveys  
Student Survey–Fall 2006 and Student Experiences Survey–Spring 2007  
Gustavus Adolphus College

	Averages and Frequencies for Gustavus Adolphus College		Spring 2007 Avg. Minus Fall 2006 Avg.			Institutional change ranked from largest positive to largest negative change	
	Spring 2007 <i>Avg/SD</i> <i>n</i>	Fall 2006 <i>Avg/SD</i> <i>n</i>	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Change Rank Among Small Institutions	Institution Change Rank Among All Institutions
<b>1. How important to you personally is each of the following?</b>							
I. Writing original works (poems, novels, short stories, etc.)	1.66 / 0.90 198	1.65 / 0.87 200	0.01	-0.08	-0.09	2 of 11	2 of 19
J. Creating artistic work (painting, sculpture, film, etc.)	1.72 / 0.95 199	1.75 / 0.91 200	-0.02	-0.10	-0.10	3 of 11	4 of 19
K. Becoming successful in a business of my own	1.89 / 0.94 197	2.22 / 1.07 200	-0.33 *	-0.18	-0.20	10 of 11	18 of 19
L. Becoming involved in activities that preserve and enrich the environment	2.32 / 0.90 199	2.55 / 0.94 200	-0.23 *	-0.21	-0.16	6 of 11	13 of 19
M. Developing a meaningful philosophy of life	2.89 / 0.94 199	2.95 / 0.91 200	-0.06	-0.12	-0.15	2 of 11	3 of 19
N. Volunteering in my community	2.96 / 0.83 199	2.98 / 0.79 200	-0.01	-0.05	-0.06	3 of 11	4 of 19
O. Helping to promote racial understanding	2.38 / 0.93 199	2.55 / 0.90 200	-0.17	-0.19	-0.18	5 of 11	9 of 19
P. Keeping up to date with political affairs	2.39 / 0.98 199	2.41 / 0.91 200	-0.02	-0.10	-0.06	3 of 11	6 of 19

NOTE: Fall-Spring comparison reports only include students who took both the fall 2006 and the spring 2007 assessments.

Averages are based on the following response codings: Essential = 4, Very Important = 3, Somewhat important = 2, Not important = 1. Differences computed directly from this table may vary from listing due to rounding.

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WABASH NATIONAL STUDY OF  
**Liberal Arts Education**

**Table 26**  
Comparisons From Student Surveys  
Student Survey–Fall 2006 and Student Experiences Survey–Spring 2007  
Gustavus Adolphus College

	Averages and Frequencies for Gustavus Adolphus College		Spring 2007 Avg. Minus Fall 2006 Avg.			Institutional change ranked from largest positive to largest negative change	
	Spring 2007 <i>Avg/SD</i> <i>n</i>	Fall 2006 <i>Avg/SD</i> <i>n</i>	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Change Rank Among Small Institutions	Institution Change Rank Among All Institutions
<b>1. How important to you personally is each of the following?</b>							
Q. Becoming a community leader	2.25 / 0.98 199	2.36 / 0.91 200	-0.11	-0.05	-0.05	9 of 11	16 of 19
R. Integrating spirituality into my life	2.83 / 1.09 198	2.90 / 1.01 200	-0.07	-0.07	-0.08	6 of 11	8 of 19
S. Improving my understanding of other countries and cultures	2.85 / 0.84 199	2.80 / 0.86 200	0.05	-0.06	-0.09	2 of 11	2 of 19
T. Working to find a cure for a disease or illness	1.89 / 0.98 199	2.04 / 0.97 199	-0.15	-0.22	-0.21	2 of 11	4 of 19
U. Making a lot of money	2.27 / 0.94 199	2.57 / 0.96 200	-0.30 *	-0.07	-0.06	11 of 11	19 of 19
V. Working in a prestigious occupation	2.25 / 0.99 198	2.44 / 0.94 200	-0.19	-0.07	-0.08	10 of 11	16 of 19
W. Becoming passionate about or committed to my occupation	3.67 / 0.61 199	3.55 / 0.62 200	0.12	-0.01	-0.01	2 of 11	3 of 19

NOTE: Fall-Spring comparison reports only include students who took both the fall 2006 and the spring 2007 assessments.

Averages are based on the following response codings: Essential = 4, Very Important = 3, Somewhat important = 2, Not important = 1. Differences computed directly from this table may vary from listing due to rounding.

Asterisks indicate a significant change in an institution's average response from fall 2006 to spring 2007.

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WABASH NATIONAL STUDY OF  
**Liberal Arts Education**

**Table 27**  
Comparisons From Student Surveys  
Student Survey–Fall 2006 and Student Experiences Survey–Spring 2007  
Gustavus Adolphus College

2. Indicate the extent to which you agree/disagree with each of the following statements about your views or perspectives in general.	Averages and Frequencies for Gustavus Adolphus College		Spring 2007 Avg. Minus Fall 2006 Avg.			Institutional change ranked from largest positive to largest negative change	
	Spring 2007	Fall 2006	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Change Rank Among Small Institutions	Institution Change Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>					
A. I enjoy having discussions with people whose ideas and values are different from my own.	4.00 / 0.77 199	3.95 / 0.81 200	0.05	-0.05	-0.06	1 of 11	2 of 19
B. The real value of a college education lies in being introduced to different values.	3.76 / 0.92 199	3.86 / 0.84 200	-0.10	-0.07	-0.05	7 of 11	14 of 19
C. I enjoy talking with people who have values different from mine because it helps me better understand myself and my values.	4.11 / 0.81 199	4.08 / 0.80 200	0.03	-0.13	-0.15	1 of 11	1 of 19
D. Learning about people from different cultures is a very important part of my college education.	3.77 / 0.97 198	3.98 / 0.96 200	-0.21 *	-0.18	-0.19	6 of 11	12 of 19
E. I enjoy taking courses that challenge my beliefs and values.	3.65 / 0.95 198	3.79 / 0.92 199	-0.14	-0.05	-0.08	9 of 11	15 of 19
F. The courses I enjoy most are those that make me think about things from a different perspective.	3.73 / 0.99 199	3.87 / 0.89 200	-0.14	-0.24	-0.25	3 of 11	4 of 19
G. Contact with individuals whose backgrounds (e.g., race, national origin, sexual orientation) are different from my own is an essential part of my college education.	3.53 / 1.07 197	3.71 / 1.00 200	-0.17	-0.29	-0.29	3 of 11	5 of 19

NOTE: Fall-Spring comparison reports only include students who took both the fall 2006 and the spring 2007 assessments.

Averages are based on the following response codings: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1. Differences computed directly from this table may vary from listing due to rounding.

Asterisks indicate a significant change in an institution's average response from fall 2006 to spring 2007.

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Comparisons From Student Surveys  
Student Survey–Fall 2006 and Student Experiences Survey–Spring 2007  
Gustavus Adolphus College

2. Indicate the extent to which you agree/disagree with each of the following statements about your views or perspectives in general.	Averages and Frequencies for Gustavus Adolphus College		Spring 2007 Avg. Minus Fall 2006 Avg.			Institutional change ranked from largest positive to largest negative change	
	Spring 2007	Fall 2006	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Change Rank Among Small Institutions	Institution Change Rank Among All Institutions
	Avg/SD n	Avg/SD n					
H. I am willing to work hard in a course to learn the material even if it won't lead to a higher grade.	3.68 / 0.95 199	3.85 / 0.87 200	-0.17	-0.27	-0.28	3 of 11	4 of 19
I. When I do well on a test, it is usually because I am well-prepared, not because the test is easy.	4.10 / 0.84 199	4.14 / 0.82 200	-0.03	0.05	0.03	9 of 11	14 of 19
J. I frequently do more reading in a class than was required simply because it interests me.	2.72 / 1.05 198	2.82 / 1.09 200	-0.10	-0.22	-0.23	2 of 11	5 of 19
K. I frequently talk to my teachers/faculty outside of class about ideas presented during class.	2.68 / 1.05 198	3.51 / 1.09 199	-0.83 ***	-0.69	-0.79	9 of 11	13 of 19
L. Getting the best grades I can is very important to me.	4.26 / 0.90 198	4.40 / 0.82 198	-0.14	-0.10	-0.10	5 of 11	11 of 19
M. I enjoy the challenge of learning complicated new material.	3.70 / 0.96 199	3.82 / 0.83 197	-0.12	-0.09	-0.14	7 of 11	9 of 19
N. My academic experiences (i.e., courses, labs, studying, discussions with faculty) will be the most important part of college.	3.20 / 1.14 199	3.63 / 0.96 199	-0.43 **	-0.24	-0.28	10 of 11	16 of 19

NOTE: Fall-Spring comparison reports only include students who took both the fall 2006 and the spring 2007 assessments.

Averages are based on the following response codings: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1. Differences computed directly from this table may vary from listing due to rounding.

Asterisks indicate a significant change in an institution's average response from fall 2006 to spring 2007.

\* Difference statistically significant at the .05 level.

\*\* Difference statistically significant at the .001 level.

\*\*\* Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

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**Table 27**  
Comparisons From Student Surveys  
Student Survey–Fall 2006 and Student Experiences Survey–Spring 2007  
Gustavus Adolphus College

2. Indicate the extent to which you agree/disagree with each of the following statements about your views or perspectives in general.	Averages and Frequencies for Gustavus Adolphus College		Spring 2007 Avg. Minus Fall 2006 Avg.			Institutional change ranked from largest positive to largest negative change	
	Spring 2007	Fall 2006	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Change Rank Among Small Institutions	Institution Change Rank Among All Institutions
	Avg/SD n	Avg/SD n					
O. My academic experiences (i.e., courses, labs, studying, discussions with faculty) will be the most enjoyable part of college.	2.70 / 1.00 199	2.92 / 0.91 199	-0.22 *	-0.18	-0.19	7 of 11	11 of 19
P. I enjoy reading poetry and literature.	3.38 / 1.30 199	3.23 / 1.25 199	0.15	-0.02	-0.04	2 of 11	2 of 19
Q. I enjoy reading about science.	2.83 / 1.26 199	2.82 / 1.22 199	0.01	-0.03	-0.05	5 of 11	5 of 19
R. I enjoy reading about history.	3.31 / 1.20 199	3.31 / 1.25 199	0.00	-0.09	-0.09	2 of 11	3 of 19
S. I enjoy expressing my ideas in writing.	3.30 / 1.24 197	3.28 / 1.11 199	0.03	-0.04	-0.04	3 of 11	3 of 19
T. After I write about something, I see that subject differently.	3.15 / 1.05 199	3.19 / 0.92 199	-0.04	0.06	0.04	8 of 11	13 of 19
U. If I have something good to read, I'm never bored.	3.67 / 1.12 199	3.63 / 1.16 199	0.04	-0.14	-0.16	1 of 11	1 of 19

NOTE: Fall-Spring comparison reports only include students who took both the fall 2006 and the spring 2007 assessments.

Averages are based on the following response codings: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1.  
Differences computed directly from this table may vary from listing due to rounding.

Asterisks indicate a significant change in an institution's average response from fall 2006 to spring 2007.

\* Difference statistically significant at the .05 level.

\*\* Difference statistically significant at the .001 level.

\*\*\* Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

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**Table 28**  
Comparisons From Student Surveys  
Student Survey–Fall 2006 and Student Experiences Survey–Spring 2007  
Gustavus Adolphus College

Item	Averages and Frequencies for Gustavus Adolphus College		Spring 2007 Avg. Minus Fall 2006 Avg.			Institutional change ranked from largest positive to largest negative change	
	Spring 2007	Fall 2006	Gustavus Adolphus College	Other 10 Small Institutions	All Other Institutions	Institution Change Rank Among Small Institutions	Institution Change Rank Among All Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>					
1. How would you characterize your political views?	2.81 / 0.88 199	2.89 / 0.88 200	-0.08	-0.05	-0.04	8 of 11	15 of 19
2. Overall, how would you rate your health?	4.26 / 0.62 199	4.29 / 0.62 200	-0.03	-0.05	-0.03	5 of 11	12 of 19
4. In a typical one-week period during this year in college, how often did you consume alcoholic beverages?	0.85 / 1.02 199	0.31 / 0.71 200	0.54 ***	0.50	0.50	6 of 11	10 of 19
7. How often do you feel that you are “sleep deprived” (i.e., don’t get enough sleep to function effectively)?	3.32 / 0.93 199	3.20 / 0.81 200	0.12	0.14	0.12	7 of 11	10 of 19

NOTE: Fall-Spring comparison reports only include students who took both the fall 2006 and the spring 2007 assessments.

Averages are based on the following response codings: Item 1—Far left = 1, Liberal = 2, Middle-of-the-road = 3, Conservative = 4, Far right = 5.

Item 2—Excellent = 5, Good = 4, Fair = 3, Poor = 2, Very poor = 1.

Item 4—0 times = 0, 1 time per week = 1, 2 times per week = 2, 3 times per week = 3, 4 times per week = 4, 5 times per week = 5, 6 times per week = 6, 7 times per week = 7, More than 7 times per week = 8.

Item 7—Almost always = 5, Frequently = 4, Occasionally = 3, Seldom = 2, Never = 1.

Differences computed directly from this table may vary from listing due to rounding.

Asterisks indicate a significant change in an institution's average response from fall 2006 to spring 2007.

\* Difference statistically significant at the .05 level.

\*\* Difference statistically significant at the .001 level.

\*\*\* Difference statistically significant at the .00001 level.

~ Statistical test not performed due to frequencies < 20.

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**Table 29**  
Comparisons From Student Surveys  
Student Survey–Fall 2006 and Student Experiences Survey–Spring 2007  
Gustavus Adolphus College

1. How would you characterize your political views?		Far left % / n	Liberal % / n	Middle-of-the-road % / n	Conservative % / n	Far right % / n	Blank % / n
Gustavus Adolphus College	Spring 2007	5.0 / 10	33.0 / 66	39.5 / 79	20.0 / 40	2.0 / 4	0.5 / 1
	Fall 2006	4.5 / 9	29.5 / 59	40.0 / 80	24.5 / 49	1.5 / 3	0.0 / 0
Other 10 Small Institutions	Spring 2007	8.8 / 127	38.6 / 555	29.3 / 421	19.9 / 286	1.7 / 25	1.7 / 25
	Fall 2006	7.4 / 106	36.6 / 526	33.1 / 477	20.0 / 288	1.8 / 26	1.1 / 16
Other 18 Institutions	Spring 2007	6.3 / 181	34.4 / 991	33.6 / 969	22.5 / 647	1.9 / 55	1.3 / 38
	Fall 2006	5.4 / 156	32.4 / 933	36.5 / 1,051	22.7 / 654	2.0 / 57	1.0 / 30

2. Overall, how would you rate your health?		Excellent % / n	Good % / n	Fair % / n	Poor % / n	Very poor % / n	Blank % / n
Gustavus Adolphus College	Spring 2007	34.0 / 68	58.0 / 116	6.5 / 13	1.0 / 2	0.0 / 0	0.5 / 1
	Fall 2006	37.0 / 74	56.0 / 112	6.0 / 12	1.0 / 2	0.0 / 0	0.0 / 0
Other 10 Small Institutions	Spring 2007	34.2 / 492	55.0 / 791	9.2 / 133	1.0 / 15	0.1 / 1	0.5 / 7
	Fall 2006	36.1 / 520	56.4 / 812	6.2 / 89	0.9 / 13	0.1 / 1	0.3 / 4
Other 18 Institutions	Spring 2007	34.2 / 984	55.8 / 1,607	8.6 / 247	1.1 / 31	0.1 / 3	0.3 / 9
	Fall 2006	35.3 / 1,016	56.5 / 1,629	7.2 / 206	0.8 / 22	0.1 / 3	0.2 / 5

3. How frequently do you engage in aerobic exercise (e.g., running, walking, hiking, swimming)?		I don't exercise regularly % / n	1-2 hours per week % / n	3-4 hours per week % / n	5-6 hours per week % / n	More than 6 hours per week % / n	Blank % / n	Chi-Square Test* Level of Significance
Gustavus Adolphus College	Spring 2007	14.0 / 28	19.5 / 39	26.5 / 53	17.5 / 35	22.0 / 44	0.5 / 1	0.5748
	Fall 2006	12.5 / 25	25.0 / 50	26.5 / 53	13.0 / 26	23.0 / 46	0.0 / 0	
Other 10 Small Institutions	Spring 2007	20.1 / 289	22.6 / 325	22.0 / 316	13.6 / 195	21.3 / 307	0.5 / 7	
	Fall 2006	18.1 / 260	21.2 / 305	24.7 / 355	12.2 / 176	23.5 / 338	0.3 / 5	
Other 18 Institutions	Spring 2007	18.4 / 529	23.5 / 677	25.1 / 722	14.5 / 419	18.2 / 524	0.3 / 10	
	Fall 2006	15.2 / 437	22.1 / 637	27.0 / 778	14.8 / 427	20.7 / 596	0.2 / 6	

NOTE: Fall-Spring comparison reports only include students who took both the fall 2006 and the spring 2007 assessments.

\* The "Blank" column is not considered in the computation of the Chi-squared statistics.



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**Table 29**  
Comparisons From Student Surveys  
Student Survey–Fall 2006 and Student Experiences Survey–Spring 2007  
Gustavus Adolphus College

4. In a typical one-week period during this year in college, how often did you consume alcoholic beverages?		0 times	1 time per week	2 times per week	3 times per week	4 times per week	5 or more times per week	Blank
		% / n	% / n	% / n	% / n	% / n	% / n	% / n
Gustavus Adolphus College	Spring 2007	49.0 / 98	25.0 / 50	19.0 / 38	5.0 / 10	1.0 / 2	0.5 / 1	0.5 / 1
	Fall 2006	79.5 / 159	13.0 / 26	6.5 / 13	0.0 / 0	0.5 / 1	0.5 / 1	0.0 / 0
Other 10 Small Institutions	Spring 2007	50.3 / 719	20.6 / 295	19.3 / 276	6.4 / 92	1.7 / 25	1.0 / 15	0.6 / 8
	Fall 2006	71.3 / 1,026	17.7 / 255	7.2 / 103	2.2 / 31	0.3 / 4	1.0 / 15	0.3 / 4
Other 18 Institutions	Spring 2007	49.3 / 1,416	23.1 / 663	18.0 / 518	6.8 / 196	1.5 / 42	0.9 / 25	0.4 / 11
	Fall 2006	72.0 / 2,073	18.4 / 529	6.3 / 182	1.9 / 54	0.5 / 15	0.6 / 18	0.2 / 7

5. In a typical one-week period during this year in college, how many times did you have 5 or more "drinks" in one sitting?		0 times	1 time	2 times	3-4 times	5 or more times	Blank
		% / n	% / n	% / n	% / n	% / n	% / n
Gustavus Adolphus College	Spring 2007	53.0 / 106	22.5 / 45	12.5 / 25	6.5 / 13	5.0 / 10	0.5 / 1
	Fall 2006	77.0 / 154	8.5 / 17	8.5 / 17	1.5 / 3	4.5 / 9	0.0 / 0
Other 10 Small Institutions	Spring 2007	60.6 / 872	19.0 / 274	11.3 / 162	5.6 / 80	3.0 / 43	0.6 / 8
	Fall 2006	76.8 / 1,105	11.2 / 161	6.0 / 87	2.8 / 41	2.8 / 40	0.3 / 5
Other 18 Institutions	Spring 2007	59.6 / 1,716	19.9 / 574	12.0 / 345	5.0 / 143	3.2 / 91	0.4 / 12
	Fall 2006	75.5 / 2,174	11.7 / 336	5.8 / 167	3.7 / 108	3.1 / 89	0.2 / 7

6. How many cigarettes do you smoke a day?		I don't smoke cigarettes	Less than 1/2 pack	1/2 to 1 pack	more than 1 pack but less than 2 packs	2 or more packs	Blank
		% / n	% / n	% / n	% / n	% / n	% / n
Gustavus Adolphus College	Spring 2007	94.0 / 188	3.0 / 6	2.5 / 5	0.0 / 0	0.0 / 0	0.5 / 1
	Fall 2006	94.5 / 189	3.5 / 7	2.0 / 4	0.0 / 0	0.0 / 0	0.0 / 0
Other 10 Small Institutions	Spring 2007	91.7 / 1,320	5.8 / 84	1.8 / 26	0.1 / 1	0.1 / 2	0.4 / 6
	Fall 2006	93.0 / 1,338	5.3 / 76	1.1 / 16	0.3 / 4	0.1 / 1	0.3 / 4
Other 18 Institutions	Spring 2007	93.1 / 2,682	4.9 / 140	1.5 / 42	0.1 / 4	0.1 / 4	0.3 / 9
	Fall 2006	93.8 / 2,702	4.5 / 129	1.2 / 36	0.2 / 7	0.1 / 2	0.2 / 5

NOTE: Fall-Spring comparison reports only include students who took both the fall 2006 and the spring 2007 assessments.

\* The "Blank" column is not considered in the computation of the Chi-squared statistics.

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**Table 29**  
**Comparisons From Student Surveys**  
**Student Survey–Fall 2006 and Student Experiences Survey–Spring 2007**  
**Gustavus Adolphus College**

7. How often do you feel that you are “sleep deprived” (i.e., don’t get enough sleep to function effectively)?		Almost always % / n	Frequently % / n	Occasionally % / n	Seldom % / n	Never % / n	Blank % / n
Gustavus Adolphus College	Spring 2007	9.5 / 19	34.0 / 68	36.0 / 72	19.0 / 38	1.0 / 2	0.5 / 1
	Fall 2006	5.0 / 10	28.5 / 57	49.0 / 98	16.5 / 33	1.0 / 2	0.0 / 0
Other 10 Small Institutions	Spring 2007	11.7 / 169	32.0 / 460	37.0 / 532	16.4 / 236	2.5 / 36	0.4 / 6
	Fall 2006	8.3 / 120	27.4 / 394	42.2 / 607	20.0 / 288	1.8 / 26	0.3 / 4
Other 18 Institutions	Spring 2007	13.2 / 380	32.0 / 921	35.7 / 1,029	16.4 / 473	2.4 / 70	0.3 / 8
	Fall 2006	9.2 / 264	29.4 / 846	40.9 / 1,178	18.5 / 533	1.9 / 55	0.2 / 5

NOTE: Fall-Spring comparison reports only include students who took both the fall 2006 and the spring 2007 assessments.

\* The "Blank" column is not considered in the computation of the Chi-squared statistics.

# Section Four Appendices

## Appendix A: Other Information Available

In addition to the information presented in this binder, the Center of Inquiry can provide you with the following information:

- Reports on the experience items from the spring 2007 Student Survey. Most of these questions are part of the Good Practice Scales presented in Section 1.
- Reports on High School Experiences items from the fall 2006 Entering Student Survey.
- Reports on demographic data from the fall 2006 Entering Student Survey.
- Data file with the NSSE items. Many of these items are also a part of the Good Practice Scales presented in Section 1.
- Data file with *all* of your institutional data.

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## Appendix B: Classification System for the Good Practice Scale Scores

To develop the *Strong*, *Moderate*, and *Weak* categories for scores on the good practice scales and subscales, we looked at each survey item within the scales to determine which answers indicated adequate and inadequate levels of experience with the teaching practice or condition. We specified the weak and strong levels first; anything in between these two categories was classified as moderate. In general, responses such as "never," "rarely," or "neutral" to questions about students' experiences with good teaching practices and supportive institutional conditions were classified as weak, while responses such as "often" or "very often" were classified as strong. A group of liberal arts faculty and staff members with experience in a range of disciplines reviewed and validated the classification levels below. Regression analysis also indicates that students in the three categories experience different levels of growth on the outcomes, with students in the *Weak* group growing least and students in the *Strong* group growing most.

### Scale 1: Good Teaching and High Quality Interactions with Faculty

<b>Scale 1:</b>	<b>Weak Criterion</b>	<b>Strong Criterion</b>	<b>Max</b>
	51	91	114

#### *Faculty interest in teaching and student development*

<b>Subscale 1:</b>	<b>Weak Criterion</b>	<b>Strong Criterion</b>
	15	20

Survey Question	Answer Choices	Weak Level	Strong Level		
Most faculty with whom I have had contact are genuinely interested in students.	1 = Strongly Disagree	3	4	Mean	4.22
	2 = Disagree			Stdev	0.71
	3 = Neutral			N <sup>1</sup>	3028
	4 = Agree				
	5 = Strongly Agree				
Most faculty with whom I have had contact are interested in helping students grow in more than just academic areas.	1 = Strongly Disagree	3	4	Mean	3.88
	2 = Disagree			Stdev	0.84
	3 = Neutral			N	3025
	4 = Agree				
	5 = Strongly Agree				
Most faculty with whom I have had contact are outstanding teachers.	1 = Strongly Disagree	3	4	Mean	3.81
	2 = Disagree			Stdev	0.86
	3 = Neutral			N	3025
	4 = Agree				
	5 = Strongly Agree				
Most faculty with whom I have had contact are genuinely interested in teaching.	1 = Strongly Disagree	3	4	Mean	4.12
	2 = Disagree			Stdev	0.73
	3 = Neutral			N	3024
	4 = Agree				
	5 = Strongly Agree				
Most faculty with whom I have had contact are willing to spend time outside of class to discuss issues of interest and importance to students.	1 = Strongly Disagree	3	4	Mean	4.21
	2 = Disagree			Stdev	0.76
	3 = Neutral			N	3025
	4 = Agree				
	5 = Strongly Agree				

<sup>1</sup> N = the total number of students in the Wabash National Study who answered each item in both the fall 2006 and spring 2007 assessments

**Prompt feedback**

Survey Question	Answer Choices	Weak Level	Strong Level
How often have faculty informed you of your level of performance in a timely manner?	1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Very often	2	4
In your experience at your institution during the current school year, about how often have you received prompt written or oral feedback from faculty on your academic performance?	1 = Never 2 = Sometimes 3 = Often 4 = Very often	2	3
How often have faculty checked to see if you learned the material well before going on to new material?	1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Very often	2	4

**Subscale 2:** Weak Criterion 6 Strong Criterion 11

Mean 3.58  
Stdev 0.93  
N 3025

Mean 2.70  
Stdev 0.80  
N 3030

Mean 2.89  
Stdev 1.02  
N 3022

**Quality of nonclassroom interactions with faculty**

Survey Question	Answer Choices	Weak Level	Strong Level
The extent to which you agree that your non-classroom interactions with faculty have had a positive influence on your personal growth, values, and attitudes.	1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree	2	4
The extent to which you agree that your non-classroom interactions with faculty have had a positive influence on your intellectual growth and interest in ideas.	1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree	2	4
The extent to which you agree that your non-classroom interactions with faculty have had a positive influence on your career goals and aspirations.	1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree	2	4
The extent to which you agree that since coming to this institution, you have developed a close, personal relationship with at least one faculty member.	1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree	2	4
The extent to which you agree that you are satisfied with the opportunities to meet and interact informally with faculty members.	1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree	2	4

**Subscale 3:** Weak Criterion 10 Strong Criterion 20

Mean 3.55  
Stdev 0.95  
N 3028

Mean 3.68  
Stdev 0.91  
N 3027

Mean 3.55  
Stdev 0.95  
N 3025

Mean 3.08  
Stdev 1.23  
N 3028

Mean 3.70  
Stdev 1.02  
N 3025

**Teaching clarity and organization**

Survey Question	Answer Choices	Weak Level	Strong Level	Subscale 4:	
				Weak Criterion 20	Strong Criterion 40
Frequency that faculty gave clear explanations.	1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Very often	2	4	Mean	3.91
				Stdev	0.66
				N	3028
Frequency that faculty made good use of examples and illustrations to explain difficult points.	1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Very often	2	4	Mean	3.90
				Stdev	0.74
				N	3022
Frequency that faculty effectively reviewed and summarized the material.	1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Very often	2	4	Mean	3.74
				Stdev	0.79
				N	3025
Frequency that faculty interpreted abstract ideas and theories clearly.	1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Very often	2	4	Mean	3.64
				Stdev	0.80
				N	3024
Frequency that faculty gave assignments that helped in learning the course material.	1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Very often	2	4	Mean	3.85
				Stdev	0.81
				N	3022
Frequency that the presentation of material was well organized.	1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Very often	2	4	Mean	3.91
				Stdev	0.73
				N	3026
Frequency that faculty were well prepared for class.	1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Very often	2	4	Mean	4.24
				Stdev	0.69
				N	3027
Frequency that class time was used effectively.	1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Very often	2	4	Mean	4.07
				Stdev	0.76
				N	3016
Frequency that course goals and requirements were clearly explained.	1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Very often	2	4	Mean	4.16
				Stdev	0.75
				N	3013

**Teaching clarity and organization (cont'd)**

Survey Question	Answer Choices	Weak Level	Strong Level
Frequency that faculty had a good command of what they were teaching.	1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Very often	2	4

Mean 4.35  
Stdev 0.68  
N 3023

**Scale 2: Academic Challenge and High Expectations**

Scale 2: Weak Criterion 51 Strong Criterion 113 Max 149

**Academic challenge and effort**

Subscale 1: Weak Criterion 16 Strong Criterion 38

Survey Question	Answer Choices	Weak Level	Strong Level
In your experience at your institution during the current school year, about how often have you worked harder than you thought you could to meet an instructor's standards or expectations?	1 = Never 2 = Sometimes 3 = Often 4 = Very often	1	3
During the current school year, how many assigned textbooks, books, or book-length packs of course readings have you done?	1 = None 2 = Between 1 and 4 3 = Between 5 and 10 4 = Between 11 and 20 5 = More than 20	2	4
During the current school year, how many written papers or reports between 5 and 19 pages have you done?	1 = None 2 = Between 1 and 4 3 = Between 5 and 10 4 = Between 11 and 20 5 = More than 20	2	4
In a typical week, how many problem sets take you more than an hour to complete?	1 = None 2 = 1-2 3 = 3-4 4 = 5-6 5 = More than 6	1	3
What is the extent to which your examinations during the current school year challenged you to do your best work?	1 = Very little 7 = Very much	3	5
About how many hours in a typical week do you spend preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)?	1 = 0 hours 2 = 1-5 hours 3 = 6-10 hours 4 = 11-15 hours 5 = 16-20 hours 6 = 21-25 hours 7 = 26-30 hours 8 = More than 30 hours	2	5

Mean 2.54  
Stdev 0.83  
N 3029

Mean 3.80  
Stdev 0.91  
N 3030

Mean 2.75  
Stdev 0.88  
N 3030

Mean 2.41  
Stdev 1.04  
N 3002

Mean 5.59  
Stdev 1.10  
N 3014

Mean 4.63  
Stdev 1.66  
N 3026



**Academic challenge and effort (cont'd)**

Survey Question	Answer Choices	Weak Level	Strong Level		
To what extent does your institution emphasize spending significant amounts of time studying and on academic work?	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much	1	3	Mean	3.28
				Stdev	0.72
				N	3020
In your experience at your institution during the current school year, about how often have you asked questions in class or contributed to class discussions?	1 = Never 2 = Sometimes 3 = Often 4 = Very often	1	3	Mean	2.97
				Stdev	0.83
				N	3032
In your experience at your institution during the current school year, about how often have you made a class presentation?	1 = Never 2 = Sometimes 3 = Often 4 = Very often	1	2	Mean	2.26
				Stdev	0.66
				N	3029
In your experience at your institution during the current school year, about how often have you prepared two or more drafts of a paper or assignment before turning it in?	1 = Never 2 = Sometimes 3 = Often 4 = Very often	1	3	Mean	2.51
				Stdev	0.95
				N	3026
In your experience at your institution during the current school year, about how often have you come to class without completing readings or assignments? (reverse-coded)	1 = Never 2 = Sometimes 3 = Often 4 = Very often	1	3	Mean	2.02
				Stdev	0.72
				N	3029

**Frequency of higher-order exams and assignments**

Survey Question	Answer Choices	Weak Level	Strong Level				
How often have exams or assignments required you to write essays?	1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Very often	2	4	Mean	4.21	<b>Subscale 2:</b>	<b>Weak Criterion 10</b>
				Stdev	0.89		
				N	3026		
How often have exams or assignments required you to use course content to address a problem not presented in the course?	1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Very often	2	4	Mean	3.13		<b>Strong Criterion 20</b>
				Stdev	1.07		
				N	3012		
How often have exams or assignments required you to compare or contrast topics or ideas from a course?	1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Very often	2	4	Mean	3.61		
				Stdev	0.97		
				N	3023		
How often have exams or assignments required you to point out the strengths and weaknesses of a particular argument or point of view?	1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Very often	2	4	Mean	3.40		
				Stdev	1.09		
				N	3014		

**Frequency of higher-order exams and assignments (cont'd)**

Survey Question	Answer Choices	Weak Level	Strong Level
How often have exams or assignments required you to argue for or against a particular point of view and defend your argument?	1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Very often	2	4

Mean 3.51  
Stdev 1.13  
N 3023

**Challenging classes and high faculty expectations**

Survey Question	Answer Choices	Weak Level	Strong Level
How often have faculty asked challenging questions in class?	1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Very often	2	4
How often have faculty asked you to show how a particular course concept could be applied to an actual problem or situation?	1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Very often	2	4
How often have faculty asked you to point out any fallacies in basic ideas, principles, or points of view presented in the course?	1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Very often	2	4
How often have faculty asked you to argue for or against a particular point of view?	1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Very often	2	4
How often have faculty challenged your ideas in class?	1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Very often	2	4
How often have students challenged each other's ideas in class?	1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Very often	2	4

Subscale 3: Weak Criterion 12 Strong Criterion 24

Mean 4.09  
Stdev 0.79  
N 3029

Mean 3.39  
Stdev 1.01  
N 3023

Mean 3.11  
Stdev 1.08  
N 3024

Mean 3.32  
Stdev 1.10  
N 3028

Mean 3.31  
Stdev 1.07  
N 3024

Mean 3.67  
Stdev 0.99  
N 3026

**Integrating ideas, information, and experiences**

Survey Question	Answer Choices	Weak Level	Strong Level	Subscale 4:	
				Weak Criterion 13	Strong Criterion 31
The extent to which you agree that courses have helped you understand the historical, political, and social connections of past events.	1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree	2	4	Mean	3.71
				Stdev	0.91
				N	3029
The extent to which you agree that courses have helped you see the connections between your intended career and how it affects society.	1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree	2	4	Mean	3.52
				Stdev	0.98
				N	3027
The extent to which you agree that your out-of-class experiences have helped you connect what you have learned in the classroom with life events.	1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree	2	4	Mean	3.63
				Stdev	0.91
				N	3025
The extent to which you agree that your out-of-class experiences have helped you translate knowledge and understanding from the classroom into action.	1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree	2	4	Mean	3.59
				Stdev	0.88
				N	3025
In your experience at your institution during the current school year, about how often have you worked on a paper or project that required integrating ideas or information from various sources?	1 = Never 2 = Sometimes 3 = Often 4 = Very often	1	3	Mean	3.11
				Stdev	0.75
				N	3030
In your experience at your institution during the current school year, about how often have you put together ideas or concepts from different courses when completing assignments or during class	1 = Never 2 = Sometimes 3 = Often 4 = Very often	1	3	Mean	2.59
				Stdev	0.78
				N	3029
In your experience at your institution during the current school year, about how often have you discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)?	1 = Never 2 = Sometimes 3 = Often 4 = Very often	1	3	Mean	2.83
				Stdev	0.82
				N	3029
During the current school year, how much has your coursework emphasized synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships?	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much	1	3	Mean	3.04
				Stdev	0.79
				N	3029
During the current school year, how much has your coursework emphasized making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions?	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much	1	3	Mean	2.86
				Stdev	0.85
				N	3028

**Scale 3: Diversity Experiences**

**Scale 3:** Weak Criterion 15 Strong Criterion 33 Max 42

**Diversity experiences**

**Subscale 1:** Weak Criterion 9 Strong Criterion 21

Survey Question	Answer Choices	Weak Level	Strong Level
How often have you attended a debate or lecture on a current political/social issue during this academic year?	1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Very often	2	4
How frequently have you had serious discussions with student affairs staff (e.g., residence hall staff, career counselor, student union or campus activities staff) whose political, social, or religious opinions were different from your own?	1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Very often	2	4
To what extent does your institution emphasize encouraging contact among students from different economic, social, and racial or ethnic backgrounds?	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much	1	3
In your experience at your institution during the current school year, about how often have you had serious conversations with students of a different race or ethnicity than your own?	1 = Never 2 = Sometimes 3 = Often 4 = Very often	1	3
In your experience at your institution during the current school year, about how often have you had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values?	1 = Never 2 = Sometimes 3 = Often 4 = Very often	1	3
How often have you participated in a racial or cultural awareness workshop during this academic year?	1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Very often	2	4

Mean 2.22  
Stdev 1.13  
N 3030

Mean 1.69  
Stdev 1.00  
N 3016

Mean 2.71  
Stdev 0.97  
N 3022

Mean 2.70  
Stdev 0.99  
N 3031

Mean 2.87  
Stdev 0.91  
N 3028

Mean 1.67  
Stdev 0.95  
N 3024

**Meaningful discussion with diverse peers**

Survey Question	Answer Choices	Weak Level	Strong Level
How often have you had discussions regarding inter-group relations with diverse students (e.g., students differing from you in race, national origin, values, religion, political views) while attending this college?	1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Very often	2	4
How often have you had meaningful and honest discussions about issues related to social justice with diverse students (e.g., students differing from you in race, national origin, values, religion, political views) while attending this college?	1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Very often	2	4
How often have you shared personal feelings and problems with diverse students (e.g., students differing from you in race, national origin, values, religion, political views) while attending this college?	1 = Never 2 = Rarely 3 = Sometimes 4 = Often 5 = Very often	2	4

**Subscale 2:**      **Weak**      **Strong**  
                                  **Criterion**      **Criterion**  
                                  6                      12

Mean      2.63  
 Stdev      1.16  
 N            3018

Mean      2.65  
 Stdev      1.21  
 N            3014

Mean      3.14  
 Stdev      1.25  
 N            3021

## Appendix C: Wabash National Study Surveys and Outcomes Measures

This appendix contains all of the surveys and outcomes measures used in the Wabash National Study of Liberal Arts Education:

- **Student Survey** – Given in Fall 2006
  - This survey provides background information on high school experiences, values and goals, health, etc. Participants will not take this exact survey again; however, some questions are repeated in the Student Experiences Survey below.
- **Student Experiences Survey** – Given in Spring 2007
  - Gathers information on college experiences such as curricular and cocurricular experiences, and interactions with faculty, peers, etc.
- **National Survey of Student Engagement** – Given in Spring 2007
  - Gathers information about how students spend their time and about student participation in programs and activities, etc.
- **Outcomes Measures** – Given in Fall 2006 and Spring 2007
  - ALL participants complete the following. These measures are combined into a single document, “Student Assessments.”
    - **Need for Cognition Scale** – measures how much people enjoy engaging in effortful cognitive activities
    - **Socially Responsible Leadership Scale** – measures eight aspects of leadership development
    - **Ryff Scales of Psychological Well-Being** – measure six dimensions of psychological well-being
    - **Miville-Guzman Universality-Diversity Scale (Short form)** – measures awareness and acceptance of similarities and differences among people
  - Each of the following are completed by half of the participants:
    - **CAAP Critical Thinking Test** – measures skills in clarifying, analyzing, evaluating, and extending arguments
    - **Defining Issues Test 2** – measures moral reasoning

# WABASH NATIONAL STUDY OF Liberal Arts Education

## Student Survey—Fall 2006

**GENERAL INSTRUCTIONS:** Three sections of questions follow. For the first two sets, mark the responses that most closely indicate what you think or feel. For the third set, mark the responses that best indicate your views and personal activities.


There is neither a right nor wrong answer to any question. If you do not want to respond to any item, feel comfortable leaving the response blank. Your identity and responses will be held in strict confidence.

### Study ID Number

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

### DIRECTIONS:

- Use only a soft lead, #2 pencil—no mechanical pencils. **Do not** use an ink or ballpoint pen.
- Fill in the appropriate ovals completely.
- Make your marks heavy and dark and keep within the ovals.
- To change an answer, erase your mark completely and then mark your new choice.
- Mark only ONE response for each question.

**Note:** Before you begin the survey, please print your Study ID Number in the boxes to the right. Then, fill in the corresponding oval below each box. 

## Section I

How important to you personally is each of the following?

- |  |                    |  |  |  |  |
|--|--------------------|--|--|--|--|
|  | Essential          |  |  |  |  |
|  | Very Important     |  |  |  |  |
|  | Somewhat Important |  |  |  |  |
|  | Not Important      |  |  |  |  |
- A. Becoming accomplished in one of the performing arts (acting, dancing, singing, etc.)
  - B. Obtaining recognition from my colleagues for contributions to my field of expertise
  - C. Influencing the political structure
  - D. Influencing social values
  - E. Raising a family
  - F. Having administrative responsibility for the work of others
  - G. Helping others who are in difficulty
  - H. Making a theoretical contribution to science
  - I. Writing original works (poems, novels, short stories, etc.)
  - J. Creating artistic work (painting, sculpture, film, etc.)
  - K. Becoming successful in a business of my own
  - L. Becoming involved in activities that preserve and enrich the environment

- |  |                    |  |  |  |  |
|--|--------------------|--|--|--|--|
|  | Essential          |  |  |  |  |
|  | Very Important     |  |  |  |  |
|  | Somewhat Important |  |  |  |  |
|  | Not Important      |  |  |  |  |
- M. Developing a meaningful philosophy of life
  - N. Volunteering in my community
  - O. Helping to promote racial understanding
  - P. Keeping up to date with political affairs
  - Q. Becoming a community leader
  - R. Integrating spirituality into my life
  - S. Improving my understanding of other countries and cultures
  - T. Working to find a cure for a disease or illness
  - U. Making a lot of money
  - V. Working in a prestigious occupation
  - W. Becoming passionate about or committed to my occupation

## Section II

Indicate the extent to which you agree/disagree with each of the following statements about your views or perspectives in general.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

A. I enjoy having discussions with people whose ideas and values are different from my own.

B. The real value of a college education lies in being introduced to different values.

C. I enjoy talking with people who have values different from mine because it helps me better understand myself and my values.

D. Learning about people from different cultures is a very important part of my college education.

E. I enjoy taking courses that challenge my beliefs and values.

F. The courses I enjoy most are those that make me think about things from a different perspective.

G. Contact with individuals whose backgrounds (e.g., race, national origin, sexual orientation) are different from my own is an essential part of my college education.

H. I am willing to work hard in a course to learn the material even if it won't lead to a higher grade.

I. When I do well on a test, it is usually because I am well-prepared; not because the test is easy.

J. In high school, I frequently did more reading in a class than was required simply because it interested me.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

K. In high school, I frequently talked to my teachers outside of class about ideas presented during class.

L. Getting the best grades I can is very important to me.

M. I enjoy the challenge of learning complicated new material.

N. My academic experiences (i.e., courses, labs, studying, discussions with faculty) will be the most important part of college.

O. My academic experiences (i.e., courses, labs, studying, discussions with faculty) will be the most enjoyable part of college.

P. I enjoy reading poetry and literature.

Q. I enjoy reading about science.

R. I enjoy reading about history.

S. I enjoy expressing my ideas in writing.

T. After I write about something, I see that subject differently.

U. If I have something good to read, I'm never bored.

## Section III—Background Information

For each of the following questions, please mark only ONE response.

- A.** How would you characterize your political views?
- Far left
  - Liberal
  - Middle-of-the-road
  - Conservative
  - Far right
- B.** Overall, how would you rate your health?
- Excellent
  - Good
  - Fair
  - Poor
  - Very Poor
- C.** How frequently do you engage in aerobic exercise (e.g., running, walking, hiking, swimming)?
- I don't exercise regularly.
  - 1–2 hours per week
  - 3–4 hours per week
  - 5–6 hours per week
  - More than 6 hours per week
- D.** Think back to a typical week in your last year of high school. How often did you consume alcoholic beverages?
- 0 times
  - 1 time per week
  - 2 times per week
  - 3 times per week
  - 4 times per week
  - 5 times per week
  - 6 times per week
  - 7 times per week
  - More than 7 times per week

- E.** In a typical week, during your last year in high school, how many times did you have 5 or more “drinks” in one sitting? (A “drink” is a 12-ounce can of beer, a four-ounce glass of wine, 1 wine cooler, 1 shot of liquor, or 1 mixed drink.)
- 0
  - 1 time
  - 2 times
  - 3–4 times
  - 5 or more times
- F.** How many cigarettes do you smoke a day?
- I don't smoke cigarettes.
  - Less than 1/2 pack
  - 1/2 to 1 pack
  - more than 1 pack but less than 2 packs
  - 2 or more packs
- G.** How often do you feel that you are “sleep deprived” (i.e., don't get enough sleep to function effectively)?
- Almost always
  - Frequently
  - Occasionally
  - Seldom
  - Never

**Thank you for answering these questions.**



# WABASH NATIONAL STUDY OF Liberal Arts Education

## Student Experiences Survey

**GENERAL INSTRUCTIONS:** This survey contains questions about your activities and experiences during this academic year. There is neither a right nor wrong answer to any question. Please do your best to provide complete information. However, if you cannot respond to an item, feel free to leave the response blank. Your identity and responses will be held in strict confidence.

Study ID Number

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

**DIRECTIONS:**

- Use only a soft lead, #2 pencil—no mechanical pencils. **Do not** use an ink or ballpoint pen.
- Fill in the appropriate ovals completely.
- Make your marks heavy and dark and keep within the ovals.
- To change an answer, erase your mark completely and then mark your new choice.
- Mark only ONE response for each question.

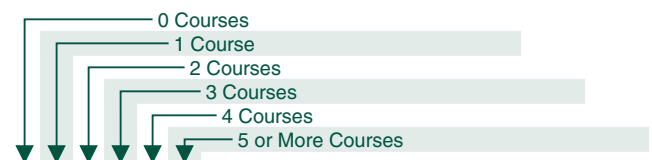
**Note:** Before you begin the survey, please print your Study ID Number, located on the label of your envelope, in the boxes to the right. Then, fill in the corresponding oval below each box. 

### Section I

1. What is the highest academic degree you intend to earn in your lifetime? (Mark only one oval.)

- Vocational/technical certificate or diploma
- Associate degree (A.A., A.S., or equivalent)
- Bachelor's degree (B.A., B.S., etc.)
- Master's degree (M.A., M.S., M.B.A., etc.)
- Law (J.D.)
- Doctorate (Ph.D., Ed.D., M.D.)

2. During this academic year, how many courses have you taken or are you taking in the general areas listed below?



<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A. Fine Arts, Humanities, and Languages (e.g., art, music, philosophy, religion, history)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	B. Mathematics/Statistics/Computer Science
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	C. Natural Sciences (e.g., chemistry, physics)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	D. Social Science (e.g., anthropology, economics, psychology, political science, sociology)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	E. Allied Health (e.g., nursing, physical therapy)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	F. Business
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	G. Education
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	H. Engineering
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I. Other Pre-professional (e.g., architecture, agriculture, journalism)

3. Have you received and/or are you now receiving the following types of financial aid?

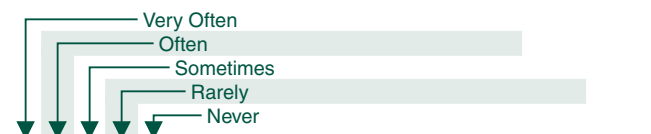
- |                       |                       |                               |
|-----------------------|-----------------------|-------------------------------|
| Yes                   | No                    |                               |
| <input type="radio"/> | <input type="radio"/> | A. Loans                      |
| <input type="radio"/> | <input type="radio"/> | B. Scholarships and/or grants |
| <input type="radio"/> | <input type="radio"/> | C. Work-study                 |

### Section II

1. Below are some activities in which students often participate while in college. Indicate if you have or have not had each experience during your time at this college.

- |                       |                       |   |
|-----------------------|-----------------------|---|
| Yes                   | No                    |   |
| <input type="radio"/> | <input type="radio"/> | A. Participated in a living-learning community where your residence was connected to an academic program        |
| <input type="radio"/> | <input type="radio"/> | B. Participated in a learning community where you and a group of students took two or more classes together     |
| <input type="radio"/> | <input type="radio"/> | C. Held a leadership position in a student club, campus organization, residence hall, or fraternity/sorority    |
| <input type="radio"/> | <input type="radio"/> | D. Been a member of an honors college or honors program   |
| <input type="radio"/> | <input type="radio"/> | E. Served as a resident assistant/advisor   |
| <input type="radio"/> | <input type="radio"/> | F. Served as a peer educator in a non-academic area (e.g., health and wellness, career exploration)             |
| <input type="radio"/> | <input type="radio"/> | G. Served as a student orientation leader   |
| <input type="radio"/> | <input type="radio"/> | H. Participated in a leadership-training program  |
| <input type="radio"/> | <input type="radio"/> | I. Participated in a seminar designed specifically for first-year students (e.g., First-Year, Freshman Seminar) |
| <input type="radio"/> | <input type="radio"/> | J. Was a member of a religious congregation or group  |
| <input type="radio"/> | <input type="radio"/> | K. Discussed a personal problem or concern with a faculty member  |

2. How often have you engaged in each of the following activities during this academic year?



<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A. Attended a debate or lecture on a current political/social issue
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	B. Participated in intramural sports
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	C. Participated in a racial or cultural awareness workshop
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	D. Participated in activities that helped you explore career options

3. In how many of the following courses or activities have you participated or taken part during this academic year?

- 0 Courses or Activities
- 1 Course or Activity
- 2 Courses or Activities
- 3 Courses or Activities
- 4 or More Courses or Activities

- A. Courses focusing on diverse cultures and perspectives (e.g., African American Studies, Latino Studies)
- B. Courses focusing on women's/gender studies
- C. Courses focusing on issues of equality and/or social justice
- D. Courses taught by more than one instructor, each from a different department
- E. Student clubs or campus organizations

4. Below are statements about your contact and interactions with faculty. Indicate the extent to which you agree/disagree with each.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

- A. My **non-classroom** interactions with faculty have had a positive influence on my personal growth, values, and attitudes.
- B. My **non-classroom** interactions with faculty have had a positive influence on my intellectual growth and interest in ideas.
- C. My **non-classroom** interactions with faculty have had a positive influence on my career goals and aspirations.
- D. Since coming to this institution, I have developed a close, personal relationship with at least one faculty member.
- E. I am satisfied with the opportunities to meet and interact informally with faculty members.

5. Below are statements about your views of the faculty's interest in teaching and students. Indicate the extent to which you agree/disagree with each.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

- Most faculty with whom I have had contact . . . .**
- A. are genuinely interested in students.
  - B. are interested in helping students grow in more than just academic areas.
  - C. are outstanding teachers.
  - D. are genuinely interested in teaching.
  - E. are willing to spend time outside of class to discuss issues of interest and importance to students.

6. Below are statements about receiving feedback from faculty concerning your learning in the classroom. How often have you experienced each?

- Very Often
- Often
- Sometimes
- Rarely
- Never

- A. Faculty informed me of my level of performance in a timely manner.
- B. Faculty checked to see if I had learned the material well before going on to new material.

7. Below are statements about experiences you may have had in class. How often have you experienced each?

- Very Often
- Often
- Sometimes
- Rarely
- Never

- A. Faculty asked challenging questions in class.
- B. Faculty asked me to show how a particular course concept could be applied to an actual problem or situation.
- C. Faculty asked me to point out any fallacies in basic ideas, principles, or points of view presented in the course.
- D. Faculty asked me to argue for or against a particular point of view.
- E. Faculty challenged my ideas in class.
- F. Students challenged each other's ideas in class.

8. Below are statements about faculty skill/clarity as well as preparation and organization in teaching. Taking into consideration all of the faculty with whom you've interacted at this college/university, how often have you experienced each?

- Very Often
- Often
- Sometimes
- Rarely
- Never

- A. Faculty gave clear explanations.
- B. Faculty made good use of examples and illustrations to explain difficult points.
- C. Faculty effectively reviewed and summarized the material.
- D. Faculty interpreted abstract ideas and theories clearly.
- E. Faculty gave assignments that helped in learning the course material.
- F. The presentation of material was well organized.
- G. Faculty were well prepared for class.
- H. Class time was used effectively.
- I. Course goals and requirements were clearly explained.
- J. Faculty had a good command of what they were teaching.

9. Indicate the extent to which you agree/disagree with each of the following statements about your experiences at this college.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

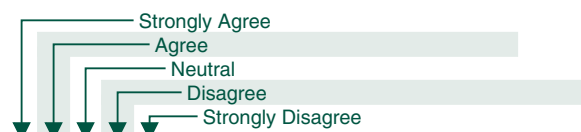
- A. Courses have helped me understand the historical, political, and social connections of past events.
- B. Courses have helped me see the connections between my intended career and how it affects society.
- C. My out-of-class experiences have helped me connect what I have learned in the classroom with life events.
- D. My out-of-class experiences have helped me translate knowledge and understanding from the classroom into action.
- E. My out-of-class experiences have had a positive influence on my intellectual growth and interest in ideas.
- F. My out-of-class experiences have had a positive influence on my personal growth, attitudes, and values.

10. Below are descriptions of the types of exams or assignments you may have had at this college. How often have you experienced each?



- Exams or assignments required me to . . .**
- A. write essays.
  - B. solve problems.
  - C. use course content to address a problem not presented in the course.
  - D. compare or contrast topics or ideas from a course.
  - E. point out the strengths and weaknesses of a particular argument or point of view.
  - F. argue for or against a particular point of view and defend my argument.

11. Below are statements about experiences you may have had with other students at this college. To what extent do you agree/ disagree with each?



- A. Since coming to this institution, I have developed close personal relationships with other students.
- B. The student friendships I have developed at this institution have been personally satisfying.
- C. My interpersonal relationships with other students have had a positive influence on my personal growth, attitudes, and values.
- D. My interpersonal relationships with other students have had a positive influence on my intellectual growth and interest in ideas.
- E. It has been difficult for me to meet and make friends with other students.
- F. Few of the students I know would be willing to listen to me and help me if I had a personal problem.
- G. Most students at this institution have values and attitudes different from my own.

12. How often have you had the following interactions with *diverse students* (e.g., students differing from you in race, national origin, values, religion, political views) while attending this college?



- A. Had discussions regarding inter-group relations
- B. Had meaningful and honest discussions about issues related to social justice
- C. Shared personal feelings and problems
- D. Had guarded, cautious interactions
- E. Felt silenced by prejudice and discrimination from sharing my own experiences
- F. Had hurtful, unresolved interactions
- G. Had tense, somewhat hostile interactions
- H. Felt insulted or threatened based on my race, national origin, values, or religion

13. Below are statements about learning cooperatively with other students on academic matters. How often have you experienced each?



- A. In my classes, students taught each other in addition to faculty teaching.
- B. Faculty encouraged me to participate in study groups outside of class.
- C. I have participated in one or more study group(s) outside of class.

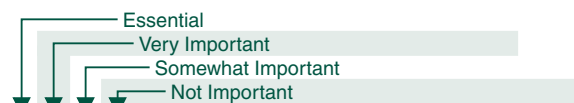
14. How frequently have you interacted with *student affairs professionals* (e.g., residence hall staff, career counselor, student union or campus activities staff) as described below?



- A. Discussed a personal problem or concern
- B. Had serious discussions with staff whose political, social, or religious opinions were different from your own
- C. Worked on out-of-class activities (e.g., committees, orientation, student life activities)
- D. Talked about career plans
- E. Discussed ideas from your reading or classes
- F. Discussed grades or assignments

### Section III

1. How important to you personally is each of the following?



- A. Becoming accomplished in one of the performing arts (e.g., acting, dancing, singing)
- B. Obtaining recognition from my colleagues for contributions to my field of expertise
- C. Influencing the political structure
- D. Influencing social values
- E. Raising a family
- F. Having administrative responsibility for the work of others
- G. Helping others who are in difficulty
- H. Making a theoretical contribution to science
- I. Writing original works (e.g., poems, novels, short stories)
- J. Creating artistic work (e.g., painting, sculpture, film)
- K. Becoming successful in a business of my own
- L. Becoming involved in activities that preserve and enrich the environment
- M. Developing a meaningful philosophy of life
- N. Volunteering in my community
- O. Helping to promote racial understanding
- P. Keeping up to date with political affairs
- Q. Becoming a community leader
- R. Integrating spirituality into my life
- S. Improving my understanding of other countries and cultures
- T. Working to find a cure for a disease or illness
- U. Making a lot of money
- V. Working in a prestigious occupation
- W. Becoming passionate about or committed to my occupation

2. Indicate the extent to which you agree/disagree with each of the following statements about your views or perspectives in general.

	Strongly Agree					
	Agree					
	Neutral					
	Disagree					
	Strongly Disagree					

A. I enjoy having discussions with people whose ideas and values are different from my own.  
     B. The real value of a college education lies in being introduced to different values.  
     C. I enjoy talking with people who have values different from mine because it helps me better understand myself and my values.  
     D. Learning about people from different cultures is a very important part of my college education.  
     E. I enjoy taking courses that challenge my beliefs and values.  
     F. The courses I enjoy most are those that make me think about things from a different perspective.  
     G. Contact with individuals whose backgrounds (e.g., race, national origin, sexual orientation) are different from my own is an essential part of my college education.  
     H. I am willing to work hard in a course to learn the material even if it won't lead to a higher grade.  
     I. When I do well on a test, it is usually because I am well-prepared, not because the test is easy.  
     J. I frequently do more reading in a class than is required simply because it interests me.  
     K. I frequently talk to faculty outside of class about ideas presented during class.  
     L. Getting the best grades I can is very important to me.  
     M. I enjoy the challenge of learning complicated new material.  
     N. My academic experiences (i.e., courses, labs, studying, discussions with faculty) will be the most important part of college.  
     O. My academic experiences (i.e., courses, labs, studying, discussions with faculty) will be the most enjoyable part of college.  
     P. I enjoy reading poetry and literature.  
     Q. I enjoy reading about science.  
     R. I enjoy reading about history.  
     S. I enjoy expressing my ideas in writing.  
     T. After I write about something, I see that subject differently.  
     U. If I have something good to read, I'm never bored.

3. How often have you had the following experiences while attending this college?

	Very Often					
	Often					
	Sometimes					
	Rarely					
	Never					

A. Encountered diverse perspectives on campus outside the classroom (e.g., administrative offices, public forums)  
     B. Made friends with a student whose race was different from your own  
     C. Made friends with a student from another country  
     D. Had serious discussions with other students about different lifestyles and customs  
     E. Had serious discussions with other students about major social issues such as racial diversity, human rights, equality, or justice  
     F. Had serious discussions with faculty whose political, social, or religious opinions were different from your own

## Section IV

1. How would you characterize your political views?

- Far left  
 Liberal  
 Middle-of-the-road  
 Conservative  
 Far right

2. Overall, how would you rate your health?

- Excellent  
 Good  
 Fair  
 Poor  
 Very Poor

3. How frequently do you engage in aerobic exercise (e.g., running, walking, hiking, swimming)?

- I don't exercise regularly.  
 1–2 hours per week  
 3–4 hours per week  
 5–6 hours per week  
 More than 6 hours per week

4. In a typical one-week period during this year in college, how often did you consume alcoholic beverages?

- 0 times per week  
 1 time per week  
 2 times per week  
 3 times per week  
 4 times per week  
 5 times per week  
 6 times per week  
 7 times per week  
 More than 7 times per week

5. In a typical one-week period during this year in college, how often did you have 5 or more “drinks” in one sitting? (A “drink” is a 12-ounce can of beer, a 4-ounce glass of wine, 1 wine cooler, 1 shot of liquor, or 1 mixed drink.)

- 0 times  
 1 time  
 2 times  
 3–4 times  
 5 or more times

6. How many cigarettes do you smoke a day?

- I don't smoke cigarettes.  
 Less than 1/2 pack  
 1/2 to 1 pack  
 More than 1 pack but less than 2 packs  
 2 or more packs

7. How often do you feel that you are “sleep deprived” (i.e., don't get enough sleep to function effectively)?

- Almost always  
 Frequently  
 Occasionally  
 Seldom  
 Never

**Thank you for your answers  
to these questions.**



## The College Student Report

**1 In your experience at your institution during the current school year, about how often have you done each of the following? Mark your answers in the boxes. Examples:  or**

	Very often	Often	Some-times	Never
	▼	▼	▼	▼
a. Asked questions in class or contributed to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Made a class presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Prepared two or more drafts of a paper or assignment before turning it in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Worked on a paper or project that required integrating ideas or information from various sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Come to class without completing readings or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Worked with other students on projects <b>during class</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Worked with classmates <b>outside of class</b> to prepare class assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Tutored or taught other students (paid or voluntary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Participated in a community-based project (e.g., service learning) as part of a regular course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Used e-mail to communicate with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Discussed grades or assignments with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Talked about career plans with a faculty member or advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Discussed ideas from your readings or classes with faculty members outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Received prompt written or oral feedback from faculty on your academic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very often	Often	Some-times	Never
	▼	▼	▼	▼
r. Worked harder than you thought you could to meet an instructor's standards or expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Had serious conversations with students of a different race or ethnicity than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2 During the current school year, how much has your coursework emphasized the following mental activities?**

	Very much	Quite a bit	Some	Very little
	▼	▼	▼	▼
a. <b>Memorizing</b> facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. <b>Analyzing</b> the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. <b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. <b>Making judgments</b> about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. <b>Applying</b> theories or concepts to practical problems or in new situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**3 During the current school year, about how much reading and writing have you done?**

- a. Number of assigned textbooks, books, or book-length packs of course readings
- |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| None                     | 1-4                      | 5-10                     | 11-20                    | More than 20             |
- b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
- |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| None                     | 1-4                      | 5-10                     | 11-20                    | More than 20             |
- c. Number of written papers or reports of **20 pages or more**
- |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| None                     | 1-4                      | 5-10                     | 11-20                    | More than 20             |
- d. Number of written papers or reports **between 5 and 19 pages**
- |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| None                     | 1-4                      | 5-10                     | 11-20                    | More than 20             |
- e. Number of written papers or reports of **fewer than 5 pages**
- |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| None                     | 1-4                      | 5-10                     | 11-20                    | More than 20             |

**4 In a typical week, how many homework problem sets do you complete?**

- |  |      |     |     |     |             |
|--|------|-----|-----|-----|-------------|
|  | None | 1-2 | 3-4 | 5-6 | More than 6 |
|  | ▼    | ▼   | ▼   | ▼   | ▼           |
- a. Number of problem sets that take you **more** than an hour to complete
- |  |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
- b. Number of problem sets that take you **less** than an hour to complete
- |  |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

**5 Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work.**

- |                          |                          |
|--------------------------|--------------------------|
| Very little              | Very much                |
| ▼                        | ▼                        |
| <input type="checkbox"/> | <input type="checkbox"/> |
| 1                        | 7                        |

**6 During the current school year, about how often have you done each of the following?**

- |  |            |       |            |       |
|--|------------|-------|------------|-------|
|  | Very often | Often | Some-times | Never |
|  | ▼          | ▼     | ▼          | ▼     |
- a. Attended an art exhibit, play, dance, music, theater, or other performance
- |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
- b. Exercised or participated in physical fitness activities
- |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
- c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)
- |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
- d. Examined the strengths and weaknesses of your own views on a topic or issue
- |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
- e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
- |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
- f. Learned something that changed the way you understand an issue or concept
- |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

**7 Which of the following have you done or do you plan to do before you graduate from your institution?**

- |  |      |            |                   |                  |
|--|------|------------|-------------------|------------------|
|  | Done | Plan to do | Do not plan to do | Have not decided |
|  | ▼    | ▼          | ▼                 | ▼                |
- a. Practicum, internship, field experience, co-op experience, or clinical assignment
- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|
- b. Community service or volunteer work
- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|
- c. Participate in a learning community or some other formal program where groups of students take two or more classes together
- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|
- d. Work on a research project with a faculty member outside of course or program requirements
- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|
- e. Foreign language coursework
- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|
- f. Study abroad
- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|
- g. Independent study or self-designed major
- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|
- h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|

**8 Mark the box that best represents the quality of your relationships with people at your institution.**

- a. Relationships with **other students**
- |   |  |
|---|--|
| Unfriendly,<br>Unsupportive,<br>Sense of alienation | Friendly,<br>Supportive,<br>Sense of belonging |
| ▼   | ▼  |
| <input type="checkbox"/>                            | <input type="checkbox"/>                       |
| 1   | 7  |
- b. Relationships with **faculty members**
- |   |                                       |
|---|---------------------------------------|
| Unavailable,<br>Unhelpful,<br>Unsympathetic | Available,<br>Helpful,<br>Sympathetic |
| ▼   | ▼                                     |
| <input type="checkbox"/>                    | <input type="checkbox"/>              |
| 1   | 7                                     |
- c. Relationships with **administrative personnel and offices**
- |                                       |                                      |
|---------------------------------------|--------------------------------------|
| Unhelpful,<br>Inconsiderate,<br>Rigid | Helpful,<br>Considerate,<br>Flexible |
| ▼                                     | ▼                                    |
| <input type="checkbox"/>              | <input type="checkbox"/>             |
| 1                                     | 7                                    |

**9 About how many hours do you spend in a typical 7-day week doing each of the following?**

a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hours per week	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
b. Working for pay <b>on campus</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hours per week	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
c. Working for pay <b>off campus</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hours per week	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hours per week	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
e. Relaxing and socializing (watching TV, partying, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hours per week	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
f. Providing care for dependents living with you (parents, children, spouse, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hours per week	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
g. Commuting to class (driving, walking, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hours per week	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30

**10 To what extent does your institution emphasize each of the following?**

	<b>Very much</b>	<b>Quite a bit</b>	<b>Some</b>	<b>Very little</b>
a. Spending significant amounts of time studying and on academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Providing the support you need to help you succeed academically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Providing the support you need to thrive socially	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using computers in academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**11 To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?**

	<b>Very much</b>	<b>Quite a bit</b>	<b>Some</b>	<b>Very little</b>
a. Acquiring a broad general education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Acquiring job or work-related knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Writing clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Speaking clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Thinking critically and analytically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Analyzing quantitative problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using computing and information technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Working effectively with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Voting in local, state, or national elections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Learning effectively on your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Understanding yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Understanding people of other racial and ethnic backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Solving complex real-world problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Developing a personal code of values and ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Contributing to the welfare of your community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Developing a deepened sense of spirituality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**12 Overall, how would you evaluate the quality of academic advising you have received at your institution?**

Excellent  
 Good  
 Fair  
 Poor

**13 How would you evaluate your entire educational experience at this institution?**

Excellent  
 Good  
 Fair  
 Poor

**14 If you could start over again, would you go to the same institution you are now attending?**

Definitely yes  
 Probably yes  
 Probably no  
 Definitely no

15 Write in your year of birth:

16 Your sex:  
 Male  Female

17 Are you an international student or foreign national?  
 Yes  No

18 What is your racial or ethnic identification? (Mark only one.)

American Indian or other Native American  
 Asian, Asian American, or Pacific Islander  
 Black or African American  
 White (non-Hispanic)  
 Mexican or Mexican American  
 Puerto Rican  
 Other Hispanic or Latino  
 Multiracial  
 Other  
 I prefer not to respond

19 What is your current classification in college?

Freshman/first-year  Senior  
 Sophomore  Unclassified  
 Junior

20 Did you begin college at your current institution or elsewhere?  
 Started here  Started elsewhere

21 Since graduating from high school, which of the following types of schools have you attended other than the one you are attending now? (Mark all that apply.)

Vocational or technical school  
 Community or junior college  
 4-year college other than this one  
 None  
 Other

22 Thinking about this current academic term, how would you characterize your enrollment?  
 Full-time  Less than full-time

23 Are you a member of a social fraternity or sorority?  
 Yes  No

24 Are you a student-athlete on a team sponsored by your institution's athletics department?  
 Yes  No (Go to question 25.)

On what team(s) are you an athlete (e.g., football, swimming)? Please answer below:

25 What have most of your grades been up to now at this institution?

A  B+  C+  
 A-  B  C  
 B-  C- or lower

26 Which of the following best describes where you are living now while attending college?

Dormitory or other campus housing (not fraternity/sorority house)  
 Residence (house, apartment, etc.) within walking distance of the institution  
 Residence (house, apartment, etc.) within driving distance of the institution  
 Fraternity or sorority house

27 What is the highest level of education that your parent(s) completed? (Mark one box per column.)

Father	Mother	
<input type="checkbox"/>	<input type="checkbox"/>	Did not finish high school
<input type="checkbox"/>	<input type="checkbox"/>	Graduated from high school
<input type="checkbox"/>	<input type="checkbox"/>	Attended college but did not complete degree
<input type="checkbox"/>	<input type="checkbox"/>	Completed an associate's degree (A.A., A.S., etc.)
<input type="checkbox"/>	<input type="checkbox"/>	Completed a bachelor's degree (B.A., B.S., etc.)
<input type="checkbox"/>	<input type="checkbox"/>	Completed a master's degree (M.A., M.S., etc.)
<input type="checkbox"/>	<input type="checkbox"/>	Completed a doctoral degree (Ph.D., J.D., M.D., etc.)

28 Please print your major(s) or your expected major(s).

a. Primary major (Print only one.):

b. If applicable, second major (not minor, concentration, etc.):

## THANKS FOR SHARING YOUR VIEWS!

After completing the survey, please put it in the enclosed postage-paid envelope and deposit it in any U.S. Postal Service mailbox. Questions or comments? Contact the National Survey of Student Engagement, Indiana University, 1900 East Tenth Street, Eigenmann Hall Suite 419, Bloomington IN 47406-7512 or nsse@indiana.edu or www.nsse.iub.edu. Copyright © 2006 Indiana University.



# WABASH NATIONAL STUDY OF Liberal Arts Education

## Student Assessments

**GENERAL INSTRUCTIONS:** Four assessments follow. Each contains items about which you are asked to indicate what you think or feel. There is neither a right nor wrong answer to any question. If you do not want to respond to an item, feel comfortable leaving the response blank. Your identity and responses will be held in strict confidence.

**DIRECTIONS:**

- Use only a soft lead, #2 pencil—no mechanical pencils. **Do not** use an ink or ballpoint pen.
- Fill in the appropriate ovals completely.
- Make your marks heavy and dark and keep within the ovals.
- To change an answer, erase your mark completely and then mark your new choice.
- Mark only ONE response for each question.

**Study ID Number**

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

**Note:** Before you begin the assessments, please print your Study ID Number in the boxes to the right. Then, fill in the corresponding oval below each box.

### Section I

We are interested in knowing how students feel about different situations in which they must think, reason, make decisions, or solve a problem. A number of such situations are listed below.

**Instructions:** For each statement listed below, please indicate the extent to which you feel it is characteristic of you. For example, if the statement is not at all like you, fill in the “Extremely Uncharacteristic” oval, or if you really can’t decide if the statement is or is not characteristic of you, darken the “Uncertain” oval.

Extremely Characteristic  
Somewhat Characteristic  
Uncertain  
Somewhat Uncharacteristic  
Extremely Uncharacteristic

1. I would prefer complex to simple problems.

2. I like to have the responsibility of handling a situation that requires a lot of thinking.

3. Thinking is not my idea of fun.

4. I would rather do something that requires little thought than something that is sure to challenge my thinking abilities.

5. I try to anticipate and avoid situations where there is likely a chance I will have to think in depth about something.

6. I find satisfaction in deliberating hard and for long hours.

7. I only think as hard as I have to.

8. I prefer to think about small, daily projects to long-term ones.

9. I like tasks that require little thought once I've learned them.

Extremely Characteristic  
Somewhat Characteristic  
Uncertain  
Somewhat Uncharacteristic  
Extremely Uncharacteristic

10. The idea of relying on thought to make my way to the top appeals to me.

11. I really enjoy a task that involves coming up with new solutions to problems.

12. Learning new ways to think doesn't excite me very much.

13. I prefer my life to be filled with puzzles that I must solve.

14. The notion of thinking abstractly is appealing to me.

15. I would prefer a task that is intellectual, difficult, and important to one that is somewhat important but does not require much thought.

16. I feel relief rather than satisfaction after completing a task that required a lot of mental effort.

17. It's enough for me that something gets the job done; I don't care how or why it works.

18. I usually end up deliberating about issues even when they do not affect me personally.

## Section II

Please read through each of the following items and indicate your level of agreement or disagreement with each. You should do this by marking the oval that most closely represents your opinion about that statement. If you agree with a statement very much, darken the oval for 5; if you agree moderately, darken the oval for 4; if you are not inclined to agree or disagree, darken the oval for 3; if you disagree moderately, darken the oval for 2; and if you disagree with the statement very much, darken the oval for 1.

For the statements that refer to a group, **think of any group of which you have been a part.** This might be a formal organization or an informal study group. For consistency, use the same group when responding to all items. Please indicate your general feelings about participating in a group.

- | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |   |
|-------------------|----------|----------------------------|-------|----------------|---|
| ①                 | ②        | ③                          | ④     | ⑤              | 1. I am open to others' ideas.  |
| ①                 | ②        | ③                          | ④     | ⑤              | 2. Creativity can come from conflict.   |
| ①                 | ②        | ③                          | ④     | ⑤              | 3. I value differences in others.   |
| ①                 | ②        | ③                          | ④     | ⑤              | 4. I am able to articulate my priorities.   |
| ①                 | ②        | ③                          | ④     | ⑤              | 5. Hearing differences in opinions enriches my thinking.                                    |
| ①                 | ②        | ③                          | ④     | ⑤              | 6. I have a low self esteem.  |
| ①                 | ②        | ③                          | ④     | ⑤              | 7. I struggle when group members have ideas that are different from mine.                   |
| ①                 | ②        | ③                          | ④     | ⑤              | 8. Transition makes me uncomfortable.   |
| ①                 | ②        | ③                          | ④     | ⑤              | 9. I am usually self confident.   |
| ①                 | ②        | ③                          | ④     | ⑤              | 10. I am seen as someone who works well with others.  |
| ①                 | ②        | ③                          | ④     | ⑤              | 11. Greater harmony can come out of disagreement.   |
| ①                 | ②        | ③                          | ④     | ⑤              | 12. I am comfortable initiating new ways of looking at things.                              |
| ①                 | ②        | ③                          | ④     | ⑤              | 13. My behaviors are congruent with my beliefs.   |
| ①                 | ②        | ③                          | ④     | ⑤              | 14. I am committed to a collective purpose in those groups to which I belong.               |
| ①                 | ②        | ③                          | ④     | ⑤              | 15. It is important to develop a common direction in a group in order to get anything done. |
| ①                 | ②        | ③                          | ④     | ⑤              | 16. I respect opinions other than my own.   |
| ①                 | ②        | ③                          | ④     | ⑤              | 17. Change brings new life to an organization.  |
| ①                 | ②        | ③                          | ④     | ⑤              | 18. The things about which I feel passionate have priority in my life.                      |
| ①                 | ②        | ③                          | ④     | ⑤              | 19. I contribute to the goals of the group.   |
| ①                 | ②        | ③                          | ④     | ⑤              | 20. There is energy in doing something a new way.   |
| ①                 | ②        | ③                          | ④     | ⑤              | 21. I am uncomfortable when someone disagrees with me.                                      |
| ①                 | ②        | ③                          | ④     | ⑤              | 22. I know myself pretty well.  |
| ①                 | ②        | ③                          | ④     | ⑤              | 23. I am willing to devote time and energy to things that are important to me.              |
| ①                 | ②        | ③                          | ④     | ⑤              | 24. I stick with others through the difficult times.  |
| ①                 | ②        | ③                          | ④     | ⑤              | 25. When there is a conflict between two people, one will win and the other will lose.      |
| ①                 | ②        | ③                          | ④     | ⑤              | 26. Change makes me uncomfortable.  |
| ①                 | ②        | ③                          | ④     | ⑤              | 27. It is important to me to act on my beliefs.   |
| ①                 | ②        | ③                          | ④     | ⑤              | 28. I am focused on my responsibilities.  |
| ①                 | ②        | ③                          | ④     | ⑤              | 29. I can make a difference when I work with others on a task.                              |
| ①                 | ②        | ③                          | ④     | ⑤              | 30. I actively listen to what others have to say.   |
| ①                 | ②        | ③                          | ④     | ⑤              | 31. I think it is important to know other people's priorities.                              |
| ①                 | ②        | ③                          | ④     | ⑤              | 32. My actions are consistent with my values.   |
| ①                 | ②        | ③                          | ④     | ⑤              | 33. I believe I have responsibilities to my community.                                      |
| ①                 | ②        | ③                          | ④     | ⑤              | 34. I could describe my personality.  |
| ①                 | ②        | ③                          | ④     | ⑤              | 35. I have helped to shape the mission of the group.  |
| ①                 | ②        | ③                          | ④     | ⑤              | 36. New ways of doing things frustrate me.  |
| ①                 | ②        | ③                          | ④     | ⑤              | 37. Common values drive an organization.  |
| ①                 | ②        | ③                          | ④     | ⑤              | 38. I give time to making a difference for someone else.                                    |
| ①                 | ②        | ③                          | ④     | ⑤              | 39. I work well in changing environments.   |
| ①                 | ②        | ③                          | ④     | ⑤              | 40. I work with others to make my communities better places.                                |
| ①                 | ②        | ③                          | ④     | ⑤              | 41. I can describe how I am similar to other people.  |
| ①                 | ②        | ③                          | ④     | ⑤              | 42. I enjoy working with others toward common goals.  |
| ①                 | ②        | ③                          | ④     | ⑤              | 43. I am open to new ideas.   |
| ①                 | ②        | ③                          | ④     | ⑤              | 44. I have the power to make a difference in my community.                                  |
| ①                 | ②        | ③                          | ④     | ⑤              | 45. I look for new ways to do something.  |
| ①                 | ②        | ③                          | ④     | ⑤              | 46. I am willing to act for the rights of others.   |
| ①                 | ②        | ③                          | ④     | ⑤              | 47. I participate in activities that contribute to the common good.                         |
| ①                 | ②        | ③                          | ④     | ⑤              | 48. Others would describe me as a cooperative group member.                                 |
| ①                 | ②        | ③                          | ④     | ⑤              | 49. I am comfortable with conflict.   |
| ①                 | ②        | ③                          | ④     | ⑤              | 50. I can identify the differences between positive and negative change.                    |
| ①                 | ②        | ③                          | ④     | ⑤              | 51. I can be counted on to do my part.  |
| ①                 | ②        | ③                          | ④     | ⑤              | 52. Being seen as a person of integrity is important to me.                                 |
| ①                 | ②        | ③                          | ④     | ⑤              | 53. I follow through on my promises.  |
| ①                 | ②        | ③                          | ④     | ⑤              | 54. I hold myself accountable for responsibilities I agree to.                              |
| ①                 | ②        | ③                          | ④     | ⑤              | 55. I believe I have a civic responsibility to the greater public.                          |
| ①                 | ②        | ③                          | ④     | ⑤              | 56. Self-reflection is difficult for me.  |
| ①                 | ②        | ③                          | ④     | ⑤              | 57. Collaboration produces better results.  |
| ①                 | ②        | ③                          | ④     | ⑤              | 58. I know the purpose of the groups to which I belong.                                     |
| ①                 | ②        | ③                          | ④     | ⑤              | 59. I am comfortable expressing myself.   |
| ①                 | ②        | ③                          | ④     | ⑤              | 60. My contributions are recognized by others in the groups I belong to.                    |
| ①                 | ②        | ③                          | ④     | ⑤              | 61. I work well when I know the collective values of a group.                               |
| ①                 | ②        | ③                          | ④     | ⑤              | 62. I share my ideas with others.   |
| ①                 | ②        | ③                          | ④     | ⑤              | 63. My behaviors reflect my beliefs.  |
| ①                 | ②        | ③                          | ④     | ⑤              | 64. I am genuine.   |
| ①                 | ②        | ③                          | ④     | ⑤              | 65. I am able to trust the people with whom I work.   |
| ①                 | ②        | ③                          | ④     | ⑤              | 66. I value opportunities that allow me to contribute to my community.                      |
| ①                 | ②        | ③                          | ④     | ⑤              | 67. I support what the group is trying to accomplish.                                       |
| ①                 | ②        | ③                          | ④     | ⑤              | 68. It is easy for me to be truthful.   |

## Section III

The following set of statements deals with how you might feel about yourself and your life. Please remember that there are neither right nor wrong answers.

**Instructions:** Darken the oval that best describes the degree to which you agree or disagree with each statement.

	Strongly Disagree Disagree Disagree Slightly Agree Slightly Agree Strongly Agree		Strongly Disagree Disagree Disagree Slightly Agree Slightly Agree Strongly Agree
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	1. Most people see me as loving and affectionate.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	31. It seems to me that most other people have more friends than I do.
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	2. I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	32. I have confidence in my opinions, even if they are contrary to the general consensus.
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	3. In general, I feel I am in charge of the situation in which I live.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	33. I generally do a good job of taking care of my personal finances and affairs.
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	4. I am not interested in activities that will expand my horizons.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	34. I do not enjoy being in new situations that require me to change my old familiar ways of doing things.
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	5. I live life one day at a time and don't really think about the future.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	35. I enjoy making plans for the future and working to make them a reality.
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	6. When I look at the story of my life, I am pleased with how things have turned out.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	36. In many ways, I feel disappointed about my achievements in my life.
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	7. Maintaining close relationships has been difficult and frustrating for me.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	37. People would describe me as a giving person, willing to share my time with others.
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	8. My decisions are not usually influenced by what everyone else is doing.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	38. It's difficult for me to voice my own opinions on controversial matters.
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	9. The demands of everyday life often get me down.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	39. I am good at juggling my time so that I can fit everything in that needs to be done.
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	10. I don't want to try new ways of doing things—my life is fine the way it is.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	40. For me, life has been a continuous process of learning, changing, and growth.
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	11. I tend to focus on the present, because the future always brings me problems.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	41. I am an active person in carrying out the plans I set for myself.
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	12. In general, I feel confident and positive about myself.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	42. My attitude about myself is probably not as positive as most people feel about themselves.
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	13. I often feel lonely because I have few close friends with whom to share my concerns.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	43. I have not experienced many warm and trusting relationships with others.
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	14. I tend to worry about what other people think of me.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	44. I often change my mind about decisions if my friends or family disagree.
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	15. I do not fit very well with the people and the community around me.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	45. I have difficulty arranging my life in a way that is satisfying to me.
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	16. I think it is important to have new experiences that challenge how you think about yourself and the world.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	46. I gave up trying to make big improvements or changes in my life a long time ago.
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	17. My daily activities often seem trivial and unimportant to me.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	47. Some people wander aimlessly through life, but I am not one of them.
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	18. I feel like many of the people I know have gotten more out of life than I have.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	48. The past had its ups and downs, but in general, I wouldn't want to change it.
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	19. I enjoy personal and mutual conversations with family members or friends.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	49. I know that I can trust my friends, and they know they can trust me.
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	20. Being happy with myself is more important to me than having others approve of me.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	50. I judge myself by what I think is important, not by the values of what others think is important.
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	21. I am quite good at managing the many responsibilities of my daily life.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	51. I have been able to build a home and a lifestyle for myself that is much to my liking.
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	22. When I think about it, I haven't really improved much as a person over the years.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	52. There is truth to the saying that you can't teach an old dog new tricks.
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	23. I don't have a good sense of what it is I'm trying to accomplish in my life.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	53. I sometimes feel as if I've done all there is to do in life.
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	24. I like most aspects of my personality.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	54. When I compare myself to friends and acquaintances, it makes me feel good about who I am.
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	25. I don't have many people who want to listen when I need to talk.		
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	26. I tend to be influenced by people with strong opinions.		
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	27. I often feel overwhelmed by my responsibilities.		
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	28. I have a sense that I have developed a lot as a person over time.		
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	29. I used to set goals for myself, but that now seems a waste of time.		
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	30. I made some mistakes in the past, but I feel that all in all everything has worked out for the best.		

## Section IV

The following items are statements using several terms that are defined below for you. Please refer to these definitions throughout the rest of the questionnaire.

**Culture** refers to the beliefs, values, traditions, ways of behaving, and language of any social group. A social group may be racial, ethnic, religious, etc.

**Race or racial background** refers to a sub-group of people possessing common physical or genetic characteristics. Examples include White, Black, American Indian, etc.

**Ethnicity or ethnic group** refers to a specific social group sharing a unique cultural heritage (e.g., customs, beliefs, language, etc.). Two people can be of the same race (i.e., White), but from different ethnic groups (e.g., Irish-American, Italian-American, etc.).

**Country** refers to groups that have been politically defined; people from these groups belong to the same government (e.g., France, Ethiopia, United States). People of different races (White, Black, Asian) or ethnicities (Italian, Japanese) can be from the same country (United States).

**Instructions:** Please indicate how descriptive each statement is of you by darkening the oval corresponding to your response. This is not a test, so there are neither right nor wrong, good nor bad answers. All responses are anonymous and confidential.



- ○ ○ ○ ○ ○ 1. I would like to join an organization that emphasizes getting to know people from different countries.
- ○ ○ ○ ○ ○ 2. Persons with disabilities can teach me things I could not learn elsewhere.
- ○ ○ ○ ○ ○ 3. Getting to know someone of another race is generally an uncomfortable experience for me.
- ○ ○ ○ ○ ○ 4. I would like to go to dances that feature music from other countries.
- ○ ○ ○ ○ ○ 5. I can best understand someone after I get to know how he/she is both similar to and different from me.
- ○ ○ ○ ○ ○ 6. I am only at ease with people of my race.
- ○ ○ ○ ○ ○ 7. I often listen to music of other cultures.
- ○ ○ ○ ○ ○ 8. Knowing how a person differs from me greatly enhances our friendship.
- ○ ○ ○ ○ ○ 9. It's really hard for me to feel close to a person from another race.
- ○ ○ ○ ○ ○ 10. I am interested in learning about the many cultures that have existed in this world.
- ○ ○ ○ ○ ○ 11. In getting to know someone, I like knowing both how he/she differs from me and is similar to me.
- ○ ○ ○ ○ ○ 12. It is very important that a friend agrees with me on most issues.
- ○ ○ ○ ○ ○ 13. I attend events where I might get to know people from different racial backgrounds.
- ○ ○ ○ ○ ○ 14. Knowing about the different experiences of other people helps me understand my own problems better.
- ○ ○ ○ ○ ○ 15. I often feel irritated by persons of a different race.

The Miville–Guzman Universality–Diversity Scale © 1992 Marie L. Miville

Permission is granted for research and clinical use of the scale. Further permission must be obtained before any modification or revision of the scale can be made.

**Thank you for your answers  
to these questions.**



## Critical Thinking Sample Passages and Items

(Information from <http://www.act.org/caap/sample/thinking.html>)

### Sample Passage 1

Senator Favor proposed a bill in the state legislature that would allow pharmacists to prescribe medications for minor illnesses, without authorization from a physician (i.e., a "prescription"). In support of her proposal, Favor argued:

Doctors have had a monopoly on authorizing the use of prescription medicines for too long. This has caused consumers of this state to incur unnecessary expense for their minor ailments. Often, physicians will require patients with minor complaints to go through an expensive office visit before the physician will authorize the purchase of the most effective medicines available to the sick.

Consumers are tired of paying for these unnecessary visits. At a recent political rally in Johnson County, I spoke to a number of my constituents and a majority of them confirmed my belief that this burdensome, expensive, and unnecessary practice is widespread in our state. One man with whom I spoke said that his doctor required him to spend \$80 on an office visit for an uncommon skin problem which he discovered could be cured with a \$2 tube of prescription cortisone lotion.

Anyone who has had to wait in a crowded doctor's office recently will be all-too-familiar with the "routine": after an hour in the lobby and a half-hour in the examining room, a physician rushes in, takes a quick look at you, glances at your chart and writes out a prescription. To keep up with the dizzying pace of "health care," physicians rely more and more upon prescriptions, and less and less upon careful examination, inquiry, and bedside manner.

Physicians make too much money for the services they render. If "fast food" health care is all we are offered, we might as well get it at a good price. This bill, if passed into law, would greatly decrease unnecessary medical expenses and provide relief to the sick: people who need all the help they can get in these trying economic times. I urge you to vote for this bill.

After Senator Favor's speech, Senator Counter stood to present an opposing position, stating:

Senator Favor does a great injustice to the physicians of this state in generalizing from her own health care experiences. If physicians' offices are crowded, they are crowded for reasons that are different from those suggested by Senator Favor. With high operating costs, difficulties in collecting medical bills, and exponential increases in the costs of malpractice insurance, physicians are lucky to keep their heads above water. In order to

do so, they must make their practices more efficient, relying upon nurses and laboratories to do some of the patient screening.

No one disputes the fact that medical expenses are soaring. But, there are issues at stake which are more important than money—we must consider the quality of health care. Pharmacists are not trained to diagnose illnesses. Incorrect diagnoses by pharmacists could lead to extended illness or even death for an innocent customer. If we permit such diagnoses, we will be personally responsible for those illnesses and deaths.

Furthermore, since pharmacies make most of their money by selling prescription drugs, it would be unwise to allow pharmacists to prescribe. A sick person who has not seen a physician might go into a drugstore for aspirin and come out with narcotics!

Finally, with the skyrocketing cost of insurance, it would not be profitable for pharmacists to open themselves up to malpractice suits for mis-prescribing drugs. It is difficult enough for physicians with established practices to make it; few pharmacists would be willing to take on this financial risk. I recommend that you vote against this bill.

### Sample Items for Passage 1

1. Favor's "unofficial poll" of her constituents at the Johnson County political rally would be more persuasive as evidence for her contentions if the group of people to whom she spoke had:
  - I. been randomly selected.
  - II. represented a broad spectrum of the population: young and old, white and non-white, male and female, etc.
  - III. not included an unusually large number of pharmacists.
  - A. I only
  - B. II only
  - C. III only
  - D. I, II, and III
  
2. In her example of the man who paid \$80 for an office visit to treat an uncommon skin problem, Favor seems to assume, but probably should not, that:
  - A. the man would have discovered this cure without the doctor's diagnosis.
  - B. two dollars is the average price of the cortisone lotion.
  - C. eighty dollars is the average price for an office visit of this kind.
  - D. cortisone lotion is effective on all rashes.
  
3. Counter's concern that a sick person who has not seen a physician might go into a drugstore for aspirin and come out with narcotics is probably unfounded because:
  - A. sick persons often send others to get their drugs.
  - B. narcotics are not normally prescribed for "minor ailments."
  - C. most people do not buy aspirin at the drugstore.

- D. most people who need narcotics go to a physician to get them.
4. It is obvious from Favor's speech that she believes which of the following?
- A. Most prescriptions are unnecessary.
  - B. Senator Counter will oppose the bill.
  - C. If the bill is passed into law it will greatly reduce the cost of all medical treatment.
  - D. If the bill is passed the average costs for treatment of minor ailments would be reduced significantly.
5. It is clear from Senator Counter's speech that he believes:
- A. physicians are not having difficult economic times.
  - B. Favor's description of the crowded physician's office is not completely inaccurate.
  - C. the cost of malpractice insurance is not growing at an accelerated pace.
  - D. the quality of health care will not diminish if pharmacists are allowed to prescribe drugs.
- 

## Sample Passage 2

**A:** The domestic spending policies of the current administration are simply reprehensible. The real enemy of our democracy is not big government, but big business. As our society becomes increasingly dominated by enormous corporate conglomerates, there is less and less room for real individual initiative. Our lives are becoming completely determined by what happens in the board room as the rich get richer and the poor get poorer.

**B:** How can you say that? You have it just backwards. Excessive government regulation and high taxes lead to complete totalitarianism. Only when there is less government intervention in our lives and lower taxes allow us to employ our assets to our own best advantage does talk of individual initiative make any sense at all.

**A:** You elitists are all alike. You think only of the freedom of opportunity for the privileged few. You have no concern for those members of society who may not have the resources to be entrepreneurs or investors. Democracy means "liberty and justice for all," not just for those of you with a lot of money.

**B:** Justice? What justice is there in taking away my hard-earned dollars to pay for welfare programs for people who don't want work? And besides, liberty is simply a question of the existence of possibilities. Everyone can succeed in our society, if they only use their talents and assets wisely. You can lead a horse to water, but you can't make it drink.

**A:** You're confusing liberty with license. Having the right to do something doesn't mean that there's any real opportunity for you to actually do it. The least-advantaged of our society do not have the ability to exploit the system successfully. Freedom is a matter of choice between real alternatives, alternatives the poor do not have.

**B:** People don't choose their parents. It wouldn't be my fault if mine were a little better off than most. It's a fool's dream to think that you can get rid of the inequalities of birth. But the glory of

democracy is that everybody has an equal say in where we go from here, given those natural inequalities. Besides, the only purpose of government is to protect the property rights of its citizens.

**A:** But the authority of the government is the authority given to it by the people. And there is no apparent reason for the poor to recognize your so-called "right of property" when they do not have any property. How could you convince them that it is for their own good to recognize this right?

**B:** Of course it's for their own good. Without the government—human nature being what it is—there would be constant strife and violence. One of the reasons for having a government is to ensure "domestic tranquility," right? Since life would be so uncertain in a state of anarchy, everybody has an interest in recognizing the authority of the government. Besides, as long as the poor can have property, the principle is completely fair—if they had property, the government would protect it.

**A:** And if wishes were horses, then beggars would ride. Look, it's only fair that the better-off members of a democratic society provide for the support of the least-advantaged. A democracy consists in the free will of its citizens to self-government—you know: "We, the people, in order to form a more perfect union. . . ." The economic structure of a democratic society must be such as to command everyone's consent from a standpoint of self-interest and complete equality. From such a standpoint, I cannot base my decision on the basis of the position I currently occupy within society or the amount of property I now have, so I must choose to make the best of what may be a bad situation—I must choose from the standpoint of the least-advantaged. So only if the fundamental institutions of a democracy provide real opportunities for the least-advantaged is there any justification for individuals to give their allegiance to the government and recognize the right of property.

**B:** But that's just what I mean. If we only encouraged investment, a free and growing economy would provide for more opportunity for the least advantaged. The profits might be reaped in the first instance by the investors, but they would eventually trickle down through the economy to raise the standard of living of every member of the society.

**A:** You're incorrigible. I don't know why I put up with you.

**B:** Think what you want; after all, it's a free country.

### Sample Items for Passage 2

1. What is A's complaint about the current administration's policies?
  - A. They allow businesses to own property.
  - B. They don't permit the poor to own property.
  - C. They favor business interests at the expense of social programs.
  - D. They restrict the freedom of all citizens.
  
2. A's argument in favor of social welfare programs relies on which of the following assumptions?



- A. It is unreasonable to think that everyone desires property.  
 B. It is unreasonable to submit to any authority besides yourself.  
 C. It is reasonable to expect society to give everyone an equal opportunity.  
 D. It is unreasonable to expect someone to submit to an authority if it is not to his own advantage.
3. Which of the following justifications of the necessity of our government's intervention in the affairs of some other country would be consistent with B's position?
- A. To ensure the freedom of that country's citizens  
 B. To protect the property rights of that country's citizens  
 C. To foster the individual initiative of our country's citizens  
 D. To protect the property rights of our country's citizens
4. If disputes about property are not the only source of strife and violence, then B argues inconsistently with respect to the:
- A. nature of freedom.  
 B. nature of equality.  
 C. purpose of government.  
 D. rights of a citizen in a democracy.
5. A and B clearly disagree on which of the following?
- A. What form of government our society should have  
 B. Whether individual initiative is desirable  
 C. What constitutes freedom and equality in a democratic society  
 D. Whether the government should protect the right of property

**Answers:**

**Sample Items for Passage 1:** 1. D. 2. A. 3. B. 4. D. 5. B.

**Sample Items for Passage 2:** 1. C. 2. D. 3. D. 4. C. 5. C.

# DIT-2

## Defining Issues Test

Version 3.0

*University of Minnesota*

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Center for the Study of Ethical Development

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### Instructions

This questionnaire is concerned with how you define the issues in a social problem. Several stories about social problems will be described. After each story, there will be a list of questions. The questions that follow each story represent different issues that might be raised by the problem. In other words, the questions / issues raise different ways of judging what is important in making a decision about the social problem. You will be asked to rate and rank the questions in terms of how important each one seems to you.

This questionnaire is in two parts: one part contains the **INSTRUCTIONS** (this part) and the stories presenting the social problems; the other part contains the questions (issues) and the **ANSWER SHEET** on which to write your responses.

Here is an example of the task:

#### **Presidential Election**

Imagine that you are about to vote for a candidate for the Presidency of the United States. Imagine that before you vote, you are given several questions, and asked which issue is the most important to you in making up your mind about which candidate to vote for. In this example, 5 items are given. On a rating scale of 1 to 5 (1=Great, 2=Much, 3=Some, 4=Little, 5=No) please rate the importance of the item (issue) by filling in with a pencil one of the bubbles on the answer sheet by each item.

Assume that you thought that item #1 (below) was of great importance, item #2 had some importance, item #3 had no importance, item #4 had much importance, and item #5 had much importance. Then you would fill in the bubbles on the answer sheet as shown below.

---

GREAT MUCH SOME LITTLE NO	<input checked="" type="radio"/> ② <input type="radio"/> ③ <input type="radio"/> ④ <input type="radio"/> ⑤	Rate the following 12 issues in terms of importance (1-5)
---------------------------------------	--	---

<input checked="" type="radio"/> ① <input type="radio"/> ② <input type="radio"/> ③ <input type="radio"/> ④ <input type="radio"/> ⑤	<input type="radio"/> ① <input type="radio"/> ② <input checked="" type="radio"/> ③ <input type="radio"/> ④ <input type="radio"/> ⑤	<input type="radio"/> ① <input type="radio"/> ② <input type="radio"/> ③ <input type="radio"/> ④ <input checked="" type="radio"/> ⑤	<input type="radio"/> ① <input checked="" type="radio"/> ② <input type="radio"/> ③ <input type="radio"/> ④ <input type="radio"/> ⑤	<input type="radio"/> ① <input checked="" type="radio"/> ② <input type="radio"/> ③ <input type="radio"/> ④ <input type="radio"/> ⑤	1. Financially are you personally better off now than you were four years ago? 2. Does one candidate have a superior moral character? 3. Which candidate stands the tallest? 4. Which candidate would make the best world leader? 5. Which candidate has the best ideas for our country's internal problems, like crime and health care?
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Further, the questionnaire will ask you to rank the questions in terms of importance. In the space below, the numbers 1 through 12, represent the item number. From top to bottom, you are asked to fill in the bubble that represents the item in first importance (of those given you to choose from), then second most important, third most important, and fourth most important. Please indicate your top four choices. You might fill out this part, as follows:

**Rank which issue is the most important (item number).**

Most important item	<input checked="" type="radio"/> ② <input type="radio"/> ③ <input type="radio"/> ④ <input type="radio"/> ⑤ <input type="radio"/> ⑥ <input type="radio"/> ⑦ <input type="radio"/> ⑧ <input type="radio"/> ⑨ <input type="radio"/> ⑩ <input type="radio"/> ⑪ <input type="radio"/> ⑫	Third most important	<input type="radio"/> ① <input type="radio"/> ② <input checked="" type="radio"/> ③ <input type="radio"/> ④ <input type="radio"/> ⑤ <input type="radio"/> ⑥ <input type="radio"/> ⑦ <input type="radio"/> ⑧ <input type="radio"/> ⑨ <input type="radio"/> ⑩ <input type="radio"/> ⑪ <input type="radio"/> ⑫
Second most important	<input type="radio"/> ① <input type="radio"/> ② <input type="radio"/> ③ <input checked="" type="radio"/> ④ <input type="radio"/> ⑤ <input type="radio"/> ⑥ <input type="radio"/> ⑦ <input type="radio"/> ⑧ <input type="radio"/> ⑨ <input type="radio"/> ⑩ <input type="radio"/> ⑪ <input type="radio"/> ⑫	Fourth most important	<input type="radio"/> ① <input checked="" type="radio"/> ② <input type="radio"/> ③ <input type="radio"/> ④ <input type="radio"/> ⑤ <input type="radio"/> ⑥ <input type="radio"/> ⑦ <input type="radio"/> ⑧ <input type="radio"/> ⑨ <input type="radio"/> ⑩ <input type="radio"/> ⑪ <input type="radio"/> ⑫

---

Note that some of the items may seem irrelevant to you (as in item #3) or not make sense to you—in that case, **rate** the item as “No” importance and do not **rank** the item. Note that in the stories that follow, there will be 12 items for each story, not five. Please make sure to consider all 12 items (questions) that are printed after each story.

In addition you will be asked to state your preference for what action to take in the story. After the story, you will be asked to indicate the action you favor on a three-point scale (1 = strongly favor some action, 2 = can't decide, 3 = strongly oppose that action).

In short, read the story from this booklet, then fill out your answers on the answer sheet. Please use a #2 pencil. If you change your mind about a response, erase the pencil mark cleanly and enter your new response.

*[Notice the second part of this questionnaire, the Answer Sheet. The Identification Number at the top of the answer sheet may already be filled in when you receive your materials. If not, you will receive instructions about how to fill in the number. If you have questions about the procedure, please ask now.]*

*Please turn now to the Answer Sheet.]*



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**Famine— (Story #1)**

The small village in northern India has experienced shortages of food before, but this year's famine is worse than ever. Some families are even trying to feed themselves by making soup from tree bark. Mustaq Singh's family is near starvation. He has heard that a rich man in his village has supplies of food stored away and is hoarding food while its price goes higher so that he can sell the food later at a huge profit. Mustaq is desperate and thinks about stealing some food from the rich man's warehouse. The small amount of food that he needs for his family probably wouldn't even be missed.

*[If at any time you would like to reread a story or the instructions, feel free to do so. Now turn to the Answer Sheet, go to the 12 issues and rate and rank them in terms of how important each issue seems to you.]*

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**Reporter— (Story #2)**

Molly Dayton has been a news reporter for the *Gazette* newspaper for over a decade. Almost by accident, she learned that one of the candidates for Lieutenant Governor for her state, Grover Thompson, had been arrested for shop-lifting 20 years earlier. Reporter Dayton found out that early in his life, Candidate Thompson had undergone a confused period and done things he later regretted, actions which would be very out-of-character now. His shop-lifting had been a minor offense and charges had been dropped by the department store. Thompson has not only straightened himself out since then, but built a distinguished record in helping many people and in leading constructive community projects. Now, Reporter Dayton regards Thompson as the best candidate in the field and likely to go on to important leadership positions in the state. Reporter Dayton wonders whether or not she should write the story about Thompson's earlier troubles because in the upcoming close and heated election, she fears that such a news story could wreck Thompson's chance to win.

*[Now turn to the Answer Sheet, go to the 12 issues for this story, rate and rank them in terms of how important each issue seems to you.]*

---

### School Board— (Story #3)

Mr. Grant has been elected to the School Board District 190 and was chosen to be Chairman. The district is bitterly divided over the closing of one of the high schools. One of the high schools has to be closed for financial reasons, but there is no agreement over which school to close. During his election to the school board, Mr. Grant had proposed a series of "Open Meetings" in which members of the community could voice their opinions. He hoped that dialogue would make the community realize the necessity of closing one high school. Also he hoped that through open discussion, the difficulty of the decision would be appreciated, and that the community would ultimately support the school board decision. The first Open Meeting was a disaster. Passionate speeches dominated the microphones and threatened violence. The meeting barely closed without fist-fights. Later in the week, school board members received threatening phone calls. Mr. Grant wonders if he ought to call off the next Open Meeting.

*[Now turn to the Answer Sheet, go to the 12 issues for this story, rate and rank them in terms of how important each issue seems to you.]*

---

### Cancer— (Story #4)

Mrs. Bennett is 62 years old, and in the last phases of colon cancer. She is in terrible pain and asks the doctor to give her more pain-killer medicine. The doctor has given her the maximum safe dose already and is reluctant to increase the dosage because it would probably hasten her death. In a clear and rational mental state, Mrs. Bennett says that she realizes this; but she wants to end her suffering even if it means ending her life. Should the doctor give her an increased dosage?

*[Now turn to the Answer Sheet, go to the 12 issues for this story, rate and rank them in terms of how important each issue seems to you.]*

---

### Demonstration — (Story #5)

Political and economic instability in a South American country prompted the President of the United States to send troops to "police" the area. Students at many campuses in the U.S.A. have protested that the United States is using its military might for economic advantage. There is widespread suspicion that big oil multinational companies are pressuring the President to safeguard a cheap oil supply even if it means loss of life. Students at one campus took to the streets, in demonstrations, tying up traffic and stopping regular business in the town. The president of the university demanded that the students stop their illegal demonstrations. Students then took over the college's administration building, completely paralyzing the college. Are the students right to demonstrate in these ways?

*[Now turn to the Answer Sheet, go to the 12 issues for this story, rate and rank them in terms of how important each issue seems to you.]*







### School Board -- (Story #3)

Do you favor calling off the next Open Meeting?

- ① Should call off the next open meeting
- ② Can't decide
- ③ Should have the next open meeting

GREAT  
MUCH  
SOME  
LITTLE  
NO

#### Rate the following 12 issues in terms of importance (1-5)

- ① ② ③ ④ ⑤ 1. Is Mr. Grant required by law to have Open Meetings on major school board decisions?
- ① ② ③ ④ ⑤ 2. Would Mr. Grant be breaking his election campaign promises to the community by discontinuing the Open Meetings?
- ① ② ③ ④ ⑤ 3. Would the community be even angrier with Mr. Grant if he stopped the Open Meetings?
- ① ② ③ ④ ⑤ 4. Would the change in plans prevent scientific assessment?
- ① ② ③ ④ ⑤ 5. If the school board is threatened, does the chairman have the legal authority to protect the Board by making decisions in closed meetings?
- ① ② ③ ④ ⑤ 6. Would the community regard Mr. Grant as a coward if he stopped the open meetings?
- ① ② ③ ④ ⑤ 7. Does Mr. Grant have another procedure in mind for ensuring that divergent views are heard?
- ① ② ③ ④ ⑤ 8. Does Mr. Grant have the authority to expel troublemakers from the meetings or prevent them from making long speeches?
- ① ② ③ ④ ⑤ 9. Are some people deliberately undermining the school board process by playing some sort of power game?
- ① ② ③ ④ ⑤ 10. What effect would stopping the discussion have on the community's ability to handle controversial issues in the future?
- ① ② ③ ④ ⑤ 11. Is the trouble coming from only a few hotheads, and is the community in general really fair-minded and democratic?
- ① ② ③ ④ ⑤ 12. What is the likelihood that a good decision could be made without open discussion from the community?

Rank which issue is the most important (item number).

Most important item ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Second most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Third most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Fourth most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Now please return to the Instructions booklet for the next story.

### Cancer -- (Story #4)

Do you favor the action of giving more medicine?

- ① Should give Mrs. Bennett an increased dosage to make her die
- ② Can't decide
- ③ Should not give her an increased dosage

GREAT  
MUCH  
SOME  
LITTLE  
NO

#### Rate the following 12 issues in terms of importance (1-5)

- ① ② ③ ④ ⑤ 1. Isn't the doctor obligated by the same laws as everybody else if giving an overdose would be the same as killing her?
- ① ② ③ ④ ⑤ 2. Wouldn't society be better off without so many laws about what doctors can and cannot do?
- ① ② ③ ④ ⑤ 3. If Mrs. Bennett dies, would the doctor be legally responsible for malpractice?
- ① ② ③ ④ ⑤ 4. Does the family of Mrs. Bennett agree that she should get more painkiller medicine?
- ① ② ③ ④ ⑤ 5. Is the painkiller medicine an active heliotropic drug?
- ① ② ③ ④ ⑤ 6. Does the state have the right to force continued existence on those who don't want to live?
- ① ② ③ ④ ⑤ 7. Is helping to end another's life ever a responsible act of cooperation?
- ① ② ③ ④ ⑤ 8. Would the doctor show more sympathy for Mrs. Bennett by giving the medicine or not?
- ① ② ③ ④ ⑤ 9. Wouldn't the doctor feel guilty from giving Mrs. Bennett so much drug that she died?
- ① ② ③ ④ ⑤ 10. Should only God decide when a person's life should end?
- ① ② ③ ④ ⑤ 11. Shouldn't society protect everyone against being killed?
- ① ② ③ ④ ⑤ 12. Where should society draw the line between protecting life and allowing someone to die if the person wants to?

Rank which issue is the most important (item number).

Most important item ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Second most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Third most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Fourth most important ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Now please return to the Instructions booklet for the next story.

PLEASE DO NOT WRITE IN THIS AREA



# Demonstration -- (Story #5)

Do you favor the action of demonstrating in this way?

- ① Should continue demonstrating in these ways    ② Can't decide    ③ Should not continue demonstrating in these ways

GREAT  
MUCH  
SOME  
LITTLE  
NO

## Rate the following 12 issues in terms of importance (1-5)

- ① ② ③ ④ ⑤ 1. Do the students have any right to take over property that doesn't belong to them?  
 ① ② ③ ④ ⑤ 2. Do the students realize that they might be arrested and fined, and even expelled from school?  
 ① ② ③ ④ ⑤ 3. Are the students serious about their cause or are they doing it just for fun?  
 ① ② ③ ④ ⑤ 4. If the university president is soft on students this time, will it lead to more disorder?  
 ① ② ③ ④ ⑤ 5. Will the public blame all students for the actions of a few student demonstrators?  
 ① ② ③ ④ ⑤ 6. Are the authorities to blame by giving in to the greed of the multinational oil companies?  
 ① ② ③ ④ ⑤ 7. Why should a few people like Presidents and business leaders have more power than ordinary people?  
 ① ② ③ ④ ⑤ 8. Does this student demonstration bring about more or less good in the long run to all people?  
 ① ② ③ ④ ⑤ 9. Can the students justify their civil disobedience?  
 ① ② ③ ④ ⑤ 10. Shouldn't the authorities be respected by students?  
 ① ② ③ ④ ⑤ 11. Is taking over a building consistent with principles of justice?  
 ① ② ③ ④ ⑤ 12. Isn't it everyone's duty to obey the law, whether one likes it or not?

Rank which issue is the most important (item number).

Most important item    ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫  
 Second most important    ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

Third most important    ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫  
 Fourth most important    ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫

## Please provide the following information about yourself:

1. Age in years:

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

2. Sex (mark one):  Male     Female

3. Level of Education (mark highest level of formal education attained, if you are currently working at that level [e.g., Freshman in college] or if you have completed that level [e.g., if you finished your Freshman year but have gone on no further].)

- Grade 1 to 6  
 Grade 7, 8, 9  
 Grade 10, 11, 12  
 Vocational/technical school (without a bachelor's degree) (e.g., Auto mechanic, beauty school, real estate, secretary, 2-year nursing program).  
 Junior college (e.g., 2-year college, community college, Associate Arts degree)  
 Freshman in college in bachelor degree program.  
 Sophomore in college in bachelor degree program.  
 Junior in college in bachelor degree program.  
 Senior in college in bachelor degree program.  
 Professional degree (Practitioner degree beyond bachelor's degree) (e.g., M.D., M.B.A., Bachelor of Divinity, D.D.S. in Dentistry, J.D. in law, Masters of Arts in teaching, Masters of Education [in teaching], Doctor of Psychology, Nursing degree along with 4-year Bachelor's degree)  
 Masters degree (in academic graduate school)  
 Doctoral degree (in academic graduate school, e.g., Ph.D. or Ed.D.)  
 Other Formal Education. (Please describe: \_\_\_\_\_)

4. In terms of your political views, how would you characterize yourself (mark one)?

- Very Liberal  
 Somewhat Liberal  
 Neither Liberal nor Conservative  
 Somewhat Conservative  
 Very Conservative

5. Are you a citizen of the U.S.A.?

- Yes     No

6. Is English your primary language?

- Yes     No

## Thank You.

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## Appendix D: Regression Models

There are two sections in this appendix. The first section contains the results from regression analyses to examine the effect of institutional type on students' experiences with good teaching practices and supportive institutional conditions. We ran two models for each of the six good practice scales:

- Model 1 examines the effects of student background characteristics such as gender, ethnicity, and parental education on the good practice scales.
- Model 2 examines the effects of institutional type (community colleges, regional universities, and research universities) on the good practice scales, controlling for student background characteristics. Liberal arts colleges are the reference group for this model.

The second section contains data from regression analyses that looked at the impact of institutional type and students' experiences with good practices on liberal arts outcomes. Each outcome measure was regressed on three models of independent variables:

- Model 1 regressed outcome measures on student background characteristics such as gender, ethnicity, and parental education.
- Model 2 added institutional type to the variables in Model 1. Liberal arts colleges are the reference group for institutional type.
- Model 3 added the six good practice scales and other college experiences (such as living on campus and belonging to a fraternity or sorority) to the variables in Model 2.

Institutional types and good practice scales that have significant effects on the outcomes are highlighted in the tables in section two.

The variable names in the tables in both sections come directly from our data file. Although the names are somewhat intuitive, they may not always be entirely clear. We can send you the codebook if you have questions about any of the variable names.

## **Appendix D: Regression Models**

### **Section One – Good Practice Scales**

This section contains six tables, one for each of the following good practice scales (listed in the order in which they appear):

- Good Teaching and High Quality Interactions with Faculty
- Academic Challenge and High Expectations
- Diversity Experiences
- Frequency of Interactions with Faculty and Staff
- Interactions with Peers
- Cooperative Learning

**Good Teaching and High Quality Interactions with Faculty**

a. Dependent Variable: ZMegaGP\_GoodTchInteractT2

	Model 1					Model 2				
	Unstandardized Coefficients		Standardized Coefficients		Sig.	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t		B	Std. Error	Beta	t	
(Constant)	0.140	0.027		5.235	0.000	0.263	0.030		8.853	0.000
DemMaleT1	-0.006	0.015	-0.003	-0.367	0.714	0.019	0.015	0.009	1.267	0.205
DemAmIndianT1	-0.475	0.112	-0.031	-4.228	0.000	-0.479	0.110	-0.031	-4.364	0.000
DemAsianPIT1	-0.328	0.031	-0.084	-10.673	0.000	-0.231	0.031	-0.059	-7.563	0.000
DemBlackT1	-0.137	0.041	-0.026	-3.366	0.001	-0.022	0.040	-0.004	-0.558	0.577
DemHispanicT1	-0.146	0.035	-0.032	-4.139	0.000	-0.065	0.035	-0.014	-1.877	0.061
DemNonresAlienT1	0.289	0.192	0.011	1.504	0.133	0.108	0.188	0.004	0.574	0.566
DemRaceUnknownT1	-0.418	0.063	-0.049	-6.616	0.000	-0.426	0.062	-0.049	-6.889	0.000
ZDemParentEdAvgT1	-0.001	0.008	-0.001	-0.066	0.947	0.017	0.008	0.017	2.044	0.041
DemDependHasT1	0.020	0.050	0.003	0.397	0.692	0.034	0.049	0.005	0.696	0.486
ZDemNSSEAgeX	0.008	0.007	0.009	1.089	0.276	-0.008	0.007	-0.009	-1.125	0.260
HSRaceWhiteVsOtherT1	0.025	0.018	0.011	1.420	0.156	0.006	0.018	0.003	0.339	0.735
ZHSACTAbilityT1X	0.110	0.008	0.119	13.770	0.000	0.166	0.008	0.179	19.583	0.000
ZHSInvolvementScaleMean	0.020	0.007	0.023	2.786	0.005	0.054	0.007	0.062	7.377	0.000
AspEdGoalMoreThan4yrDegT1	-0.217	0.019	-0.099	-11.507	0.000	-0.124	0.019	-0.057	-6.481	0.000
AspEdGoalNoResponseT1	0.006	0.069	0.001	0.084	0.933	-0.036	0.068	-0.004	-0.528	0.598
AspCollegeChoiceFirstT1	-0.028	0.016	-0.013	-1.734	0.083	0.041	0.016	0.019	2.555	0.011
ZAcademicMotivationScaleMeanT1	0.236	0.008	0.239	29.927	0.000	0.214	0.008	0.217	27.583	0.000
InstTypeRegional						-0.259	0.022	-0.112	-12.016	0.000
InstTypeResearch						-0.504	0.019	-0.238	-26.163	0.000
InstTypeCC						0.134	0.030	0.048	4.493	0.000

adjusted t based on weighting:  $p < .05 = 4.73$ ;  $p < .01 = 6.22$

**Academic Challenge and High Expectations**

a. Dependent Variable: ZMegaGP\_ChallengeT2

	Model 1					Model 2				
	Unstandardized Coefficients		Standardized Coefficients		Sig.	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t		B	Std. Error	Beta	t	
(Constant)	-0.028	0.025		-1.135	0.256	0.169	0.028		6.044	0.000
DemMaleT1	0.005	0.014	0.003	0.365	0.715	0.019	0.014	0.010	1.367	0.172
DemAmIndianT1	0.969	0.105	0.064	9.247	0.000	0.983	0.104	0.065	9.487	0.000
DemAsianPIT1	-0.172	0.029	-0.044	-5.977	0.000	-0.129	0.029	-0.033	-4.461	0.000
DemBlackT1	-0.062	0.037	-0.012	-1.700	0.089	-0.040	0.037	-0.008	-1.100	0.272
DemHispanicT1	-0.017	0.033	-0.004	-0.520	0.603	-0.001	0.033	0.000	-0.035	0.972
DemNonresAlienT1	0.318	0.179	0.012	1.775	0.076	0.150	0.177	0.006	0.849	0.396
DemRaceUnknownT1	-0.307	0.059	-0.036	-5.207	0.000	-0.333	0.058	-0.039	-5.701	0.000
ZDemParentEdAvgT1	-0.001	0.008	-0.001	-0.184	0.854	-0.002	0.008	-0.002	-0.293	0.769
DemDependHasT1	-0.034	0.047	-0.005	-0.725	0.468	0.000	0.046	0.000	0.010	0.992
ZDemNSSEAgeX	-0.017	0.006	-0.020	-2.570	0.010	-0.017	0.007	-0.020	-2.642	0.008
HSRaceWhiteVsOtherT1	-0.030	0.016	-0.014	-1.824	0.068	-0.036	0.017	-0.017	-2.125	0.034
ZHSACTAbilityT1X	0.048	0.007	0.053	6.429	0.000	0.053	0.008	0.059	6.662	0.000
ZHSInvolvementScaleMean	0.168	0.007	0.194	24.424	0.000	0.177	0.007	0.204	25.367	0.000
AspEdGoalMoreThan4yrDegT1	0.028	0.018	0.013	1.566	0.117	0.042	0.018	0.019	2.298	0.022
AspEdGoalNoResponseT1	0.063	0.065	0.007	0.976	0.329	0.014	0.064	0.002	0.219	0.827
AspCollegeChoiceFirstT1	-0.059	0.015	-0.028	-3.936	0.000	-0.036	0.015	-0.017	-2.383	0.017
ZAcademicMotivationScaleMeanT1	0.273	0.007	0.282	37.154	0.000	0.261	0.007	0.270	35.671	0.000
InstTypeRegional						-0.284	0.020	-0.125	-13.951	0.000
InstTypeResearch						-0.360	0.018	-0.174	-19.830	0.000
InstTypeCC						-0.205	0.028	-0.074	-7.256	0.000

adjusted t based on weighting:  $p < .05 = 4.73$ ;  $p < .01 = 6.22$

**Diversity Experiences**

a. Dependent Variable: ZMegaGP\_DiversExplInteractT2

	Model 1					Model 2				
	Unstandardized Coefficients		Standardized Coefficients		Sig.	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t		B	Std. Error	Beta	t	
(Constant)	-0.078	0.025		-3.106	0.002	0.135	0.028		4.800	0.000
DemMaleT1	0.013	0.014	0.007	0.925	0.355	0.020	0.014	0.010	1.393	0.164
DemAmIndianT1	1.148	0.105	0.076	10.910	0.000	1.166	0.104	0.077	11.175	0.000
DemAsianPIT1	0.227	0.029	0.059	7.878	0.000	0.217	0.029	0.056	7.489	0.000
DemBlackT1	0.420	0.037	0.083	11.442	0.000	0.378	0.037	0.075	10.221	0.000
DemHispanicT1	0.339	0.033	0.075	10.261	0.000	0.307	0.033	0.068	9.275	0.000
DemNonresAlienT1	1.455	0.180	0.056	8.088	0.000	1.320	0.178	0.051	7.396	0.000
DemRaceUnknownT1	0.334	0.059	0.040	5.651	0.000	0.288	0.059	0.034	4.890	0.000
ZDemParentEdAvgT1	0.013	0.008	0.013	1.635	0.102	0.001	0.008	0.001	0.128	0.898
DemDependHasT1	0.174	0.047	0.028	3.699	0.000	0.223	0.047	0.036	4.774	0.000
ZDemNSSEAgeX	-0.032	0.007	-0.038	-4.869	0.000	-0.021	0.007	-0.025	-3.212	0.001
HSRaceWhiteVsOtherT1	-0.222	0.017	-0.102	-13.447	0.000	-0.203	0.017	-0.093	-11.942	0.000
ZHSACTAbilityT1X	0.132	0.007	0.145	17.738	0.000	0.108	0.008	0.119	13.458	0.000
ZHSInvolvementScaleMean	0.179	0.007	0.207	25.980	0.000	0.170	0.007	0.196	24.246	0.000
AspEdGoalMoreThan4yrDegT1	0.115	0.018	0.053	6.515	0.000	0.074	0.018	0.034	4.061	0.000
AspEdGoalNoResponseT1	0.157	0.065	0.017	2.412	0.016	0.103	0.065	0.011	1.602	0.109
AspCollegeChoiceFirstT1	-0.011	0.015	-0.005	-0.723	0.470	-0.019	0.015	-0.009	-1.237	0.216
ZAcademicMotivationScaleMeanT1	0.108	0.007	0.111	14.619	0.000	0.105	0.007	0.108	14.229	0.000
InstTypeRegional						-0.220	0.021	-0.096	-10.718	0.000
InstTypeResearch						-0.248	0.018	-0.119	-13.528	0.000
InstTypeCC						-0.415	0.028	-0.150	-14.613	0.000

adjusted t based on weighting:  $p < .05 = 4.73$ ;  $p < .01 = 6.22$

### Frequency of Interactions with Faculty and Staff

a. Dependent Variable: ZMegaGP\_FreqInteractFacStAffT2

	Model 1					Model 2				
	Unstandardized Coefficients		Standardized Coefficients			Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.	B	Std. Error	Beta	t	Sig.
(Constant)	-0.174	0.025		-7.024	0.000	-0.045	0.028		-1.602	0.109
DemMaleT1	0.138	0.014	0.070	9.695	0.000	0.142	0.014	0.072	10.008	0.000
DemAmIndianT1	0.670	0.105	0.045	6.405	0.000	0.680	0.104	0.045	6.524	0.000
DemAsianPIT1	-0.126	0.029	-0.033	-4.408	0.000	-0.133	0.029	-0.034	-4.580	0.000
DemBlackT1	-0.169	0.036	-0.034	-4.649	0.000	-0.194	0.037	-0.038	-5.249	0.000
DemHispanicT1	-0.054	0.033	-0.012	-1.649	0.099	-0.074	0.033	-0.016	-2.240	0.025
DemNonresAlienT1	0.964	0.179	0.037	5.395	0.000	0.881	0.178	0.034	4.943	0.000
DemRaceUnknownT1	-0.319	0.059	-0.038	-5.391	0.000	-0.348	0.059	-0.041	-5.887	0.000
ZDemParentEdAvgT1	0.006	0.008	0.006	0.828	0.408	-0.001	0.008	-0.001	-0.077	0.939
DemDependHasT1	0.301	0.047	0.049	6.447	0.000	0.332	0.047	0.054	7.111	0.000
ZDemNSSEAgeX	-0.029	0.006	-0.035	-4.536	0.000	-0.023	0.007	-0.027	-3.482	0.000
HSRaceWhiteVsOtherT1	-0.095	0.016	-0.044	-5.781	0.000	-0.082	0.017	-0.038	-4.806	0.000
ZHSACTAbilityT1X	-0.108	0.007	-0.119	-14.530	0.000	-0.121	0.008	-0.134	-15.064	0.000
ZHSInvolvementScaleMean	0.254	0.007	0.294	37.043	0.000	0.248	0.007	0.288	35.434	0.000
AspEdGoalMoreThan4yrDegT1	0.135	0.018	0.063	7.688	0.000	0.110	0.018	0.051	6.049	0.000
AspEdGoalNoResponseT1	0.164	0.065	0.018	2.537	0.011	0.130	0.064	0.014	2.023	0.043
AspCollegeChoiceFirstT1	0.050	0.015	0.024	3.306	0.001	0.046	0.015	0.022	2.980	0.003
ZAcademicMotivationScaleMeanT1	0.178	0.007	0.184	24.246	0.000	0.176	0.007	0.182	23.915	0.000
InstTypeRegional						-0.131	0.020	-0.058	-6.373	0.000
InstTypeResearch						-0.157	0.018	-0.075	-8.557	0.000
InstTypeCC						-0.254	0.028	-0.092	-8.949	0.000

adjusted t based on weighting:  $p < .05 = 4.73$ ;  $p < .01 = 6.22$

**Interactions with Peers**

a. Dependent Variable: ZMegaGP\_InteractPeersT2

	Model 1					Model 2				
	Unstandardized Coefficients		Standardized Coefficients		Sig.	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t		B	Std. Error	Beta	t	
(Constant)	-0.239	0.025		-9.424	0.000	-0.137	0.029		-4.779	0.000
DemMaleT1	0.028	0.015	0.014	1.916	0.055	0.033	0.015	0.016	2.255	0.024
DemAmIndianT1	0.397	0.107	0.026	3.715	0.000	0.402	0.107	0.026	3.768	0.000
DemAsianPIT1	-0.381	0.029	-0.098	-12.991	0.000	-0.400	0.030	-0.102	-13.469	0.000
DemBlackT1	-0.121	0.037	-0.024	-3.242	0.001	-0.140	0.038	-0.028	-3.720	0.000
DemHispanicT1	-0.217	0.034	-0.047	-6.471	0.000	-0.241	0.034	-0.053	-7.138	0.000
DemNonresAlienT1	-0.488	0.183	-0.019	-2.670	0.008	-0.552	0.182	-0.021	-3.030	0.002
DemRaceUnknownT1	-0.760	0.060	-0.089	-12.643	0.000	-0.798	0.060	-0.093	-13.277	0.000
ZDemParentEdAvgT1	0.029	0.008	0.029	3.654	0.000	0.023	0.008	0.023	2.874	0.004
DemDependHasT1	-0.259	0.048	-0.041	-5.435	0.000	-0.228	0.048	-0.036	-4.781	0.000
ZDemNSSEAgeX	0.000	0.007	0.001	0.064	0.949	0.008	0.007	0.010	1.222	0.222
HSRaceWhiteVsOtherT1	0.088	0.017	0.040	5.242	0.000	0.115	0.017	0.052	6.577	0.000
ZHSACTAbilityT1X	0.084	0.008	0.092	11.090	0.000	0.074	0.008	0.081	8.965	0.000
ZHSInvolvementScaleMean	0.236	0.007	0.269	33.631	0.000	0.229	0.007	0.261	31.900	0.000
AspEdGoalMoreThan4yrDegT1	0.079	0.018	0.036	4.408	0.000	0.053	0.019	0.024	2.816	0.005
AspEdGoalNoResponseT1	0.152	0.066	0.016	2.301	0.021	0.118	0.066	0.013	1.795	0.073
AspCollegeChoiceFirstT1	0.162	0.015	0.076	10.526	0.000	0.158	0.016	0.074	10.132	0.000
ZAcademicMotivationScaleMeanT1	0.024	0.008	0.025	3.261	0.001	0.025	0.008	0.025	3.285	0.001
InstTypeRegional						-0.067	0.021	-0.029	-3.211	0.001
InstTypeResearch						-0.146	0.019	-0.069	-7.775	0.000
InstTypeCC						-0.244	0.029	-0.087	-8.403	0.000

adjusted t based on weighting:  $p < .05 = 4.73$ ;  $p < .01 = 6.22$

**Cooperative Learning**

a. Dependent Variable: ZGP\_CoopLearningT2

	Model 1					Model 2				
	Unstandardized Coefficients		Standardized Coefficients		Sig.	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t		B	Std. Error	Beta	t	
(Constant)	-0.352	0.026		-13.615	0.000	-0.152	0.029		-5.209	0.000
DemMaleT1	0.049	0.015	0.023	3.321	0.001	0.049	0.015	0.023	3.295	0.001
DemAmIndianT1	1.110	0.109	0.068	10.195	0.000	1.134	0.108	0.070	10.483	0.000
DemAsianPIT1	0.192	0.030	0.046	6.424	0.000	0.182	0.030	0.044	6.049	0.000
DemBlackT1	0.152	0.038	0.028	4.009	0.000	0.082	0.038	0.015	2.129	0.033
DemHispanicT1	0.099	0.034	0.020	2.907	0.004	0.060	0.034	0.012	1.762	0.078
DemNonresAlienT1	0.165	0.186	0.006	0.887	0.375	0.060	0.185	0.002	0.323	0.747
DemRaceUnknownT1	-0.376	0.061	-0.041	-6.146	0.000	-0.403	0.061	-0.044	-6.605	0.000
ZDemParentEdAvgT1	-0.006	0.008	-0.006	-0.773	0.439	-0.022	0.008	-0.020	-2.669	0.008
DemDependHasT1	0.040	0.049	0.006	0.822	0.411	0.077	0.048	0.012	1.587	0.113
ZDemNSSEAgeX	-0.025	0.007	-0.028	-3.740	0.000	-0.015	0.007	-0.016	-2.181	0.029
HSRaceWhiteVsOtherT1	-0.059	0.017	-0.025	-3.465	0.001	-0.062	0.018	-0.026	-3.515	0.000
ZHSACTAbilityT1X	0.107	0.008	0.109	13.873	0.000	0.069	0.008	0.071	8.297	0.000
ZHSInvolvementScaleMean	0.304	0.007	0.326	42.660	0.000	0.291	0.007	0.312	40.038	0.000
AspEdGoalMoreThan4yrDegT1	0.151	0.018	0.065	8.248	0.000	0.099	0.019	0.042	5.225	0.000
AspEdGoalNoResponseT1	0.060	0.067	0.006	0.887	0.375	0.023	0.067	0.002	0.348	0.728
AspCollegeChoiceFirstT1	0.221	0.016	0.097	14.091	0.000	0.199	0.016	0.087	12.523	0.000
ZAcademicMotivationScaleMeanT1	0.135	0.008	0.129	17.699	0.000	0.134	0.008	0.128	17.517	0.000
InstTypeRegional						-0.233	0.021	-0.095	-10.958	0.000
InstTypeResearch						-0.120	0.019	-0.054	-6.333	0.000
InstTypeCC						-0.396	0.029	-0.133	-13.452	0.000

adjusted t based on weighting:  $p < .05 = 4.73$ ;  $p < .01 = 6.22$



## **Appendix D: Regression Models**

### **Section Two – Outcome Measures**

This section contains 29 tables, one for each of the following outcome measures (listed in the order in which they appear):

- CAAP Critical Thinking score
- DIT-2 – P-score
- DIT-2 – N2 score
- M-GUDS-S – Comfort with Differences Subscale score
- M-GUDS-S – Diversity of Contact Subscale score
- M-GUDS-S – Relativistic Appreciation Subscale score
- M-GUDS-S – Full Scale score
- Need for Cognition score
- Ryff Scales of Psychological Well-Being – Autonomy score
- Ryff Scales of Psychological Well-Being – Environmental Mastery score
- Ryff Scales of Psychological Well-Being – Personal Growth score
- Ryff Scales of Psychological Well-Being – Positive Relations with Others score
- Ryff Scales of Psychological Well-Being – Purpose in Life score
- Ryff Scales of Psychological Well-Being – Self-Acceptance score
- SRLS-R2 – Change score
- SRLS-R2 – Citizenship score
- SRLS-R2 – Collaboration score
- SRLS-R2 – Commitment score
- SRLS-R2 – Common Purpose score
- SRLS-R2 – Congruence score
- SRLS-R2 – Consciousness of Self score
- SRLS-R2 – Controversy with Civility score
- Orientation Toward Learning Scales – Academic Motivation
- Orientation Toward Learning Scales – Openness to Diversity and Challenge
- Orientation Toward Learning Scales – Positive Attitude toward Literacy
- Life Goals Scales – Contribution to the Arts
- Life Goals Scales – Contribution to the Sciences
- Life Goals Scales – Political and Social Involvement
- Life Goals Scales – Professional Success

## CAAP Critical Thinking Score

Dependent Variable: CT\_ScaledT2

Model 1: Student Background Characteristics				Model 2: Model 1 + Institutional Type				Model 3: Model 2 + Other College Experiences and Mega Good Practices			
	Unstandardized Coefficients				Unstandardized Coefficients				Unstandardized Coefficients		
	B	Std. Error	Sig.		B	Std. Error	Sig.		B	Std. Error	Sig.
(Constant)	-0.103	0.055	0.064	(Constant)	-0.052	0.064	0.412	(Constant)	0.282	0.170	0.098
ZCT_ScaledT1	0.595	0.023	0.000	ZCT_ScaledT1	0.590	0.023	0.000	ZCT_ScaledT1	0.583	0.023	0.000
DemMaleT1	-0.060	0.032	0.063	DemMaleT1	-0.061	0.032	0.060	DemMaleT1	-0.049	0.032	0.127
DemAmIndianT1	-0.504	0.189	0.008	DemAmIndianT1	-0.494	0.189	0.009	DemAmIndianT1	-0.496	0.188	0.008
DemAsianPIT1	-0.001	0.070	0.990	DemAsianPIT1	0.007	0.071	0.918	DemAsianPIT1	-0.110	0.071	0.124
DemBlackT1	0.132	0.091	0.150	DemBlackT1	0.101	0.093	0.275	DemBlackT1	0.068	0.092	0.455
DemHispanicT1	-0.146	0.069	0.035	DemHispanicT1	-0.148	0.070	0.035	DemHispanicT1	-0.190	0.069	0.006
DemNonresAlienT1	-0.356	0.649	0.584	DemNonresAlienT1	-0.375	0.649	0.564	DemNonresAlienT1	-0.364	0.637	0.568
DemRaceUnknownT1	-0.125	0.145	0.388	DemRaceUnknownT1	-0.130	0.145	0.369	DemRaceUnknownT1	-0.098	0.143	0.496
ZDemParentEdAvgT1	0.021	0.018	0.253	ZDemParentEdAvgT1	0.016	0.018	0.379	ZDemParentEdAvgT1	-0.003	0.018	0.872
DemDependHasT1	-0.136	0.096	0.155	DemDependHasT1	-0.143	0.096	0.136	DemDependHasT1	-0.211	0.095	0.027
ZDemNSSEAgeX	0.051	0.014	0.000	ZDemNSSEAgeX	0.053	0.014	0.000	ZDemNSSEAgeX	0.040	0.015	0.007
HSRaceWhiteVsOtherT1	-0.032	0.037	0.391	HSRaceWhiteVsOtherT1	-0.047	0.039	0.223	HSRaceWhiteVsOtherT1	-0.018	0.039	0.632
ZHSACTAbilityT1X	0.281	0.023	0.000	ZHSACTAbilityT1X	0.271	0.024	0.000	ZHSACTAbilityT1X	0.243	0.025	0.000
ZHSInvolvementScaleMean	0.049	0.015	0.001	ZHSInvolvementScaleMean	0.045	0.015	0.004	ZHSInvolvementScaleMean	0.031	0.017	0.064
AspEdGoalMoreThan4yrDegT1	0.097	0.039	0.014	AspEdGoalMoreThan4yrDegT1	0.089	0.040	0.027	AspEdGoalMoreThan4yrDegT1	0.123	0.041	0.002
AspEdGoalNoResponseT1	0.327	0.149	0.028	AspEdGoalNoResponseT1	0.337	0.149	0.024	AspEdGoalNoResponseT1	0.304	0.146	0.038
AspCollegeChoiceFirstT1	0.093	0.033	0.005	AspCollegeChoiceFirstT1	0.080	0.034	0.020	AspCollegeChoiceFirstT1	0.042	0.034	0.221
ZAcademicMotivationScaleMeanT1	-0.005	0.017	0.753	ZAcademicMotivationScaleMeanT1	-0.006	0.017	0.746	ZAcademicMotivationScaleMeanT1	-0.017	0.018	0.338
				InstTypeRegional	-0.086	0.047	0.069	InstTypeRegional	-0.037	0.050	0.460
				InstTypeResearch	0.007	0.042	0.863	InstTypeResearch	0.050	0.044	0.258
				InstTypeCC	-0.076	0.064	0.230	InstTypeCC	-0.115	0.079	0.145
								NSSELiveOnCampusT2	-0.151	0.053	0.005
								NSSEFTenrImntT2	-0.207	0.147	0.160
								ZNSSEworkof01T2	-0.050	0.013	0.000
								ZNSSEworkon01T2	0.008	0.016	0.626
								NSSEfratsoroT2	-0.221	0.047	0.000
								NSSEathleteT2	-0.021	0.055	0.703
								ZMegaGP_ChallengeT2	0.003	0.022	0.883
								ZMegaGP_DiversExpInteractT2	0.046	0.022	0.033
								ZMegaGP_FreqInteractFacStAffT2	-0.078	0.022	0.000
								ZMegaGP_GoodTchInteractT2	0.052	0.020	0.008
								ZMegaGP_InteractPeersT2	-0.013	0.019	0.509
								ZGP_CoopLearningT2	0.023	0.019	0.225
$R^2$	0.710				0.711				.727**		

\*  $p < .05$ ; \*\*  $p < .01$

**DIT-2 P-Score**

Dependent Variable: DIT2\_PScoreT2

<b>Model 1: Student Background Characteristics</b>				<b>Model 2: Model 1 + Institutional Type</b>				<b>Model 3: Model 2 + Other College Experiences and Mega Good Practices</b>			
	Unstandardized Coefficients				Unstandardized Coefficients				Unstandardized Coefficients		
	B	Std. Error	Sig.		B	Std. Error	Sig.		B	Std. Error	Sig.
(Constant)	0.139	0.075	0.064	(Constant)	0.229	0.083	0.006	(Constant)	0.592	0.221	0.007
ZDIT2_PSCORET1	0.492	0.023	0.000	ZDIT2_PSCORET1	0.489	0.023	0.000	ZDIT2_PSCORET1	0.497	0.023	0.000
DemMaleT1	-0.187	0.041	0.000	DemMaleT1	-0.194	0.041	0.000	DemMaleT1	-0.196	0.042	0.000
DemAmIndianT1	-0.175	0.447	0.695	DemAmIndianT1	-0.145	0.446	0.746	DemAmIndianT1	-0.026	0.443	0.953
DemAsianPIT1	-0.071	0.079	0.366	DemAsianPIT1	-0.095	0.080	0.231	DemAsianPIT1	-0.055	0.081	0.500
DemBlackT1	-0.242	0.103	0.019	DemBlackT1	-0.277	0.104	0.008	DemBlackT1	-0.298	0.105	0.005
DemHispanicT1	0.095	0.104	0.362	DemHispanicT1	0.057	0.105	0.584	DemHispanicT1	0.044	0.105	0.677
DemNonresAlienT1	-0.161	0.435	0.712	DemNonresAlienT1	-0.196	0.434	0.652	DemNonresAlienT1	-0.196	0.430	0.649
DemRaceUnknownT1	-0.117	0.156	0.455	DemRaceUnknownT1	-0.140	0.156	0.372	DemRaceUnknownT1	-0.091	0.159	0.568
ZDemParentEdAvgT1	0.029	0.022	0.181	ZDemParentEdAvgT1	0.016	0.022	0.465	ZDemParentEdAvgT1	0.006	0.022	0.806
DemDependHasT1	0.273	0.161	0.090	DemDependHasT1	0.301	0.160	0.061	DemDependHasT1	0.322	0.160	0.045
ZDemNSSEAgeX	-0.008	0.019	0.664	ZDemNSSEAgeX	-0.002	0.019	0.928	ZDemNSSEAgeX	-0.008	0.019	0.687
HSRaceWhiteVsOtherT1	-0.001	0.047	0.975	HSRaceWhiteVsOtherT1	0.020	0.049	0.676	HSRaceWhiteVsOtherT1	0.029	0.049	0.554
ZHSACTAbilityT1X	0.231	0.025	0.000	ZHSACTAbilityT1X	0.211	0.026	0.000	ZHSACTAbilityT1X	0.181	0.027	0.000
ZHSInvolvementScaleMean	0.045	0.022	0.041	ZHSInvolvementScaleMean	0.038	0.022	0.091	ZHSInvolvementScaleMean	0.021	0.023	0.364
AspEdGoalMoreThan4yrDegT1	-0.024	0.052	0.643	AspEdGoalMoreThan4yrDegT1	-0.073	0.054	0.180	AspEdGoalMoreThan4yrDegT1	-0.092	0.054	0.090
AspEdGoalNoResponseT1	0.087	0.175	0.619	AspEdGoalNoResponseT1	0.050	0.175	0.777	AspEdGoalNoResponseT1	0.086	0.174	0.621
AspCollegeChoiceFirstT1	-0.059	0.045	0.188	AspCollegeChoiceFirstT1	-0.066	0.045	0.147	AspCollegeChoiceFirstT1	-0.069	0.046	0.131
ZAcademicMotivationScaleMeanT1	0.045	0.021	0.034	ZAcademicMotivationScaleMeanT1	0.049	0.021	0.021	ZAcademicMotivationScaleMeanT1	0.045	0.022	0.042
				InstTypeRegional	-0.063	0.058	0.284	InstTypeRegional	-0.048	0.062	0.436
				InstTypeResearch	-0.046	0.051	0.370	InstTypeResearch	-0.016	0.056	0.778
				<b>InstTypeCC</b>	<b>-0.289</b>	<b>0.085</b>	<b>0.001</b>	InstTypeCC	-0.177	0.104	0.091
								NSSELiveOnCampusT2	0.106	0.071	0.137
								NSSEFTenrmentT2	-0.479	0.200	0.017
								ZNSSEworkof01T2	-0.029	0.019	0.122
								ZNSSEworkon01T2	-0.047	0.021	0.029
								NSSEfratsoroT2	0.141	0.061	0.020
								NSSEathleteT2	-0.027	0.071	0.701
								<b>ZMegaGP_ChallengeT2</b>	<b>0.075</b>	<b>0.029</b>	<b>0.010</b>
								ZMegaGP_DiversExpInteractT2	0.041	0.027	0.128
								<b>ZMegaGP_FreqInteractFacStAffT2</b>	<b>-0.058</b>	<b>0.025</b>	<b>0.022</b>
								ZMegaGP_GoodTchInteractT2	0.035	0.024	0.152
								ZMegaGP_InteractPeersT2	0.000	0.023	0.993
								ZGP_CoopLearningT2	0.012	0.025	0.633
$R^2$	0.451				.456**				.474**		

\*  $p < .05$ ; \*\*  $p < .01$

**DIT-2 N2 Score**

Dependent Variable: DIT2\_N2ScoreT2

<b>Model 1: Student Background Characteristics</b>				<b>Model 2: Model 1 + Institutional Type</b>				<b>Model 3: Model 2 + Other College Experiences and Mega Good Practices</b>			
	Unstandardized Coefficients				Unstandardized Coefficients				Unstandardized Coefficients		
	B	Std. Error	Sig.		B	Std. Error	Sig.		B	Std. Error	Sig.
(Constant)	0.237	0.069	0.001	(Constant)	0.327	0.076	0.000	(Constant)	0.736	0.202	0.000
ZDIT2_N2SCORET1	0.555	0.022	0.000	ZDIT2_N2SCORET1	0.553	0.022	0.000	ZDIT2_N2SCORET1	0.554	0.022	0.000
DemMaleT1	-0.155	0.038	0.000	DemMaleT1	-0.162	0.038	0.000	DemMaleT1	-0.165	0.038	0.000
DemAmIndianT1	-0.677	0.410	0.099	DemAmIndianT1	-0.637	0.408	0.119	DemAmIndianT1	-0.499	0.406	0.219
DemAsianPIT1	-0.079	0.072	0.275	DemAsianPIT1	-0.113	0.073	0.122	DemAsianPIT1	-0.070	0.074	0.350
DemBlackT1	-0.103	0.095	0.276	DemBlackT1	-0.143	0.095	0.133	DemBlackT1	-0.155	0.096	0.107
DemHispanicT1	0.058	0.096	0.545	DemHispanicT1	0.016	0.096	0.865	DemHispanicT1	0.000	0.096	0.998
DemNonresAlienT1	-0.199	0.399	0.619	DemNonresAlienT1	-0.232	0.397	0.560	DemNonresAlienT1	-0.219	0.395	0.579
DemRaceUnknownT1	-0.167	0.143	0.244	DemRaceUnknownT1	-0.202	0.143	0.159	DemRaceUnknownT1	-0.156	0.146	0.286
ZDemParentEdAvgT1	0.041	0.020	0.039	ZDemParentEdAvgT1	0.027	0.020	0.188	ZDemParentEdAvgT1	0.022	0.021	0.291
DemDependHasT1	0.189	0.147	0.200	DemDependHasT1	0.221	0.147	0.133	DemDependHasT1	0.257	0.147	0.081
ZDemNSSEAgeX	0.012	0.017	0.473	ZDemNSSEAgeX	0.020	0.017	0.239	ZDemNSSEAgeX	0.014	0.017	0.409
HSRaceWhiteVsOtherT1	-0.047	0.043	0.278	HSRaceWhiteVsOtherT1	-0.015	0.045	0.739	HSRaceWhiteVsOtherT1	-0.008	0.044	0.860
ZHSACTAbilityT1X	0.212	0.024	0.000	ZHSACTAbilityT1X	0.191	0.025	0.000	ZHSACTAbilityT1X	0.165	0.026	0.000
ZHSInvolvementScaleMean	0.054	0.020	0.008	ZHSInvolvementScaleMean	0.045	0.020	0.028	ZHSInvolvementScaleMean	0.031	0.022	0.149
AspEdGoalMoreThan4yrDegT1	-0.093	0.048	0.051	AspEdGoalMoreThan4yrDegT1	-0.150	0.050	0.003	AspEdGoalMoreThan4yrDegT1	-0.161	0.050	0.001
AspEdGoalNoResponseT1	0.059	0.161	0.715	AspEdGoalNoResponseT1	0.018	0.160	0.912	AspEdGoalNoResponseT1	0.057	0.159	0.722
AspCollegeChoiceFirstT1	-0.088	0.041	0.034	AspCollegeChoiceFirstT1	-0.097	0.042	0.020	AspCollegeChoiceFirstT1	-0.102	0.042	0.016
ZAcademicMotivationScaleMeanT1	0.061	0.019	0.002	ZAcademicMotivationScaleMeanT1	0.068	0.019	0.001	ZAcademicMotivationScaleMeanT1	0.062	0.020	0.002
				InstTypeRegional	-0.041	0.054	0.443	InstTypeRegional	-0.017	0.057	0.769
				InstTypeResearch	-0.047	0.047	0.319	InstTypeResearch	0.007	0.051	0.890
				<b>InstTypeCC</b>	<b>-0.330</b>	<b>0.078</b>	<b>0.000</b>	<b>InstTypeCC</b>	<b>-0.278</b>	<b>0.096</b>	<b>0.004</b>
								NSSELiveOnCampusT2	0.077	0.065	0.236
								NSSEFTenrlnmentT2	-0.514	0.183	0.005
								ZNSSEworkof01T2	-0.006	0.017	0.712
								ZNSSEworkon01T2	-0.027	0.020	0.162
								NSSEfratsoroT2	0.089	0.056	0.112
								NSSEathleteT2	0.048	0.065	0.462
								<b>ZMegaGP_ChallengeT2</b>	<b>0.065</b>	<b>0.027</b>	<b>0.015</b>
								ZMegaGP_DiversExpInteractT2	0.022	0.025	0.372
								<b>ZMegaGP_FreqInteractFacStAffT2</b>	<b>-0.057</b>	<b>0.023</b>	<b>0.014</b>
								<b>ZMegaGP_GoodTchInteractT2</b>	<b>0.046</b>	<b>0.022</b>	<b>0.040</b>
								ZMegaGP_InteractPeersT2	0.004	0.022	0.840
								ZGP_CoopLearningT2	0.007	0.023	0.758
$R^2$	0.541				.547**				.560**		

\*  $p < .05$ ; \*\*  $p < .01$

**M-GUDS-S Comfort with Differences Subscale Score**

Dependent Variable: MGUDS\_CDScaleMeanT2

<b>Model 1: Student Background Characteristics</b>				<b>Model 2: Model 1 + Institutional Type</b>				<b>Model 3: Model 2 + Other College Experiences and Mega Good Practices</b>			
	Unstandardized Coefficients				Unstandardized Coefficients				Unstandardized Coefficients		
	B	Std. Error	Sig.		B	Std. Error	Sig.		B	Std. Error	Sig.
(Constant)	0.016	0.059	0.791	(Constant)	0.076	0.067	0.259	(Constant)	-0.388	0.168	0.021
ZMGUDS_CDScaleMeanT1	0.497	0.016	0.000	ZMGUDS_CDScaleMeanT1	0.496	0.016	0.000	ZMGUDS_CDScaleMeanT1	0.477	0.016	0.000
DemMaleT1	0.028	0.034	0.420	DemMaleT1	0.024	0.034	0.477	DemMaleT1	0.005	0.033	0.887
DemAmIndianT1	-0.337	0.244	0.169	DemAmIndianT1	-0.324	0.244	0.185	DemAmIndianT1	-0.383	0.238	0.107
DemAsianPIT1	-0.175	0.068	0.010	DemAsianPIT1	-0.161	0.069	0.019	DemAsianPIT1	-0.074	0.068	0.276
DemBlackT1	-0.026	0.090	0.776	DemBlackT1	-0.051	0.091	0.576	DemBlackT1	-0.046	0.089	0.608
DemHispanicT1	0.119	0.079	0.133	DemHispanicT1	0.113	0.080	0.156	DemHispanicT1	0.099	0.077	0.203
DemNonresAlienT1	-0.117	0.418	0.779	DemNonresAlienT1	-0.146	0.418	0.727	DemNonresAlienT1	-0.243	0.404	0.548
DemRaceUnknownT1	0.019	0.139	0.891	DemRaceUnknownT1	0.032	0.139	0.816	DemRaceUnknownT1	0.074	0.135	0.585
ZDemParentEdAvgT1	0.041	0.018	0.027	ZDemParentEdAvgT1	0.035	0.019	0.060	ZDemParentEdAvgT1	0.037	0.018	0.040
DemDependHasT1	0.008	0.109	0.938	DemDependHasT1	0.009	0.109	0.936	DemDependHasT1	0.064	0.106	0.545
ZDemNSSEAgeX	-0.004	0.015	0.768	ZDemNSSEAgeX	-0.004	0.015	0.789	ZDemNSSEAgeX	0.008	0.015	0.597
HSRaceWhiteVsOtherT1	0.110	0.039	0.005	HSRaceWhiteVsOtherT1	0.085	0.040	0.036	HSRaceWhiteVsOtherT1	0.086	0.039	0.028
ZHSACTAbilityT1X	0.057	0.018	0.001	ZHSACTAbilityT1X	0.041	0.019	0.034	ZHSACTAbilityT1X	0.021	0.020	0.284
ZHSInvolvementScaleMean	-0.158	0.016	0.000	ZHSInvolvementScaleMean	-0.160	0.017	0.000	ZHSInvolvementScaleMean	-0.158	0.018	0.000
AspEdGoalMoreThan4yrDegT1	-0.037	0.042	0.374	AspEdGoalMoreThan4yrDegT1	-0.047	0.043	0.280	AspEdGoalMoreThan4yrDegT1	-0.051	0.042	0.229
AspEdGoalNoResponseT1	-0.248	0.153	0.104	AspEdGoalNoResponseT1	-0.247	0.153	0.106	AspEdGoalNoResponseT1	-0.259	0.147	0.079
AspCollegeChoiceFirstT1	-0.067	0.036	0.060	AspCollegeChoiceFirstT1	-0.076	0.036	0.036	AspCollegeChoiceFirstT1	-0.055	0.035	0.120
ZAcademicMotivationScaleMeanT1	0.059	0.017	0.001	ZAcademicMotivationScaleMeanT1	0.057	0.017	0.001	ZAcademicMotivationScaleMeanT1	0.023	0.018	0.189
				InstTypeRegional	-0.121	0.049	0.013	InstTypeRegional	-0.120	0.050	0.017
				InstTypeResearch	0.016	0.043	0.720	InstTypeResearch	0.078	0.045	0.086
				InstTypeCC	-0.072	0.067	0.289	InstTypeCC	-0.062	0.082	0.446
								NSSELiveOnCampusT2	0.090	0.055	0.103
								NSSEFTenrmentT2	0.329	0.145	0.024
								ZNSSEworkof01T2	0.055	0.014	0.000
								ZNSSEworkon01T2	-0.003	0.017	0.851
								NSSEfratsoroT2	0.279	0.047	0.000
								NSSEathleteT2	-0.036	0.057	0.521
								ZMegaGP_ChallengeT2	0.073	0.023	0.002
								ZMegaGP_DiversExplInteractT2	0.142	0.022	0.000
								ZMegaGP_FreqInteractFacStAffT2	-0.058	0.021	0.007
								ZMegaGP_GoodTchInteractT2	0.120	0.020	0.000
								ZMegaGP_InteractPeersT2	0.009	0.019	0.653
								ZGP_CoopLearningT2	-0.061	0.019	0.002
$R^2$	0.287				.290**				.343**		

\*  $p < .05$ ; \*\*  $p < .01$

**M-GUDS-S Diversity of Contact Subscale Score**

Dependent Variable: MGUDS\_DCScaleMeanT2

<b>Model 1: Student Background Characteristics</b>				<b>Model 2: Model 1 + Institutional Type</b>				<b>Model 3: Model 2 + Other College Experiences and Mega Good Practices</b>			
	Unstandardized Coefficients				Unstandardized Coefficients				Unstandardized Coefficients		
	B	Std. Error	Sig.		B	Std. Error	Sig.		B	Std. Error	Sig.
(Constant)	-0.009	0.048	0.846	(Constant)	0.100	0.055	0.066	(Constant)	0.357	0.134	0.008
ZMGUDS_DCScaleMeanT1	0.665	0.014	0.000	ZMGUDS_DCScaleMeanT1	0.661	0.014	0.000	ZMGUDS_DCScaleMeanT1	0.598	0.014	0.000
DemMaleT1	-0.125	0.028	0.000	DemMaleT1	-0.125	0.028	0.000	DemMaleT1	-0.166	0.027	0.000
DemAmIndianT1	0.998	0.199	0.000	DemAmIndianT1	1.003	0.198	0.000	DemAmIndianT1	0.751	0.190	0.000
DemAsianPIT1	0.150	0.055	0.006	DemAsianPIT1	0.114	0.056	0.042	DemAsianPIT1	0.052	0.054	0.338
DemBlackT1	0.154	0.073	0.034	DemBlackT1	0.102	0.073	0.163	DemBlackT1	0.044	0.070	0.534
DemHispanicT1	0.170	0.064	0.008	DemHispanicT1	0.128	0.064	0.047	DemHispanicT1	0.065	0.062	0.292
DemNonresAlienT1	0.403	0.340	0.236	DemNonresAlienT1	0.356	0.338	0.292	DemNonresAlienT1	-0.006	0.322	0.986
DemRaceUnknownT1	0.176	0.113	0.118	DemRaceUnknownT1	0.136	0.112	0.224	DemRaceUnknownT1	0.070	0.108	0.515
ZDemParentEdAvgT1	0.005	0.015	0.743	ZDemParentEdAvgT1	-0.006	0.015	0.684	ZDemParentEdAvgT1	0.000	0.015	0.985
DemDependHasT1	-0.312	0.089	0.000	DemDependHasT1	-0.276	0.089	0.002	DemDependHasT1	-0.354	0.085	0.000
ZDemNSSEAgeX	0.015	0.012	0.225	ZDemNSSEAgeX	0.027	0.012	0.030	ZDemNSSEAgeX	0.029	0.012	0.016
HSRaceWhiteVsOtherT1	-0.121	0.032	0.000	HSRaceWhiteVsOtherT1	-0.092	0.033	0.005	HSRaceWhiteVsOtherT1	-0.051	0.032	0.108
ZHSACTAbilityT1X	0.049	0.014	0.001	ZHSACTAbilityT1X	0.024	0.016	0.132	ZHSACTAbilityT1X	0.010	0.016	0.515
ZHSInvolvementScaleMean	0.018	0.013	0.167	ZHSInvolvementScaleMean	0.004	0.013	0.781	ZHSInvolvementScaleMean	-0.031	0.014	0.027
AspEdGoalMoreThan4yrDegT1	0.055	0.034	0.103	AspEdGoalMoreThan4yrDegT1	0.006	0.035	0.862	AspEdGoalMoreThan4yrDegT1	-0.005	0.034	0.873
AspEdGoalNoResponseT1	0.085	0.124	0.492	AspEdGoalNoResponseT1	0.054	0.123	0.660	AspEdGoalNoResponseT1	0.012	0.117	0.921
AspCollegeChoiceFirstT1	0.064	0.029	0.028	AspCollegeChoiceFirstT1	0.045	0.029	0.122	AspCollegeChoiceFirstT1	0.049	0.028	0.080
ZAcademicMotivationScaleMeanT1	0.042	0.014	0.003	ZAcademicMotivationScaleMeanT1	0.046	0.014	0.001	ZAcademicMotivationScaleMeanT1	0.020	0.014	0.172
				InstTypeRegional	-0.055	0.039	0.163	InstTypeRegional	0.004	0.040	0.923
				InstTypeResearch	-0.079	0.035	0.026	InstTypeResearch	-0.012	0.036	0.748
				InstTypeCC	-0.327	0.055	0.000	InstTypeCC	-0.360	0.065	0.000
								NSSELiveOnCampusT2	-0.187	0.044	0.000
								NSSEFTenrlmentT2	-0.114	0.116	0.325
								ZNSSEworkof01T2	-0.015	0.011	0.184
								ZNSSEworkon01T2	0.023	0.013	0.091
								NSSEfratsoroT2	-0.002	0.038	0.960
								NSSEathleteT2	0.027	0.045	0.552
								ZMegaGP_ChallengeT2	-0.010	0.018	0.586
								ZMegaGP_DiversExplInteractT2	0.241	0.018	0.000
								ZMegaGP_FreqInteractFacStaffT2	0.015	0.017	0.386
								ZMegaGP_GoodTchInteractT2	0.053	0.016	0.001
								ZMegaGP_InteractPeersT2	-0.028	0.015	0.068
								ZGP_CoopLearningT2	-0.013	0.016	0.420
											.577**

 $R^2$  0.522

0.529\*\*

\*  $p < .05$ ; \*\*  $p < .01$

**M-GUDS-S Relativistic Appreciation Subscale Score**

Dependent Variable: MGUDS\_RAScaleMeanT2

<b>Model 1: Student Background Characteristics</b>				<b>Model 2: Model 1 + Institutional Type</b>				<b>Model 3: Model 2 + Other College Experiences and Mega Good Practices</b>			
	Unstandardized Coefficients				Unstandardized Coefficients				Unstandardized Coefficients		
	B	Std. Error	Sig.		B	Std. Error	Sig.		B	Std. Error	Sig.
(Constant)	0.077	0.058	0.185	(Constant)	-0.004	0.065	0.952	(Constant)	-0.284	0.158	0.072
ZMGUDS_RAScaleMeanT1	0.553	0.017	0.000	ZMGUDS_RAScaleMeanT1	0.549	0.017	0.000	ZMGUDS_RAScaleMeanT1	0.470	0.017	0.000
DemMaleT1	-0.062	0.033	0.060	DemMaleT1	-0.064	0.033	0.054	DemMaleT1	-0.099	0.031	0.002
DemAmIndianT1	1.133	0.239	0.000	DemAmIndianT1	1.122	0.238	0.000	DemAmIndianT1	0.782	0.226	0.001
DemAsianPIT1	-0.111	0.066	0.091	DemAsianPIT1	-0.061	0.067	0.361	DemAsianPIT1	0.011	0.064	0.868
DemBlackT1	-0.143	0.087	0.101	DemBlackT1	-0.088	0.088	0.317	DemBlackT1	-0.093	0.083	0.267
DemHispanicT1	-0.043	0.077	0.573	DemHispanicT1	0.005	0.077	0.943	DemHispanicT1	-0.027	0.073	0.707
DemNonresAlienT1	0.212	0.407	0.601	DemNonresAlienT1	0.239	0.405	0.555	DemNonresAlienT1	0.084	0.381	0.826
DemRaceUnknownT1	-0.153	0.135	0.258	DemRaceUnknownT1	-0.107	0.135	0.426	DemRaceUnknownT1	-0.025	0.128	0.848
ZDemParentEdAvgT1	-0.010	0.018	0.567	ZDemParentEdAvgT1	0.001	0.018	0.962	ZDemParentEdAvgT1	0.002	0.017	0.887
DemDependHasT1	-0.289	0.106	0.007	DemDependHasT1	-0.322	0.106	0.002	DemDependHasT1	-0.282	0.100	0.005
ZDemNSSEAgeX	-0.026	0.015	0.078	ZDemNSSEAgeX	-0.040	0.015	0.008	ZDemNSSEAgeX	-0.029	0.014	0.045
HSRaceWhiteVsOtherT1	-0.089	0.038	0.019	HSRaceWhiteVsOtherT1	-0.129	0.039	0.001	HSRaceWhiteVsOtherT1	-0.115	0.037	0.002
ZHSACTAbilityT1X	-0.028	0.017	0.100	ZHSACTAbilityT1X	-0.002	0.019	0.895	ZHSACTAbilityT1X	-0.036	0.019	0.052
ZHSInvolvementScaleMean	-0.051	0.016	0.001	ZHSInvolvementScaleMean	-0.034	0.016	0.039	ZHSInvolvementScaleMean	-0.064	0.017	0.000
AspEdGoalMoreThan4yrDegT1	0.048	0.041	0.238	AspEdGoalMoreThan4yrDegT1	0.102	0.042	0.016	AspEdGoalMoreThan4yrDegT1	0.085	0.040	0.033
AspEdGoalNoResponseT1	0.148	0.149	0.319	AspEdGoalNoResponseT1	0.176	0.148	0.236	AspEdGoalNoResponseT1	0.119	0.139	0.391
AspCollegeChoiceFirstT1	0.013	0.035	0.706	AspCollegeChoiceFirstT1	0.033	0.035	0.343	AspCollegeChoiceFirstT1	0.039	0.033	0.244
ZAcademicMotivationScaleMeanT1	0.037	0.017	0.033	ZAcademicMotivationScaleMeanT1	0.032	0.017	0.066	ZAcademicMotivationScaleMeanT1	-0.018	0.017	0.297
				InstTypeRegional	-0.002	0.047	0.961	InstTypeRegional	0.018	0.047	0.707
				InstTypeResearch	0.048	0.042	0.260	InstTypeResearch	0.131	0.043	0.002
				InstTypeCC	0.321	0.065	0.000	InstTypeCC	0.280	0.077	0.000
								NSSELiveOnCampusT2	-0.028	0.052	0.589
								NSSEFTenrmentT2	0.285	0.137	0.037
								ZNSSEworkof01T2	0.055	0.013	0.000
								ZNSSEworkon01T2	-0.015	0.016	0.355
								NSSEfratsoroT2	0.179	0.045	0.000
								NSSEathleteT2	-0.081	0.054	0.128
								ZMegaGP_ChallengeT2	0.105	0.022	0.000
								ZMegaGP_DiversExplInteractT2	0.177	0.021	0.000
								ZMegaGP_FreqInteractFacStAffT2	-0.055	0.020	0.006
								ZMegaGP_GoodTchInteractT2	0.141	0.018	0.000
								ZMegaGP_InteractPeersT2	0.039	0.018	0.031
								ZGP_CoopLearningT2	0.004	0.018	0.812
$R^2$	0.306				.313**				.400**		

\*  $p < .05$ ; \*\*  $p < .01$

**M-GUDS-S Full Scale Score**

Dependent Variable: MGUDS\_TotalScaleMeanT2

<b>Model 1: Student Background Characteristics</b>				<b>Model 2: Model 1 + Institutional Type</b>				<b>Model 3: Model 2 + Other College Experiences and Mega Good Practices</b>				
	Unstandardized Coefficients				Unstandardized Coefficients				Unstandardized Coefficients			
	B	Std. Error	Sig.		B	Std. Error	Sig.		B	Std. Error	Sig.	
(Constant)	0.011	0.050	0.816	(Constant)	0.055	0.056	0.324	(Constant)	-0.106	0.134	0.431	
ZMGUDS_TotalScaleMeanT1	0.669	0.015	0.000	ZMGUDS_TotalScaleMeanT1	0.669	0.015	0.000	ZMGUDS_TotalScaleMeanT1	0.584	0.015	0.000	
DemMaleT1	-0.041	0.029	0.158	DemMaleT1	-0.042	0.029	0.147	DemMaleT1	-0.098	0.027	0.000	
DemAmIndianT1	0.863	0.204	0.000	DemAmIndianT1	0.871	0.204	0.000	DemAmIndianT1	0.591	0.191	0.002	
DemAsianPIT1	-0.037	0.056	0.515	DemAsianPIT1	-0.035	0.057	0.545	DemAsianPIT1	0.001	0.055	0.991	
DemBlackT1	-0.040	0.075	0.596	DemBlackT1	-0.059	0.076	0.433	DemBlackT1	-0.060	0.071	0.399	
DemHispanicT1	0.078	0.066	0.234	DemHispanicT1	0.070	0.066	0.295	DemHispanicT1	0.042	0.062	0.499	
DemNonresAlienT1	0.237	0.347	0.495	DemNonresAlienT1	0.217	0.348	0.534	DemNonresAlienT1	-0.043	0.323	0.894	
DemRaceUnknownT1	-0.010	0.115	0.930	DemRaceUnknownT1	-0.009	0.116	0.938	DemRaceUnknownT1	0.024	0.108	0.826	
ZDemParentEdAvgT1	0.014	0.015	0.365	ZDemParentEdAvgT1	0.010	0.016	0.538	ZDemParentEdAvgT1	0.017	0.015	0.256	
DemDependHasT1	-0.275	0.091	0.003	DemDependHasT1	-0.270	0.091	0.003	DemDependHasT1	-0.263	0.085	0.002	
ZDemNSSEAgeX	-0.006	0.013	0.657	ZDemNSSEAgeX	-0.004	0.013	0.761	ZDemNSSEAgeX	0.006	0.012	0.598	
HSRaceWhiteVsOtherT1	-0.028	0.033	0.382	HSRaceWhiteVsOtherT1	-0.037	0.034	0.274	HSRaceWhiteVsOtherT1	-0.024	0.032	0.453	
ZHSACTAbilityT1X	0.026	0.015	0.077	ZHSACTAbilityT1X	0.015	0.016	0.361	ZHSACTAbilityT1X	-0.003	0.016	0.828	
ZHSInvolvementScaleMean	-0.087	0.014	0.000	ZHSInvolvementScaleMean	-0.090	0.014	0.000	ZHSInvolvementScaleMean	-0.110	0.014	0.000	
AspEdGoalMoreThan4yrDegT1	0.031	0.035	0.376	AspEdGoalMoreThan4yrDegT1	0.020	0.036	0.586	AspEdGoalMoreThan4yrDegT1	0.007	0.034	0.828	
AspEdGoalNoResponseT1	0.000	0.127	0.999	AspEdGoalNoResponseT1	-0.003	0.127	0.981	AspEdGoalNoResponseT1	-0.051	0.118	0.665	
AspCollegeChoiceFirstT1	0.008	0.030	0.794	AspCollegeChoiceFirstT1	0.001	0.030	0.971	AspCollegeChoiceFirstT1	0.014	0.028	0.620	
ZAcademicMotivationScaleMeanT1	0.045	0.015	0.003	ZAcademicMotivationScaleMeanT1	0.044	0.015	0.003	ZAcademicMotivationScaleMeanT1	0.004	0.014	0.779	
				InstTypeRegional	-0.068	0.040	0.095	InstTypeRegional	-0.041	0.040	0.301	
				InstTypeResearch	-0.002	0.036	0.949	<b>InstTypeResearch</b>	<b>0.075</b>	<b>0.036</b>	<b>0.039</b>	
				InstTypeCC	-0.078	0.056	0.167	InstTypeCC	-0.116	0.065	0.075	
								NSSELiveOnCampusT2	-0.068	0.044	0.124	
								NSSEFTenrmentT2	0.195	0.116	0.093	
								ZNSSEworkof01T2	0.037	0.011	0.001	
								ZNSSEworkon01T2	0.004	0.013	0.767	
								NSSEfratsoroT2	0.189	0.038	0.000	
								NSSEathleteT2	-0.036	0.045	0.434	
								<b>ZMegaGP_ChallengeT2</b>	<b>0.063</b>	<b>0.019</b>	<b>0.001</b>	
								<b>ZMegaGP_DiversExplInteractT2</b>	<b>0.228</b>	<b>0.018</b>	<b>0.000</b>	
								ZMegaGP_FreqInteractFacStAffT2	-0.032	0.017	0.063	
								<b>ZMegaGP_GoodTchInteractT2</b>	<b>0.126</b>	<b>0.016</b>	<b>0.000</b>	
								ZMegaGP_InteractPeersT2	-0.001	0.015	0.970	
								ZGP_CoopLearningT2	-0.029	0.016	0.064	
											.555**	
$R^2$	0.479				0.48							

\*  $p < .05$ ; \*\*  $p < .01$



## Need for Cognition Scale Score

Dependent Variable: NFCScaleMeanT2

Model 1: Student Background Characteristics				Model 2: Model 1 + Institutional Type				Model 3: Model 2 + Other College Experiences and Mega Good Practices			
	Unstandardized Coefficients				Unstandardized Coefficients				Unstandardized Coefficients		
	B	Std. Error	Sig.		B	Std. Error	Sig.		B	Std. Error	Sig.
(Constant)	0.158	0.044	0.000	(Constant)	0.174	0.050	0.001	(Constant)	0.132	0.128	0.302
ZNFCScaleMeanT1	0.654	0.015	0.000	ZNFCScaleMeanT1	0.650	0.015	0.000	ZNFCScaleMeanT1	0.617	0.015	0.000
DemMaleT1	0.034	0.025	0.175	DemMaleT1	0.039	0.025	0.124	DemMaleT1	0.046	0.025	0.070
DemAmIndianT1	0.158	0.185	0.392	DemAmIndianT1	0.160	0.184	0.384	DemAmIndianT1	0.043	0.181	0.812
DemAsianPIT1	-0.201	0.051	0.000	DemAsianPIT1	-0.162	0.052	0.002	DemAsianPIT1	-0.176	0.052	0.001
DemBlackT1	-0.067	0.067	0.314	DemBlackT1	-0.032	0.068	0.634	DemBlackT1	-0.066	0.067	0.321
DemHispanicT1	-0.005	0.059	0.939	DemHispanicT1	0.026	0.059	0.657	DemHispanicT1	0.003	0.058	0.962
DemNonresAlienT1	0.179	0.315	0.571	DemNonresAlienT1	0.143	0.315	0.650	DemNonresAlienT1	0.039	0.308	0.899
DemRaceUnknownT1	-0.228	0.105	0.030	DemRaceUnknownT1	-0.210	0.105	0.045	DemRaceUnknownT1	-0.180	0.103	0.080
ZDemParentEdAvgT1	0.012	0.014	0.387	ZDemParentEdAvgT1	0.018	0.014	0.209	ZDemParentEdAvgT1	0.013	0.014	0.357
DemDependHasT1	0.084	0.082	0.310	DemDependHasT1	0.077	0.082	0.353	DemDependHasT1	0.057	0.081	0.479
ZDemNSSEAgeX	-0.007	0.011	0.515	ZDemNSSEAgeX	-0.014	0.012	0.211	ZDemNSSEAgeX	-0.012	0.012	0.298
HSRaceWhiteVsOtherT1	-0.071	0.029	0.015	HSRaceWhiteVsOtherT1	-0.094	0.030	0.002	HSRaceWhiteVsOtherT1	-0.080	0.030	0.008
ZHSACTAbilityT1X	0.109	0.014	0.000	ZHSACTAbilityT1X	0.126	0.015	0.000	ZHSACTAbilityT1X	0.111	0.016	0.000
ZHSInvolvementScaleMean	0.008	0.012	0.514	ZHSInvolvementScaleMean	0.019	0.013	0.122	ZHSInvolvementScaleMean	-0.004	0.013	0.754
AspEdGoalMoreThan4yrDegT1	-0.056	0.031	0.072	AspEdGoalMoreThan4yrDegT1	-0.023	0.033	0.488	AspEdGoalMoreThan4yrDegT1	-0.012	0.032	0.713
AspEdGoalNoResponseT1	-0.191	0.114	0.095	AspEdGoalNoResponseT1	-0.188	0.114	0.099	AspEdGoalNoResponseT1	-0.162	0.112	0.147
AspCollegeChoiceFirstT1	-0.068	0.027	0.011	AspCollegeChoiceFirstT1	-0.050	0.027	0.064	AspCollegeChoiceFirstT1	-0.050	0.027	0.064
ZAcademicMotivationScaleMeanT1	0.077	0.015	0.000	ZAcademicMotivationScaleMeanT1	0.072	0.015	0.000	ZAcademicMotivationScaleMeanT1	0.044	0.015	0.003
				InstTypeRegional	-0.085	0.036	0.019	InstTypeRegional	-0.038	0.038	0.323
				InstTypeResearch	-0.085	0.033	0.009	InstTypeResearch	-0.036	0.034	0.295
				InstTypeCC	0.110	0.050	0.029	InstTypeCC	0.185	0.062	0.003
								NSSELiveOnCampusT2	0.035	0.042	0.406
								NSSEFTenrimentT2	-0.013	0.111	0.908
								ZNSSEworkof01T2	-0.026	0.011	0.014
								ZNSSEworkon01T2	-0.001	0.013	0.961
								NSSEfratsoroT2	-0.021	0.036	0.560
								NSSEathleteT2	-0.095	0.043	0.027
								ZMegaGP_ChallengeT2	0.113	0.018	0.000
								ZMegaGP_DiversExpInteractT2	0.039	0.017	0.018
								ZMegaGP_FreqInteractFacStaffT2	-0.011	0.016	0.506
								ZMegaGP_GoodTchInteractT2	0.056	0.015	0.000
								ZMegaGP_InteractPeersT2	-0.038	0.015	0.009
								ZGP_CoopLearningT2	0.005	0.015	0.752
$R^2$	0.565				.568**				.591**		

\*  $p < .05$ ; \*\*  $p < .01$

**Ryff Scales of Psychological Well-Being - Autonomy Score**

Dependent Variable: ZRyffAutonomyScaleMeanT2

N= 2924

**Model 1 - Background Characteristics, R<sup>2</sup>=.501**

	B	Std. Error	Sig.
(Constant)	0.038	0.047	0.418
ZRyffAutonomyScaleMeanT1	0.678	0.013	0.000
DemMaleT1	-0.015	0.027	0.568
DemAmIndianT1	0.337	0.195	0.084
DemAsianPIT1	-0.192	0.054	0.000
DemBlackT1	0.049	0.071	0.493
DemHispanicT1	0.027	0.062	0.660
DemNonresAlienT1	-0.068	0.332	0.838
DemRaceUnknownT1	0.117	0.110	0.288
ZDemParentEdAvgT1	-0.028	0.015	0.056
DemDependHasT1	-0.220	0.087	0.011
ZDemNSSEAgeX	-0.011	0.012	0.362
HSRaceWhiteVsOtherT1	0.060	0.031	0.051
ZHSACTAbilityT1X	0.014	0.014	0.326
ZHSInvolvementScaleMean	-0.033	0.013	0.011
AspEdGoalMoreThan4yrDegT1	-0.041	0.033	0.216
AspEdGoalNoResponseT1	-0.033	0.121	0.785
AspCollegeChoiceFirstT1	-0.011	0.028	0.700
ZAcademicMotivationScaleMeanT1	-0.002	0.014	0.914

**Model 2 - Background Plus Institutional Type, R<sup>2</sup>=.506**

	B	Std. Error	Sig.
(Constant)	-0.046	0.053	0.387
ZRyffAutonomyScaleMeanT1	0.677	0.013	0.000
DemMaleT1	-0.010	0.027	0.713
DemAmIndianT1	0.325	0.194	0.094
DemAsianPIT1	-0.159	0.055	0.004
DemBlackT1	0.115	0.071	0.107
DemHispanicT1	0.071	0.063	0.259
DemNonresAlienT1	-0.050	0.331	0.881
DemRaceUnknownT1	0.137	0.110	0.213
ZDemParentEdAvgT1	-0.015	0.015	0.301
DemDependHasT1	-0.241	0.087	0.006
ZDemNSSEAgeX	-0.021	0.012	0.080
HSRaceWhiteVsOtherT1	0.050	0.032	0.120
ZHSACTAbilityT1X	0.047	0.015	0.002
ZHSInvolvementScaleMean	-0.017	0.013	0.188
AspEdGoalMoreThan4yrDegT1	0.012	0.034	0.729
AspEdGoalNoResponseT1	-0.018	0.120	0.884
AspCollegeChoiceFirstT1	0.017	0.029	0.564
ZAcademicMotivationScaleMeanT1	-0.006	0.014	0.659
InstTypeRegional	0.055	0.038	0.152
InstTypeResearch	-0.034	0.034	0.324
<b>InstTypeCC</b>	<b>0.271</b>	<b>0.053</b>	<b>0.000</b>

**Model 3 - Background Plus Inst Type Plus College Experiences & Good Practices, R<sup>2</sup>=.531**

	B	Std. Error	Sig.
(Constant)	-0.438	0.135	0.001
ZRyffAutonomyScaleMeanT1	0.669	0.013	0.000
DemMaleT1	-0.023	0.027	0.379
DemAmIndianT1	0.215	0.191	0.260
DemAsianPIT1	-0.115	0.055	0.035
DemBlackT1	0.127	0.071	0.072
DemHispanicT1	0.057	0.062	0.358
DemNonresAlienT1	-0.081	0.325	0.803
DemRaceUnknownT1	0.182	0.109	0.094
ZDemParentEdAvgT1	-0.011	0.014	0.447
DemDependHasT1	-0.201	0.085	0.019
ZDemNSSEAgeX	-0.008	0.012	0.537
HSRaceWhiteVsOtherT1	0.049	0.032	0.124
ZHSACTAbilityT1X	0.042	0.016	0.008
ZHSInvolvementScaleMean	-0.035	0.014	0.012
AspEdGoalMoreThan4yrDegT1	0.006	0.034	0.848
AspEdGoalNoResponseT1	-0.053	0.118	0.651
AspCollegeChoiceFirstT1	0.022	0.028	0.433
ZAcademicMotivationScaleMeanT1	-0.040	0.014	0.006
InstTypeRegional	0.047	0.040	0.247
InstTypeResearch	0.001	0.036	0.984
<b>InstTypeCC</b>	<b>0.195</b>	<b>0.065</b>	<b>0.003</b>
NSSELiveOnCampusT2	-0.037	0.044	0.402
NSSEFTenrimentT2	0.426	0.117	0.000
ZNSSEworkof01T2	0.048	0.011	0.000
ZNSSEworkon01T2	0.007	0.013	0.592
NSSEfratsoroT2	0.081	0.038	0.032
NSSEathleteT2	-0.065	0.046	0.156
<b>ZMegaGP_ChallengeT2</b>	<b>0.078</b>	<b>0.019</b>	<b>0.000</b>
<b>ZMegaGP_DiversExpInteractT2</b>	<b>0.046</b>	<b>0.018</b>	<b>0.009</b>
ZMegaGP_FreqInteractFacStAffT2	-0.015	0.017	0.389
<b>ZMegaGP_GoodTchInteractT2</b>	<b>0.044</b>	<b>0.016</b>	<b>0.005</b>
<b>ZMegaGP_InteractPeersT2</b>	<b>0.042</b>	<b>0.015</b>	<b>0.006</b>
ZGP_CoopLearningT2	-0.009	0.016	0.558

**Ryff Scales of Psychological Well-Being - Environmental Mastery Score**

Dependent Variable: ZRyffEnvironMasterScaleMeanT2

N=2925

**Model 1 - Background Characteristics, R<sup>2</sup>=.487**

	B	Std. Error	Sig.
(Constant)	4.340	0.036	0.000
ZRyffEnvironMasteryScaleMeanT1	0.484	0.010	0.000
DemMaleT1	-0.025	0.020	0.223
DemAmIndianT1	0.001	0.147	0.993
DemAsianPIT1	-0.116	0.041	0.005
DemBlackT1	-0.003	0.054	0.949
DemHispanicT1	-0.096	0.047	0.042
DemNonresAlienT1	-0.157	0.252	0.533
DemRaceUnknownT1	-0.125	0.084	0.135
ZDemParentEdAvgT1	-0.027	0.011	0.015
DemDependHasT1	0.011	0.066	0.873
ZDemNSSEAgeX	0.010	0.009	0.255
HSRaceWhiteVsOtherT1	0.012	0.023	0.622
ZHSACTAbilityT1X	0.032	0.011	0.002
ZHSInvolvementScaleMean	0.037	0.010	0.000
AspEdGoalMoreThan4yrDegT1	-0.022	0.025	0.383
AspEdGoalNoResponseT1	0.090	0.091	0.322
AspCollegeChoiceFirstT1	0.047	0.022	0.030
ZAcademicMotivationScaleMeanT1	0.001	0.011	0.894

**Model 2 - Background Plus Institutional Type, R<sup>2</sup>=.488**

	B	Std. Error	Sig.
(Constant)	4.313	0.040	0.000
ZRyffEnvironMasteryScaleMeanT1	0.484	0.010	0.000
DemMaleT1	-0.023	0.020	0.263
DemAmIndianT1	-0.003	0.147	0.982
DemAsianPIT1	-0.110	0.042	0.009
DemBlackT1	0.016	0.054	0.762
DemHispanicT1	-0.085	0.047	0.074
DemNonresAlienT1	-0.151	0.252	0.550
DemRaceUnknownT1	-0.123	0.084	0.142
ZDemParentEdAvgT1	-0.023	0.011	0.038
DemDependHasT1	0.006	0.066	0.923
ZDemNSSEAgeX	0.008	0.009	0.389
HSRaceWhiteVsOtherT1	0.013	0.024	0.586
ZHSACTAbilityT1X	0.042	0.012	0.000
ZHSInvolvementScaleMean	0.041	0.010	0.000
AspEdGoalMoreThan4yrDegT1	-0.008	0.026	0.762
AspEdGoalNoResponseT1	0.093	0.091	0.309
AspCollegeChoiceFirstT1	0.055	0.022	0.012
ZAcademicMotivationScaleMeanT1	0.001	0.011	0.955
InstTypeRegional	0.028	0.029	0.334
InstTypeResearch	-0.016	0.026	0.543
InstTypeCC	0.070	0.040	0.081

**Model 3 - Background Plus Inst Type Plus College Experiences & Good Practices, R<sup>2</sup>=.548**

	B	Std. Error	Sig.
(Constant)	4.286	0.099	0.000
ZRyffEnvironMasteryScaleMeanT1	0.442	0.010	0.000
DemMaleT1	-0.037	0.019	0.060
DemAmIndianT1	-0.064	0.140	0.649
DemAsianPIT1	-0.051	0.040	0.205
DemBlackT1	0.026	0.052	0.611
DemHispanicT1	-0.061	0.045	0.177
DemNonresAlienT1	-0.085	0.238	0.722
DemRaceUnknownT1	0.017	0.080	0.835
ZDemParentEdAvgT1	-0.030	0.011	0.005
DemDependHasT1	0.021	0.063	0.735
ZDemNSSEAgeX	0.009	0.009	0.336
HSRaceWhiteVsOtherT1	-0.002	0.023	0.939
ZHSACTAbilityT1X	0.018	0.012	0.112
ZHSInvolvementScaleMean	0.005	0.010	0.604
AspEdGoalMoreThan4yrDegT1	-0.002	0.025	0.938
AspEdGoalNoResponseT1	0.072	0.086	0.401
AspCollegeChoiceFirstT1	0.042	0.021	0.044
ZAcademicMotivationScaleMeanT1	-0.030	0.011	0.004
InstTypeRegional	0.065	0.029	0.027
InstTypeResearch	0.065	0.027	0.015
InstTypeCC	0.051	0.048	0.288
NSSELiveOnCampusT2	-0.059	0.033	0.071
NSSEFTenrmentT2	0.073	0.086	0.392
ZNSSEworkof01T2	0.003	0.008	0.726
ZNSSEworkon01T2	-0.010	0.010	0.293
NSSEfratsoroT2	-0.032	0.028	0.243
NSSEathleteT2	-0.009	0.033	0.780
ZMegaGP_ChallengeT2	0.062	0.014	0.000
ZMegaGP_DiversExplInteractT2	-0.008	0.013	0.538
ZMegaGP_FreqInteractFacStAffT2	0.001	0.013	0.909
ZMegaGP_GoodTchInteractT2	0.088	0.011	0.000
ZMegaGP_InteractPeersT2	0.127	0.011	0.000
ZGP_CoopLearningT2	-0.004	0.011	0.720

**Ryff Scales of Psychological Well-Being - Personal Growth Score**

Dependent Variable: ZRyffPersonalGrowthScaleMeanT2

N=2924

**Model 1 - Background Characteristics, R<sup>2</sup>=.357**

	B	Std. Error	Sig.
(Constant)	0.003	0.056	0.954
ZRyffPersonalGrowthScaleMeanT1	0.577	0.017	0.000
DemMaleT1	-0.100	0.032	0.002
DemAmIndianT1	0.781	0.235	0.001
DemAsianPIT1	-0.122	0.065	0.060
DemBlackT1	0.072	0.085	0.395
DemHispanicT1	0.003	0.075	0.971
DemNonresAlienT1	-0.031	0.400	0.938
DemRaceUnknownT1	0.032	0.133	0.810
ZDemParentEdAvgT1	-0.011	0.018	0.539
DemDependHasT1	-0.173	0.105	0.099
ZDemNSSEAgeX	0.012	0.015	0.392
HSRaceWhiteVsOtherT1	0.131	0.037	0.000
ZHSACTAbilityT1X	0.087	0.017	0.000
ZHSInvolvementScaleMean	0.008	0.016	0.609
AspEdGoalMoreThan4yrDegT1	-0.107	0.040	0.007
AspEdGoalNoResponseT1	-0.201	0.145	0.167
AspCollegeChoiceFirstT1	0.010	0.034	0.770
ZAcademicMotivationScaleMeanT1	0.062	0.017	0.000

**Model 2 - Background Plus Institutional Type, R<sup>2</sup>=.360**

	B	Std. Error	Sig.
(Constant)	0.070	0.064	0.274
ZRyffPersonalGrowthScaleMeanT1	0.575	0.017	0.000
DemMaleT1	-0.103	0.032	0.001
DemAmIndianT1	0.794	0.234	0.001
DemAsianPIT1	-0.096	0.066	0.143
DemBlackT1	0.055	0.086	0.526
DemHispanicT1	0.007	0.075	0.928
DemNonresAlienT1	-0.069	0.400	0.862
DemRaceUnknownT1	0.052	0.133	0.694
ZDemParentEdAvgT1	-0.015	0.018	0.398
DemDependHasT1	-0.177	0.105	0.092
ZDemNSSEAgeX	0.011	0.015	0.476
HSRaceWhiteVsOtherT1	0.096	0.039	0.013
ZHSACTAbilityT1X	0.075	0.018	0.000
ZHSInvolvementScaleMean	0.010	0.016	0.549
AspEdGoalMoreThan4yrDegT1	-0.107	0.041	0.010
AspEdGoalNoResponseT1	-0.198	0.145	0.172
AspCollegeChoiceFirstT1	0.006	0.035	0.872
ZAcademicMotivationScaleMeanT1	0.058	0.017	0.001
<b>InstTypeRegional</b>	<b>-0.152</b>	<b>0.046</b>	<b>0.001</b>
InstTypeResearch	-0.003	0.041	0.947
InstTypeCC	-0.036	0.064	0.575

**Model 3 - Background Plus Inst Type Plus College Experiences & Good Practices, R<sup>2</sup>=.412**

	B	Std. Error	Sig.
(Constant)	-0.230	0.160	0.149
ZRyffPersonalGrowthScaleMeanT1	0.505	0.017	0.000
DemMaleT1	-0.140	0.032	0.000
DemAmIndianT1	0.663	0.227	0.004
DemAsianPIT1	-0.013	0.065	0.842
DemBlackT1	0.083	0.084	0.325
DemHispanicT1	0.041	0.073	0.579
DemNonresAlienT1	-0.010	0.385	0.979
DemRaceUnknownT1	0.254	0.129	0.050
ZDemParentEdAvgT1	-0.022	0.017	0.211
DemDependHasT1	-0.156	0.101	0.124
ZDemNSSEAgeX	0.020	0.014	0.164
HSRaceWhiteVsOtherT1	0.076	0.038	0.044
ZHSACTAbilityT1X	0.049	0.019	0.009
ZHSInvolvementScaleMean	-0.024	0.017	0.151
AspEdGoalMoreThan4yrDegT1	-0.100	0.040	0.013
AspEdGoalNoResponseT1	-0.199	0.140	0.153
AspCollegeChoiceFirstT1	-0.007	0.034	0.836
ZAcademicMotivationScaleMeanT1	0.030	0.017	0.082
InstTypeRegional	-0.098	0.048	0.039
InstTypeResearch	0.105	0.043	0.015
InstTypeCC	0.010	0.077	0.893
NSSELiveOnCampusT2	-0.038	0.053	0.470
NSSEFTenrimentT2	0.300	0.138	0.030
ZNSSEworkof01T2	-0.001	0.013	0.964
ZNSSEworkon01T2	0.003	0.016	0.833
NSSEfratsoroT2	0.141	0.045	0.002
NSSEathleteT2	0.022	0.054	0.682
<b>ZMegaGP_ChallengeT2</b>	<b>0.099</b>	<b>0.022</b>	<b>0.000</b>
<b>ZMegaGP_DiversExplInteractT2</b>	<b>0.040</b>	<b>0.021</b>	<b>0.052</b>
<b>ZMegaGP_FreqInteractFacStAffT2</b>	<b>-0.045</b>	<b>0.020</b>	<b>0.028</b>
<b>ZMegaGP_GoodTchInteractT2</b>	<b>0.123</b>	<b>0.019</b>	<b>0.000</b>
<b>ZMegaGP_InteractPeersT2</b>	<b>0.120</b>	<b>0.018</b>	<b>0.000</b>
ZGP_CoopLearningT2	-0.013	0.019	0.487

### Ryff Scales of Psychological Well-Being - Positive Relations with Others Score

Dependent Variable: ZRyffPositiveRelationsScaleMeanT2

N=2926

#### Model 1 - Background Characteristics, R<sup>2</sup>=.432

	B	Std. Error	Sig.
(Constant)	-0.078	0.050	0.120
ZRyffPositiveRelationsScaleMeanT1	0.609	0.015	0.000
DemMaleT1	-0.064	0.029	0.026
DemAmIndianT1	0.438	0.209	0.036
DemAsianPIT1	-0.209	0.058	0.000
DemBlackT1	-0.054	0.076	0.479
DemHispanicT1	-0.126	0.066	0.059
DemNonresAlienT1	-0.115	0.356	0.747
DemRaceUnknownT1	-0.004	0.118	0.973
ZDemParentEdAvgT1	-0.004	0.016	0.799
DemDependHasT1	-0.133	0.093	0.155
ZDemNSSEAgeX	-0.010	0.013	0.457
HSRaceWhiteVsOtherT1	0.121	0.033	0.000
ZHSACTAbilityT1X	-0.003	0.015	0.866
ZHSInvolvementScaleMean	0.065	0.014	0.000
AspEdGoalMoreThan4yrDegT1	-0.009	0.035	0.804
AspEdGoalNoResponseT1	0.059	0.129	0.647
AspCollegeChoiceFirstT1	0.064	0.030	0.035
ZAcademicMotivationScaleMeanT1	0.018	0.015	0.232

#### Model 2 - Background Plus Institutional Type, R<sup>2</sup>=.434

	B	Std. Error	Sig.
(Constant)	-0.100	0.057	0.080
ZRyffPositiveRelationsScaleMeanT1	0.609	0.015	0.000
DemMaleT1	-0.069	0.029	0.017
DemAmIndianT1	0.441	0.209	0.034
DemAsianPIT1	-0.200	0.059	0.001
DemBlackT1	-0.062	0.077	0.418
DemHispanicT1	-0.123	0.067	0.067
DemNonresAlienT1	-0.092	0.356	0.796
DemRaceUnknownT1	0.017	0.118	0.886
ZDemParentEdAvgT1	-0.005	0.016	0.764
DemDependHasT1	-0.146	0.093	0.117
ZDemNSSEAgeX	-0.012	0.013	0.360
HSRaceWhiteVsOtherT1	0.100	0.034	0.004
ZHSACTAbilityT1X	-0.008	0.016	0.616
ZHSInvolvementScaleMean	0.065	0.015	0.000
AspEdGoalMoreThan4yrDegT1	-0.006	0.037	0.862
AspEdGoalNoResponseT1	0.075	0.129	0.559
AspCollegeChoiceFirstT1	0.058	0.031	0.058
ZAcademicMotivationScaleMeanT1	0.018	0.015	0.238
InstTypeRegional	-0.013	0.041	0.756
<b>InstTypeResearch</b>	<b>0.092</b>	<b>0.037</b>	<b>0.013</b>
InstTypeCC	0.063	0.057	0.266

#### Model 3 - Background Plus Inst Type Plus College Experiences & Good Practices, R<sup>2</sup>=.547

	B	Std. Error	Sig.
(Constant)	-0.236	0.133	0.076
ZRyffPositiveRelationsScaleMeanT1	0.505	0.014	0.000
DemMaleT1	-0.120	0.026	0.000
DemAmIndianT1	0.244	0.189	0.197
DemAsianPIT1	-0.072	0.054	0.180
DemBlackT1	-0.043	0.070	0.543
DemHispanicT1	-0.046	0.061	0.449
DemNonresAlienT1	0.086	0.320	0.789
DemRaceUnknownT1	0.299	0.107	0.005
ZDemParentEdAvgT1	-0.010	0.014	0.476
DemDependHasT1	-0.076	0.084	0.364
ZDemNSSEAgeX	-0.004	0.012	0.760
HSRaceWhiteVsOtherT1	0.053	0.031	0.092
ZHSACTAbilityT1X	-0.041	0.016	0.009
ZHSInvolvementScaleMean	0.019	0.014	0.181
AspEdGoalMoreThan4yrDegT1	-0.017	0.033	0.608
AspEdGoalNoResponseT1	0.028	0.116	0.809
AspCollegeChoiceFirstT1	0.018	0.028	0.516
ZAcademicMotivationScaleMeanT1	-0.010	0.014	0.476
InstTypeRegional	-0.018	0.040	0.648
<b>InstTypeResearch</b>	<b>0.155</b>	<b>0.036</b>	<b>0.000</b>
InstTypeCC	-0.018	0.064	0.777
NSSELiveOnCampusT2	-0.136	0.044	0.002
NSSEFTenrimentT2	0.329	0.115	0.004
ZNSSEworkof01T2	0.021	0.011	0.054
ZNSSEworkon01T2	0.005	0.013	0.732
NSSEfratsoroT2	0.079	0.037	0.034
NSSEathleteT2	-0.097	0.045	0.031
<b>ZMegaGP_ChallengeT2</b>	<b>0.047</b>	<b>0.018</b>	<b>0.011</b>
ZMegaGP_DiversExplInteractT2	-0.023	0.017	0.182
ZMegaGP_FreqInteractFacStAffT2	-0.016	0.017	0.359
<b>ZMegaGP_GoodTchInteractT2</b>	<b>0.080</b>	<b>0.015</b>	<b>0.000</b>
<b>ZMegaGP_InteractPeersT2</b>	<b>0.334</b>	<b>0.015</b>	<b>0.000</b>
ZGP_CoopLearningT2	-0.006	0.015	0.706

**Ryff Scales of Psychological Well-Being - Purpose in Life score**

Dependent Variable: ZRyffPurposeInLifeScaleMeanT2

N=2923

**Model 1 - Background Characteristics, R<sup>2</sup>=.399**

	B	Std. Error	Sig.
(Constant)	-0.067	0.053	0.206
ZRyffPurposeInLifeScaleMeanT1	0.553	0.016	0.000
DemMaleT1	-0.146	0.030	0.000
DemAmIndianT1	0.376	0.219	0.085
DemAsianPIT1	-0.101	0.061	0.097
DemBlackT1	-0.017	0.079	0.835
DemHispanicT1	-0.179	0.070	0.010
DemNonresAlienT1	0.048	0.373	0.898
DemRaceUnknownT1	-0.149	0.124	0.230
ZDemParentEdAvgT1	-0.009	0.016	0.590
DemDependHasT1	-0.142	0.098	0.145
ZDemNSSEAgeX	0.018	0.014	0.180
HSRaceWhiteVsOtherT1	0.045	0.035	0.190
ZHSACTAbilityT1X	0.046	0.016	0.004
ZHSInvolvementScaleMean	0.097	0.015	0.000
AspEdGoalMoreThan4yrDegT1	0.032	0.037	0.396
AspEdGoalNoResponseT1	-0.005	0.135	0.970
AspCollegeChoiceFirstT1	0.124	0.032	0.000
ZAcademicMotivationScaleMeanT1	0.038	0.016	0.021

**Model 2 - Background Plus Institutional Type, R<sup>2</sup>=.402**

	B	Std. Error	Sig.
(Constant)	-0.066	0.060	0.267
ZRyffPurposeInLifeScaleMeanT1	0.549	0.016	0.000
DemMaleT1	-0.154	0.030	0.000
DemAmIndianT1	0.381	0.218	0.081
DemAsianPIT1	-0.114	0.062	0.063
DemBlackT1	-0.053	0.080	0.510
DemHispanicT1	-0.197	0.070	0.005
DemNonresAlienT1	0.073	0.373	0.844
DemRaceUnknownT1	-0.140	0.124	0.257
ZDemParentEdAvgT1	-0.015	0.017	0.370
DemDependHasT1	-0.148	0.098	0.131
ZDemNSSEAgeX	0.021	0.014	0.126
HSRaceWhiteVsOtherT1	0.036	0.036	0.316
ZHSACTAbilityT1X	0.027	0.017	0.121
ZHSInvolvementScaleMean	0.090	0.015	0.000
AspEdGoalMoreThan4yrDegT1	0.010	0.039	0.796
AspEdGoalNoResponseT1	0.005	0.135	0.968
AspCollegeChoiceFirstT1	0.106	0.032	0.001
ZAcademicMotivationScaleMeanT1	0.042	0.016	0.011
InstTypeRegional	-0.004	0.043	0.931
<b>InstTypeResearch</b>	<b>0.116</b>	<b>0.039</b>	<b>0.003</b>
InstTypeCC	-0.050	0.060	0.400

**Model 3 - Background Plus Inst Type Plus College Experiences & Good Practices, R<sup>2</sup>=.455**

	B	Std. Error	Sig.
(Constant)	-0.355	0.149	0.017
ZRyffPurposeInLifeScaleMeanT1	0.493	0.016	0.000
DemMaleT1	-0.177	0.029	0.000
DemAmIndianT1	0.321	0.211	0.128
DemAsianPIT1	-0.044	0.060	0.462
DemBlackT1	-0.028	0.078	0.715
DemHispanicT1	-0.165	0.068	0.015
DemNonresAlienT1	0.222	0.358	0.535
DemRaceUnknownT1	0.048	0.120	0.687
ZDemParentEdAvgT1	-0.027	0.016	0.095
DemDependHasT1	-0.137	0.094	0.145
ZDemNSSEAgeX	0.030	0.013	0.027
HSRaceWhiteVsOtherT1	0.012	0.035	0.727
ZHSACTAbilityT1X	-0.002	0.017	0.900
ZHSInvolvementScaleMean	0.045	0.016	0.004
AspEdGoalMoreThan4yrDegT1	0.038	0.038	0.316
AspEdGoalNoResponseT1	0.002	0.130	0.991
AspCollegeChoiceFirstT1	0.076	0.031	0.015
ZAcademicMotivationScaleMeanT1	0.002	0.016	0.896
InstTypeRegional	0.045	0.044	0.314
<b>InstTypeResearch</b>	<b>0.220</b>	<b>0.040</b>	<b>0.000</b>
InstTypeCC	-0.067	0.072	0.352
NSSELiveOnCampusT2	-0.058	0.049	0.239
NSSEFTenrimentT2	0.334	0.129	0.009
ZNSSEworkof01T2	-0.005	0.012	0.685
ZNSSEworkon01T2	-0.035	0.015	0.019
NSSEfratsoroT2	-0.069	0.042	0.100
NSSEathleteT2	-0.012	0.050	0.810
<b>ZMegaGP_ChallengeT2</b>	<b>0.092</b>	<b>0.021</b>	<b>0.000</b>
<b>ZMegaGP_DiversExpInteractT2</b>	<b>-0.059</b>	<b>0.019</b>	<b>0.002</b>
ZMegaGP_FreqInteractFacStAffT2	0.010	0.019	0.603
<b>ZMegaGP_GoodTchInteractT2</b>	<b>0.141</b>	<b>0.017</b>	<b>0.000</b>
<b>ZMegaGP_InteractPeersT2</b>	<b>0.114</b>	<b>0.017</b>	<b>0.000</b>
ZGP_CoopLearningT2	0.019	0.017	0.269

**Ryff Scales of Psychological Well-Being - Self-Acceptance Score**

Dependent Variable: ZRyffSelfAcceptanceScaleMeanT2

N=2921

**Model 1 - Background Characteristics, R<sup>2</sup>=.493**

	B	Std. Error	Sig.
(Constant)	-0.025	0.048	0.601
ZRyffSelfAcceptanceScaleMeanT1	0.684	0.014	0.000
DemMaleT1	-0.017	0.027	0.534
DemAmIndianT1	0.378	0.199	0.058
DemAsianPIT1	-0.240	0.056	0.000
DemBlackT1	-0.095	0.072	0.190
DemHispanicT1	-0.124	0.064	0.051
DemNonresAlienT1	0.073	0.340	0.831
DemRaceUnknownT1	-0.125	0.113	0.267
ZDemParentEdAvgT1	-0.044	0.015	0.004
DemDependHasT1	-0.017	0.089	0.849
ZDemNSSEAgeX	-0.005	0.012	0.712
HSRaceWhiteVsOtherT1	0.023	0.032	0.465
ZHSACTAbilityT1X	-0.001	0.014	0.960
ZHSInvolvementScaleMean	0.002	0.013	0.900
AspEdGoalMoreThan4yrDegT1	0.013	0.034	0.692
AspEdGoalNoResponseT1	0.001	0.124	0.991
AspCollegeChoiceFirstT1	0.049	0.029	0.090
ZAcademicMotivationScaleMeanT1	0.007	0.014	0.634

**Model 2 - Background Plus Institutional Type, R<sup>2</sup>=.496**

	B	Std. Error	Sig.
(Constant)	-0.089	0.054	0.101
ZRyffSelfAcceptanceScaleMeanT1	0.684	0.014	0.000
DemMaleT1	-0.018	0.027	0.505
DemAmIndianT1	0.374	0.199	0.060
DemAsianPIT1	-0.218	0.056	0.000
DemBlackT1	-0.070	0.073	0.340
DemHispanicT1	-0.102	0.064	0.113
DemNonresAlienT1	0.105	0.340	0.757
DemRaceUnknownT1	-0.099	0.113	0.381
ZDemParentEdAvgT1	-0.038	0.015	0.012
DemDependHasT1	-0.038	0.089	0.667
ZDemNSSEAgeX	-0.011	0.013	0.364
HSRaceWhiteVsOtherT1	0.002	0.033	0.946
ZHSACTAbilityT1X	0.011	0.016	0.485
ZHSInvolvementScaleMean	0.009	0.014	0.503
AspEdGoalMoreThan4yrDegT1	0.040	0.035	0.253
AspEdGoalNoResponseT1	0.023	0.124	0.854
AspCollegeChoiceFirstT1	0.058	0.030	0.051
ZAcademicMotivationScaleMeanT1	0.005	0.014	0.736
InstTypeRegional	0.027	0.039	0.492
InstTypeResearch	0.066	0.035	0.060
InstTypeCC	0.186	0.054	0.001

**Model 3 - Background Plus Inst Type Plus College Experiences & Good Practices, R<sup>2</sup>=.557**

	B	Std. Error	Sig.
(Constant)	-0.365	0.133	0.006
ZRyffSelfAcceptanceScaleMeanT1	0.611	0.014	0.000
DemMaleT1	-0.048	0.026	0.065
DemAmIndianT1	0.342	0.189	0.070
DemAsianPIT1	-0.116	0.054	0.032
DemBlackT1	-0.009	0.070	0.898
DemHispanicT1	-0.047	0.061	0.439
DemNonresAlienT1	0.178	0.321	0.579
DemRaceUnknownT1	0.120	0.107	0.262
ZDemParentEdAvgT1	-0.039	0.014	0.006
DemDependHasT1	-0.007	0.084	0.937
ZDemNSSEAgeX	-0.003	0.012	0.784
HSRaceWhiteVsOtherT1	-0.027	0.031	0.389
ZHSACTAbilityT1X	-0.005	0.016	0.774
ZHSInvolvementScaleMean	-0.028	0.014	0.043
AspEdGoalMoreThan4yrDegT1	0.043	0.033	0.200
AspEdGoalNoResponseT1	-0.005	0.116	0.965
AspCollegeChoiceFirstT1	0.051	0.028	0.071
ZAcademicMotivationScaleMeanT1	-0.032	0.014	0.026
InstTypeRegional	0.061	0.040	0.125
InstTypeResearch	0.178	0.036	0.000
InstTypeCC	0.115	0.064	0.073
NSSELiveOnCampusT2	-0.086	0.044	0.050
NSSEFTenrmentT2	0.330	0.115	0.004
ZNSSEworkof01T2	0.028	0.011	0.011
ZNSSEworkon01T2	0.015	0.013	0.269
NSSEfratsoroT2	0.087	0.037	0.019
NSSEathleteT2	0.022	0.045	0.630
ZMegaGP_ChallengeT2	0.089	0.018	0.000
ZMegaGP_DiversExplInteractT2	-0.036	0.017	0.034
ZMegaGP_FreqInteractFacStAffT2	0.023	0.017	0.181
ZMegaGP_GoodTchInteractT2	0.118	0.016	0.000
ZMegaGP_InteractPeersT2	0.170	0.015	0.000
ZGP_CoopLearningT2	-0.031	0.015	0.043

**Socially Responsible Leadership Scale - Change Score**

a. Dependent Variable: ZSRLSR2ChangeScaleMeanT2

N = 2927

**Model 1 - Background Characteristics, R<sup>2</sup>=.395**

	<b>B</b>	<b>Std. Error</b>	<b>Sig.</b>
(Constant)	-0.131	0.052	0.011
ZSRLSR2ChangeScaleMeanT1	0.592	0.015	0.000
DemMaleT1	-0.024	0.029	0.416
DemAmIndianT1	-0.028	0.213	0.894
DemAsianPIT1	-0.147	0.059	0.013
DemBlackT1	0.032	0.078	0.684
DemHispanicT1	-0.061	0.068	0.369
DemNonresAlienT1	-0.029	0.364	0.937
DemRaceUnknownT1	-0.117	0.121	0.334
ZDemParentEdAvgT1	-0.037	0.016	0.022
DemDependHasT1	-0.145	0.095	0.129
ZDemNSSEAgeX	-0.009	0.013	0.507
HSRaceWhiteVsOtherT1	0.088	0.034	0.009
ZHSACTAbilityT1X	0.022	0.015	0.158
ZHSInvolvementScaleMean	0.067	0.014	0.000
AspEdGoalMoreThan4yrDegT1	0.051	0.036	0.164
AspEdGoalNoResponseT1	-0.244	0.132	0.065
AspCollegeChoiceFirstT1	0.116	0.031	0.000
ZAcademicMotivationScaleMeanT1	0.044	0.016	0.005

**Model 2 - Background Plus Institutional Type, R<sup>2</sup>=.397**

	<b>B</b>	<b>Std. Error</b>	<b>Sig.</b>
(Constant)	-0.158	0.058	0.007
ZSRLSR2ChangeScaleMeanT1	0.590	0.015	0.000
DemMaleT1	-0.022	0.029	0.462
DemAmIndianT1	-0.031	0.213	0.885
DemAsianPIT1	-0.118	0.060	0.050
DemBlackT1	0.064	0.079	0.420
DemHispanicT1	-0.035	0.069	0.615
DemNonresAlienT1	-0.029	0.364	0.936
DemRaceUnknownT1	-0.097	0.121	0.422
ZDemParentEdAvgT1	-0.031	0.016	0.056
DemDependHasT1	-0.158	0.095	0.097
ZDemNSSEAgeX	-0.016	0.013	0.244
HSRaceWhiteVsOtherT1	0.069	0.035	0.052
ZHSACTAbilityT1X	0.036	0.017	0.030
ZHSInvolvementScaleMean	0.076	0.015	0.000
AspEdGoalMoreThan4yrDegT1	0.081	0.038	0.032
AspEdGoalNoResponseT1	-0.233	0.132	0.078
AspCollegeChoiceFirstT1	0.129	0.032	0.000
ZAcademicMotivationScaleMeanT1	0.040	0.016	0.011
InstTypeRegional	-0.021	0.042	0.616
InstTypeResearch	-0.014	0.038	0.716
<b>InstTypeCC</b>	<b>0.149</b>	<b>0.058</b>	<b>0.011</b>

**Model 3 - Background Plus Inst Type Plus College Experiences & Good Practices, R<sup>2</sup>=.456**

	<b>B</b>	<b>Std. Error</b>	<b>Sig.</b>
(Constant)	-0.003	0.144	0.982
ZSRLSR2ChangeScaleMeanT1	0.544	0.015	0.000
DemMaleT1	-0.045	0.028	0.110
DemAmIndianT1	-0.352	0.205	0.086
DemAsianPIT1	-0.085	0.059	0.148
DemBlackT1	0.083	0.076	0.274
DemHispanicT1	-0.049	0.066	0.458
DemNonresAlienT1	-0.173	0.348	0.620
DemRaceUnknownT1	0.013	0.116	0.914
ZDemParentEdAvgT1	-0.027	0.016	0.085
DemDependHasT1	-0.156	0.092	0.088
ZDemNSSEAgeX	-0.010	0.013	0.442
HSRaceWhiteVsOtherT1	0.090	0.034	0.008
ZHSACTAbilityT1X	0.032	0.017	0.061
ZHSInvolvementScaleMean	0.007	0.015	0.646
AspEdGoalMoreThan4yrDegT1	0.054	0.036	0.137
AspEdGoalNoResponseT1	-0.286	0.126	0.023
AspCollegeChoiceFirstT1	0.119	0.030	0.000
ZAcademicMotivationScaleMeanT1	-0.010	0.016	0.538
InstTypeRegional	0.035	0.043	0.411
<b>InstTypeResearch</b>	<b>0.077</b>	<b>0.039</b>	<b>0.047</b>
InstTypeCC	0.105	0.070	0.132
NSSELiveOnCampusT2	-0.115	0.048	0.016
NSSEFTenrlmentT2	-0.068	0.125	0.585
ZNSSEworkof01T2	0.042	0.012	0.000
ZNSSEworkon01T2	0.038	0.014	0.008
NSSEfratsoroT2	0.042	0.041	0.295
NSSEathleteT2	0.008	0.049	0.865
<b>ZMegaGP_ChallengeT2</b>	<b>0.116</b>	<b>0.020</b>	<b>0.000</b>
<b>ZMegaGP_DiversExpInteractT2</b>	<b>0.086</b>	<b>0.019</b>	<b>0.000</b>
ZMegaGP_FreqInteractFacStAffT2	0.033	0.018	0.073
ZMegaGP_GoodTchInteractT2	0.014	0.017	0.416
<b>ZMegaGP_InteractPeersT2</b>	<b>0.095</b>	<b>0.016</b>	<b>0.000</b>
<b>ZGP_CoopLearningT2</b>	<b>0.034</b>	<b>0.017</b>	<b>0.044</b>



**Socially Responsible Leadership Scale - Citizenship Score**

a. Dependent Variable: ZSRLSR2CitizenshipScaleMeanT2

N = 2927

**Model 1 - Background Characteristics, R<sup>2</sup>=.421**

	B	Std.	
		Error	Sig.
(Constant)	-0.103	0.052	0.048
ZSRLSR2CitizenshipScaleMeanT1	0.547	0.017	0.000
DemMaleT1	-0.147	0.030	0.000
DemAmIndianT1	0.021	0.215	0.922
DemAsianPIT1	-0.089	0.060	0.137
DemBlackT1	-0.070	0.078	0.374
DemHispanicT1	0.064	0.069	0.352
DemNonresAlienT1	-0.328	0.367	0.372
DemRaceUnknownT1	-0.145	0.122	0.233
ZDemParentEdAvgT1	0.000	0.016	0.986
DemDependHasT1	-0.355	0.096	0.000
ZDemNSSEAgeX	0.025	0.013	0.062
HSRaceWhiteVsOtherT1	0.021	0.034	0.544
ZHSACTAbilityT1X	0.023	0.016	0.136
ZHSInvolvementScaleMean	0.111	0.015	0.000
AspEdGoalMoreThan4yrDegT1	0.137	0.037	0.000
AspEdGoalNoResponseT1	-0.108	0.133	0.415
AspCollegeChoiceFirstT1	0.057	0.031	0.067
ZAcademicMotivationScaleMeanT1	0.057	0.016	0.000

**Model 2 - Background Plus Institutional Type, R<sup>2</sup>=.423**

	B	Std.	
		Error	Sig.
(Constant)	-0.123	0.059	0.037
ZSRLSR2CitizenshipScaleMeanT1	0.549	0.017	0.000
DemMaleT1	-0.152	0.030	0.000
DemAmIndianT1	0.022	0.215	0.919
DemAsianPIT1	-0.119	0.061	0.050
DemBlackT1	-0.101	0.079	0.204
DemHispanicT1	0.040	0.069	0.565
DemNonresAlienT1	-0.290	0.367	0.429
DemRaceUnknownT1	-0.152	0.122	0.211
ZDemParentEdAvgT1	-0.005	0.016	0.765
DemDependHasT1	-0.353	0.096	0.000
ZDemNSSEAgeX	0.030	0.014	0.026
HSRaceWhiteVsOtherT1	0.034	0.036	0.342
ZHSACTAbilityT1X	0.009	0.017	0.613
ZHSInvolvementScaleMean	0.102	0.015	0.000
AspEdGoalMoreThan4yrDegT1	0.110	0.038	0.004
AspEdGoalNoResponseT1	-0.105	0.133	0.430
AspCollegeChoiceFirstT1	0.041	0.032	0.201
ZAcademicMotivationScaleMeanT1	0.063	0.016	0.000
InstTypeRegional	0.069	0.043	0.103
<b>InstTypeResearch</b>	<b>0.099</b>	<b>0.038</b>	<b>0.010</b>
InstTypeCC	-0.070	0.059	0.235

**Model 3 - Background Plus Inst Type Plus College Experiences & Good Practices, R<sup>2</sup>=.468**

	B	Std.	
		Error	Sig.
(Constant)	0.158	0.147	0.282
ZSRLSR2CitizenshipScaleMeanT1	0.504	0.017	0.000
DemMaleT1	-0.168	0.029	0.000
DemAmIndianT1	-0.247	0.209	0.238
DemAsianPIT1	-0.075	0.060	0.208
DemBlackT1	-0.101	0.077	0.192
DemHispanicT1	0.013	0.067	0.852
DemNonresAlienT1	-0.404	0.354	0.254
DemRaceUnknownT1	-0.062	0.119	0.602
ZDemParentEdAvgT1	-0.006	0.016	0.695
DemDependHasT1	-0.367	0.093	0.000
ZDemNSSEAgeX	0.032	0.013	0.018
HSRaceWhiteVsOtherT1	0.049	0.035	0.159
ZHSACTAbilityT1X	-0.001	0.017	0.960
ZHSInvolvementScaleMean	0.055	0.016	0.000
AspEdGoalMoreThan4yrDegT1	0.093	0.037	0.012
AspEdGoalNoResponseT1	-0.134	0.128	0.295
AspCollegeChoiceFirstT1	0.032	0.031	0.301
ZAcademicMotivationScaleMeanT1	0.015	0.016	0.359
<b>InstTypeRegional</b>	<b>0.101</b>	<b>0.044</b>	<b>0.021</b>
<b>InstTypeResearch</b>	<b>0.167</b>	<b>0.040</b>	<b>0.000</b>
InstTypeCC	-0.081	0.071	0.256
NSSELiveOnCampusT2	0.040	0.048	0.411
NSSEFTenrmentT2	-0.322	0.127	0.011
ZNSSEworkon01T2	0.045	0.012	0.000
ZNSSEworkon01T2	-0.007	0.015	0.632
NSSEfratsoroT2	0.030	0.041	0.471
NSSEathleteT2	-0.033	0.050	0.515
<b>ZMegaGP_ChallengeT2</b>	<b>0.098</b>	<b>0.020</b>	<b>0.000</b>
<b>ZMegaGP_DiversExpInteractT2</b>	<b>0.057</b>	<b>0.019</b>	<b>0.003</b>
<b>ZMegaGP_FreqInteractFacStAffT2</b>	<b>0.037</b>	<b>0.019</b>	<b>0.047</b>
<b>ZMegaGP_GoodTchInteractT2</b>	<b>0.058</b>	<b>0.017</b>	<b>0.001</b>
<b>ZMegaGP_InteractPeersT2</b>	<b>0.038</b>	<b>0.017</b>	<b>0.024</b>
<b>ZGP_CoopLearningT2</b>	<b>0.044</b>	<b>0.017</b>	<b>0.009</b>

**Socially Responsible Leadership Scale - Collaboration Score**

a. Dependent Variable: ZSRLSR2CollaborationScaleMeanT2

N = 2927

**Model 1 - Background Characteristics, R<sup>2</sup>=.290**

	<b>B</b>	<b>Std. Error</b>	<b>Sig.</b>
(Constant)	0.010	0.057	0.859
ZSRLSR2CollaborationScaleMeanT1	0.498	0.017	0.000
DemMaleT1	-0.095	0.032	0.003
DemAmIndianT1	-0.051	0.235	0.830
DemAsianPIT1	-0.222	0.065	0.001
DemBlackT1	-0.149	0.086	0.081
DemHispanicT1	-0.101	0.075	0.180
DemNonresAlienT1	-0.230	0.401	0.567
DemRaceUnknownT1	-0.316	0.133	0.018
ZDemParentEdAvgT1	0.000	0.018	0.999
DemDependHasT1	-0.370	0.105	0.000
ZDemNSSEAgeX	0.016	0.015	0.268
HSRaceWhiteVsOtherT1	0.065	0.037	0.080
ZHSACTAbilityT1X	-0.029	0.017	0.089
ZHSInvolvementScaleMean	0.052	0.016	0.001
AspEdGoalMoreThan4yrDegT1	0.015	0.040	0.713
AspEdGoalNoResponseT1	-0.218	0.145	0.133
AspCollegeChoiceFirstT1	0.039	0.034	0.259
ZAcademicMotivationScaleMeanT1	0.059	0.017	0.000

**Model 2 - Background Plus Institutional Type, R<sup>2</sup>=.294**

	<b>B</b>	<b>Std. Error</b>	<b>Sig.</b>
(Constant)	-0.102	0.064	0.113
ZSRLSR2CollaborationScaleMeanT1	0.495	0.017	0.000
DemMaleT1	-0.099	0.032	0.002
DemAmIndianT1	-0.063	0.235	0.787
DemAsianPIT1	-0.227	0.066	0.001
DemBlackT1	-0.131	0.087	0.130
DemHispanicT1	-0.090	0.076	0.234
DemNonresAlienT1	-0.156	0.400	0.697
DemRaceUnknownT1	-0.298	0.133	0.025
ZDemParentEdAvgT1	0.005	0.018	0.762
DemDependHasT1	-0.392	0.105	0.000
ZDemNSSEAgeX	0.012	0.015	0.410
HSRaceWhiteVsOtherT1	0.063	0.039	0.103
ZHSACTAbilityT1X	-0.019	0.018	0.312
ZHSInvolvementScaleMean	0.055	0.016	0.001
AspEdGoalMoreThan4yrDegT1	0.030	0.042	0.474
AspEdGoalNoResponseT1	-0.193	0.145	0.184
AspCollegeChoiceFirstT1	0.040	0.035	0.245
ZAcademicMotivationScaleMeanT1	0.063	0.017	0.000
InstTypeRegional	0.134	0.046	0.004
InstTypeResearch	0.134	0.041	0.001
InstTypeCC	0.189	0.064	0.003

**Model 3 - Background Plus Inst Type Plus College Experiences & Good Practices, R<sup>2</sup>=.373**

	<b>B</b>	<b>Std. Error</b>	<b>Sig.</b>
(Constant)	-0.057	0.157	0.717
ZSRLSR2CollaborationScaleMeanT1	0.426	0.017	0.000
DemMaleT1	-0.131	0.031	0.000
DemAmIndianT1	-0.352	0.224	0.116
DemAsianPIT1	-0.124	0.064	0.052
DemBlackT1	-0.101	0.083	0.225
DemHispanicT1	-0.062	0.072	0.390
DemNonresAlienT1	-0.180	0.379	0.635
DemRaceUnknownT1	-0.086	0.127	0.499
ZDemParentEdAvgT1	0.005	0.017	0.771
DemDependHasT1	-0.351	0.100	0.000
ZDemNSSEAgeX	0.015	0.014	0.287
HSRaceWhiteVsOtherT1	0.058	0.037	0.120
ZHSACTAbilityT1X	-0.036	0.018	0.052
ZHSInvolvementScaleMean	-0.008	0.017	0.637
AspEdGoalMoreThan4yrDegT1	0.000	0.040	0.998
AspEdGoalNoResponseT1	-0.233	0.137	0.089
AspCollegeChoiceFirstT1	0.020	0.033	0.544
ZAcademicMotivationScaleMeanT1	0.010	0.017	0.565
InstTypeRegional	0.197	0.047	0.000
InstTypeResearch	0.242	0.043	0.000
InstTypeCC	0.231	0.076	0.003
NSSELiveOnCampusT2	0.029	0.052	0.576
NSSEFTenrmentT2	-0.084	0.136	0.536
ZNSSEworkof01T2	0.043	0.013	0.001
ZNSSEworkon01T2	0.010	0.016	0.537
NSSEfratsoroT2	0.163	0.044	0.000
NSSEathleteT2	0.001	0.053	0.986
ZMegaGP_ChallengeT2	0.128	0.022	0.000
ZMegaGP_DiversExpInteractT2	0.023	0.020	0.250
ZMegaGP_FreqInteractFacStAffT2	0.024	0.020	0.224
ZMegaGP_GoodTchInteractT2	0.090	0.018	0.000
ZMegaGP_InteractPeersT2	0.122	0.018	0.000
ZGP_CoopLearningT2	0.050	0.018	0.006

**Socially Responsible Leadership Scale - Commitment Score**

a. Dependent Variable: ZSRLSR2CommitmentScaleMeanT2

N = 2922

**Model 1 - Background Characteristics, R<sup>2</sup>=.268**

	<b>B</b>	<b>Std. Error</b>	<b>Sig.</b>
(Constant)	-0.067	0.059	0.254
ZSRLSR2CommitmentScaleMeanT1	0.476	0.018	0.000
DemMaleT1	-0.201	0.034	0.000
DemAmIndianT1	0.244	0.243	0.314
DemAsianPIT1	-0.161	0.068	0.017
DemBlackT1	-0.164	0.089	0.065
DemHispanicT1	-0.119	0.078	0.126
DemNonresAlienT1	0.059	0.414	0.887
DemRaceUnknownT1	-0.070	0.137	0.610
ZDemParentEdAvgT1	-0.026	0.018	0.157
DemDependHasT1	-0.178	0.109	0.100
ZDemNSSEAgeX	0.008	0.015	0.586
HSRaceWhiteVsOtherT1	0.066	0.039	0.086
ZHSACTAbilityT1X	0.007	0.017	0.708
ZHSInvolvementScaleMean	0.027	0.016	0.089
AspEdGoalMoreThan4yrDegT1	0.098	0.041	0.018
AspEdGoalNoResponseT1	-0.182	0.150	0.226
AspCollegeChoiceFirstT1	0.067	0.035	0.057
ZAcademicMotivationScaleMeanT1	0.048	0.018	0.007

**Model 2 - Background Plus Institutional Type, R<sup>2</sup>=.270**

	<b>B</b>	<b>Std. Error</b>	<b>Sig.</b>
(Constant)	-0.119	0.067	0.074
ZSRLSR2CommitmentScaleMeanT1	0.472	0.018	0.000
DemMaleT1	-0.206	0.034	0.000
DemAmIndianT1	0.245	0.243	0.312
DemAsianPIT1	-0.161	0.069	0.019
DemBlackT1	-0.165	0.090	0.068
DemHispanicT1	-0.114	0.078	0.145
DemNonresAlienT1	0.099	0.415	0.811
DemRaceUnknownT1	-0.052	0.138	0.705
ZDemParentEdAvgT1	-0.025	0.018	0.181
DemDependHasT1	-0.195	0.109	0.073
ZDemNSSEAgeX	0.006	0.015	0.713
HSRaceWhiteVsOtherT1	0.054	0.040	0.181
ZHSACTAbilityT1X	0.006	0.019	0.741
ZHSInvolvementScaleMean	0.028	0.017	0.089
AspEdGoalMoreThan4yrDegT1	0.103	0.043	0.017
AspEdGoalNoResponseT1	-0.163	0.150	0.278
AspCollegeChoiceFirstT1	0.064	0.036	0.077
ZAcademicMotivationScaleMeanT1	0.051	0.018	0.005
InstTypeRegional	0.044	0.048	0.366
<b>InstTypeResearch</b>	<b>0.106</b>	<b>0.043</b>	<b>0.014</b>
InstTypeCC	0.100	0.067	0.131

**Model 3 - Background Plus Inst Type Plus College Experiences & Good Practices, R<sup>2</sup>=.324**

	<b>B</b>	<b>Std. Error</b>	<b>Sig.</b>
(Constant)	-0.054	0.166	0.746
ZSRLSR2CommitmentScaleMeanT1	0.427	0.018	0.000
DemMaleT1	-0.235	0.033	0.000
DemAmIndianT1	0.322	0.235	0.170
DemAsianPIT1	-0.091	0.067	0.177
DemBlackT1	-0.126	0.088	0.149
DemHispanicT1	-0.085	0.076	0.264
DemNonresAlienT1	0.102	0.399	0.799
DemRaceUnknownT1	0.085	0.133	0.525
ZDemParentEdAvgT1	-0.029	0.018	0.109
DemDependHasT1	-0.210	0.105	0.046
ZDemNSSEAgeX	0.006	0.015	0.703
HSRaceWhiteVsOtherT1	0.050	0.039	0.196
ZHSACTAbilityT1X	-0.019	0.019	0.328
ZHSInvolvementScaleMean	0.011	0.017	0.525
AspEdGoalMoreThan4yrDegT1	0.106	0.042	0.011
AspEdGoalNoResponseT1	-0.159	0.144	0.272
AspCollegeChoiceFirstT1	0.070	0.035	0.044
ZAcademicMotivationScaleMeanT1	0.003	0.018	0.857
<b>InstTypeRegional</b>	<b>0.126</b>	<b>0.050</b>	<b>0.011</b>
<b>InstTypeResearch</b>	<b>0.245</b>	<b>0.045</b>	<b>0.000</b>
InstTypeCC	0.078	0.080	0.332
NSSELiveOnCampusT2	-0.077	0.055	0.162
NSSEFTenrimentT2	-0.080	0.143	0.578
ZNSSEworkof01T2	-0.008	0.014	0.560
ZNSSEworkon01T2	-0.003	0.017	0.855
NSSEfratsoroT2	0.168	0.047	0.000
NSSEathleteT2	0.065	0.056	0.251
<b>ZMegaGP_ChallengeT2</b>	<b>0.118</b>	<b>0.023</b>	<b>0.000</b>
ZMegaGP_DiversExpInteractT2	0.007	0.022	0.738
ZMegaGP_FreqInteractFacStAffT2	-0.032	0.021	0.124
<b>ZMegaGP_GoodTchInteractT2</b>	<b>0.196</b>	<b>0.019</b>	<b>0.000</b>
ZMegaGP_InteractPeersT2	0.008	0.019	0.684
ZGP_CoopLearningT2	-0.017	0.019	0.368

**Socially Responsible Leadership Scale - Common Purpose Score**

a. Dependent Variable: ZSRLSR2CommonPurposeScaleMeanT2

N = 2925

**Model 1 - Background Characteristics, R<sup>2</sup>=.302**

	<b>B</b>	<b>Std. Error</b>	<b>Sig.</b>
(Constant)	-0.094	0.057	0.101
ZSRLSR2CommonPurposeScale MeanT1	0.539	0.018	0.000
DemMaleT1	-0.140	0.032	0.000
DemAmIndianT1	0.397	0.235	0.092
DemAsianPIT1	-0.158	0.065	0.016
DemBlackT1	-0.031	0.086	0.717
DemHispanicT1	-0.028	0.075	0.709
DemNonresAlienT1	-0.215	0.402	0.593
DemRaceUnknownT1	-0.427	0.133	0.001
ZDemParentEdAvgT1	0.007	0.018	0.698
DemDependHasT1	-0.313	0.105	0.003
ZDemNSSEAgeX	0.006	0.015	0.671
HSRaceWhiteVsOtherT1	0.117	0.037	0.002
ZHSACTAbilityT1X	-0.013	0.017	0.448
ZHSInvolvementScaleMean	0.039	0.016	0.015
AspEdGoalMoreThan4yrDegT1	0.029	0.040	0.474
AspEdGoalNoResponseT1	-0.266	0.146	0.069
AspCollegeChoiceFirstT1	0.078	0.034	0.023
ZAcademicMotivationScaleMeanT1	0.018	0.017	0.286

**Model 2 - Background Plus Institutional Type, R<sup>2</sup>=.304**

	<b>B</b>	<b>Std. Error</b>	<b>Sig.</b>
(Constant)	-0.183	0.065	0.005
ZSRLSR2CommonPurposeScale MeanT1	0.536	0.018	0.000
DemMaleT1	-0.143	0.032	0.000
DemAmIndianT1	0.388	0.235	0.099
DemAsianPIT1	-0.154	0.066	0.020
DemBlackT1	-0.012	0.087	0.894
DemHispanicT1	-0.014	0.076	0.849
DemNonresAlienT1	-0.159	0.402	0.692
DemRaceUnknownT1	-0.408	0.133	0.002
ZDemParentEdAvgT1	0.012	0.018	0.507
DemDependHasT1	-0.334	0.105	0.002
ZDemNSSEAgeX	0.002	0.015	0.912
HSRaceWhiteVsOtherT1	0.110	0.039	0.005
ZHSACTAbilityT1X	-0.003	0.019	0.891
ZHSInvolvementScaleMean	0.043	0.016	0.008
AspEdGoalMoreThan4yrDegT1	0.047	0.042	0.264
AspEdGoalNoResponseT1	-0.244	0.146	0.095
AspCollegeChoiceFirstT1	0.082	0.035	0.019
ZAcademicMotivationScaleMeanT1	0.020	0.017	0.241
InstTypeRegional	0.091	0.047	0.050
InstTypeResearch	0.102	0.042	0.014
InstTypeCC	0.176	0.064	0.006

**Model 3 - Background Plus Inst Type Plus College Experiences & Good Practices, R<sup>2</sup>=.369**

	<b>B</b>	<b>Std. Error</b>	<b>Sig.</b>
(Constant)	-0.226	0.160	0.157
ZSRLSR2CommonPurposeScale MeanT1	0.467	0.017	0.000
DemMaleT1	-0.171	0.031	0.000
DemAmIndianT1	0.249	0.227	0.273
DemAsianPIT1	-0.031	0.065	0.634
DemBlackT1	0.030	0.084	0.724
DemHispanicT1	0.003	0.073	0.965
DemNonresAlienT1	-0.213	0.385	0.580
DemRaceUnknownT1	-0.233	0.129	0.070
ZDemParentEdAvgT1	0.010	0.017	0.548
DemDependHasT1	-0.290	0.101	0.004
ZDemNSSEAgeX	0.004	0.014	0.771
HSRaceWhiteVsOtherT1	0.106	0.038	0.005
ZHSACTAbilityT1X	-0.013	0.019	0.487
ZHSInvolvementScaleMean	0.008	0.017	0.653
AspEdGoalMoreThan4yrDegT1	0.036	0.040	0.378
AspEdGoalNoResponseT1	-0.277	0.139	0.047
AspCollegeChoiceFirstT1	0.078	0.034	0.020
ZAcademicMotivationScaleMeanT1	-0.019	0.017	0.278
InstTypeRegional	0.173	0.048	0.000
InstTypeResearch	0.243	0.043	0.000
InstTypeCC	0.236	0.077	0.002
NSSELiveOnCampusT2	0.103	0.053	0.051
NSSEFTenrimentT2	-0.131	0.138	0.345
ZNSSEworkof01T2	0.059	0.013	0.000
ZNSSEworkon01T2	0.028	0.016	0.080
NSSEfratsoroT2	0.217	0.045	0.000
NSSEathleteT2	0.110	0.054	0.043
ZMegaGP_ChallengeT2	0.121	0.022	0.000
ZMegaGP_DiversExplInteractT2	0.040	0.021	0.051
ZMegaGP_FreqInteractFacStAffT2	-0.009	0.020	0.668
ZMegaGP_GoodTchInteractT2	0.132	0.019	0.000
ZMegaGP_InteractPeersT2	0.060	0.018	0.001
ZGP_CoopLearningT2	-0.001	0.018	0.935

**Socially Responsible Leadership Scale - Congruence Score**

a. Dependent Variable: ZSRLSR2CongruenceScaleMeanT2

N = 2925

**Model 1 - Background Characteristics, R<sup>2</sup>=.296**

	<b>B</b>	<b>Std. Error</b>	<b>Sig.</b>
(Constant)	-0.053	0.057	0.347
ZSRLSR2CongruenceScaleMeanT1	0.507	0.017	0.000
DemMaleT1	-0.152	0.032	0.000
DemAmIndianT1	0.203	0.234	0.385
DemAsianPIT1	-0.233	0.065	0.000
DemBlackT1	-0.183	0.085	0.032
DemHispanicT1	-0.047	0.075	0.532
DemNonresAlienT1	0.012	0.399	0.977
DemRaceUnknownT1	-0.016	0.132	0.905
ZDemParentEdAvgT1	-0.016	0.018	0.361
DemDependHasT1	-0.259	0.104	0.013
ZDemNSSEAgeX	0.021	0.015	0.146
HSRaceWhiteVsOtherT1	0.033	0.037	0.371
ZHSACTAbilityT1X	0.012	0.017	0.493
ZHSInvolvementScaleMean	0.012	0.016	0.440
AspEdGoalMoreThan4yrDegT1	0.095	0.040	0.017
AspEdGoalNoResponseT1	-0.037	0.145	0.799
AspCollegeChoiceFirstT1	0.055	0.034	0.107
ZAcademicMotivationScaleMeanT1	0.031	0.017	0.072

**Model 2 - Background Plus Institutional Type, R<sup>2</sup>=.297**

	<b>B</b>	<b>Std. Error</b>	<b>Sig.</b>
(Constant)	-0.130	0.064	0.042
ZSRLSR2CongruenceScaleMeanT1	0.505	0.017	0.000
DemMaleT1	-0.151	0.032	0.000
DemAmIndianT1	0.194	0.234	0.407
DemAsianPIT1	-0.229	0.066	0.001
DemBlackT1	-0.152	0.086	0.079
DemHispanicT1	-0.030	0.075	0.690
DemNonresAlienT1	0.049	0.399	0.901
DemRaceUnknownT1	-0.008	0.133	0.952
ZDemParentEdAvgT1	-0.010	0.018	0.592
DemDependHasT1	-0.272	0.105	0.009
ZDemNSSEAgeX	0.017	0.015	0.251
HSRaceWhiteVsOtherT1	0.037	0.039	0.344
ZHSACTAbilityT1X	0.028	0.018	0.125
ZHSInvolvementScaleMean	0.018	0.016	0.267
AspEdGoalMoreThan4yrDegT1	0.117	0.041	0.005
AspEdGoalNoResponseT1	-0.024	0.145	0.869
AspCollegeChoiceFirstT1	0.066	0.035	0.059
ZAcademicMotivationScaleMeanT1	0.032	0.017	0.066
<b>InstTypeRegional</b>	<b>0.091</b>	<b>0.046</b>	<b>0.049</b>
InstTypeResearch	0.033	0.041	0.424
<b>InstTypeCC</b>	<b>0.156</b>	<b>0.064</b>	<b>0.015</b>

**Model 3 - Background Plus Inst Type Plus College Experiences & Good Practices, R<sup>2</sup>=.347**

	<b>B</b>	<b>Std. Error</b>	<b>Sig.</b>
(Constant)	-0.037	0.161	0.818
ZSRLSR2CongruenceScaleMeanT1	0.462	0.017	0.000
DemMaleT1	-0.174	0.032	0.000
DemAmIndianT1	0.120	0.228	0.599
DemAsianPIT1	-0.159	0.065	0.015
DemBlackT1	-0.114	0.085	0.177
DemHispanicT1	-0.024	0.073	0.739
DemNonresAlienT1	0.010	0.387	0.979
DemRaceUnknownT1	0.080	0.130	0.535
ZDemParentEdAvgT1	-0.010	0.017	0.560
DemDependHasT1	-0.270	0.102	0.008
ZDemNSSEAgeX	0.019	0.015	0.198
HSRaceWhiteVsOtherT1	0.043	0.038	0.252
ZHSACTAbilityT1X	0.022	0.019	0.242
ZHSInvolvementScaleMean	-0.009	0.017	0.612
AspEdGoalMoreThan4yrDegT1	0.104	0.040	0.010
AspEdGoalNoResponseT1	-0.039	0.140	0.779
AspCollegeChoiceFirstT1	0.082	0.034	0.016
ZAcademicMotivationScaleMeanT1	-0.015	0.017	0.404
<b>InstTypeRegional</b>	<b>0.145</b>	<b>0.048</b>	<b>0.003</b>
<b>InstTypeResearch</b>	<b>0.140</b>	<b>0.043</b>	<b>0.001</b>
InstTypeCC	0.125	0.078	0.110
NSSELiveOnCampusT2	-0.034	0.053	0.518
NSSEFTenrmentT2	-0.136	0.139	0.329
ZNSSEworkof01T2	0.031	0.013	0.022
ZNSSEworkon01T2	-0.015	0.016	0.360
NSSEfratsoroT2	0.157	0.045	0.001
NSSEathleteT2	0.091	0.055	0.096
<b>ZMegaGP_ChallengeT2</b>	<b>0.134</b>	<b>0.022</b>	<b>0.000</b>
<b>ZMegaGP_DiversExplInteractT2</b>	<b>0.050</b>	<b>0.021</b>	<b>0.017</b>
ZMegaGP_FreqInteractFacStAffT2	-0.005	0.020	0.790
<b>ZMegaGP_GoodTchInteractT2</b>	<b>0.111</b>	<b>0.019</b>	<b>0.000</b>
ZMegaGP_InteractPeersT2	0.014	0.018	0.430
ZGP_CoopLearningT2	-0.020	0.019	0.292

**Socially Responsible Leadership Scale - Consciousness of Self Score**

a. Dependent Variable: ZSRLSR2ConsciousnessofSelfScaleMeanT2

N = 2932

**Model 1 - Background Characteristics, R<sup>2</sup>=.378**

	B	Std. Error	Sig.
(Constant)	-0.102	0.053	0.056
ZSRLSR2Consciousnessofself ScaleMeanT1	0.590	0.016	0.000
DemMaleT1	-0.018	0.030	0.549
DemAmIndianT1	0.463	0.220	0.036
DemAsianPIT1	-0.265	0.061	0.000
DemBlackT1	-0.046	0.080	0.563
DemHispanicT1	0.019	0.070	0.784
DemNonresAlienT1	-0.208	0.376	0.580
DemRaceUnknownT1	0.119	0.125	0.339
ZDemParentEdAvgT1	-0.007	0.017	0.674
DemDependHasT1	-0.007	0.098	0.943
ZDemNSSEAgeX	-0.043	0.014	0.002
HSRaceWhiteVsOtherT1	0.123	0.035	0.000
ZHSACTAbilityT1X	-0.015	0.016	0.352
ZHSInvolvementScaleMean	-0.004	0.015	0.814
AspEdGoalMoreThan4yrDegT1	0.064	0.037	0.085
AspEdGoalNoResponseT1	-0.156	0.136	0.253
AspCollegeChoiceFirstT1	0.002	0.032	0.946
ZAcademicMotivationScaleMeanT1	0.015	0.016	0.336

**Model 2 - Background Plus Institutional Type, R<sup>2</sup>=.383**

	B	Std. Error	Sig.
(Constant)	-0.109	0.060	0.071
ZSRLSR2Consciousnessofself ScaleMeanT1	0.591	0.016	0.000
DemMaleT1	-0.026	0.030	0.396
DemAmIndianT1	0.472	0.219	0.032
DemAsianPIT1	-0.249	0.062	0.000
DemBlackT1	-0.068	0.081	0.401
DemHispanicT1	0.021	0.071	0.767
DemNonresAlienT1	-0.187	0.375	0.617
DemRaceUnknownT1	0.151	0.125	0.225
ZDemParentEdAvgT1	-0.010	0.017	0.556
DemDependHasT1	-0.025	0.098	0.797
ZDemNSSEAgeX	-0.046	0.014	0.001
HSRaceWhiteVsOtherT1	0.086	0.036	0.018
ZHSACTAbilityT1X	-0.028	0.017	0.105
ZHSInvolvementScaleMean	-0.004	0.015	0.782
AspEdGoalMoreThan4yrDegT1	0.064	0.039	0.102
AspEdGoalNoResponseT1	-0.134	0.136	0.324
AspCollegeChoiceFirstT1	-0.009	0.033	0.786
ZAcademicMotivationScaleMeanT1	0.014	0.016	0.374
InstTypeRegional	-0.058	0.044	0.184
<b>InstTypeResearch</b>	<b>0.128</b>	<b>0.039</b>	<b>0.001</b>
InstTypeCC	0.059	0.060	0.330

**Model 3 - Background Plus Inst Type Plus College Experiences & Good Practices, R<sup>2</sup>=.442**

	B	Std. Error	Sig.
(Constant)	-0.539	0.149	0.000
ZSRLSR2Consciousnessofself ScaleMeanT1	0.546	0.015	0.000
DemMaleT1	-0.043	0.029	0.142
DemAmIndianT1	0.425	0.211	0.044
DemAsianPIT1	-0.109	0.061	0.071
DemBlackT1	-0.007	0.078	0.927
DemHispanicT1	0.060	0.068	0.380
DemNonresAlienT1	-0.105	0.359	0.771
DemRaceUnknownT1	0.298	0.120	0.013
ZDemParentEdAvgT1	-0.009	0.016	0.563
DemDependHasT1	0.059	0.094	0.531
ZDemNSSEAgeX	-0.036	0.013	0.007
HSRaceWhiteVsOtherT1	0.059	0.035	0.090
ZHSACTAbilityT1X	-0.033	0.017	0.056
ZHSInvolvementScaleMean	-0.021	0.016	0.190
AspEdGoalMoreThan4yrDegT1	0.058	0.038	0.121
AspEdGoalNoResponseT1	-0.152	0.130	0.244
AspCollegeChoiceFirstT1	0.004	0.031	0.904
ZAcademicMotivationScaleMeanT1	-0.022	0.016	0.162
InstTypeRegional	-0.046	0.045	0.305
<b>InstTypeResearch</b>	<b>0.205</b>	<b>0.040</b>	<b>0.000</b>
InstTypeCC	0.068	0.072	0.346
NSSELiveOnCampusT2	0.107	0.049	0.030
NSSEFTenrimentT2	0.290	0.129	0.024
ZNSSEworkof01T2	0.066	0.012	0.000
ZNSSEworkon01T2	-0.007	0.015	0.626
NSSEfratsoroT2	0.223	0.042	0.000
NSSEathleteT2	0.014	0.050	0.776
<b>ZMegaGP_ChallengeT2</b>	<b>0.137</b>	<b>0.021</b>	<b>0.000</b>
ZMegaGP_DiversExplInteractT2	0.014	0.019	0.477
ZMegaGP_FreqInteractFacStAffT2	-0.006	0.019	0.745
<b>ZMegaGP_GoodTchInteractT2</b>	<b>0.093</b>	<b>0.017</b>	<b>0.000</b>
<b>ZMegaGP_InteractPeersT2</b>	<b>0.094</b>	<b>0.017</b>	<b>0.000</b>
ZGP_CoopLearningT2	-0.059	0.017	0.001

**Socially Responsible Leadership Scale - Controversy with Civility Score**

a. Dependent Variable: ZSRLSR2ControversyWithCivilityScaleMeanT2

N = 2932

**Model 1 - Background Characteristics, R<sup>2</sup>=.309**

	B	Std. Error	Sig.
(Constant)	-0.072	0.056	0.195
ZSRLSR2ControversyWithCivilityScaleMeanT1	0.535	0.017	0.000
DemMaleT1	-0.055	0.032	0.086
DemAmIndianT1	0.002	0.233	0.992
DemAsianPIT1	-0.110	0.064	0.088
DemBlackT1	0.011	0.085	0.895
DemHispanicT1	0.129	0.074	0.082
DemNonresAlienT1	0.119	0.396	0.763
DemRaceUnknownT1	-0.017	0.131	0.897
ZDemParentEdAvgT1	-0.007	0.017	0.689
DemDependHasT1	-0.222	0.104	0.033
ZDemNSSEAgeX	0.010	0.014	0.499
HSRaceWhiteVsOtherT1	0.060	0.037	0.107
ZHSACTAbilityT1X	0.049	0.017	0.004
ZHSInvolvementScaleMean	-0.067	0.015	0.000
AspEdGoalMoreThan4yrDegT1	0.069	0.039	0.079
AspEdGoalNoResponseT1	-0.167	0.144	0.244
AspCollegeChoiceFirstT1	0.044	0.034	0.197
ZAcademicMotivationScaleMeanT1	0.073	0.017	0.000

**Model 2 - Background Plus Institutional Type, R<sup>2</sup>=.311**

	B	Std. Error	Sig.
(Constant)	-0.118	0.063	0.064
ZSRLSR2ControversyWithCivilityScaleMeanT1	0.537	0.017	0.000
DemMaleT1	-0.057	0.032	0.076
DemAmIndianT1	0.005	0.233	0.984
DemAsianPIT1	-0.086	0.065	0.187
DemBlackT1	0.029	0.086	0.739
DemHispanicT1	0.149	0.075	0.046
DemNonresAlienT1	0.142	0.396	0.719
DemRaceUnknownT1	0.010	0.132	0.942
ZDemParentEdAvgT1	-0.003	0.018	0.864
DemDependHasT1	-0.242	0.104	0.020
ZDemNSSEAgeX	0.004	0.015	0.809
HSRaceWhiteVsOtherT1	0.035	0.038	0.361
ZHSACTAbilityT1X	0.056	0.018	0.002
ZHSInvolvementScaleMean	-0.060	0.016	0.000
AspEdGoalMoreThan4yrDegT1	0.092	0.041	0.024
AspEdGoalNoResponseT1	-0.148	0.144	0.303
AspCollegeChoiceFirstT1	0.050	0.034	0.149
ZAcademicMotivationScaleMeanT1	0.070	0.017	0.000
InstTypeRegional	-0.003	0.046	0.951
InstTypeResearch	0.061	0.041	0.137
InstTypeCC	0.157	0.063	0.013

**Model 3 - Background Plus Inst Type Plus College Experiences & Good Practices, R<sup>2</sup>=.396**

	B	Std. Error	Sig.
(Constant)	-0.340	0.155	0.028
ZSRLSR2ControversyWithCivilityScaleMeanT1	0.480	0.016	0.000
DemMaleT1	-0.086	0.030	0.005
DemAmIndianT1	-0.279	0.221	0.208
DemAsianPIT1	-0.028	0.063	0.651
DemBlackT1	0.039	0.081	0.631
DemHispanicT1	0.127	0.071	0.071
DemNonresAlienT1	-0.022	0.373	0.954
DemRaceUnknownT1	0.117	0.125	0.349
ZDemParentEdAvgT1	0.002	0.017	0.899
DemDependHasT1	-0.211	0.098	0.031
ZDemNSSEAgeX	0.013	0.014	0.362
HSRaceWhiteVsOtherT1	0.046	0.036	0.204
ZHSACTAbilityT1X	0.036	0.018	0.048
ZHSInvolvementScaleMean	-0.100	0.016	0.000
AspEdGoalMoreThan4yrDegT1	0.072	0.039	0.064
AspEdGoalNoResponseT1	-0.178	0.135	0.189
AspCollegeChoiceFirstT1	0.057	0.033	0.082
ZAcademicMotivationScaleMeanT1	0.014	0.017	0.394
InstTypeRegional	0.034	0.046	0.460
InstTypeResearch	0.152	0.042	0.000
InstTypeCC	0.143	0.075	0.057
NSSELiveOnCampusT2	-0.006	0.051	0.904
NSSEFTenrimentT2	0.193	0.134	0.150
ZNSSEworkof01T2	0.047	0.013	0.000
ZNSSEworkon01T2	-0.007	0.015	0.645
NSSEfratsoroT2	0.223	0.043	0.000
NSSEathleteT2	-0.044	0.052	0.399
ZMegaGP_ChallengeT2	0.103	0.021	0.000
ZMegaGP_DiversExplInteractT2	0.145	0.020	0.000
ZMegaGP_FreqInteractFacStAffT2	-0.014	0.020	0.471
ZMegaGP_GoodTchInteractT2	0.132	0.018	0.000
ZMegaGP_InteractPeersT2	0.034	0.018	0.051
ZGP_CoopLearningT2	0.012	0.018	0.515

**Academic Motivation Score**

Dependent Variable: AcadMotivationT2

<b>Model 1: Student Background Characteristics</b>				<b>Model 2: Model 1 + Institutional Type</b>				<b>Model 3: Model 2 + Other College Experiences and Mega Good Practices</b>			
	Unstandardized Coefficients				Unstandardized Coefficients				Unstandardized Coefficients		
	B	Std. Error	Sig.		B	Std. Error	Sig.		B	Std. Error	Sig.
(Constant)	0.051	0.056	0.363	(Constant)	0.064	0.064	0.316	(Constant)	-0.394	0.146	0.007
ZAcademicMotivationScaleMeanT1	0.538	0.017	0.000	ZAcademicMotivationScaleMeanT1	0.528	0.017	0.000	ZAcademicMotivationScaleMeanT1	0.418	0.015	0.000
DemMaleT1	-0.081	0.032	0.012	DemMaleT1	-0.070	0.032	0.030	DemMaleT1	-0.106	0.029	0.000
DemAmIndianT1	0.635	0.235	0.007	DemAmIndianT1	0.630	0.233	0.007	DemAmIndianT1	0.616	0.208	0.003
DemAsianPIT1	-0.030	0.065	0.646	DemAsianPIT1	0.019	0.065	0.773	DemAsianPIT1	0.156	0.059	0.008
DemBlackT1	-0.138	0.085	0.104	DemBlackT1	-0.069	0.086	0.420	DemBlackT1	0.000	0.077	0.996
DemHispanicT1	0.003	0.075	0.969	DemHispanicT1	0.048	0.075	0.520	DemHispanicT1	0.072	0.067	0.281
DemNonresAlienT1	0.854	0.401	0.033	DemNonresAlienT1	0.796	0.399	0.046	DemNonresAlienT1	0.690	0.353	0.051
DemRaceUnknownT1	-0.235	0.133	0.077	DemRaceUnknownT1	-0.230	0.133	0.083	DemRaceUnknownT1	-0.024	0.118	0.842
ZDemParentEdAvgT1	-0.025	0.018	0.165	ZDemParentEdAvgT1	-0.014	0.018	0.447	ZDemParentEdAvgT1	-0.022	0.016	0.173
DemDependHasT1	-0.017	0.105	0.871	DemDependHasT1	-0.019	0.105	0.853	DemDependHasT1	-0.043	0.093	0.642
ZDemNSSEAgeX	0.038	0.015	0.008	ZDemNSSEAgeX	0.029	0.015	0.049	ZDemNSSEAgeX	0.040	0.013	0.002
HSRaceWhiteVsOtherT1	0.033	0.037	0.370	HSRaceWhiteVsOtherT1	0.023	0.038	0.550	HSRaceWhiteVsOtherT1	0.019	0.034	0.578
ZHSACTAbilityT1X	-0.019	0.017	0.251	ZHSACTAbilityT1X	0.015	0.018	0.409	ZHSACTAbilityT1X	0.013	0.017	0.462
ZHSInvolvementScaleMean	-0.082	0.016	0.000	ZHSInvolvementScaleMean	-0.063	0.016	0.000	ZHSInvolvementScaleMean	-0.112	0.015	0.000
AspEdGoalMoreThan4yrDegT1	0.035	0.040	0.380	AspEdGoalMoreThan4yrDegT1	0.088	0.041	0.033	AspEdGoalMoreThan4yrDegT1	0.100	0.037	0.007
AspEdGoalNoResponseT1	0.008	0.145	0.956	AspEdGoalNoResponseT1	-0.002	0.144	0.987	AspEdGoalNoResponseT1	0.024	0.128	0.853
AspCollegeChoiceFirstT1	-0.127	0.034	0.000	AspCollegeChoiceFirstT1	-0.092	0.034	0.008	AspCollegeChoiceFirstT1	-0.080	0.031	0.009
				InstTypeRegional	-0.070	0.046	0.130	InstTypeRegional	0.055	0.044	0.211
				InstTypeResearch	-0.199	0.041	0.000	InstTypeResearch	-0.010	0.039	0.791
				InstTypeCC	0.154	0.064	0.016	InstTypeCC	0.276	0.071	0.000
								NSSELiveOnCampusT2	0.124	0.048	0.010
								NSSEFTEnrimentT2	0.220	0.127	0.083
								ZNSSEworkof01T2	0.005	0.012	0.685
								ZNSSEworkon01T2	-0.007	0.015	0.610
								NSSEfratsoroT2	0.196	0.041	0.000
								NSSEathleteT2	0.094	0.049	0.056
								ZMegaGP_ChallengeT2	0.218	0.020	0.000
								ZMegaGP_DiversExplInteractT2	-0.066	0.019	0.001
								ZMegaGP_FreqInteractFacStAffT2	0.148	0.019	0.000
								ZMegaGP_GoodTchInteractT2	0.253	0.017	0.000
								ZMegaGP_InteractPeersT2	-0.106	0.017	0.000
								ZGP_CoopLearningT2	-0.027	0.017	0.113
$R^2$	0.299				.308**				.465**		

\*  $p < .05$ ; \*\*  $p < .01$



### Openness to Diversity and Challenge Score

Dependent Variable: DivOScaleMeanT2

Model 1: Student Background Characteristics				Model 2: Model 1 + Institutional Type				Model 3: Model 2 + Other College Experiences and Mega Good Practices			
	Unstandardized Coefficients				Unstandardized Coefficients				Unstandardized Coefficients		
	B	Std. Error	Sig.		B	Std. Error	Sig.		B	Std. Error	Sig.
(Constant)	-0.018	0.052	0.732	(Constant)	0.004	0.060	0.942	(Constant)	-0.116	0.142	0.413
ZDivOScaleMeanT1	0.609	0.015	0.000	ZDivOScaleMeanT1	0.606	0.015	0.000	ZDivOScaleMeanT1	0.503	0.015	0.000
DemMaleT1	-0.033	0.030	0.271	DemMaleT1	-0.029	0.030	0.342	DemMaleT1	-0.063	0.028	0.025
DemAmIndianT1	0.329	0.218	0.132	DemAmIndianT1	0.325	0.218	0.137	DemAmIndianT1	-0.113	0.202	0.575
DemAsianPIT1	0.059	0.060	0.321	DemAsianPIT1	0.078	0.061	0.200	DemAsianPIT1	0.101	0.057	0.079
DemBlackT1	0.067	0.079	0.395	DemBlackT1	0.091	0.080	0.253	DemBlackT1	0.067	0.074	0.368
DemHispanicT1	0.121	0.070	0.082	DemHispanicT1	0.137	0.070	0.050	DemHispanicT1	0.091	0.065	0.162
DemNonresAlienT1	0.283	0.372	0.447	DemNonresAlienT1	0.249	0.372	0.503	DemNonresAlienT1	-0.003	0.343	0.994
DemRaceUnknownT1	0.031	0.124	0.800	DemRaceUnknownT1	0.031	0.124	0.802	DemRaceUnknownT1	0.098	0.115	0.392
ZDemParentEdAvgT1	0.003	0.016	0.876	ZDemParentEdAvgT1	0.006	0.017	0.715	ZDemParentEdAvgT1	0.013	0.015	0.407
DemDependHasT1	0.039	0.097	0.689	DemDependHasT1	0.041	0.098	0.674	DemDependHasT1	0.000	0.090	0.996
ZDemNSSEAgeX	0.006	0.014	0.656	ZDemNSSEAgeX	0.003	0.014	0.823	ZDemNSSEAgeX	0.016	0.013	0.224
HSRaceWhiteVsOtherT1	0.011	0.035	0.756	HSRaceWhiteVsOtherT1	0.008	0.036	0.833	HSRaceWhiteVsOtherT1	0.036	0.033	0.282
ZHSACTAbilityT1X	0.006	0.016	0.699	ZHSACTAbilityT1X	0.018	0.017	0.289	ZHSACTAbilityT1X	-0.004	0.017	0.788
ZHSInvolvementScaleMean	-0.038	0.014	0.009	ZHSInvolvementScaleMean	-0.031	0.015	0.036	ZHSInvolvementScaleMean	-0.082	0.015	0.000
AspEdGoalMoreThan4yrDegT1	0.080	0.037	0.031	AspEdGoalMoreThan4yrDegT1	0.098	0.038	0.011	AspEdGoalMoreThan4yrDegT1	0.078	0.036	0.030
AspEdGoalNoResponseT1	-0.057	0.135	0.671	AspEdGoalNoResponseT1	-0.065	0.135	0.627	AspEdGoalNoResponseT1	-0.122	0.124	0.324
AspCollegeChoiceFirstT1	-0.091	0.032	0.004	AspCollegeChoiceFirstT1	-0.078	0.032	0.015	AspCollegeChoiceFirstT1	-0.083	0.030	0.006
ZAcademicMotivationScaleMeanT1	0.011	0.016	0.480	ZAcademicMotivationScaleMeanT1	0.008	0.016	0.613	ZAcademicMotivationScaleMeanT1	-0.042	0.015	0.006
				InstTypeRegional	-0.045	0.043	0.296	InstTypeRegional	-0.033	0.042	0.430
				<b>InstTypeResearch</b>	<b>-0.098</b>	<b>0.039</b>	<b>0.011</b>	InstTypeResearch	-0.028	0.038	0.462
				InstTypeCC	0.029	0.060	0.632	InstTypeCC	-0.056	0.069	0.416
								NSSELiveOnCampusT2	-0.087	0.047	0.064
								NSSEFTenrImntT2	0.200	0.123	0.105
								ZNSSEworkof01T2	0.048	0.012	0.000
								ZNSSEworkon01T2	-0.020	0.014	0.156
								NSSEfratsoroT2	0.112	0.040	0.005
								NSSEathleteT2	-0.089	0.048	0.062
								<b>ZMegaGP_ChallengeT2</b>	<b>0.141</b>	<b>0.020</b>	<b>0.000</b>
								<b>ZMegaGP_DiversExpInteractT2</b>	<b>0.217</b>	<b>0.019</b>	<b>0.000</b>
								ZMegaGP_FreqInteractFacStAffT2	-0.020	0.018	0.274
								<b>ZMegaGP_GoodTchInteractT2</b>	<b>0.087</b>	<b>0.016</b>	<b>0.000</b>
								ZMegaGP_InteractPeersT2	0.025	0.016	0.120
								ZGP_CoopLearningT2	0.000	0.016	0.995
$R^2$	0.408				.409**				.505**		

\*  $p < .05$ ; \*\*  $p < .01$

## Positive Attitude toward Literacy Score

Dependent Variable: LitScaleMeanT2

Model 1: Student Background Characteristics				Model 2: Model 1 + Institutional Type				Model 3: Model 2 + Other College Experiences and Mega Good Practices			
	Unstandardized Coefficients				Unstandardized Coefficients				Unstandardized Coefficients		
	B	Std. Error	Sig.		B	Std. Error	Sig.		B	Std. Error	Sig.
(Constant)	0.036	0.046	0.441	(Constant)	0.096	0.053	0.068	(Constant)	0.337	0.133	0.011
ZLitScaleMeanT1	0.710	0.014	0.000	ZLitScaleMeanT1	0.704	0.014	0.000	ZLitScaleMeanT1	0.670	0.014	0.000
DemMaleT1	-0.052	0.027	0.051	DemMaleT1	-0.049	0.027	0.067	DemMaleT1	-0.068	0.026	0.009
DemAmIndianT1	0.050	0.193	0.794	DemAmIndianT1	0.061	0.193	0.752	DemAmIndianT1	-0.030	0.189	0.875
DemAsianPIT1	-0.068	0.053	0.202	DemAsianPIT1	-0.051	0.054	0.344	DemAsianPIT1	-0.075	0.054	0.162
DemBlackT1	0.015	0.070	0.835	DemBlackT1	0.023	0.071	0.741	DemBlackT1	0.002	0.069	0.982
DemHispanicT1	0.124	0.061	0.043	DemHispanicT1	0.132	0.062	0.033	DemHispanicT1	0.090	0.061	0.136
DemNonresAlienT1	0.290	0.329	0.377	DemNonresAlienT1	0.239	0.329	0.467	DemNonresAlienT1	0.034	0.320	0.915
DemRaceUnknownT1	-0.062	0.109	0.574	DemRaceUnknownT1	-0.064	0.109	0.559	DemRaceUnknownT1	-0.026	0.107	0.808
ZDemParentEdAvgT1	0.017	0.015	0.249	ZDemParentEdAvgT1	0.017	0.015	0.243	ZDemParentEdAvgT1	0.018	0.014	0.219
DemDependHasT1	-0.091	0.086	0.289	DemDependHasT1	-0.084	0.086	0.328	DemDependHasT1	-0.140	0.084	0.097
ZDemNSSEAgeX	0.027	0.012	0.023	ZDemNSSEAgeX	0.026	0.012	0.030	ZDemNSSEAgeX	0.029	0.012	0.015
HSRaceWhiteVsOtherT1	-0.123	0.031	0.000	HSRaceWhiteVsOtherT1	-0.130	0.032	0.000	HSRaceWhiteVsOtherT1	-0.102	0.031	0.001
ZHSACTAbilityT1X	0.075	0.014	0.000	ZHSACTAbilityT1X	0.080	0.015	0.000	ZHSACTAbilityT1X	0.071	0.016	0.000
ZHSInvolvementScaleMean	-0.017	0.013	0.191	ZHSInvolvementScaleMean	-0.013	0.013	0.322	ZHSInvolvementScaleMean	-0.055	0.014	0.000
AspEdGoalMoreThan4yrDegT1	0.102	0.033	0.002	AspEdGoalMoreThan4yrDegT1	0.111	0.034	0.001	AspEdGoalMoreThan4yrDegT1	0.117	0.033	0.000
AspEdGoalNoResponseT1	0.015	0.119	0.900	AspEdGoalNoResponseT1	0.001	0.119	0.991	AspEdGoalNoResponseT1	-0.025	0.116	0.831
AspCollegeChoiceFirstT1	-0.019	0.028	0.501	AspCollegeChoiceFirstT1	-0.011	0.028	0.689	AspCollegeChoiceFirstT1	-0.014	0.028	0.614
ZAcademicMotivationScaleMeanT1	0.046	0.015	0.002	ZAcademicMotivationScaleMeanT1	0.043	0.015	0.003	ZAcademicMotivationScaleMeanT1	0.005	0.015	0.712
				InstTypeRegional	-0.093	0.038	0.014	InstTypeRegional	-0.020	0.040	0.609
				InstTypeResearch	-0.111	0.034	0.001	InstTypeResearch	-0.012	0.036	0.742
				InstTypeCC	-0.042	0.053	0.422	InstTypeCC	-0.099	0.064	0.123
								NSSELiveOnCampusT2	-0.139	0.044	0.001
								NSSEFTenrmentT2	-0.155	0.115	0.177
								ZNSSEworkof01T2	0.000	0.011	0.972
								ZNSSEworkon01T2	0.046	0.013	0.000
								NSSEfratsoroT2	-0.095	0.037	0.011
								NSSEathleteT2	0.011	0.045	0.809
								ZMegaGP_ChallengeT2	0.064	0.018	0.000
								ZMegaGP_DiversExplInteractT2	0.071	0.017	0.000
								ZMegaGP_FreqInteractFacStAffT2	0.020	0.017	0.237
								ZMegaGP_GoodTchInteractT2	0.081	0.015	0.000
								ZMegaGP_InteractPeersT2	0.010	0.015	0.506
								ZGP_CoopLearningT2	-0.001	0.015	0.939
$R^2$	0.566				0.567**				0.596**		

\*  $p < .05$ ; \*\*  $p < .01$

**Contribution to the Arts Score**

a. Dependent Variable: ZGLContributeArtsScaleMeanT2

N = 2944

**Model 1 - Background Characteristics, R<sup>2</sup>=.550**

	B	Std. Error	Sig.
(Constant)	0.053	0.044	0.230
ZGLContributeArtsScaleMeanT1	0.725	0.013	0.000
DemMaleT1	0.050	0.025	0.046
DemAmIndianT1	0.266	0.184	0.148
DemAsianPIT1	-0.014	0.050	0.777
DemBlackT1	-0.012	0.067	0.855
DemHispanicT1	0.096	0.059	0.101
DemNonresAlienT1	0.290	0.314	0.356
DemRaceUnknownT1	0.103	0.104	0.323
ZDemParentEdAvgT1	0.020	0.014	0.154
DemDependHasT1	0.051	0.082	0.531
ZDemNSSEAgeX	0.001	0.011	0.958
HSRaceWhiteVsOtherT1	-0.111	0.029	0.000
ZHSACTAbilityT1X	0.056	0.013	0.000
ZHSInvolvementScaleMean	0.051	0.012	0.000
AspEdGoalMoreThan4yrDegT1	0.026	0.031	0.398
AspEdGoalNoResponseT1	0.018	0.114	0.875
AspCollegeChoiceFirstT1	-0.023	0.027	0.391
ZAcademicMotivationScaleMeanT1	0.035	0.013	0.007

**Model 2 - Background Plus Institutional Type, R<sup>2</sup>=.553**

	B	Std. Error	Sig.
(Constant)	0.104	0.050	0.037
ZGLContributeArtsScaleMeanT1	0.719	0.013	0.000
DemMaleT1	0.056	0.025	0.027
DemAmIndianT1	0.266	0.183	0.147
DemAsianPIT1	-0.020	0.051	0.696
DemBlackT1	-0.006	0.067	0.928
DemHispanicT1	0.092	0.059	0.120
DemNonresAlienT1	0.248	0.313	0.428
DemRaceUnknownT1	0.080	0.104	0.440
ZDemParentEdAvgT1	0.020	0.014	0.160
DemDependHasT1	0.069	0.082	0.401
ZDemNSSEAgeX	0.003	0.012	0.767
HSRaceWhiteVsOtherT1	-0.092	0.030	0.002
ZHSACTAbilityT1X	0.060	0.014	0.000
ZHSInvolvementScaleMean	0.051	0.012	0.000
AspEdGoalMoreThan4yrDegT1	0.021	0.032	0.506
AspEdGoalNoResponseT1	-0.003	0.113	0.978
AspCollegeChoiceFirstT1	-0.018	0.027	0.511
ZAcademicMotivationScaleMeanT1	0.035	0.013	0.008
InstTypeRegional	-0.025	0.036	0.489
InstTypeResearch	-0.127	0.033	0.000
InstTypeCC	-0.103	0.050	0.041

**Model 3 - Background Plus Inst Type Plus College Experiences & Good Practices, R<sup>2</sup>=.570**

	B	Std. Error	Sig.
(Constant)	0.532	0.128	0.000
ZGLContributeArtsScaleMeanT1	0.698	0.013	0.000
DemMaleT1	0.046	0.025	0.066
DemAmIndianT1	0.154	0.182	0.397
DemAsianPIT1	-0.073	0.052	0.156
DemBlackT1	-0.025	0.067	0.714
DemHispanicT1	0.061	0.058	0.297
DemNonresAlienT1	0.068	0.309	0.827
DemRaceUnknownT1	0.051	0.103	0.622
ZDemParentEdAvgT1	0.020	0.014	0.155
DemDependHasT1	-0.014	0.081	0.859
ZDemNSSEAgeX	0.001	0.012	0.948
HSRaceWhiteVsOtherT1	-0.069	0.030	0.022
ZHSACTAbilityT1X	0.066	0.015	0.000
ZHSInvolvementScaleMean	0.026	0.013	0.056
AspEdGoalMoreThan4yrDegT1	0.002	0.032	0.946
AspEdGoalNoResponseT1	-0.033	0.112	0.764
AspCollegeChoiceFirstT1	-0.022	0.027	0.405
ZAcademicMotivationScaleMeanT1	0.017	0.014	0.205
InstTypeRegional	-0.048	0.038	0.215
InstTypeResearch	-0.152	0.035	0.000
InstTypeCC	-0.214	0.062	0.001
NSSELiveOnCampusT2	-0.174	0.042	0.000
NSSEFTenrimentT2	-0.213	0.111	0.055
ZNSSEworkof01T2	-0.018	0.011	0.099
ZNSSEworkon01T2	-0.001	0.013	0.916
NSSEfratsoroT2	-0.081	0.036	0.024
NSSEathleteT2	-0.143	0.043	0.001
ZMegaGP_ChallengeT2	-0.037	0.018	0.036
ZMegaGP_DiversExplInteractT2	0.066	0.017	0.000
ZMegaGP_FreqInteractFacStAffT2	0.081	0.016	0.000
ZMegaGP_GoodTchInteractT2	-0.012	0.015	0.411
ZMegaGP_InteractPeersT2	0.012	0.015	0.422
ZGP_CoopLearningT2	0.005	0.015	0.739

**Contribution to the Sciences Score**

a. Dependent Variable: ZGLContributeSciencesScaleMeanT2

N = 2916

**Model 1 - Background Characteristics, R<sup>2</sup>=.433**

	B	Std. Error	Sig.
(Constant)	0.005	0.050	0.920
ZGLContributeSciencesScaleMeanT1	0.621	0.015	0.000
DemMaleT1	0.021	0.028	0.451
DemAmIndianT1	0.382	0.205	0.062
DemAsianPIT1	0.065	0.057	0.256
DemBlackT1	-0.054	0.075	0.473
DemHispanicT1	0.008	0.066	0.907
DemNonresAlienT1	0.405	0.350	0.247
DemRaceUnknownT1	0.143	0.116	0.217
ZDemParentEdAvgT1	-0.014	0.015	0.379
DemDependHasT1	0.261	0.092	0.004
ZDemNSSEAgeX	0.001	0.013	0.914
HSRaceWhiteVsOtherT1	-0.048	0.033	0.138
ZHSACTAbilityT1X	0.036	0.015	0.017
ZHSInvolvementScaleMean	0.056	0.014	0.000
AspEdGoalMoreThan4yrDegT1	0.052	0.035	0.140
AspEdGoalNoResponseT1	0.121	0.127	0.341
AspCollegeChoiceFirstT1	-0.010	0.030	0.728
ZAcademicMotivationScaleMeanT1	0.086	0.015	0.000

**Model 2 - Background Plus Institutional Type, R<sup>2</sup>=.439**

	B	Std. Error	Sig.
(Constant)	-0.050	0.056	0.378
ZGLContributeSciencesScaleMeanT1	0.619	0.015	0.000
DemMaleT1	0.023	0.028	0.417
DemAmIndianT1	0.370	0.204	0.070
DemAsianPIT1	0.018	0.058	0.753
DemBlackT1	-0.054	0.076	0.473
DemHispanicT1	-0.011	0.066	0.862
DemNonresAlienT1	0.451	0.349	0.196
DemRaceUnknownT1	0.112	0.116	0.333
ZDemParentEdAvgT1	-0.013	0.016	0.387
DemDependHasT1	0.270	0.092	0.003
ZDemNSSEAgeX	0.008	0.013	0.553
HSRaceWhiteVsOtherT1	-0.002	0.034	0.941
ZHSACTAbilityT1X	0.039	0.016	0.017
ZHSInvolvementScaleMean	0.049	0.014	0.000
AspEdGoalMoreThan4yrDegT1	0.031	0.037	0.397
AspEdGoalNoResponseT1	0.113	0.127	0.374
AspCollegeChoiceFirstT1	-0.016	0.030	0.603
ZAcademicMotivationScaleMeanT1	0.095	0.015	0.000
<b>InstTypeRegional</b>	<b>0.175</b>	<b>0.041</b>	<b>0.000</b>
InstTypeResearch	0.025	0.036	0.496
InstTypeCC	-0.047	0.057	0.405

**Model 3 - Background Plus Inst Type Plus College Experiences & Good Practices, R<sup>2</sup>=.451**

	B	Std. Error	Sig.
(Constant)	0.057	0.144	0.692
ZGLContributeSciencesScaleMeanT1	0.614	0.015	0.000
DemMaleT1	0.017	0.028	0.548
DemAmIndianT1	0.239	0.204	0.241
DemAsianPIT1	-0.040	0.059	0.498
DemBlackT1	-0.082	0.076	0.282
DemHispanicT1	-0.036	0.066	0.584
DemNonresAlienT1	0.343	0.347	0.323
DemRaceUnknownT1	0.102	0.116	0.381
ZDemParentEdAvgT1	-0.014	0.016	0.359
DemDependHasT1	0.211	0.092	0.021
ZDemNSSEAgeX	0.008	0.013	0.525
HSRaceWhiteVsOtherT1	0.018	0.034	0.592
ZHSACTAbilityT1X	0.038	0.017	0.025
ZHSInvolvementScaleMean	0.019	0.015	0.212
AspEdGoalMoreThan4yrDegT1	0.023	0.037	0.533
AspEdGoalNoResponseT1	0.112	0.126	0.377
AspCollegeChoiceFirstT1	-0.029	0.030	0.343
ZAcademicMotivationScaleMeanT1	0.080	0.016	0.000
<b>InstTypeRegional</b>	<b>0.201</b>	<b>0.043</b>	<b>0.000</b>
InstTypeResearch	0.028	0.039	0.471
InstTypeCC	-0.017	0.070	0.809
NSSELiveOnCampusT2	-0.065	0.047	0.172
NSSEFTenrimentT2	-0.027	0.125	0.831
ZNSSEworkof01T2	-0.026	0.012	0.030
ZNSSEworkon01T2	0.001	0.014	0.926
NSSEfratsoroT2	-0.073	0.040	0.071
NSSEathleteT2	-0.042	0.049	0.393
ZMegaGP_ChallengeT2	-0.008	0.020	0.685
ZMegaGP_DiversExplInteractT2	0.020	0.019	0.288
<b>ZMegaGP_FreqInteractFacStAffT2</b>	<b>0.049</b>	<b>0.018</b>	<b>0.007</b>
ZMegaGP_GoodTchInteractT2	-0.021	0.017	0.208
ZMegaGP_InteractPeersT2	-0.030	0.016	0.065
<b>ZGP_CoopLearningT2</b>	<b>0.071</b>	<b>0.017</b>	<b>0.000</b>

**Political and Social Involvement Score**

a. Dependent Variable: ZGLPoliticalSocInvolvementScaleMeanT2

N = 2944

**Model 1 - Background Characteristics, R<sup>2</sup>=.498**

	B	Std. Error	Sig.
(Constant)	-0.071	0.048	0.140
ZGLPoliticalSocInvolvementScaleMeanT2	0.655	0.015	0.000
DemMaleT1	-0.136	0.028	0.000
DemAmIndianT1	0.177	0.202	0.382
DemAsianPIT1	0.073	0.056	0.188
DemBlackT1	0.122	0.074	0.098
DemHispanicT1	0.152	0.065	0.018
DemNonresAlienT1	0.510	0.345	0.139
DemRaceUnknownT1	0.107	0.114	0.348
ZDemParentEdAvgT1	0.026	0.015	0.082
DemDependHasT1	-0.276	0.090	0.002
ZDemNSSEAgeX	0.023	0.013	0.067
HSRaceWhiteVsOtherT1	-0.015	0.032	0.644
ZHSACTAbilityT1X	0.060	0.014	0.000
ZHSInvolvementScaleMean	0.084	0.014	0.000
AspEdGoalMoreThan4yrDegT1	0.108	0.034	0.002
AspEdGoalNoResponseT1	0.103	0.125	0.410
AspCollegeChoiceFirstT1	0.006	0.029	0.837
ZAcademicMotivationScaleMeanT1	-0.007	0.015	0.625

**Model 2 - Background Plus Institutional Type, R<sup>2</sup>=.500**

	B	Std. Error	Sig.
(Constant)	-0.042	0.055	0.443
ZGLPoliticalSocInvolvementScaleMeanT2	0.653	0.015	0.000
DemMaleT1	-0.133	0.028	0.000
DemAmIndianT1	0.174	0.202	0.389
DemAsianPIT1	0.057	0.056	0.315
DemBlackT1	0.118	0.074	0.113
DemHispanicT1	0.141	0.065	0.030
DemNonresAlienT1	0.490	0.345	0.156
DemRaceUnknownT1	0.085	0.114	0.460
ZDemParentEdAvgT1	0.025	0.015	0.104
DemDependHasT1	-0.261	0.090	0.004
ZDemNSSEAgeX	0.027	0.013	0.033
HSRaceWhiteVsOtherT1	0.007	0.033	0.831
ZHSACTAbilityT1X	0.059	0.016	0.000
ZHSInvolvementScaleMean	0.081	0.014	0.000
AspEdGoalMoreThan4yrDegT1	0.096	0.036	0.007
AspEdGoalNoResponseT1	0.087	0.125	0.489
AspCollegeChoiceFirstT1	0.006	0.030	0.841
ZAcademicMotivationScaleMeanT1	-0.005	0.015	0.721
InstTypeRegional	0.011	0.040	0.775
<b>InstTypeResearch</b>	<b>-0.070</b>	<b>0.036</b>	<b>0.049</b>
InstTypeCC	-0.103	0.055	0.063

**Model 3 - Background Plus Inst Type Plus College Experiences & Good Practices, R<sup>2</sup>=.565**

	B	Std. Error	Sig.
(Constant)	0.260	0.134	0.052
ZGLPoliticalSocInvolvementScaleMeanT2	0.576	0.015	0.000
DemMaleT1	-0.147	0.026	0.000
DemAmIndianT1	-0.188	0.191	0.324
DemAsianPIT1	-0.003	0.054	0.959
DemBlackT1	0.076	0.071	0.284
DemHispanicT1	0.057	0.061	0.352
DemNonresAlienT1	0.134	0.324	0.680
DemRaceUnknownT1	0.044	0.108	0.684
ZDemParentEdAvgT1	0.030	0.014	0.039
DemDependHasT1	-0.352	0.085	0.000
ZDemNSSEAgeX	0.034	0.012	0.005
HSRaceWhiteVsOtherT1	0.058	0.031	0.066
ZHSACTAbilityT1X	0.043	0.016	0.006
ZHSInvolvementScaleMean	0.042	0.014	0.003
AspEdGoalMoreThan4yrDegT1	0.085	0.034	0.012
AspEdGoalNoResponseT1	0.052	0.117	0.655
AspCollegeChoiceFirstT1	0.022	0.028	0.433
ZAcademicMotivationScaleMeanT1	-0.052	0.015	0.000
InstTypeRegional	0.058	0.040	0.147
InstTypeResearch	0.000	0.036	0.993
<b>InstTypeCC</b>	<b>-0.165</b>	<b>0.065</b>	<b>0.011</b>
NSSELiveOnCampusT2	-0.105	0.044	0.018
NSSEFTenrmentT2	-0.239	0.116	0.040
ZNSSEworkof01T2	0.028	0.011	0.011
ZNSSEworkon01T2	0.003	0.013	0.796
NSSEfratsoroT2	-0.039	0.038	0.296
NSSEathleteT2	-0.051	0.045	0.263
<b>ZMegaGP_ChallengeT2</b>	<b>0.094</b>	<b>0.019</b>	<b>0.000</b>
<b>ZMegaGP_DiversExplInteractT2</b>	<b>0.205</b>	<b>0.018</b>	<b>0.000</b>
ZMegaGP_FreqInteractFacStAffT2	0.016	0.017	0.339
<b>ZMegaGP_GoodTchInteractT2</b>	<b>0.036</b>	<b>0.016</b>	<b>0.022</b>
<b>ZMegaGP_InteractPeersT2</b>	<b>-0.039</b>	<b>0.015</b>	<b>0.011</b>
ZGP_CoopLearningT2	0.025	0.015	0.102

**Professional Success Score**

a. Dependent Variable: ZGLProfessionalSuccessScaleMeanT2

N = 2943

**Model 1 - Background Characteristics, R<sup>2</sup>=.565**

	B	Std. Error	Sig.
(Constant)	-0.001	0.044	0.986
ZGLProfessionalSuccessScaleMeanT1	0.696	0.013	0.000
DemMaleT1	0.116	0.026	0.000
DemAmIndianT1	0.351	0.183	0.056
DemAsianPIT1	0.130	0.050	0.010
DemBlackT1	0.020	0.066	0.762
DemHispanicT1	0.167	0.058	0.004
DemNonresAlienT1	0.464	0.313	0.138
DemRaceUnknownT1	0.072	0.104	0.486
ZDemParentEdAvgT1	-0.007	0.014	0.614
DemDependHasT1	0.110	0.082	0.179
ZDemNSSEAgeX	-0.002	0.011	0.846
HSRaceWhiteVsOtherT1	-0.022	0.029	0.452
ZHSACTAbilityT1X	-0.030	0.014	0.031
ZHSInvolvementScaleMean	0.092	0.012	0.000
AspEdGoalMoreThan4yrDegT1	0.015	0.031	0.642
AspEdGoalNoResponseT1	0.255	0.113	0.025
AspCollegeChoiceFirstT1	-0.030	0.027	0.265
ZAcademicMotivationScaleMeanT1	-0.006	0.013	0.659

**Model 2 - Background Plus Institutional Type, R<sup>2</sup>=.567**

	B	Std. Error	Sig.
(Constant)	-0.077	0.050	0.128
ZGLProfessionalSuccessScaleMeanT1	0.691	0.013	0.000
DemMaleT1	0.117	0.026	0.000
DemAmIndianT1	0.348	0.183	0.057
DemAsianPIT1	0.136	0.051	0.008
DemBlackT1	0.042	0.067	0.528
DemHispanicT1	0.180	0.059	0.002
DemNonresAlienT1	0.505	0.313	0.106
DemRaceUnknownT1	0.083	0.104	0.423
ZDemParentEdAvgT1	-0.002	0.014	0.885
DemDependHasT1	0.095	0.082	0.244
ZDemNSSEAgeX	-0.007	0.012	0.569
HSRaceWhiteVsOtherT1	-0.025	0.030	0.404
ZHSACTAbilityT1X	-0.020	0.015	0.177
ZHSInvolvementScaleMean	0.097	0.012	0.000
AspEdGoalMoreThan4yrDegT1	0.034	0.033	0.299
AspEdGoalNoResponseT1	0.273	0.113	0.016
AspCollegeChoiceFirstT1	-0.025	0.027	0.362
ZAcademicMotivationScaleMeanT1	-0.004	0.013	0.732
InstTypeRegional	0.080	0.036	0.028
InstTypeResearch	0.065	0.033	0.044
InstTypeCC	0.148	0.050	0.003

**Model 3 - Background Plus Inst Type Plus College Experiences & Good Practices, R<sup>2</sup>=.578**

	B	Std. Error	Sig.
(Constant)	0.054	0.129	0.677
ZGLProfessionalSuccessScaleMeanT1	0.682	0.013	0.000
DemMaleT1	0.107	0.026	0.000
DemAmIndianT1	0.220	0.183	0.228
DemAsianPIT1	0.125	0.052	0.017
DemBlackT1	0.069	0.068	0.306
DemHispanicT1	0.163	0.059	0.006
DemNonresAlienT1	0.471	0.311	0.130
DemRaceUnknownT1	0.094	0.104	0.365
ZDemParentEdAvgT1	0.003	0.014	0.810
DemDependHasT1	0.072	0.082	0.377
ZDemNSSEAgeX	-0.003	0.012	0.794
HSRaceWhiteVsOtherT1	-0.015	0.030	0.613
ZHSACTAbilityT1X	-0.007	0.015	0.660
ZHSInvolvementScaleMean	0.073	0.013	0.000
AspEdGoalMoreThan4yrDegT1	0.021	0.033	0.516
AspEdGoalNoResponseT1	0.242	0.112	0.031
AspCollegeChoiceFirstT1	-0.022	0.027	0.409
ZAcademicMotivationScaleMeanT1	-0.035	0.014	0.011
InstTypeRegional	0.084	0.039	0.030
InstTypeResearch	0.081	0.035	0.021
InstTypeCC	0.032	0.062	0.613
NSSELiveOnCampusT2	-0.134	0.042	0.001
NSSEFTenrimentT2	-0.002	0.111	0.984
ZNSSEworkof01T2	0.026	0.011	0.014
ZNSSEworkon01T2	-0.006	0.013	0.617
NSSEfratsoroT2	-0.044	0.036	0.228
NSSEathleteT2	0.020	0.043	0.639
ZMegaGP_ChallengeT2	0.072	0.018	0.000
ZMegaGP_DiversExplInteractT2	-0.012	0.017	0.474
ZMegaGP_FreqInteractFacStAffT2	0.039	0.016	0.016
ZMegaGP_GoodTchInteractT2	-0.023	0.015	0.115
ZMegaGP_InteractPeersT2	-0.009	0.015	0.553
ZGP_CoopLearningT2	0.038	0.015	0.010