NS4P

**The National Study of
Living-Learning Programs**

2007
Report of Findings

National Study of Living-Learning Programs

Report of Findings

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Section I

Introduction

This report summarizes the findings from the 2007 National Study of Living-Learning Programs (NSLLP), a multi-institutional study of living-learning (L/L) programs conducted in 2007 at 49 colleges and universities across the United States. In addition to surveying the landscape of L/L programming through a baseline data collection, the 2007 NSLLP included a longitudinal component representing the first data collection examining the potential long-term impact of L/L participation.

The NSLLP initially was developed by a team of researchers led by Karen Kurotsuchi Inkelas from the University of Maryland, with the primary purpose of studying the impact of L/L programs on various student outcomes. The original collaborative team included Aaron M. Brower (University of Wisconsin), William J. Zeller (University of California, Irvine), Mary Hummel (University of Michigan), and Merrily Dunn (University of Georgia). This study was funded by a four-year grant from the Association of College and University Housing Officers International (ACUHO-I). The first NSLLP data collection occurred in Spring 2004, when the NSLLP partnered with MSIResearch, led by Scott Crawford and Duston Pope.

Through generous grants from the National Science Foundation (NSF),[1] Association of College and University Housing Officers International (ACUHO-I), College Student Educators International (ACPA), and Student Affairs Administrators in Higher Education (NASPA), the NSLLP continued its study of L/L programs with a second generation of data collection. The goals of the 2007 NSLLP included: (a) a trend analysis of L/L programming; (b) a longitudinal follow-up survey of respondents from the 2004 NSLLP to examine the potential long-term impact of L/L programs; and (c) campus site visits to exemplary L/L programs identified by the survey data. In addition, in relation to the grant from the National Science Foundation, the 2007 NSLLP includes a special focus on the role that L/L programs may play in facilitating the success of women in science, technology, engineering, and mathematics (STEM) fields. The

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survey data were collected in Winter, Spring, and Fall 2007, and the campus site visits took place in Spring 2008. This report highlights findings from the baseline and longitudinal follow-up survey data collection in four chapters: (a) baseline NSLLP results by institutional profile; (b) baseline NSLLP results by living-learning program typology; (c) follow-up NSLLP results by institutional profile, and (d) baseline NSLLP results on women in STEM.

For the purposes of the 2007 NSLLP, L/L programs were defined as programs in which undergraduate students live together in a discrete portion of a residence hall (or the entire hall) and participate in academic and/or extra-curricular programming designed especially for them. The breadth of this definition permitted including in the study a wide variety of program types and campuses. Colleges and universities with L/L programs were eligible for the 2007 baseline study. Institutions that participated in the 2004 NSLLP were eligible to participate in the longitudinal follow-up. Interested schools paid a fee to cover data collection costs, and were provided with a final analytic dataset and a customized report of results. There were 49 participating schools in the 2007 NSLLP. Thirty-three schools participated in the baseline data collection, and 14 campuses participated in both the baseline and follow-up data collections (those 14 campuses having been among the original 34 campuses from the 2004 study). Two campuses participated in the follow-up only, and one institution collected data in Fall 2007. For a complete list of participating schools in the baseline data collection, see Table I-A.

Research Context

The last two decades have seen a resurgence of interest in undergraduate education at large research universities (Boyer Commission, 1998, 2002; National Science Foundation, 1996; Ad Hoc Committee, 1987). "Shrinking" the megaversity to a manageable size for undergraduates requires administrative commitment and collaboration between student affairs and academic affairs practitioners. L/L programs represent a significant response to the broader movement to improve undergraduate teaching and learning through learning communities. Shapiro and Levine (1999) identified four major types of learning communities: 1) paired or clustered courses; 2) cohorts in large courses or first-year interest groups (FIGs); 3) team-taught courses; and 4) residential learning communities. The first three types of communities are more curriculum-focused, and have been examined by several national studies, including the National Learning Communities Project and the Learning Community Effectiveness Project. However, fewer

focused studies examine the fourth type – the *residential* learning community (also known as L/L programs) – and there were no multi-institutional or national studies of this category of learning community until the NSLLP conducted its first study in 2004.

Table I -A
Participating Institutions in the 2007 National Study of Living-Learning Programs

INSTITUTION NAME	CARNEGIE TYPE	NUMBER OF L/L PROGRAMS			NSLLP PARTICIPATION	
		<10	10-20	>20	2004	2007
Arizona State University	Research University very high	✓			●	◆
Baylor University	Research University high	✓				●
Bloomsburg University	Master's Larger	✓				●
Bowling Green State University	Research University high		✓		●	●
Clemson University	Research University high		✓		●	◆
Colorado State University	Research University very high		✓		●	◆
Florida State University	Research University very high	✓			●	◆
George Mason University	Research University high		✓			●
George Washington University *	Research University high			✓	●	●
Georgia Southern University	Research University	✓				●
Illinois State University	Research University		✓			●
Indiana University	Research University very high			✓	●	◆
Louisiana State University	Research University very high	✓			●	◆
Lynchburg College	Master's Small	✓				●
Miami University (Ohio)	Research University high		✓			●
Michigan State University	Research University very high		✓			●
New Mexico State University	Research University high		✓			●
New York University	Research University very high			✓		●
Northeastern University	Research University high		✓		●	●
Northern Arizona University	Research University high	✓				●
Northern Illinois University	Research University high	✓			●	◆
Ohio State University	Research University very high			✓		●
Oregon State University	Research University very high	✓				●
Saint Joseph's University	Master's Larger	✓				●
San Jose State University	Master's Larger	✓			●	◆
Seattle University	Master's Larger		✓			●
Sonoma State University	Master's Larger	✓				●

INSTITUTION NAME	CARNEGIE TYPE	NUMBER OF L/L PROGRAMS			NSLLP PARTICIPATION	
		<10	10-20	>20	2004	2007
Syracuse University	Research University high			✓	●	❖
Texas A & M University	Research University very high	✓				●
Texas Woman's University	Research University		✓			●
University of Arizona	Research University very high		✓			●
University of Colorado, Boulder	Research University very high	✓				●
University of Florida	Research University very high	✓			●	◆
University of Idaho	Research University high		✓			●
University of Illinois, Urbana-Champaign	Research University very high	✓			●	◆
University of Maryland, Baltimore County	Research University high	✓			●	◆
University of Maryland, College Park	Research University very high		✓		●	❖
University of Massachusetts, Amherst	Research University very high	✓				●
University of Michigan	Research University very high	✓			●	●
University of Missouri, Columbia	Research University very high			✓	●	◆
University of Richmond	Baccalaureate Arts and Sciences	✓			●	◆
University of San Francisco	Research University	✓				●
University of South Carolina	Research University very high		✓		●	●
University of Toledo	Research University high	✓				●
University of Washington	Research University very high	✓				●
University of Wisconsin, Madison	Research University very high	✓			●	◆
University of Wisconsin, Whitewater	Master's Larger	✓				●
Virginia Polytechnic Institute and State University	Research University very high	✓				●
Winthrop University	Master's Larger	✓				●

[1]KEY: ●=baseline only ◆= baseline and follow-up ❖=follow-up only

* Denotes institution participating in Fall 2007 data collection.

At the same time, public outcry for greater accountability in higher education has prompted widespread assessment efforts in almost every corner of academe. Responding to the assessment call, individual L/L programs have endeavored to show how their activities and services enhance various student outcomes, from retention to academic performance to intellectual and social development. The results of these assessments, while informative in discrete ways, have created a patchwork body of empirical literature on L/L programs. Because most studies of L/L effectiveness were conducted by individual programs with idiosyncratic research questions and varied empirical methods, the findings of these studies are mostly disconnected and limited in representativeness.

Campus leaders still need access to research that identifies common (not idiosyncratic) and positive student outcomes across different types of L/L programs and across multiple institutional contexts. Practitioners need empirical evidence about the conditions that foster positive outcomes so that they can intentionally cultivate these desired outcomes by influencing institutional policies, planning, and programming. The initial 2004 NSLLP study built on and complemented previous research by introducing a thematic typology employing a standard method of inquiry for different types of L/L programs, and investigating a range of outcomes related to student learning and development.

Findings from the 2004 NSLLP

The 2004 and 2007 National Study of Living Learning Programs and its pilot studies represent the most comprehensive effort to understand the influence of L/L programs on undergraduate students. This section outlines some of the most important student outcomes associated with L/L program participation from our presentations and published work based on the 2004 NSLLP, with a special focus on the specific L/L environments that serve to promote— or hinder—those outcomes. The box below references empirical research studies stemming from data collected as part of the National Study of Living-Learning Programs.

NSLLP Studies

Inkelas, K. K., Soldner, M., & Szelényi, K. (in press). Living-learning programs for first-year students. In M. Dunn & W. Zeller (Eds.). *Residence life programs and the First Year Experience* (3rd Ed.). Columbia, SC: National Resource Center for the First Year Experience and Students in Transition, University of South Carolina.

Inkelas, K. K. & Longerbeam, S. (in press). Working toward a comprehensive typology of living-learning programs. In Luna, G. & Gahagan, J. (Eds.). *Learning Initiatives in the Residential Setting*. Columbia, SC: National Resource Center for the First Year Experience and Students in Transition, University of South Carolina.

Inkelas, K. K., Soldner, M., Longerbeam, S., & Brown Leonard, J. (2008). Differences in student outcomes by types of living-learning programs: The development of an empirical typology. *Research in Higher Education, 49*(6), 495-512.

Soldner, M., & Szelényi, K. (2008). A national portrait of today's living-learning programs. *The Journal of College and University Student Housing, 35*(1), 14-31.

Brower, A. M. (2008). More like a home than a hotel: The impact of living-learning programs on college high-risk drinking. *The Journal of College and University Student Housing, 35*(1), 32-49.

Brower, A., & Inkelas, K. K. (2007). Assessing learning community programs and partnerships. In Smith, B. L., & Williams, L. B. (Eds.). *Learning communities and student affairs: Partnering for powerful learning*. Olympia, WA: The Evergreen State College, Washington Center for Improving the Quality of Undergraduate Education.

Inkelas, K. K., Daver, Z., Vogt, K., & Brown Leonard, J. (2007). Living-learning programs and first-generation college students' academic and social transition to college. *Research in Higher Education, 48*(4), 403-434.

Johnson, D. R., Soldner, M., Brown Leonard, J., Alvarez, P., Inkelas, K. K., Rowan-Kenyon, H., & Longerbeam, S. (2007). Examining sense of belonging among first-year undergraduates from different racial/ethnic groups. *Journal of College Student Development, 48*(5), 525-542.

Longerbeam, S., Inkelas, K. K., & Brower, A. M. (2007). Second-hand benefits: Student outcomes in residence halls with living-learning programs. *Journal of College and University Student Housing, 34*(2), 20-30.

Longerbeam, S., Inkelas, K. K., Johnson, D., & Lee, Z. (2007). Lesbian, gay, and bisexual college student experiences: An exploratory study. *Journal of College Student Development, 48*(2), 215-230.

Rowan-Kenyon, H., Soldner, M., & Inkelas, K. K. (2007). The contributions of living-learning programs on developing sense of civic engagement in undergraduate students. *NASPA Journal, 44*(4), 750-778.

NSLLP Studies (continued)

Inkelas, K. K., Vogt, K., Longerbeam, S., Owen, J., & Johnson, D. (2006). Measuring outcomes of living-learning programs: Examining college environments and student learning and development. *Journal of General Education, 55*(1), 40-76.

Inkelas, K. K., Zeller, W. J., Murphy, R., & Hummel, M. (2006). Learning moves home. *About Campus, 10*(6), 10-16.

Inkelas, K. K. (2006). Living-learning under the microscope: Study puts real numbers to living-learning trend. *ACUHO-I Talking Stick, 23*, 23-25.

Inkelas, K. K., & Weisman, J. (2003). Different by design: An examination of student outcomes among participants in three types of living-learning programs. *Journal of College Student Development, 44*(3), 335-368.

The Transition to College

Two research studies demonstrate the significant role played by L/L programs in facilitating undergraduate students' transition to college. In Inkelas and Weisman's (2003) study of three types of L/L programs—Transition, Academic Honors, and Curriculum-Based Programs—the authors found that students participating in L/L programs enjoyed a smoother academic transition to college than their counterparts living in a traditional residence hall setting. Some of the environmental factors facilitating academic transition included discussions of academic issues with faculty and studying in groups. An academically supportive residence hall environment was also important in aiding the academic transition of students in Transition Programs and Curriculum-Based Programs, while socially supportive residence halls had a positive effect on the academic transition of students in Transition Programs and Academic Honors Programs.

L/L programs have also proved helpful in facilitating both the academic and the social transition of students who are the first in their families to attend college, when compared to first generation students in traditional residence hall settings (Inkelas, Daver, Vogt, & Brown Leonard, 2007). In their academic transition to college, first-generation college students benefited especially from course-related faculty interactions and their use of co-curricular residence hall resources, such as career workshops and peer counselors. The social transition of

first-generation college students was aided by an academically and socially supportive residence hall climate and their use of residence hall resources.

Student Learning Outcomes

Enjoyment of Challenging Academic Pursuits: Students participating in L/L programs indicated greater enjoyment of challenging academic pursuits (such as the enjoyment of learning new material, or taking courses that are intellectually challenging) than their peers living in traditional residence hall settings. Among the three types of L/L programs examined in Inkelas and Weisman's (2003) study, Transition and Academic Honors Program participants were aided in attaining this outcome by their discussions of academic issues with faculty. Academic Honors and Curriculum-Based L/L participants benefited significantly from their discussions of social or cultural issues with peers, such as human rights, multiculturalism, and personal beliefs.

Intellectual Growth: While participation in a L/L program was not significantly related to students' perceived growth in cognitive complexity (i.e., intellectual change during the college years), L/L participants did show significant gains in their growth in liberal learning (i.e., openness to new ideas and concepts) in comparison to traditional residence hall students (Inkelas et al., 2006). Among L/L students, growth in cognitive complexity in some campus contexts can be positively related to use of abstract critical thinking skills in coursework and socially supportive residence hall environments. Interactions with diverse peers were found to be related to L/L students' growth in liberal learning, and in some cases, to abstract critical thinking skills.

Civic Engagement

Students in civically based L/L programs exhibited a significantly stronger sense of civic engagement—reflected in their commitment to making a contribution to their respective communities and the greater public— than students in other types of L/L programs, as well as those living in traditional residence hall settings (Rowan-Kenyon, Soldner, & Inkelas, 2007). Importantly, L/L programs achieve this educational outcome by supporting and providing opportunities for co-curricular involvement directed at civic pursuits, such as community service activities.

Sense of Belonging

Significant differences exist in college students' sense of belonging to the college environment based on race and ethnicity. Perhaps most importantly, students of color exhibit a less strong sense of belonging than White students. Johnson et al. (2007) found that while L/L programs did not play a role in increasing the sense of belonging of students of the racial groups included in the study, it is crucial that colleges and universities provide for a socially supportive residence hall environment in their efforts to support students' sense of belonging.

"Second-hand benefits" of L/L programs

In some instances, the benefits of housing L/L programs in residence halls extend beyond L/L participants. In Longerbeam, Inkelas, and Brower's (2007) study, in arrangements where a single residence hall housed both L/L and traditional residence environments, traditional residence hall participants perceived their residential climate as more socially supportive and were more likely to report positive diversity interactions with their peers than traditional residence hall students living in buildings with no L/L programs. In addition, the proportion of L/L programs in a residence hall building also mattered: Students in halls where L/L programs occupied over two-thirds of the building were more likely to report socially supportive residential climates than students in halls with less than two-thirds or no L/L occupancy.

Conceptual Framework

The conceptual framework for the 2007 NSLLP is based on Astin's (1993) "input-environment-outcome" (I-E-O) college impact model, in which *outcomes* (student characteristics after exposure to college) are thought to be influenced by both *inputs* (pre-college characteristics) and *environments* (the various programs, policies, relationships with faculty and peers, and other educational experiences in which students are engaged). Astin argued that research examining how the college environment influences student change or development will always be biased unless it controls for as many student inputs as possible. L/L participants come to college with diverse pre-college perceptions and experiences, or *inputs*, and they respond differently to the variety of campus environments that mediate the impact of college and influence student outcomes. By identifying and accounting for these differences, the 2007 NSLLP provides a robust assessment of the effects of L/L programs on student learning and

development. The 2007 NSLLP survey incorporates several input measures, including demographic characteristics, high school achievement, and pre-college motivations for college attendance. This last measurement attempts to account for students' intrinsic and extrinsic motivations that may shape their initial engagement with the college experience. The 2007 NSLLP longitudinal follow-up retained most of the inputs from the student responses to the 2004 survey.

The *environments* of primary importance for the 2007 NSLLP baseline survey are types of L/L participation, faculty-student and peer interactions that occur in relation to L/L participation, L/L and residence hall resources, and students' perceptions of academic and social support in residence halls. The 2007 NSLLP also examines other forms of students' campus experiences, such as academic majors, study group interactions, quality of effort in various activities, and co-curricular involvement. In addition, the study added several environmental measures related to the pre-college and college experiences of women in STEM majors, such as significant mentors, professional development, academic expectations, and confidence in STEM activities. The *environments* of primary importance for the 2007 NSLLP longitudinal follow-up included faculty-student and peer interactions, academic majors, study group interactions, quality of effort in various activities, and co-curricular involvement. In addition, the study added several measures related to students' perceptions of the classroom environment and encouragement to persist in academic majors. College environment items retained from students' responses to the 2004 NSLLP survey included: L/L participation, L/L and residence hall resources, and students' perceptions of academic and social support in residence halls.

Outcomes in the 2007 NSLLP include students' perceptions of their academic and social transition to college, intellectual abilities and growth, self-confidence, diversity appreciation, civic engagement, and satisfaction/sense of belonging, as well as reports of their alcohol use and behaviors, academic achievement, and plans for persistence. With the exception of academic and social transition to college, all the above outcomes were also included in the longitudinal follow-up survey. In addition, students' plans for persistence were substituted by the outcomes of short- and long-term future plans. Table I – B outlines the major constructs examined through the 2007 NSLLP baseline survey instrument. Table I – C lists the constructs included in the longitudinal follow-up survey.

Table I – B
Major Constructs of the 2007 NSLLP Baseline Survey Instrument
[Based on Astin's (1993) Input-Environment-Outcome Model]

Inputs	Environments	Outcomes
• Demographics • High school achievement • Pre-college assessment of importance of college involvement and perceptions of self-confidence	• Academic major • Peer interactions • Faculty interactions • Co-curricular involvement • Study group interactions • Alcohol-related experiences • Use of residence hall resources • Perceptions of residence hall climate • Diverse interactions • Time spent on leisure activities • Significant mentors, professional development, academic expectations, and confidence in STEM activities • Mentoring experience • Academic and social influences on L/L program participation	• Estimations of academic and social transition to college • Perceptions of intellectual abilities and growth • Perceptions of self-confidence • Appreciation of diversity • Sense of civic engagement • Alcohol use and behaviors • Plans to return to institution • Self-reports of cumulative college grade point average • Overall satisfaction and sense of belonging • Drop-out risk

Table I – C
Major Constructs of the 2007 NSLLP Longitudinal Follow-Up Survey Instrument
[Based on Astin's (1993) Input-Environment-Outcome Model]

Inputs	Environments	Outcomes
- Demographics - High school achievement *From 2004 survey:* - Pre-college assessment of importance of college involvement and perceptions of self-confidence	- Academic major - Peer interactions - Faculty interactions - Co-curricular involvement - Study group interactions - Alcohol-related experiences - Diverse interactions - Time spent on leisure activities - Significant mentors, professional development, academic expectations, and confidence in STEM activities - Mentoring experience *From 2004 survey:* - L/L participation - Perceptions of academic and social support in the residence halls - Use of residence hall resources	- Perceptions of intellectual abilities and growth - Perceptions of self-confidence - Appreciation of diversity - Sense of civic engagement - Alcohol use and behaviors - Self-reports of cumulative college grade point average - Overall satisfaction and sense of belonging - Short- and long-term future plans

Study Methods

Baseline and longitudinal data were collected using Internet surveys. Respondents were contacted primarily via email. All data were collected and emails were sent to participants by Survey Sciences Group, LLC (SSG). For the baseline survey, each participating school provided sample lists containing student names, demographic characteristics, and contact information. The sample contained two types of students: those participating in L/L programs, and a comparison sample made up of students not participating in a L/L program. Two sample groups were identified to allow for a comparison between those students who participated in L/L programs and those who did not. The L/L sample was selected randomly or by census if the full population was used. The comparison sample was matched, as best as possible, to the L/L sample by gender, race/ethnicity, academic class level, and assigned residence hall.

Working with the longitudinal follow-up participating schools, SSG identified the students from the 2004 campuses who were still enrolled at the institutions. These students included those who participated and did not participate in a L/L program in 2004.

Instrumentation

Both baseline and longitudinal follow-up questionnaires contained two main sections: the base questionnaire and the custom question section. The original baseline questionnaire was created by the NSLLP staff through two years of review and pilot testing. The original questionnaire was pilot tested at four universities in the spring of 2003. Based upon those survey results, several tests were conducted to test the reliability and validity of the items on the pilot questionnaire (Inkelas, Vogt, Longerbeam, Owen, & Johnson, 2006). Reliability was tested primarily through the internal consistency of scales designed to measure several of the constructs discussed in Tables I – B and I – C. Composite measures representing the major constructs were developed in 2003 using exploratory factor analysis and Cronbach alpha reliability testing. Additionally, the consistency of the scales across the campuses was tested using data from each individual institution in the pilot study. Cronbach alpha reliabilities of the scales for the 2003 pilot test ranged from .623 to .898. Reliability of the scales was re-tested with the 2004 NSLLP data, and Cronbach alpha scores ranged from .624 to .918. Two kinds of validity of the NSLLP instrument items were evaluated: content validity and construct validity. In order to establish the content validity of the items, prior to the 2003 pilot test administration, approximately 15 L/L program administrators reviewed the questionnaire. In addition, as mentioned previously, the survey was pilot tested at four campuses in the spring of 2003 and a previous version of the survey was administered on one campus in the spring of 2002. After each new administration, the content of the questions was revised for clarity.

Construct validity was evaluated by investigating expected similarities within—and dissimilarities across—themes. Construct validity was also determined by studying group differences. The differences between L/L and comparison sample students, and the differences among demographic groups, matched higher education theory and the results from prior research. For more information about the reliability and validity of the constructs on the 2004 NSLLP survey, see Inkelas et al. (2006).

The 2007 surveys—both baseline and longitudinal follow-up—are edited versions of the 2004 survey. Questions related to choice of major and patterns of enrollment were added to the instrument, as well as items related to the pre-college and college experiences of women in STEM majors, such as significant mentors, professional development, academic expectations, and confidence in STEM activities. Composite scales were reconfigured to create a more parsimonious survey instrument, and re-tested for internal consistency with the 2007 data. Cronbach alpha scores of the composite measures from the 2007 baseline survey ranged from .652 to .961. For more information about the 2007 NSLLP baseline composite scales, see Appendix A. Cronbach alpha scores for the 2007 longitudinal follow-up survey ranged from .606 to .945. Appendix B presents information on the composite scales developed from the 2007 NLLLP longitudinal follow-up survey data.

The custom question section in the 2007 NSLLP baseline survey contained two question types. The first type included required questions that had custom response choices (residence hall, L/L program). The second type included questions written by the host institution and provided to the 2007 NSLLP staff by each school. Custom questions were asked only of the students enrolled in the school that provided the questions. Only the second type of custom question was included in the longitudinal follow-up survey.

Data Collection

For the 2007 NSLLP, a data collection schedule was customized with each participating school. Generally, data collection lasted approximately five weeks on a campus, and was managed around major campus milestones such as spring break and final exams. Additionally, data collection generally did not start before two weeks had passed since the start of the Winter, Spring, or (in one case) Fall semester. These parameters resulted in many different data collection schedules. Each campus received Institutional Review Board (IRB) approval or provided an exemption letter before data collection could begin.

Email communications were sent to prospective respondents, inviting them to participate in the survey. Each email contained a URL and a unique survey ID number that was used to access the survey. The use of a unique survey ID allowed respondents who did not complete the survey in one sitting to return to the unanswered portion of the survey. Students who did not respond or who had incomplete surveys received reminder emails asking them to complete the

survey. Up to three reminders were sent to those students who did not complete the survey. In addition, some schools chose to make extra contacts with students to boost response rates. The 2007 NSLLP encouraged participating schools to include an incentive for students to participate. The incentive was mentioned in all email communications. Examples of incentives included sweepstakes for gift certificates to campus bookstores, a handheld PDA and DVD player, and gift certificates to use at local businesses.

Responses

The overall national response rate for the 2007 NSLLP baseline survey was 20.3% and the total number of respondents was 22,519. The overall responses for the 2007 NSLLP baseline survey are shown in Table I - D. The overall national response rate for the 2007 NSLLP longitudinal follow-up study was 20.9% and the total number of respondents was 1,509. The overall responses for the 2007 NSLLP longitudinal follow-up survey can be found in Table I - E.

Table I - D
Overall Response for the 2007 National Study of Living Learning Programs

Sample	Sample Size*	Total Responses*	Response Rate*
Living-Learning Sample	48,938	11,606	23.7%
Comparison Sample	61,744	10,913	17.7%
Total	110,682	22,519	20.3%

* See Table I-F for definition of terms.

Table I - E
Longitudinal Follow-Up Responses for the 2007 National Study of Living Learning Programs

Sample	Sample Size	Total Responses	Response Rate
Living-Learning Sample	3,952	886	22.4%
Comparison Sample	3,265	623	19.1%
Total	7,217	1,509	20.9%

* See Table I-F for definition of terms.

Table I - F
Definition of Terms

Sample Size (N)	The count of students who were eligible to take the survey. This number in most cases is the number of sample lines provided from the school to the NSLLP staff. In some cases students were removed from the sample during or after data collection if they were deemed to be ineligible for the study (i.e., they were no longer a student, they were not 18 years of age, etc.).
Total Responses	A sum of completed and partial surveys. (C+P)
Response Rate	The number of completed surveys plus the number of partially completed surveys divided by the total sample size. This rate is accepted as a standard rate to report response rates by the American Association for Public Opinion Research (AAPOR, 2000).

Due to the low response rate, data in the 2007 NSLLP baseline survey were weighted to ensure that the characteristics of respondents match the characteristics of the original sample provided to us by the participating institutions. This helps ensure that accurate generalizations can be made about the conclusions reached in this study. Institutions' data were weighted by one or several of the following student characteristics: gender, race/ethnicity, and class standing. The data gathered in the 2007 NSLLP longitudinal follow-up survey were not weighted.

Data Delivery

Each school received a flash drive with an SPSS data file containing all data from their institution's respondents. This data file contained all data collected in the baseline and/or longitudinal questionnaire in addition to the data collected in the school's custom question section. Furthermore, the flash drive included institutional responses to the Living-Learning Programs Survey (LLPS), as well as a PDF copy of the full custom report(s). A paper copy of the institution's custom report was also provided to each participating school.

Data Analyses

Most of the survey questions were combined to form composite scales based upon the factor analysis and reliability testing described in the instrumentation portion of this chapter. Composite scales were used instead of individual survey items because they provided more rigorous reliability and validity than single items and because, often, the individual items were designed to be developed into composite measures. For a complete list of all of the composite measures and the constructs they represented for the baseline and longitudinal follow-up surveys,

see Appendix A and Appendix B. Composite scales were analyzed using one-way ANOVAs, and categorical measures were analyzed using chi-square.

Format of the Report

The results of this study are presented in Section II through V of this report. Each of these sections is preceded by an explanation of the findings and tips to interpret the tables. Section VI of the report presents a summary of the findings and implications for research and practice.

Section II

Baseline NSLLP Results by Institutional Profile

This section reports the findings for the entire living-learning (L/L) and traditional residence hall (comparison) samples in the baseline survey, as well as the statistical significance of the differences between these two groups. Section II also includes the results by L/L and comparison samples for six types of institutions represented in the study:

1. Baccalaureate and master's universities
2. Research universities
3. Research universities with high research activity and fewer than 10 L/L programs
4. Research universities with high research activity and 10 or more L/L programs
5. Research universities with very high research activity and fewer than 10 L/L programs
6. Research universities with very high research activity and 10 or more L/L programs

The primary groupings for these categories were based on institutions' Carnegie classifications. The Carnegie Foundation classifies all institutions of higher education into distinct groups. The institutions participating in the 2007 NSLLP represented three groups in the Carnegie classification system:

- Doctoral granting research universities must award at least 20 doctoral degrees a year. Designations include Research University, very high research activity and Research University, high research activity, and Research University. Of the 49 schools participating in the 2007 NSLLP 22 are Research Universities with very high research activity, 14 are Research Universities with high research activity, and 4 are classified as Research Universities.

- Master's colleges and universities offer graduate education through the master's degree, awarding 50 or more master's degrees per year and fewer than 20 doctoral degrees. Colleges and universities in this category are labeled as small, medium, or large depending on the size of their graduate programs. There were 8 Master's universities in the 2007 NSLLP.

- Baccalaureate colleges award at least 10 percent of their undergraduate degrees at the baccalaureate level and award fewer than 50 master's degrees and fewer than 20 doctoral degrees. The 2007 NSLLP included only 1 baccalaureate institution. This college was added to the Master's colleges and universities category to permit confidential comparisons.

Finally, Section II also includes the results by L/L and comparison samples for the entire sample. All results are categorized by inputs, environments, and outcomes (as conceptualized by the I-E-O framework utilized in this study).

Tips for Interpreting the Tables

Since this report contains a number of data tables, we want to be sure that you will be able to utilize them to their fullest. At the beginning of each section, we will provide a short guide with some helpful tips for reading and interpreting the different types of data displayed in Sections II through V of this report.

Tips for Tables with Percentages

Section II provides the results for the L/L and comparison sample students from across all 33 institutions participating in the NSLLP and from each institutional benchmarking profile. Typically, you would be most interested in benchmarking against institutions that are most similar to your institutional profile. So, for example, if you are at a university classified in the Carnegie system as "Research University – High Research" and your institution has more than 10 living-learning programs on its campus, you would probably be most interested in the benchmarking column for "Research University – High Research, >10 L/L programs." You are, however, more than welcome to benchmark across multiple columns.

Example 1 below shows what one of the percentages tables would look like in Section II of this report. In Example 1, the percentages data indicates that the Research University – High Research with 10 or more L/L programs benchmarking group's L/L sample is majority female (51.7%), which is somewhat close to this benchmarking group's comparison sample (56.0%). If a "*" appeared in the table, it would indicate that the differences in the distribution of genders

between the L/L and comparison samples are statistically significantly different. The absence of asterisks indicates that there is no significant difference between the L/L and comparison samples for this item. For our example, the L/L and comparison samples *are* statistically significantly different by gender, indicated by an "*". As noted at the bottom of the table, "*" denotes a statistically significant finding at the *p*≤.05 level, "**" at the *p*≤.01 level, and "***" at the *p*≤.001 level.

You may also be interested in how the benchmarking groups compare to the entire sample of 33 institutions in the 2007 NSLLP. It appears that the Research University – High Research (10 or more L/L programs) L/L sample has a more balanced gender distribution (i.e., closer to 50%/50%) than the total L/L sample. However, the comparison samples appear to be very similar to one another (56.0% female for Research University – High Research, >10 LLPs, and 55.4% female in the total sample).

EXAMPLE 1:
Tables with Percentages

Identifies the benchmarking profile

INST COMPARISON		TOTAL SAMPLE	
Research Univ High Research >10 L/L programs			
L/L	Comp	L/L	Comp
n=1,463	n=2,814	n=11,606	n=10,913

DEMOGRAPHIC/BACKGROUND
(in percentages)

Gender				
Male	48.2	43.8 *	43.5	44.5
Female	51.7	56.0	56.4	55.4
Transgendered	0.1	0.1	0.1	0.1
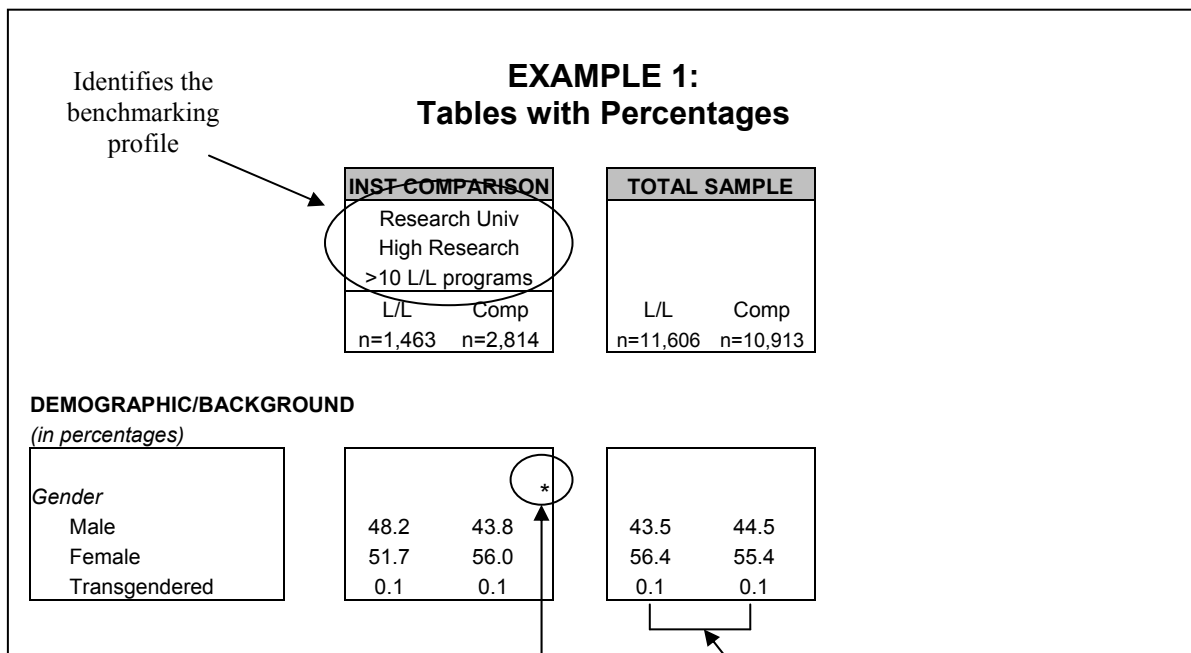
Any asterisks here would indicate that this benchmarking group's L/L and comparison samples' distributions are statistically different. No asterisk indicates that L/L and comparison samples are statistically similar on this item.

Distributions of the total sample

There is another type of percentages table in this section, for which percentages do not always add up to 100%. In Example 2 below, students were asked to indicate all the reasons

why they might drink alcoholic beverages. Thus, students could answer affirmatively for more than one response choice (e.g., they could indicate that they drank "to fit in" *and* "if it were a special occasion"). The percentages reported in these types of tables represent the proportion of students (either L/L or comparison) who answered affirmatively to the item.

So, for the Research University – Higher Research (>10 L/L programs) benchmarking group, 37.7% of L/L students and 43.2% of Comparison sample students reported that they drank alcohol as a reward for working hard. The "**" indicates that the percentage of students in L/L programs who drink alcohol as a reward for working hard is statistically lower (at the $p \leq .01$ level) than the percentage of students in the comparison sample. However, L/L students (29.5%) were not statistically different than comparison sample students (28.3%) to report that they drink alcohol to fit in at Research University – Higher Research (>10 L/L programs) institutions in the study, as indicated by the lack of an asterisk in that row.

EXAMPLE 2:
Other Tables with Percentages

	INST COMPARISON			TOTAL SAMPLE		
	Research Univ. High Research >10 L/L programs					
	L/L N=1,463	Comp n=2,814	Sig.	L/L n=11,549	Comp n=10,863	Sig.
Factors influencing how much to drink						
As reward for working hard	37.7	43.2	**	38.0	41.7	***
To fit in	29.5	28.3		29.2	28.7	
If everyone else is drinking	29.5	29.3		29.9	30.3	
If it is a special occasion	62.9	67.5	*	67.6	69.2	*

Displays the percentage of L/L and comparison sample students in the benchmarking group who answered affirmatively to the items.

Indicates whether or not the benchmarking group's L/L sample's percentages are statistically significantly higher or lower than the percentages from the benchmarking group's comparison sample.

Tips for Tables with Means

The means tables are formatted in a fashion that is similar to the percentages tables. The primary difference is that they report average scores instead of proportions. For all means, the values associated with the minimum and maximum scores are provided in a box immediately prior to the data.

In Example 3, the averages for the two intellectual abilities constructs (critical thinking/analysis abilities, application of knowledge abilities) are based on a four-point scale, for which 1 = "strongly disagree" and 4 = "strongly agree." (You can infer that 2 = "disagree," 2.5 is the mid point and thus "neutral," and 3 = "agree.")

Thus, a mean score of 2.98 for "critical thinking/analysis abilities" among the L/L respondents from the Research University – High Research (>10 L/L programs) benchmarking group is approximately at the "agree" level, since it is very close to 3.0.

EXAMPLE 3:
Tables with Means

	INST COMPARISON Research Univ. High Research >10 L/L programs			TOTAL SAMPLE		
	L/L n=1,463	Comp n=2,814	Sig.	L/L n=11,549	Comp n=10,863	Sig.
For intellectual abilities:						
1 2 3 4 Strongly disagree Strongly agree						
INTELLECTUAL ABILITIES						
Critical thinking/analysis abilities	2.98	2.91	***	2.93	2.89	***
Application of knowledge abilities	3.15	3.14		3.12	3.10	***

Mean scores based on the 4-point scale described above.

Indicates whether or not the benchmarking group's L/L sample mean is statistically different than the mean for the comparison group.

Again, asterisks indicate if the differences between L/L and comparison samples were statistically significantly different. Accordingly, the mean score for "critical thinking/analysis abilities" among L/L sample students at Research Universities – High Research (>10 L/L programs) is statistically higher than the mean score for comparison students in the same category. It is important to note, however, that statistical differences do not necessarily equate with practically meaningful differences. In our example below, on a scale from 1.0 to 4.0, the difference between L/L (2.98) and comparison (2.91) sample students, while statistically different, only differs by 0.07 – a margin that may not be convincing for some readers.

Key Findings

The following discussion highlights selected findings of both statistical significance and general interest.

Inputs

Gender. Female students were overrepresented in the total sample, with L/L programs enrolling 56.4% female, 43.5% male, and 0.1% transgendered students and the comparison group enrolling 55.4% female, 44.5% male, and 0.1% transgendered students. The institutional data followed a similar path in that female students represented a higher proportion in both L/L and comparison group samples. The gender difference among the L/L and comparison samples was shown to be statistically significant within four of the six institutional types: baccalaureate and master's universities, research universities with high research activity and 10 or more L/L programs, and research universities with very high research activity and both fewer than 10 L/L programs and 10 or more L/L programs.

Race/Ethnicity. In addition to gender, differences in students' racial/ethnic background emerged as statistically significant among the L/L and comparison samples for the total sample and in the following institutional samples: Baccalaureate and master's universities, research universities with high research activity and both fewer than 10 and 10 or more L/L programs, and research universities with very high research activity and fewer than 10 L/L programs. Race and ethnicity demographics for the total sample showed that White/Caucasian students were the majority in L/L and comparison programs (73.9% and 74.4% respectively). The representation of students of color identifying a single race/ethnicity in the L/L and comparison samples was as

follows: Asian or Pacific Islander (8.7% vs. 6.8%), African American/Black (5.6% vs. 7.9%), Hispanic/Latino (3.8% vs. 4.2%), and American Indian/Alaskan Native (0.3% in both groups). In addition, 6.5% of students in the L/L sample and 5.2% in the comparison group identified with more than one racial/ethnic category and around 1% of students did not indicate their racial/ethnic background.

Citizenship/Generational Status. While most students in the total L/L (80.3%) and comparison group (82.4%) samples reported that both of their parents were born in the U.S., statistically significant differences within institutional types were found for baccalaureate and master's universities, research universities with high research activity and 10 or more L/L programs, and research universities with very high research activity and both fewer than 10 and 10 or more L/L programs. The most striking differences emerged for baccalaureate and master's universities, where the two groups displayed statistically significant differences for all three citizenship/generational statuses. Specifically, within this institutional type, more L/L students than comparison sample students reported that they were born in a foreign country, and that one or both of their parents were foreign-born. In addition, fewer L/L students than comparison sample students reported that both of their parents were born in the U.S.

Parental Education. Differences in both father's and mother's educational attainment were significant for the total sample as well as for research universities with high research activity and 10 or more L/L programs, research universities with very high research activity and fewer than 10 and 10 or more L/L programs, and research universities (mother's educational attainment only). More students in the total sample indicated that their fathers and mothers had earned a bachelor's degree (around 32%) than any other degree. In the total L/L sample, 31.5% of students reported that their fathers had earned a master's, doctoral, or professional degree, while 28.8% of fathers of comparison group students had done so. In the total L/L sample, 23.2% of students reported that their mothers had earned a master's, doctoral, or professional degree, while 21.9% of mothers of comparison group students had done so.

High School Achievement. Within the total sample, statistically significant differences existed between L/L and comparison sample students' high school grades, SAT, and ACT scores, indicating at least slightly higher achievement among L/L students on the three variables. Specifically, 44.1% of students in the total L/L sample versus 37.3% of comparison group students had earned average high school grades of A+ or A. Additionally, the results indicated

that in the total sample, L/L students represented the larger proportion of students scoring 2010 or higher (31.4% vs. 16.1%) on the recently introduced new SAT, featuring scores in reading, math, and writing. The findings were similar for the old version of the SAT with verbal and math scores, where 39.7% of L/L students versus 24.0% of comparison group students had cumulative scores of 1350 or higher and the ACT, where a score of 30 points or higher was achieved by 27.9% of L/L students and 20.2% of comparison sample students.

Environments

Academic Class Standing and Financial Aid. Most of the students in the total sample were first-year students (70.6% of L/L and 59.3% of comparison sample students), and the same pattern held for each of the six institutional types. Important to note, however, is the difference between L/L and comparison groups in the representation of first-year students in the total sample and among the institutional types, at baccalaureate and master's institutions and research universities with high research activity and more than 10 L/L programs. In all these cases, first-year students were overrepresented in the L/L sample by at least 10%. Differences in some types of financial aid utilized also emerged as statistically significant for each of the six institutional samples as well as for the total sample. In some notable examples in the total sample, the proportion of L/L students who utilized non-need-based aid (47.9%) was larger than the proportion of comparison students who utilized this type of aid (40.0%). Contrarily, the proportion of L/L students who utilized loans (43.6%) was smaller than the proportion of comparison students who utilized this form of aid (46.1%). The most commonly used forms of aid in both groups were loans, need-based, or non-need-based aid.

Interactions with Peers and Faculty. Results for the total sample indicated that students in L/L programs discussed (a) academic and career issues ($\overline{x}$ = 3.27 vs. 3.17) and (b) socio-cultural issues with peers more often than students in the comparison group ($\overline{x}$ = 2.56 vs. 2.42). This pattern held true for most of the institutional subgroups except for research universities with high research activity and fewer than 10 L/L programs, where the analyses detected no statistically significant differences in either type of peer interaction between the L/L and comparison samples. There was also no significant difference between the two samples in students' discussions of academic and career issues with peers at research universities with high research activity and 10 or more L/L programs.

With regard to faculty interactions, results for the total sample indicated that students in L/L programs engaged in course-related faculty interactions ($\bar{x}$ = 1.96 vs. 1.92) and experienced faculty mentorship more often than students in the comparison group ($\bar{x}$ = 1.50 vs. 1.46). While these differences between the groups were statistically significant, it is important to note that students generally received low levels of faculty mentorship and their engagement in course-related faculty interactions was only slightly higher (both variables were measured on a scale from 1 to 4). When examining the various institutional types, these findings for both outcomes were true for research institutions with very high research activity and, for faculty mentorship, of research universities with high research activity and 10 or more L/L programs. However, at some institutions, for example research universities and research universities with high research activity and fewer than 10 L/L programs, the analyses found no statistically significant differences in either outcome. Interestingly, at baccalaureate and master's institutions, comparison group students reported receiving higher levels of faculty mentorship than students in the L/L sample.

Use of Residence Hall Resources and Residence Hall Climate. L/L students in the total sample reported more use of residence hall resources (use of co-curricular resources, use of computer labs, interactions with professors, attendance at seminars and lectures, etc.), with substantial variation in these variables among the various institutional types. However, consistent at all types of institutions, and further reflected in the total sample results, was the finding that students in the L/L sample found their residence halls more socially and academically supportive than did their comparison group peers.

Diversity Interactions and Time Spent on Curricular and Co-Curricular Activities. The results for the total sample indicated that students in L/L programs experienced more frequent positive peer diversity interactions ($\bar{x}$ = 2.47) than students in the comparison group ($\bar{x}$ = 2.35). These results were also true for all institutional types with the exception of research universities and research universities with high research activity and fewer than 10 L/L programs, where the analyses detected no statistically significant differences between the two samples. Differences in how L/L and comparison students spent their time were also noted. L/L students were statistically significantly more likely than their comparison group peers to spend more time attending class ($\bar{x}$ = 4.43 vs. 4.40), studying/doing homework ($\bar{x}$ = 3.46 vs. 3.35), participating in

arts or music performances/activities ($\overline{x}$ = 1.81 vs. 1.71), working with student government ($\overline{x}$ = 1.16 vs. 1.12), involving themselves with political/social activism ($\overline{x}$ = 1.22 vs. 1.18), participating in ethnic/cross-cultural clubs/activities ($\overline{x}$ = 1.21 vs. 1.18), and engaging in community service activities ($\overline{x}$ = 1.51 vs. 1.44). Comparison group students spent more time with varsity sports ($\overline{x}$ = 1.15 vs. 1.23), engaging in Greek life ($\overline{x}$ = 1.23 vs. 1.30), and working off-campus ($\overline{x}$ = 1.45 vs. 1.51). Comparison group students' time spent working off-campus may provide insight into the lower levels of involvement in campus-based activities which may be more accessible to students who have fewer off-campus commitments.

Outcomes

Social and Academic Transition. Statistically significant results for the total sample indicated that L/L students found the social and academic transition to college easier than their comparison sample peers ($\overline{x}$ = 4.34 vs. 4.18 for social transition and $\overline{x}$ = 3.80 vs. 3.70 for academic transition). Results for institutional subgroups were very much in alignment with these findings, with the exception of academic transition at research universities with high research activity and fewer than 10 L/L programs and both types of transition at baccalaureate and master's universities, where the statistical analyses detected no significant differences between L/L and comparison groups.

Intellectual Abilities and Growth. The total sample results indicated that L/L students reported significantly more growth in their critical thinking/analysis abilities ($\overline{x}$ = 2.93 vs. 2.89) and their ability to apply knowledge gained in one arena to another than comparison group students ($\overline{x}$ = 3.12 vs. 3.10). However, results for research universities with high research activity and fewer than 10 L/L programs indicated the opposite, showing that in application of knowledge abilities, the gains of comparison sample students were significantly greater than those reported by L/L students.

In the area of intellectual growth, there was no significant difference between L/L and comparison group students in the total sample in any of the three indicators examined. However, comparison group students did report more growth in cognitive complexity and liberal learning than L/L students at research universities with high research activity and 10 or more L/L programs and in personal philosophy at baccalaureate and master's institutions and research

universities with high research activity and 10 or more L/L programs. It was only at research universities with very high research activity and 10 or more L/L programs that L/L students indicated significantly greater growth in cognitive complexity and liberal learning than their comparison sample counterparts.

Students' Confidence in Academic, Collegiate, and Professional success. With regard to college and professional self-confidence, the total sample results were statistically significant and split: While L/L students reported better confidence in college success ($\overline{x}$ = 3.58 vs. 3.51), comparison group students reported stronger professional self-confidence ($\overline{x}$ = 3.58 vs. 3.60). This pattern also applied for all institutional types for confidence in college success. With respect to professional self-confidence, however, there were no significant differences between L/L and comparison sample students at the various institutional types, with the exception of research universities with very high research activity and 10 or more L/L programs, where comparison students scored higher than their L/L counterparts. L/L students, as noted in the total sample, also reported more confidence in math, English, and writing courses. The findings showed no statistically significant between-group differences for science, engineering, and social science courses in the total sample. Finally, with regard to confidence in skills and abilities, the findings, as illustrated via the total sample, were quite mixed. However, results associated with confidence in computer ability and confidence in test-taking skills were significant in that L/L students reported more confidence in their test-taking skills ($\overline{x}$ = 2.83 vs. 2.76) and comparison sample students reported more confidence in their computer ability ($\overline{x}$ = 3.13 vs. 3.17).

Experiences with Alcohol Use. Statistically significant differences between L/L and comparison groups emerged for the total sample with regard to questions on changes in drinking habits and frequency of binge drinking. When examining the factors that prompted students to consume alcohol, statistically significant findings indicated that comparison sample students were more likely to drink alcohol than students in L/L programs when they conceived of drinking as a reward for working hard, if it was a special occasion, if they were having a bad day or got a bad grade, and in order to get drunk.

Diversity Appreciation, Civic Engagement, and Sense of Belonging. No statistically significant differences were found between L/L and comparison students' appreciation for diversity, with the exception of students in one institutional subsample: At research universities,

L/L students scored lower than their comparison sample counterparts ($\bar{x}$ = 2.79 vs. 2.96). The study's findings related to civic engagement presented a different picture: L/L students were more civically engaged than students in the comparison group in the total sample ($\bar{x}$ = 2.93 vs. 2.86) and across all institutional types with the exception of research universities and research universities with high research activity and fewer than 10 L/L programs. In a similar pattern, in the results linked to students' experiences with overall sense of belonging, the analyses found statistically significant differences for the total sample ($\bar{x}$ = 3.17 vs. 3.12) and three institutional types: research universities ($\bar{x}$ = 3.19 vs. 3.05) and research universities with very high research activity and both fewer than 10 ($\bar{x}$ = 3.20 vs. 3.13) and 10 or more L/L programs ($\bar{x}$ = 3.20 vs. 3.11). In all these examples, L/L students felt a greater overall sense of belonging than comparison students.

College Grade Point Average (GPA) and Future Plans. The results for the total sample and the six institutional types were fairly consistent in terms of student GPAs. Specifically, in the total sample and institutional level samples (with the sole exception of research universities with high research activity and fewer than 10 L/L programs), L/L students consistently represented the greatest proportion of students in the GPA category of 3.5-4.0 (47.0% in the total sample).

Comparisons between L/L and comparison group students' future college plans varied significantly. More L/L students than comparison students intended to participate in community service, volunteer work, and service learning (46.6% vs. 44.3%); research with a professor (31.2% vs. 26.4%); a leadership position (36.9% vs. 34.1%); study abroad (51.9% vs. 44.4%); independent research (19.2% vs. 16.2%); a self-designed major (5.4% vs. 4.7%); or a culminating senior experience (capstone, thesis) (29.3% vs. 25.3%).

Institutional Profile and Comparison Information
INPUTS

	Baccalaureate and Master's All			Research Universities All			Research Univ. High Research <10 L/L programs			Research Univ. High Research >10 L/L programs			Research Univ. Very High Research <10 L/L programs			Research Univ. Very High Research >10 L/L programs			Total Sample		
	L/L n=1,177	Comp n=958	Sig.	L/L n=370	Comp n=312	Sig.	L/L n=1,295	Comp n=776	Sig.	L/L n=1,463	Comp n=2,814	Sig.	L/L n=3,754	Comp n=3,244	Sig.	L/L n=3,627	Comp n=2,852	Sig.	L/L n=11,606	Comp n=10,913	Sig.
DEMOGRAPHIC/BACKGROUND *(in percentages)*																					
Gender			***									*			*			***			
Male	36.6	29.4		35.3	36.5		45.1	45.3		48.2	43.8		44.1	47.5		43.4	47.6		43.5	44.5	
Female	63.2	70.6		64.7	63.5		54.8	54.7		51.7	56.0		55.7	52.3		56.5	52.4		56.4	55.4	
Transgendered	0.2	0.0		0.0	0.0		0.1	0.0		0.1	0.1		0.2	0.2		0.1	0.0		0.1	0.1	
Sexual orientation															***						**
Bisexual	3.5	3.7		2.3	1.7		2.5	3.8		2.5	1.8		2.6	2.7		3.3	2.6		2.9	2.6	
Gay or lesbian	2.7	1.4		3.2	1.6		0.8	0.8		2.5	1.8		2.0	1.0		2.0	2.3		2.0	1.6	
Heterosexual	93.8	94.9		94.5	96.6		96.7	95.4		95.0	96.4		95.4	96.3		94.6	95.1		95.1	95.8	
Race/ethnicity			***						***			***			***						***
African American/Black	6.0	13.6		9.1	10.7		12.6	7.9		3.3	6.2		3.9	8.4		5.5	6.9		5.6	7.9	
Asian or Pacific Islander	12.5	4.0		4.9	3.9		6.6	6.1		6.6	4.9		11.4	9.5		6.6	7.1		8.7	6.8	
American Indian/Alaskan Native	0.5	0.2		0.3	0.6		0.1	0.5		0.5	0.3		0.2	0.2		0.2	0.2		0.3	0.3	
Hispanic/Latino	5.2	3.7		6.0	8.1		4.8	4.9		3.4	4.5		4.3	4.6		2.3	2.9		3.8	4.2	
White/Caucasian	64.4	73.6		72.5	65.5		71.2	72.0		78.5	78.6		72.9	71.6		78.0	76.3		73.9	74.4	
Multi-racial or multi-ethnic	10.2	4.3		5.9	10.3		4.0	7.4		6.4	4.5		6.2	4.7		6.5	5.7		6.5	5.2	
Race/ethnicity not included	1.1	0.6		1.2	0.7		0.7	1.2		1.2	0.9		1.1	0.8		0.7	0.8		1.0	0.8	
Citizenship/generation status																					
Student foreign born	9.9	4.5	***	6.3	9.7		5.2	7.2		7.7	6.5		10.5	8.7	*	5.8	6.4		7.9	7.1	*
One or both parents foreign born	25.0	12.6	***	15.3	20.5		17.9	17.5		19.1	14.9	***	24.7	22.2	*	14.2	16.3	*	19.7	17.6	***
Both parents U.S. born	75.0	87.4	***	84.7	79.5		82.1	82.5		80.9	85.1	***	75.3	77.8	*	85.8	83.7	*	80.3	82.4	***

Note: * p<.05; ** p<.01; *** p<.001

Institutional Profile and Comparison Information
INPUTS

	INSTITUTIONAL COMPARISONS																		TOTAL SAMPLE		
	Baccalaureate and Master's All			Research Universities All			Research Univ. High Research <10 L/L programs			Research Univ. High Research >10 L/L programs			Research Univ. Very High Research <10 L/L programs			Research Univ. Very High Research >10 L/L programs					
	L/L n=1,177	Comp n=958	Sig.	L/L n=370	Comp n=312	Sig.	L/L n=1,295	Comp n=776	Sig.	L/L n=1,463	Comp n=2,814	Sig.	L/L n=3,754	Comp n=3,244	Sig.	L/L n=3,627	Comp n=2,852	Sig.	L/L n=11,606	Comp n=10,913	Sig.
Father's educational attainment									*			***			*						***
Don't know	3.2	2.5		2.1	6.4		5.5	3.7		2.3	1.8		2.4	2.5		1.9	2.1		2.7	2.4	
High school or less	17.8	23.0		23.6	23.1		24.0	19.9		14.7	16.3		13.0	16.6		15.0	16.3		15.9	17.4	
Some college	18.5	16.8		16.3	17.3		18.5	20.8		12.6	14.0		13.4	14.3		13.7	14.0		14.6	14.9	
Associates degree	6.7	6.9		6.1	6.0		7.3	7.0		5.5	6.2		5.1	5.6		5.1	6.7		5.6	6.2	
Bachelors degree	28.5	28.5		29.0	28.0		24.3	27.9		30.5	31.5		30.9	30.8		30.7	29.8		29.7	30.2	
Masters degree	15.5	14.2		17.5	12.9		15.0	15.2		23.1	19.2		20.7	18.2		21.0	19.8		19.8	18.2	
Doctoral or professional degree	9.9	8.1		5.4	6.4		5.3	5.5		11.3	11.1		14.4	12.1		12.6	11.3		11.7	10.6	
Mother's educational attainment						*						**			*			**			***
Don't know	1.7	1.7		0.2	2.9		2.3	2.5		1.4	1.4		1.7	1.8		1.3	1.6		1.6	1.7	
High school or less	15.9	21.2		21.9	24.6		21.3	20.6		12.3	16.2		13.4	15.8		14.3	16.7		14.9	17.2	
Some college	19.5	19.5		20.9	17.0		22.8	20.6		12.8	15.1		16.0	16.3		16.7	16.4		17.1	16.6	
Associates degree	10.4	10.0		9.2	5.4		11.9	9.9		11.5	9.4		8.8	9.8		9.6	8.9		9.9	9.4	
Bachelors degree	31.9	28.8		30.6	33.1		26.9	29.2		36.9	35.0		34.3	33.0		33.7	34.2		33.3	33.2	
Masters degree	16.8	16.1		15.6	14.4		12.6	15.2		20.4	19.0		20.1	18.7		19.1	18.6		18.5	18.1	
Doctoral or professional degree	3.9	2.7		1.5	2.5		2.1	2.0		4.7	3.9		5.7	4.7		5.3	3.6		4.7	3.8	
Total annual family income																					**
Less than $25,000	5.7	7.4		7.1	6.3		7.3	6.4		4.8	5.4		4.9	5.7		3.9	5.0		5.0	5.6	
$25,000 - $49,999	14.4	14.7		15.2	16.5		14.3	13.9		10.3	11.0		12.0	12.5		9.8	10.1		11.7	11.9	
$50,000 - $74,999	21.0	18.0		17.1	17.2		20.9	20.8		18.0	16.4		17.0	17.0		18.3	18.1		18.4	17.5	
$75,000 - $99,999	17.3	16.0		23.2	19.2		19.8	19.3		18.4	17.4		19.7	19.5		17.4	17.9		18.7	18.2	
$100,000 to $124,999	17.5	16.3		14.9	11.7		17.6	15.6		17.2	17.1		17.0	17.6		19.3	17.7		17.8	17.1	
$125,000 to $149,999	6.9	8.5		8.4	7.4		7.1	7.1		10.5	9.4		9.4	8.0		8.7	8.8		8.8	8.5	
$150,000 to $174,999	5.8	7.0		6.2	9.7		5.0	6.3		5.1	6.6		6.9	5.7		7.3	6.5		6.4	6.4	
$175,000 to $199,999	3.1	3.2		2.5	4.0		3.2	3.2		4.0	3.7		3.9	3.2		4.2	4.4		3.8	3.7	
$200,000 or more	8.1	9.0		5.5	8.1		4.9	7.3		11.7	13.0		9.2	10.7		11.1	11.5		9.4	11.0	
Political views			***									***						*			***
No political viewpoint	10.0	15.4		10.9	13.1		15.9	14.5		10.1	10.5		11.2	12.6		9.6	10.9		11.0	12.0	
Very liberal	22.4	13.8		14.9	20.5		14.3	12.7		15.9	12.5		18.2	16.7		18.8	16.1		18.0	15.0	
Slightly liberal	29.3	21.5		20.7	19.0		23.0	21.0		25.4	21.6		26.5	24.3		24.8	24.3		25.5	23.0	
Middle of the road	21.1	22.9		26.8	25.3		26.3	26.0		21.6	22.4		20.8	22.1		22.0	21.4		22.1	22.5	
Slightly conservative	13.4	19.2		18.3	17.0		15.2	19.4		19.5	22.6		17.9	18.5		18.2	20.1		17.4	20.0	
Very conservative	3.9	7.2		8.4	5.1		5.2	6.4		7.5	10.3		5.4	5.8		6.6	7.3		6.0	7.5	

Note: * p<.05; ** p<.01; *** p<.001

Institutional Profile and Comparison Information
INPUTS

	Baccalaureate and Master's All			Research Universities All			Research Univ. High Research <10 L/L programs			Research Univ. High Research >10 L/L programs			Research Univ. Very High Research <10 L/L programs			Research Univ. Very High Research >10 L/L programs			Research Univ. Total Sample		
	L/L n=1,177	Comp n=958	Sig.	L/L n=370	Comp n=312	Sig.	L/L n=1,295	Comp n=776	Sig.	L/L n=1,463	Comp n=2,814	Sig.	L/L n=3,754	Comp n=3,244	Sig.	L/L n=3,627	Comp n=2,852	Sig.	L/L n=11,606	Comp n=10,913	Sig.
Importance of religion			***			***			***			***						**			***
Not at all important	21.4	12.6		17.8	18.0		16.5	21.9		26.3	17.9		24.6	23.2		22.7	20.2		22.8	19.9	
Somewhat important	32.6	28.6		23.0	33.4		31.6	24.8		29.1	28.9		29.5	29.3		29.1	31.0		29.7	29.4	
Important	25.1	29.1		25.5	28.9		27.2	24.1		21.5	25.9		22.6	24.2		23.2	26.1		23.5	25.7	
Very important	20.9	29.7		33.7	19.7		24.7	29.1		23.0	27.3		23.3	23.2		25.0	22.7		24.1	25.0	

HIGH SCHOOL ACHIEVEMENT
(in percentages)

	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.
Average high school grades						**			***			***			***			***			***
A+ or A	31.3	27.8		35.1	22.8		25.4	29.8		46.7	35.9		48.9	42.4		50.0	39.8		44.1	37.3	
A- or B+	44.7	44.5		43.8	46.3		36.5	37.2		38.0	43.3		38.3	39.8		36.9	41.6		38.5	41.6	
B	17.4	19.6		15.4	23.1		23.6	20.7		11.0	14.1		10.4	13.6		10.1	13.7		12.7	15.0	
B- or C+	5.6	6.6		4.3	7.3		11.9	9.8		3.4	5.2		1.8	3.4		2.6	4.0		3.8	4.9	
C or C-	0.6	1.4		0.6	0.5		2.5	2.2		0.3	1.2		0.2	0.3		0.3	0.7		0.6	0.9	
D+ or lower	0.1	0.0		0.0	0.0		0.1	0.1		0.1	0.1		0.1	0.1		0.1	0.1		0.1	0.1	
No high school GPA	0.2	0.1		0.7	0.0		0.0	0.2		0.4	0.2		0.3	0.4		0.1	0.0		0.2	0.2	
SAT critical reading, math, and writing comprehensive score (New)			***						**			***			***			***			***
600 - 1710	41.7	65.7		59.9	68.3		35.4	45.9		19.4	38.0		29.1	43.6		26.0	39.9		29.1	43.7	
1720 - 1880	29.2	21.3		20.7	16.0		17.6	23.2		22.6	28.0		19.4	20.6		14.2	18.5		19.9	22.4	
1890 - 2000	15.6	6.0		13.8	13.0		13.7	15.6		23.2	20.9		19.5	19.1		20.6	17.8		19.6	17.8	
2010 or higher	13.5	7.1		5.6	2.7		33.3	15.4		34.8	13.1		32.0	16.6		39.3	23.7		31.4	16.1	
SAT verbal and math comprehensive score			*						**			***			***			***			***
400 - 1140	27.5	37.6		47.9	49.4		11.5	20.0		12.6	22.1		11.9	18.2		12.8	25.4		15.3	24.6	
1150 - 1250	32.8	29.0		34.3	31.3		24.8	33.6		18.5	32.2		23.1	21.3		15.6	23.6		21.9	27.8	
1260 - 1340	20.6	17.3		14.1	15.7		11.7	19.8		25.0	24.6		23.8	29.3		25.2	21.8		23.1	23.7	
1350 or higher	19.1	16.1		3.6	3.5		52.0	26.6		43.9	21.2		41.3	31.3		46.4	29.2		39.7	24.0	
ACT comprehensive score			***			**						***			***			***			***
1 - 23	30.9	50.5		29.3	41.7		50.2	44.5		17.6	25.0		11.2	17.4		15.8	24.0		21.2	25.3	
24 - 26	25.9	24.9		26.6	29.8		25.2	24.3		21.1	26.8		18.3	23.5		25.2	29.1		22.9	26.3	
27 - 29	25.8	18.2		26.8	20.7		15.9	19.6		26.8	29.2		34.0	31.8		29.0	28.1		27.9	28.2	
30 or higher	17.3	6.5		17.3	7.8		8.7	11.5		34.5	19.1		36.6	27.3		30.1	18.8		27.9	20.2	

Note: * p<.05; ** p<.01; *** p<.001

Institutional Profile and Comparison Information
ENVIRONMENTS

	INSTITUTIONAL COMPARISONS																		TOTAL SAMPLE		
	Baccalaureate and Master's All			Research Universities All			Research Univ. High Research <10 L/L programs			Research Univ. High Research >10 L/L programs			Research Univ. Very High Research <10 L/L programs			Research Univ. Very High Research >10 L/L programs					
	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.
	n=1,177	n=958		n=370	n=312		n=1,295	n=776		n=1,463	n=2,814		n=3,754	n=3,244		n=3,627	n=2,852		n=11,549	n=10,863	
INDIVIDUAL COLLEGE CHARACTERISTICS																					
(The next 5 items are in percentages.)																					
Academic class standing			***						***			***			***						***
First-year	65.2	50.1		71.0	63.9		78.6	69.5		70.0	44.8		74.3	65.4		65.9	66.3		70.6	59.3	
Sophomore	25.5	24.9		19.5	27.4		13.4	15.5		17.2	30.7		17.6	22.6		22.1	21.6		19.3	24.3	
Junior	6.3	15.1		7.8	6.1		5.6	9.2		8.5	14.8		6.0	8.2		8.4	8.1		7.1	10.5	
Senior	1.9	8.8		1.7	2.4		2.2	4.6		3.6	7.9		1.6	3.0		3.4	3.7		2.5	5.0	
Graduate student	1.0	0.9		0.0	0.0		0.1	0.9		0.5	1.4		0.1	0.4		0.1	0.1		0.2	0.7	
Other	0.2	0.2		0.0	0.3		0.1	0.3		0.3	0.4		0.3	0.3		0.1	0.1		0.2	0.3	
Financial aid utilized																					
No aid	15.8	17.9		19.1	21.1		22.4	15.8	***	17.1	20.9	**	23.5	26.3	**	17.5	22.6	***	19.4	21.9	***
Loans	59.6	56.9		46.2	57.4	**	54.1	52.5		47.3	48.8		36.0	40.3	***	42.7	46.4	**	43.6	46.1	***
Need-based scholarship	40.3	33.5	***	32.2	32.1		29.8	30.5		31.4	28.0	*	24.0	26.9	**	26.8	27.2		27.9	27.8	
Non-need-based scholarship	47.3	41.8	*	36.9	20.5	***	30.2	39.9	***	58.0	44.0	***	46.6	38.1	***	55.5	42.4	***	47.9	40.0	***
Work-study	27.5	16.9	***	6.7	12.7	**	13.2	12.3		19.6	13.9	***	12.9	12.7		12.7	12.0		14.8	12.9	***
Athletic scholarship	1.8	5.0	***	0.2	2.7	**	1.3	2.0		1.1	2.1	*	0.7	1.4	**	0.4	1.8	***	0.8	2.0	***
Other form of financial aid	6.8	6.7		7.2	11.3		3.7	9.2	***	5.6	5.7		7.0	7.6		5.0	4.9		5.7	6.4	*
Number of majors			***			**			**			***			***			***			***
Undecided/undeclared	15.2	9.7		5.1	12.2		14.0	9.4		10.0	7.7		21.1	18.5		11.2	15.2		14.7	13.3	
1	74.1	82.4		86.7	83.1		79.1	80.8		77.8	83.9		67.0	73.5		70.9	73.2		72.3	77.7	
2	10.5	7.9		8.1	4.4		6.8	9.8		11.7	8.1		11.4	7.5		17.0	11.2		12.5	8.7	
3 or more	0.2	0.0		0.0	0.2		0.2	0.0		0.6	0.3		0.5	0.5		0.9	0.4		0.5	0.3	
Current primary major			***			***			***			***			**			***			***
Agriculture	0.0	0.0		0.0	0.0		0.1	0.0		1.8	1.9		1.9	2.3		2.2	2.2		1.5	1.7	
Architecture and building trades	0.3	0.4		0.0	2.3		0.2	0.4		2.5	2.8		1.9	2.1		0.9	0.8		1.2	1.7	
Area, ethnic, cultural, and gender studies	0.9	0.3		0.5	0.9		0.3	0.1		0.8	0.7		0.8	0.3		0.6	0.4		0.7	0.5	
Biological sciences	5.9	6.2		6.7	4.6		5.2	7.6		7.7	7.5		10.8	10.7		11.4	8.0		9.3	8.4	
Business administration	15.6	21.3		13.4	13.5		20.1	13.0		12.7	15.8		11.8	13.3		12.6	18.7		13.5	16.0	
Communications and journalism	4.8	4.3		3.6	7.1		3.8	4.4		4.4	5.1		4.0	5.1		9.5	7.7		5.8	5.7	
Computer or information sciences	2.4	2.0		2.5	2.1		3.8	3.2		3.1	2.8		1.6	1.6		1.4	2.0		2.1	2.2	
Education	8.4	13.2		16.6	10.6		9.4	9.6		4.5	7.0		3.4	3.5		4.8	5.3		5.6	6.3	
Engineering	5.3	1.1		2.0	1.9		4.8	10.6		19.9	13.3		16.6	16.3		8.8	7.6		11.7	11.2	
English language and literature	5.0	3.9		1.8	2.7		2.0	1.9		1.5	2.2		3.0	2.7		2.4	2.4		2.7	2.5	
Family and consumer sciences or human services	0.7	1.2		2.3	2.1		2.0	1.5		0.8	0.9		1.0	1.1		1.3	1.6		1.2	1.2	
Foreign languages and linguistics	1.1	1.4		1.2	0.3		1.5	1.3		1.5	1.4		2.5	1.8		2.3	1.5		2.0	1.5	
Health, pre-health, and wellness	13.0	7.5		13.8	16.8		15.3	12.4		8.6	10.5		9.1	10.1		11.4	14.1		11.0	11.4	
History	3.2	3.8		3.3	2.0		2.7	2.4		1.8	2.1		2.0	1.5		1.7	1.8		2.1	2.0	
Law, criminal justice, or safety studies	3.1	2.4		1.1	1.1		2.0	3.0		2.9	2.0		1.0	1.8		1.6	2.0		1.8	2.0	
Mathematics and statistics	1.6	2.8		5.4	3.2		1.3	1.1		1.5	0.8		1.8	1.5		1.2	0.6		1.6	1.2	
Natural resources and conservation	0.9	0.4		0.5	1.5		0.5	1.4		1.5	0.8		1.4	1.3		1.6	1.2		1.3	1.1	
Personal, hospitality, and culinary services	0.2	0.0		0.4	0.8		0.6	1.2		0.1	0.5		0.6	0.6		0.4	1.0		0.4	0.7	
Philosophy, theology, and religion	1.2	0.9		0.8	1.2		0.7	0.7		0.8	0.7		0.6	0.6		0.6	0.5		0.7	0.7	
Physical sciences	3.0	1.8		4.2	3.0		3.5	4.0		2.4	3.0		3.4	4.0		3.5	2.1		3.3	3.0	
Social science and public administration	14.8	15.0		7.9	11.1		7.2	12.0		12.8	12.4		11.7	10.2		11.5	10.2		11.5	11.3	
Visual and performing arts	4.7	7.3		10.6	6.3		8.2	4.7		3.3	3.5		5.0	3.6		5.1	4.5		5.3	4.3	
Undecided	1.0	0.9		1.1	0.3		1.4	1.6		1.6	0.9		0.9	1.0		1.1	1.0		1.1	1.0	
Don't know	3.1	2.0		0.2	4.6		3.5	1.9		1.6	1.5		3.3	3.0		1.6	3.0		2.5	2.5	

Note: * p<.05; ** p<.01; *** p<.001

Institutional Profile and Comparison Information
ENVIRONMENTS

	Baccalaureate and Master's All			Research Universities All			Research Univ. High Research <10 L/L programs			Research Univ. High Research >10 L/L programs			Research Univ. Very High Research <10 L/L programs			Research Univ. Very High Research >10 L/L programs			TOTAL SAMPLE		
	L/L n=1,177	Comp n=958	Sig.	L/L n=370	Comp n=312	Sig.	L/L n=1,295	Comp n=776	Sig.	L/L n=1,463	Comp n=2,814	Sig.	L/L n=3,754	Comp n=3,244	Sig.	L/L n=3,627	Comp n=2,852	Sig.	L/L n=11,549	Comp n=10,863	Sig.
PEER INTERACTIONS																					
Discussed academic and career issues with peers	3.31	3.19	***	3.29	3.15	*	3.15	3.11		3.25	3.19		3.27	3.18	***	3.32	3.14	***	3.27	3.17	***
Discussed socio-cultural issues with peers	2.70	2.45	***	2.51	2.37	*	2.38	2.43		2.59	2.43	***	2.54	2.40	***	2.60	2.41	***	2.56	2.42	***
FACULTY INTERACTIONS																					
Course-related faculty interaction	2.10	2.13		1.97	1.95		1.98	2.01		2.00	1.99		1.89	1.84	**	1.95	1.86	***	1.96	1.92	***
Faculty mentorship	1.59	1.66	**	1.54	1.50		1.54	1.56		1.53	1.48	**	1.45	1.39	***	1.49	1.43	***	1.50	1.46	***
RESIDENCE HALL RESOURCES																					
Use of co-curricular residence hall resources	1.50	1.36	***	1.38	1.22	***	1.38	1.35		1.45	1.31	***	1.37	1.24	***	1.41	1.28	***	1.41	1.29	***
Use of computer labs	2.05	2.06		2.09	2.09		2.74	2.29	***	2.00	2.05		1.97	1.99		2.43	2.24	***	2.23	2.10	***
Use of academic advisors	1.66	1.69		1.63	1.62		1.69	1.58	***	1.69	1.56	***	1.53	1.44	***	1.69	1.59	***	1.63	1.54	***
Interactions with professors	2.08	2.05		1.87	1.84		1.95	1.82	**	1.83	1.81		1.74	1.56	***	1.85	1.65	***	1.85	1.71	***
Attendance at seminars and lectures	1.73	1.64	*	1.58	1.42	*	1.71	1.51	***	1.66	1.45	***	1.74	1.39	***	1.65	1.46	***	1.69	1.45	***
RESIDENCE HALL CLIMATE																					
Residence hall climate is academically supportive	2.69	2.55	***	2.71	2.39	***	2.65	2.49	***	2.70	2.46	***	2.75	2.47	***	2.70	2.47	***	2.71	2.48	***
Residence hall climate is socially supportive	2.95	2.76	***	2.94	2.69	***	2.89	2.78	***	2.94	2.73	***	2.96	2.72	***	2.90	2.74	***	2.93	2.73	***

For the next 3 constructs:

1   2   3   4
Never   Once or more per week

For residence hall climate:

1   2   3   4
Strongly disagree   Strongly agree

Note: * p<.05; ** p<.01; *** p<.001

Institutional Profile and Comparison Information
ENVIRONMENTS

	INSTITUTIONAL COMPARISONS																		TOTAL SAMPLE		
	Baccalaureate and Master's All			Research Universities All			Research Univ. High Research <10 L/L programs			Research Univ. High Research >10 L/L programs			Research Univ. Very High Research <10 L/L programs			Research Univ. Very High Research >10 L/L programs					
	L/L	Comp		L/L	Comp		L/L	Comp		L/L	Comp		L/L	Comp		L/L	Comp		L/L	Comp	
	n=1,177	n=958	Sig.	n=370	n=312	Sig.	n=1,295	n=776	Sig.	n=1,463	n=2,814	Sig.	n=3,754	n=3,244	Sig.	n=3,627	n=2,852	Sig.	n=11,549	n=10,863	Sig.

For influences on living-learning program participation:

1   2   3   4   5
Did not influence my decision at all   ……   Greatly influenced my decision

INFLUENCES ON LIVING-LEARNING PROGRAM PARTICIPATION

	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.
Academic influences on living-learning program participation	2.34	N/A		2.81	N/A		2.54	N/A		2.58	N/A		2.51	N/A		2.61	N/A		2.55	N/A	
Social influences on living-learning program participation	2.58	N/A		2.88	N/A		2.67	N/A		2.73	N/A		2.75	N/A		2.86	N/A		2.76	N/A	
Wanted to live in a specific residence hall	2.74	N/A		3.22	N/A		2.94	N/A		3.04	N/A		3.28	N/A		2.98	N/A		3.06	N/A	
Knew someone else in the program	1.89	N/A		1.90	N/A		2.04	N/A		2.23	N/A		2.12	N/A		2.04	N/A		2.07	N/A	
Was encouraged to participate by advisor	1.74	N/A		2.21	N/A		2.19	N/A		2.04	N/A		1.99	N/A		2.06	N/A		2.02	N/A	

For diversity interactions:

1   2   3   4
Not at all   ……   All of the time

DIVERSITY INTERACTIONS

	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.
Positive peer diversity interactions	2.69	2.39	***	2.39	2.35		2.43	2.41		2.42	2.27	***	2.50	2.39	***	2.42	2.31	***	2.47	2.35	***

Note: * p<.05; ** p<.01; *** p<.001

Institutional Profile and Comparison Information
ENVIRONMENTS

	Baccalaureate and Master's All			Research Universities All			Research Univ. High Research <10 L/L programs			Research Univ. High Research >10 L/L programs			Research Univ. Very High Research <10 L/L programs			Research Univ. Very High Research >10 L/L programs			TOTAL SAMPLE		
	L/L n=1,177	Comp n=958	Sig.	L/L n=370	Comp n=312	Sig.	L/L n=1,295	Comp n=776	Sig.	L/L n=1,463	Comp n=2,814	Sig.	L/L n=3,754	Comp n=3,244	Sig.	L/L n=3,627	Comp n=2,852	Sig.	L/L n=11,549	Comp n=10,863	Sig.
For learning experiences and study habits: 1 Never — 4 Very often																					
HANDS-ON LEARNING EXPERIENCES																					
Mentoring experience	1.65	1.68		1.63	1.55		1.60	1.64		1.66	1.63		1.63	1.60		1.65	1.59	**	1.64	1.62	
Participated in internship experience	1.29	1.37	*	1.19	1.17		1.21	1.21		1.33	1.31		1.25	1.25		1.30	1.27		1.27	1.29	
Attended presentation by professional in intended field	1.97	2.08	**	1.90	1.78		1.91	1.96		2.14	2.06	*	2.05	1.97	***	2.06	1.96	***	2.03	1.99	**
Visited work setting of professional in intended field	1.66	1.81	***	1.72	1.64		1.64	1.64		1.64	1.75	***	1.64	1.64		1.78	1.66	***	1.69	1.69	
Worked with outreach to high school students	1.26	1.31		1.34	1.19	**	1.23	1.24		1.26	1.25		1.25	1.23		1.29	1.21	***	1.27	1.24	***
STUDY HABITS																					
Studied on your own	3.55	3.54		3.54	3.45		3.35	3.45	*	3.50	3.51		3.52	3.51		3.55	3.52		3.51	3.51	
Studied with one other person	2.37	2.30		2.32	2.18	*	2.26	2.26		2.32	2.30		2.39	2.31	***	2.36	2.25	***	2.35	2.29	***
Studied in the library or other facility on campus	2.17	2.23		2.09	2.09		1.88	2.05	***	2.23	2.28	*	2.20	2.25	*	2.11	2.16	*	2.13	2.22	***
Studied with a small group of people	1.92	1.83	*	1.85	1.60	***	1.80	1.80		1.92	1.83	**	1.89	1.78	***	1.84	1.74	***	1.87	1.78	***
For time spent on activities: 1 None — 6 21 or more hours																					
TIME SPENT ON ACTIVITIES																					
Attending classes	4.27	4.37	*	4.47	4.29	**	4.42	4.41		4.50	4.47		4.44	4.42		4.46	4.33	***	4.43	4.40	**
Studying/doing homework	3.50	3.36	**	3.26	2.98	**	3.23	3.13		3.48	3.37	*	3.52	3.45	*	3.49	3.29	***	3.46	3.35	***
Fraternity/sorority	1.17	1.28	**	1.18	1.23		1.25	1.26		1.26	1.36	**	1.25	1.28		1.23	1.30	***	1.23	1.30	***
Arts or music performances/activities	1.81	1.79		1.96	1.69	**	1.70	1.65		1.77	1.70		1.86	1.74	***	1.79	1.67	***	1.81	1.71	***
Intramural/club sports	1.49	1.45		1.36	1.37		1.51	1.50		1.58	1.55		1.53	1.52		1.51	1.48		1.52	1.50	
Varsity sports	1.23	1.42	***	1.12	1.14		1.13	1.21	*	1.19	1.25	*	1.14	1.19	*	1.13	1.20	***	1.15	1.23	***
Student government	1.12	1.11		1.12	1.14		1.13	1.11		1.17	1.10	***	1.14	1.10	**	1.20	1.16	**	1.16	1.12	***
Political/social activism	1.27	1.19	***	1.22	1.14		1.13	1.15		1.24	1.18	*	1.22	1.18	**	1.22	1.18	*	1.22	1.18	***
Religious clubs/activities	1.35	1.40		1.48	1.25	***	1.37	1.40		1.41	1.44		1.43	1.40		1.45	1.39	**	1.42	1.40	
Ethnic/cross-cultural clubs/activities	1.27	1.19	**	1.15	1.18		1.15	1.18		1.23	1.16	***	1.22	1.18	**	1.21	1.17	*	1.21	1.18	***
Media activities	1.19	1.22		1.16	1.21		1.19	1.23		1.20	1.21		1.22	1.21		1.27	1.26		1.22	1.22	
Work-study or work on-campus	1.85	1.75		1.61	1.67		1.47	1.70	***	1.80	1.76		1.65	1.71		1.76	1.72		1.70	1.73	
Work off-campus	1.65	1.64		1.44	1.49		1.57	1.63		1.35	1.49	***	1.35	1.44	**	1.48	1.53		1.45	1.51	***
Community service activity	1.66	1.57	*	1.57	1.34	***	1.43	1.43		1.46	1.44		1.49	1.40	***	1.52	1.43	***	1.51	1.44	***
Other	1.24	1.21		1.28	1.14	*	1.17	1.33	***	1.29	1.21	*	1.26	1.23		1.24	1.25		1.25	1.23	

Note: * p<.05; ** p<.01; *** p<.001

Institutional Profile and Comparison Information
OUTCOMES

	INSTITUTIONAL COMPARISONS																		TOTAL SAMPLE		
	Baccalaureate and Master's All			Research Universities All			Research Univ. High Research <10 L/L programs			Research Univ. High Research >10 L/L programs			Research Univ. Very High Research <10 L/L programs			Research Univ. Very High Research >10 L/L programs					
	L/L n=1,177	Comp n=958	Sig.	L/L n=370	Comp n=312	Sig.	L/L n=1,295	Comp n=776	Sig.	L/L n=1,463	Comp n=2,814	Sig.	L/L n=3,754	Comp n=3,244	Sig.	L/L n=3,627	Comp n=2,852	Sig.	L/L n=11,549	Comp n=10,863	Sig.

For transition to college:

1	2	3	4	5	6
Very difficult					Very easy

TRANSITION TO COLLEGE

	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.
Ease with academic transition to college	3.96	3.97		3.95	3.75	*	3.83	3.78		3.86	3.78	*	3.72	3.58	***	3.77	3.63	***	3.80	3.70	***
Ease with social transition to college	4.29	4.24		4.34	4.08	**	4.47	4.27	***	4.30	4.21	*	4.34	4.11	***	4.34	4.20	***	4.34	4.18	***

For intellectual abilities:

1	2	3	4
Strongly disagree			Strongly agree

INTELLECTUAL ABILITIES

	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.
Critical thinking/analysis abilities	3.00	2.91	***	2.97	2.85	***	2.86	2.91		2.98	2.91	***	2.92	2.87	***	2.92	2.86	***	2.93	2.89	***
Application of knowledge abilities	3.17	3.16		3.17	3.09	*	3.07	3.13	**	3.15	3.14		3.11	3.08	**	3.12	3.06	***	3.12	3.10	***

For intellectual growth:

1	2	3	4
Not grown at all			Grown very much

INTELLECTUAL GROWTH

	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.
Growth in cognitive complexity	2.96	3.01		2.90	2.92		2.92	2.95		2.86	2.94	***	2.86	2.85		2.92	2.89	*	2.90	2.91	
Growth in liberal learning	2.82	2.87		2.76	2.85		2.76	2.82		2.70	2.78	***	2.70	2.70		2.76	2.72	*	2.74	2.75	
Growth in personal philosophy	2.97	3.03	*	3.02	3.02		2.97	2.97		2.91	2.98	***	2.90	2.90		2.94	2.91		2.93	2.94	

Note: * p<.05; ** p<.01; *** p<.001

Institutional Profile and Comparison Information
OUTCOMES

	INSTITUTIONAL COMPARISONS																		TOTAL SAMPLE		
	Baccalaureate and Master's All			Research Universities All			Research Univ. High Research <10 L/L programs			Research Univ. High Research >10 L/L programs			Research Univ. Very High Research <10 L/L programs			Research Univ. Very High Research >10 L/L programs					
	L/L n=1,177	Comp n=958	Sig.	L/L n=370	Comp n=312	Sig.	L/L n=1,295	Comp n=776	Sig.	L/L n=1,463	Comp n=2,814	Sig.	L/L n=3,754	Comp n=3,244	Sig.	L/L n=3,627	Comp n=2,852	Sig.	L/L n=11,549	Comp n=10,863	Sig.
COLLEGE/PROFESSIONAL SELF-CONFIDENCE																					
Confidence in college success	3.57	3.52	**	3.63	3.49	***	3.52	3.46	***	3.62	3.52	***	3.58	3.50	***	3.58	3.50	***	3.58	3.51	***
Professional self-confidence	3.57	3.61		3.66	3.60		3.61	3.62		3.61	3.63		3.57	3.59		3.56	3.60	**	3.58	3.60	***
CONFIDENCE IN COLLEGE COURSES																					
Math courses	3.40	3.46		3.63	3.36	**	3.51	3.53		3.69	3.52	***	3.54	3.53		3.52	3.47		3.54	3.50	*
Science courses	3.25	3.25		3.57	3.53		3.39	3.47		3.60	3.52	*	3.56	3.49	*	3.52	3.47		3.50	3.47	
English courses	3.94	3.78	***	3.93	3.90		3.95	3.86		3.94	3.97		3.90	3.83	**	3.95	3.88	**	3.93	3.88	***
Engineering courses	2.38	2.32		2.47	2.49		2.51	2.61		2.90	2.72	**	2.72	2.67		2.51	2.53		2.61	2.61	
Writing courses	3.86	3.65	***	3.78	3.85		3.80	3.76		3.89	3.90		3.85	3.79	*	3.85	3.77	*	3.85	3.80	**
Social science courses	3.85	3.86		3.81	3.80		3.83	3.84		3.93	3.94		3.88	3.85		3.96	3.87	***	3.90	3.88	
CONFIDENCE IN SKILLS AND ABILITIES																					
Confidence in academic skills	2.86	2.87		2.89	2.89		2.85	2.89		2.90	2.92		2.82	2.80		2.87	2.83	*	2.85	2.85	
Confidence in math ability	2.52	2.56		2.72	2.46	***	2.66	2.67		2.76	2.64	***	2.65	2.64		2.61	2.59		2.64	2.62	
Confidence in working independently	3.34	3.35		3.36	3.34		3.31	3.34		3.39	3.39		3.32	3.31		3.37	3.34		3.34	3.35	
Confidence in computer ability	3.15	3.17		3.18	3.28		3.25	3.20		3.15	3.18		3.08	3.12	*	3.13	3.19	**	3.13	3.17	***
Confidence in problem-solving ability	2.98	2.99		3.06	2.97		3.06	3.09		3.12	3.07	*	3.02	3.00		3.06	3.02		3.05	3.03	
Confidence in working as part of a team	3.02	3.06		2.97	2.97		3.04	3.00		3.03	3.08		2.99	3.00		3.00	3.00		3.00	3.02	
Confidence in test-taking skills	2.74	2.75		2.83	2.70		2.74	2.79		2.89	2.82	**	2.84	2.73	***	2.86	2.76	***	2.83	2.76	***

For college and professional self-confidence:

1 No chance — 2 — 3 — 4 Very good chance

For confidence in college courses:

1 Not at all confident — 2 — 3 — 4 — 5 Extremely confident

For confidence in skills and abilities:

1 No at all confident — 2 — 3 — 4 Very confident

Note: * p<.05; ** p<.01; *** p<.001

Institutional Profile and Comparison Information
OUTCOMES

	INSTITUTIONAL COMPARISONS																		TOTAL SAMPLE		
	Baccalaureate and Master's All			Research Universities All			Research Univ. High Research <10 L/L programs			Research Univ. High Research >10 L/L programs			Research Univ. Very High Research <10 L/L programs			Research Univ. Very High Research >10 L/L programs					
	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.
	n=1,177	n=958		n=370	n=312		n=1,295	n=776		n=1,463	n=2,814		n=3,754	n=3,244		n=3,627	n=2,852		n=11,549	n=10,863	
DIVERSITY																					
Diversity appreciation	2.85	2.79		2.79	2.96	*	2.85	2.84		2.68	2.71		2.73	2.72		2.76	2.76		2.76	2.75	
CIVIC ENGAGEMENT																					
Sense of civic engagement	3.01	2.94	*	2.95	2.92		2.85	2.85		2.94	2.88	*	2.92	2.84	***	2.93	2.83	***	2.93	2.86	***
COLLEGE ACTIONS AND ATTITUDES																					
Used a campus learning lab to improve study skills	1.87	2.05	***	1.94	1.87		2.01	2.01		1.85	1.91		1.81	1.90	***	1.95	1.95	***	1.86	1.93	***
Dropped a class	1.24	1.38	***	1.32	1.35		1.34	1.40	*	1.32	1.41	***	1.36	1.40	*	1.37	1.40		1.34	1.40	***
Did not do as well as you expected in a course	1.84	1.92	**	1.72	1.87	**	1.89	1.96	*	1.85	1.93	***	1.96	2.05	***	1.98	2.04	***	1.92	1.99	***
Changed how you prepare for tests	2.15	2.23	*	2.22	2.26		2.30	2.31		2.23	2.25		2.29	2.30		2.29	2.32		2.26	2.28	
Received career counseling	1.44	1.51	*	1.45	1.46		1.52	1.54		1.54	1.50		1.54	1.53		1.57	1.58		1.53	1.53	
Skipped more than two classes of the same course	1.71	1.84	***	1.71	1.81		1.91	1.85		1.76	1.84	**	1.94	1.98		1.91	2.03	***	1.87	1.93	***
Felt overwhelmed by coursework	2.60	2.75	***	2.62	2.65		2.53	2.58		2.50	2.63	***	2.58	2.62		2.61	2.60		2.58	2.63	***

For diversity and civic engagement:

1 Stongly disagree — 2 — 3 — 4 Strongly agree

For college actions and attitudes:

1 Never — 2 — 3 — 4 Very often

Note: * p<.05; ** p<.01; *** p<.001

Institutional Profile and Comparison Information
OUTCOMES

	INSTITUTIONAL COMPARISONS																					TOTAL SAMPLE		
	Baccalaureate and Master's All			Research Universities All			Research Univ. High Research <10 L/L programs			Research Univ. High Research >10 L/L programs			Research Univ. Very High Research <10 L/L programs			Research Univ. Very High Research >10 L/L programs								
	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.	L/L	Comp	Sig.				L/L	Comp	Sig.
	n=1,177	n=958		n=370	n=312		n=1,295	n=776		n=1,463	n=2,814		n=3,754	n=3,244		n=3,627	n=2,852					n=11,549	n=10,863	
ALCOHOL USE/BEHAVIORS																								
(The next 3 items are in percentages.)																								
Changes in drinking habits						***						***			***			***						***
Don't drink alcohol and never have	28.2	28.6		40.8	21.2		32.4	37.1		32.5	24.1		33.0	26.6		29.9	21.7					31.6	25.4	
Started drinking in college	18.6	18.6		17.5	18.9		18.3	17.6		17.4	21.0		17.1	17.6		20.4	19.2					18.5	19.0	
Drinking less in college	9.8	7.5		6.4	6.2		7.3	4.8		7.4	9.3		6.8	9.2		7.6	9.5					7.5	8.7	
Drinking more in college	16.8	21.3		15.1	26.1		21.0	18.4		20.6	23.9		21.4	22.9		21.2	27.8					20.5	24.1	
Stopped drinking in college	3.7	3.2		2.1	3.3		2.7	3.9		3.2	3.1		2.8	2.7		2.8	2.8					2.9	3.0	
No change	23.0	20.6		18.1	24.3		18.3	18.1		18.9	18.6		18.9	21.1		18.1	19.1					19.0	19.7	
During last 2 weeks, how many times binge drank?									*						***									***
None	41.9	38.8		37.9	34.6		33.9	40.7		36.2	32.7		35.6	35.9		35.4	29.5					36.2	33.8	
Once	24.6	20.0		19.2	15.6		18.7	16.5		21.5	19.7		22.5	19.3		22.0	21.3					21.9	19.8	
Twice	15.9	17.9		22.6	19.9		19.0	16.6		17.6	19.6		18.2	18.0		17.9	20.0					18.0	18.9	
3-5 times	13.2	17.5		16.2	22.5		21.1	16.1		19.0	21.0		17.5	20.4		19.4	21.8					18.2	20.5	
6-9 times	3.1	4.2		1.4	5.0		5.4	7.0		4.0	4.6		4.2	4.5		3.5	4.6					3.9	4.7	
10 or more times	1.3	1.4		2.6	2.4		1.8	3.2		1.6	2.4		2.0	1.9		1.9	2.7					1.8	2.3	
Factors influencing how much to drink																								
As reward for working hard	34.7	38.6		34.8	43.1		34.0	34.3		37.7	43.2	**	38.5	41.4		40.5	43.2					38.0	41.7	***
To fit in or to feel more comfortable in social situations	26.3	24.6		25.3	25.7		25.1	26.6		29.5	28.3		31.1	29.2		30.3	30.5					29.2	28.7	
If everyone else is drinking	27.4	30.6		25.2	27.1		27.2	26.1		29.5	29.3		30.9	30.9		31.2	32.0					29.9	30.3	
If it is free or cheap	42.9	46.8		50.4	50.3		40.8	42.6		47.7	46.8		46.3	50.4	*	53.5	53.2					47.9	49.4	
If it is a special occasion	63.3	70.4	*	72.0	68.9		66.4	64.9		62.9	67.5	*	69.1	69.7		69.6	71.2					67.6	69.2	*
If having a bad day or got a bad grade	10.9	17.4	***	15.8	22.5		16.2	17.2		15.2	18.4	*	15.9	18.6	*	19.4	19.7					16.4	18.8	***
To get away from problems and troubles	10.9	16.1	**	10.3	13.7		14.3	14.5		10.5	11.7		11.8	13.4		13.7	13.7					12.4	13.4	
To get drunk	31.3	31.3		29.4	40.0	*	39.3	35.3		33.8	33.3		36.4	38.3		37.0	42.6	***				35.8	37.5	*
For alcohol-related experiences: ◆————————◆ 1 2 3 Not at all Twice or more																								
ALCOHOL-RELATED EXPERIENCES																								
Health consequences of alcohol use	1.35	1.40		1.34	1.49	**	1.48	1.40	*	1.38	1.45	**	1.45	1.45		1.48	1.55	***				1.44	1.47	***
Emotional consequences of alcohol use	1.25	1.27		1.25	1.25		1.29	1.25		1.23	1.27	*	1.28	1.30		1.33	1.34					1.29	1.30	
Experienced serious negative secondary behavior	1.16	1.18		1.17	1.17		1.19	1.18		1.15	1.18	**	1.17	1.18	*	1.19	1.21					1.18	1.19	**
Experienced nuisance negative secondary behavior	1.73	1.72		1.76	1.91	**	1.79	1.79		1.74	1.77		1.78	1.83	**	1.82	1.86	*				1.78	1.81	***

Note: * p<.05; ** p<.01; *** p<.001

Institutional Profile and Comparison Information
OUTCOMES

	INSTITUTIONAL COMPARISONS																					TOTAL SAMPLE		
	Baccalaureate and Master's All			Research Universities All			Research Univ. High Research <10 L/L programs			Research Univ. High Research >10 L/L programs			Research Univ. Very High Research <10 L/L programs			Research Univ. Very High Research >10 L/L programs								
	L/L n=1,177	Comp n=958	Sig.	L/L n=370	Comp n=312	Sig.	L/L n=1,295	Comp n=776	Sig.	L/L n=1,463	Comp n=2,814	Sig.	L/L n=3,754	Comp n=3,244	Sig.	L/L n=3,627	Comp n=2,852	Sig.	L/L n=11,549	Comp n=10,863	Sig.
For sense of belonging: 1 Strongly disagree — 2 — 3 — 4 Strongly agree																					
SENSE OF BELONGING																					
Overall sense of belonging	3.12	3.08		3.19	3.05	**	3.09	3.08		3.16	3.15		3.20	3.13	***	3.20	3.11	***	3.17	3.12	***
ACADEMIC ACHIEVEMENT, RETENTION, & FUTURE ACTIVITIES *(The next 2 items are in percentages.)*																					
Cumulative college grade point average			***			***			*			***			***			***			***
3.50 - 4.00	41.4	29.4		49.0	32.5		30.5	36.7		50.8	35.4		50.5	36.5		49.5	38.0		47.0	35.9	
3.00 - 3.49	35.5	36.0		27.6	31.9		28.1	28.4		28.9	35.6		28.6	33.6		28.0	33.5		29.1	33.9	
2.50 - 2.99	15.7	22.5		14.1	19.2		20.6	19.1		12.9	18.4		14.0	19.2		14.1	17.9		14.8	18.9	
2.00 - 2.49	4.9	8.5		6.5	10.4		12.6	9.3		4.8	7.6		4.6	7.0		5.4	7.2		5.9	7.6	
1.99 or less	2.4	3.6		2.8	6.0		8.1	6.5		2.6	3.1		2.3	3.7		3.1	3.4		3.2	3.7	
Plans for next year			***						*									*			***
Plan to return to same institution	88.6	85.4		92.5	89.3		90.4	87.4		90.2	88.5		93.4	92.2		93.0	91.3		92.0	90.0	
Graduating this year	1.7	6.3		1.5	0.8		1.4	2.5		3.1	4.4		0.9	1.5		1.9	1.9		1.6	2.8	
Enrolling at different college or university	2.5	4.5		2.5	6.0		3.2	4.5		2.9	2.8		2.4	2.5		1.6	2.8		2.3	3.1	
Not pursuing any form of education	0.4	0.1		0.3	0.0		0.2	1.0		0.1	0.1		0.1	0.1		0.3	0.2		0.2	0.2	
Undecided	6.8	3.7		3.2	3.9		4.8	4.6		3.8	4.2		3.2	3.7		3.2	3.9		3.8	4.0	
For drop-out risk: 1 No chance — 2 — 3 — 4 Very good chance																					
DROP-OUT RISK																					
Drop-out risk	1.27	1.21	**	1.21	1.23		1.22	1.29	***	1.20	1.22		1.23	1.22		1.22	1.23		1.23	1.22	
FUTURE ACTIVITIES (in percentages) *(Activities respondents intend to participate in)*																					
Practicum, internship, field experience, etc.	70.5	64.1	**	69.7	70.8		59.0	66.7	**	69.4	67.6		70.2	70.0		68.5	69.9		68.3	68.6	
Community service, volunteer work, service learning	47.0	44.8		49.0	50.1		41.7	43.5		43.2	40.3		50.8	46.1	***	44.9	45.5		46.6	44.3	***
Research with professor	25.5	19.3	***	27.0	17.4	**	21.7	22.2		29.8	24.7	***	37.4	32.5	***	31.2	25.5	***	31.2	26.4	***
Taking a leadership position	36.2	33.4		40.9	30.3	**	32.4	33.1		34.5	32.0		39.0	36.0	*	37.1	35.0		36.9	34.1	***
Study abroad	54.6	35.3	***	43.3	43.7		35.9	33.4		50.6	42.4	***	55.5	48.5	***	54.3	47.9	***	51.9	44.4	***
Independent research	21.8	14.7	***	17.3	11.0	*	15.7	15.8		18.6	15.6	*	21.1	18.3	**	18.0	15.5	**	19.2	16.2	***
Self-designed major	5.6	3.4	*	4.1	4.8		5.4	5.0		5.0	4.5		5.7	5.1		5.3	4.8		5.4	4.7	*
Culminating senior experience (capstone, thesis)	27.8	19.9	***	22.6	15.9	*	20.4	28.4	***	34.6	29.6	***	27.8	24.6	**	33.2	23.7	***	29.3	25.3	***

Note: * p<.05; ** p<.01; *** p<.001

Section III

Baseline NSLLP Results by Living-Learning Programs Typology

This section details the results for similarly-themed types of L/L programs found at all of the 49 campuses participating in the 2007 NSLLP Baseline Survey.

Description of the 2007 Thematic Typology of Living-Learning Programs

In recent years, substantial thematic diversity has developed among L/L programs, accompanying educators' attempts to target programs' benefits to particular student groups (e.g., first-year students or students in a given major) or collegiate learning outcomes (e.g., civic engagement or holistic wellness). One goal of the 2007 NSLLP is to catalog and help practitioners make sense of this proliferation. Understanding the breadth of programs' goals and foci is important for two reasons. First, a "menu" of L/L programs can serve as an important source of inspiration to practitioners considering implementing them on their campuses. Second, moving from a simple list of programs to a framework for grouping those that are thematically similar allows for the development of a useful tool that can refine program-to-program comparisons. That tool, the 2007 Thematic Typology of Living-Learning Programs, is useful in summarizing the state of L/L programs today and drawing meaningful conclusions about differences among programs with different themes.

The 2007 Thematic Typology extends work conducted with the 2004 NSLLP, including nearly 300 programs organized into 26 specific types. Those types were further grouped into 14 broader categories. For example, L/L programs focused on supporting students in a certain discipline, such as business, education, engineering and computer science, the humanities, health sciences, and general sciences (specific types) were categorized as Disciplinary L/L programs (broad category). The 2007 Thematic Typology was developed by a team of six raters under the supervision of one of the study's principal researchers, using information from 611 programs. Raters examined three types of data from each program: (a) the program's stated goals and objectives, (b) a rating by the program director of the relative importance of 17 learning outcomes measured by the 2007 NSSLP Baseline Survey, and (c) the program's title. Using the

2004 Thematic Typology as their base, teams of raters identified the thematic type of each program, refining and expanding the typology as needed to accommodate emergent forms of L/L programs. Ultimately, raters reached consensus about the thematic type of 555 programs participating in the 2007 administration. Due to insufficient program information, raters excluded 56 programs from the final typology. The typology that emerged consisted of 17 broad categories, subsuming 41 specific types. Types added as a result of review from 2007 data are marked with a plus (+). Table III-A more fully describes the 2007-08 Thematic Typology, and a complete list of 2007 programs by type appears in Appendix C.

Table III-A
2007 NSLLP Thematic Typology of Living-Learning Programs

BROAD CATEGORY	SPECIFIC TYPE	DESCRIPTION
I. Civic & Social Leadership Programs		
	1. Civic Engagement Programs	focused on engaging students in resolving civic issues, primarily through political activism or participation
	2. Environmental Sustainability Programs (+)	concerned with promoting ecological action
	3. Leadership Programs	focused on leadership development
	4. Service-Learning & Social Justice Programs	concerned with remedying social issues, primarily through direct service (i.e., service-learning or community service)
II. Disciplinary Programs		focused on grouping students of a particular major or disciplinary interest, including:
	1. Agriculture or Veterinary Medicine (+)	
	2. Business	
	3. Communication or Journalism (+)	
	4. Education	
	5. Engineering & Computer Science	
	6. General Sciences	
	7. Health Sciences	
	8. Humanities	
	9. Interdisciplinary (+)	
	10. Law or Criminal Justice (+)	
	11. Mathematics (+)	
	12. Social Sciences	
III. Fine & Creative Arts Programs		focused on promoting appreciation and interest in the visual arts, music, architecture, film, prose, or photography
	Culinary Arts (+)	because of their prevalence, these programs were identified as distinct from other fine arts programs

BROAD CATEGORY	SPECIFIC TYPE	DESCRIPTION
IV. General Academic Programs		focused on academic support or excellence, but did not evidence a particular disciplinary theme (e.g., business or math) or sought to serve a particular group (e.g., first-year students, transfer students)
V. Honors Programs		provided academically enriched learning environments for an institution's most academically talented students. Typically, these programs were "invitation-only," identifying possible members by their high school achievement or scores on college entrance examinations
VI. Cultural Programs		
	1. International/Global Programs	may have been focused on a single country or region, or, more broadly, developing international competencies or fostering an interest in international affairs
	2. Language Programs	focused on developing linguistic and, to a lesser extent, cultural proficiency
	3. Multicultural/Diversity Programs	focused on domestic diversity issues, including race/ethnicity, sexual orientation, or other social identities
VII. Leisure Programs (+)		(may or may not have incorporated academic content)
	1. General Leisure Pursuits (+)	examples include playing card games, watching—but not participating in—sporting events
	2. Local Community Exploration (+)	programs that were specifically focused on learning about leisure or cultural activities in a locality near the campus, typically an urban center
	3. Outdoor Recreation Programs	offering students an opportunity to develop sporting or outdoor/wilderness skills
VIII. Umbrella Programs		typically umbrella programs (or buildings) that housed several, potentially distinct, L/L communities, without disaggregating those communities by theme. An example would be a generically titled "Living-Learning Community" that housed several clusters of students, each focusing on a separate issue
IX. Political Interest Programs (+)		participants engaged in discussions about domestic political issues, supplementing their learning through attendance at lectures, reading newspapers or magazines, or watching politically focused television shows

BROAD CATEGORY	SPECIFIC TYPE	DESCRIPTION
X. Residential Colleges		typically spanned multiple years of participants' college experience and attempted to recreate early-American liberal arts institutions' focus on academic, cultural, and social pursuits
XI. Research Programs		students participated in peer inquiry or faculty-guided research
XII. Reserve Officer Training Corps (ROTC) Programs (+)		program in which all students were members of either Army, Air Force, or Navy ROTC groups at their (or at a host) institution
XIII. Sophomore Programs (+)		focused on the continuing needs of students in their second year of college
XIV. Transition Programs		focused on assisting undergraduate students in their transition to university life, including:
	1. Career or Major Exploration Programs	focused on assisting first-year or transfer students in the process of vocational and academic exploration
	2. First-Year Student Programs	focused specifically on the transition to college of first-year students
	3. New Student Transition Programs for Diverse Populations (+)	served the transition needs of students from non-dominant backgrounds (e.g., children of immigrant workers or students who identify as lesbian, gay, bisexual, or transgender)
	4. Transfer Student Programs (+)	focused specifically on the transition experience of students transferring to an institution from a two- or four-year college
XV. Upper-Division Programs		targeted the needs and interests of students with junior and senior status, and may have included components that prepared students for post-graduate study or for entry into the workforce
XVI. Wellness Programs		
	1. General Wellness & Healthy Living Programs	focused on learning about and/or promoting mental and physical health
	2. Spirituality & Faith-Based Programs (+)	focused on issues of personal spirituality or faith development, or the study of religion
XVII. Women's Programs		dedicated to women's development, including:
	1. Women's Leadership Programs	
	2. Women-only Mathematics, Technology, Science, & Engineering (STEM) Programs	

Upon creation of the Thematic Typology, we aggregated student data by thematic type of L/L program. Doing so allowed us to identify differences in students' backgrounds, engagement with key collegiate environments, and attainment of important learning outcomes (see Table III). Because of the number of planned comparisons, when we speak of "statistical significance," we refer only to those tests where *p*-values are less than, or equal to, .001. We summarize notable findings below for L/L programs with at least 10 respondents.

Tips for Interpreting the Tables

The tables in this section of the report are similar to those in Section II, with a few notable differences. First, given the small number of students in each thematic type of L/L program, we chose not to report the breakdowns of student demographic characteristics by type in order to safeguard against violating respondent confidentiality.

While altogether 41 types of L/L programs were identified, five types did not reach our threshold of 10 participants for inclusion in the statistical analyses. Section III thus provides the results for students in 36 different thematic types of L/L programs, as well as the comparison (i.e., traditional residence hall) sample. Typically, you would be most interested in benchmarking against the thematic types of L/L programs that are most similar to your L/L program. So, for example, if you are working with a Civic or Social Justice L/L program, you would probably be most interested in benchmarking against other Civic Engagement ("Civic") or Service-Learning & Social Justice ("Social J") Programs. You are, however, more than welcome to benchmark across multiple columns.

Tips for Tables with Percentages

Example 1 below shows what one of the percentages tables would look like in Section III of this report. In Example 1, the percentages data show the academic class standing of students across each type of Civic & Social Leadership Program (of which there are 4 types: Civic Engagement Programs ["Civic"], Environmental Sustainability Programs ["Environ"], Leadership Programs ["Ldrship"], and Service-Learning & Social Justice Programs ["Social J"]). The "***" indicates that the differences in academic class standing are significantly significant for the 36 types of L/L program thematic types. It is important to note, however, that the statistical difference only denotes that the respective construct is statistically different across ***all***

program types at the $p \leq .001$ level, and not for individual types of programs against other individual types. In other words, in our example below, we **cannot** infer that the academic class standings of students in the four types of Civic and Social Leadership Programs are statistically and significantly different from one another.

EXAMPLE 1:
Tables with Percentages

Percentage breakdown of respondents in broad category and specific type of L/L program

Percentage breakdown of comparison sample

	Civic and Social Leadership Programs					Sig Diff		Comp n=10,863
	Civic (n=46)	Environ (n=73)	Ldrshp (n=232)	Social J (n=116)				
Academic class standing						***		
First-year	61.9	43.6	71.1	63.2				59.3
Sophomore	20.0	35.1	18.7	27.3				24.3
Junior	13.7	14.0	8.0	8.2				10.5
Senior	4.4	7.4	2.2	0.6				5.0
Graduate student	0.0	0.0	0.0	0.0				0.7
Other	0.0	0.0	0.0	0.6				0.3

Indicates that the variable is significantly different across the 36 thematic types of L/L programs at the $p \leq .001$ level.

Tips for Tables with Means
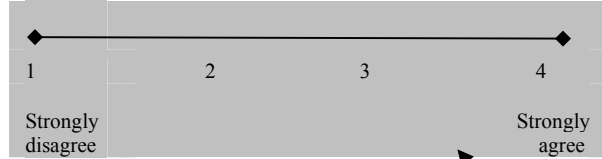
The means tables are formatted in a fashion that is similar to the percentages tables. The primary difference is that they report average scores instead of proportions. For all means, the values associated with the minimum and maximum scores are provided in a box immediately prior to the data.

In Example 3, the averages for the two intellectual abilities constructs (critical thinking/analysis abilities, application of knowledge abilities) are based on a four-point scale, for which 1 = "strongly disagree" and 4 = "strongly agree." (You can infer that 2 = "disagree," 2.5 is the mid point and thus "neutral," and 3 = "agree.") Thus, a mean score of 3.13 for "critical

thinking/analysis abilities" among the L/L respondents from the Civic Engagement Program ("Civic") benchmarking group is approximately at the "agree" level, since it is very close to 3.0.

Once again, it is critical to note that the statistical difference only denotes that the respective construct is statistically different across **all** program types at the $p \leq .001$ level, and not for individual types of programs against other individual types. In other words, in our example, below, we **cannot** infer that the critical thinking/analysis abilities or application of knowledge abilities mean scores of students in the four types of Civic and Social Leadership Programs are statistically and significantly different from one another. It is also the case that one cannot infer from the "***" that the mean score for students in the Comparison sample is significantly different than the mean score for any particular thematic type of L/L program. So, for example, although a mean score of 2.89 among students in the Comparison sample for "critical thinking/analysis abilities" may appear to be statistically lower than a mean score of 3.13 for the Civic Engagement Program ("Civic") group, we cannot say with certainty that it is.

EXAMPLE 2:
Tables with Means

	Civic and Social Leadership Progs				Sig Diff	Comp
	Civic (n=46)	Environ (n=73)	Ldrshp (n=232)	Social J (n=116)		n=10,863

1   2   3   4
Strongly disagree   Strongly agree

INTELLECTUAL ABILITIES

	Civic	Environ	Ldrshp	Social J	Sig Diff	Comp
Critical thinking/analysis abilities	3.13	3.03	2.95	2.90	***	2.89
Application of knowledge abilities	3.30	3.27	3.23	3.21	***	3.10

Mean scores based on the 4-point scale described above.

Indicates that the variable is significantly different across the 36 thematic types of L/L programs at the $p \leq .001$ level.

Key Findings

Differences Among Students in Different Thematic Types of L/L Programs

Perhaps most striking in the findings related to L/L program types is the statistically significant predominance of first-year students in most types of L/L programs. Only five types of programs—environmental, culinary, language, research, and upper division—had more than 20% of participants who reported being juniors or seniors. Unexpectedly, upper division programs also enrolled students who reported being sophomores, something inconsistent with both our definition and programs' names and descriptions. Whether this is due to differences in how class standing is defined (by credits or by year of attendance) is not known. To the extent that L/L students are traditionally aged, the relative youth of participants in most types of programs should be considered when interpreting any NSLLP results.

Not surprisingly, participation in an upper-division program was related to having selected a course of study: No upper division students had yet to declare a major. Interestingly, participation in a disciplinary L/L program was not necessarily associated with having chosen a major. It may be that students were using these programs to explore a possible major, or that institutions made these programs available with the goal of socializing students to limited-enrollment disciplines before students were able to declare a major officially.

Finally, statistically significant differences existed in the use of various financial aid packages by program type, with the exception of athletic scholarships. For example, merit aid was most prevalent among honors students (80.3%) and students who were participating in leisure programs (66.6%), while need-based aid was most prevalent among students participating in multicultural/diversity (64%) and research (64.5%) programs. Presumably, this is at least in part an artifact of the selection strategies of certain types of programs, particularly those where *program* selection criteria and selection criteria for *receiving merit-based aid* overlapped, as in the case of honors programs.

Differences in Students' Engagement with Collegiate Environments in
Various Thematic Types of L/L Programs

Statistically significant differences existed in peer and faculty interaction patterns among L/L programs of different thematic types. Students in political interest programs ($\bar{x}$ =3.57) reported having the most frequent discussions with their peers about academic or vocational issues, followed by those in communication/journalism ($\bar{x}$ =3.54) and social science ($\bar{x}$ =3.53) programs, while those in law/criminal justice programs reported the least ($\bar{x}$ =2.97). Consistent with their stated themes, conversations about social or cultural issues were again most frequent in political interest programs ($\bar{x}$ =3.16), followed by civic engagement programs ($\bar{x}$ =3.02), and were least frequent in mathematics programs ($\bar{x}$ =2.20).

Students' interaction with faculty around course material and course issues was most frequent for students who participated in research programs ($\bar{x}$ =2.45) and least frequent for students in criminal justice programs ($\bar{x}$ =1.74), while students' informal interaction with faculty was most frequent among students in research programs ($\bar{x}$ =1.88) and least frequent for students in culinary and political interest programs (both $\bar{x}$ =1.36). While high scores are consistent with the type of student-faculty contact one would expect in research programs, it should be noted that *no* program type scored above the scale mid-point (2.5).

Students' perceptions of their residence hall as academically or socially supportive also exhibited statistically significant variation by program type. Students participating in women-only STEM programs rated their halls as the most academically supportive ($\bar{x}$ =3.00), consistent with these programs' focus on safe and equitable climates for learning, while students in political interest programs rated hall academic support the lowest ($\bar{x}$ =2.37). When asked about the extent to which they found their residence hall socially supportive, students in several types of programs offered similarly positive reports, including those affiliated with civic engagement, international/global, language, residential college, and women-only STEM programs ($\bar{x}$ =3.07 to $\bar{x}$ =3.09). Upper division ($\bar{x}$ =2.72) and humanities ($\bar{x}$ =2.77) students reported the least socially supportive hall climates. Not surprisingly, at least at the level of thematic type, students' perceptions of socially supportive hall climates showed some relationship to the frequency with

which they interacted with diverse others: Students in language and international/global programs had among the highest scores in this domain ($\bar{x}$ =2.99 and 2.78, respectively), although culinary programs topped the list ($\bar{x}$ =3.00).

Finally, students' curricular and co-curricular behaviors exhibited variation among different types of L/L programs. Some of those differences were consistent with programs' themes and features. Students in research programs, for example, were the most likely to report mentoring experiences ($\bar{x}$ =2.42), while peers in political interest programs were the least likely to do so ($\bar{x}$ =1.31). Similarly, political interest ($\bar{x}$ =2.00) and civic engagement programs ($\bar{x}$ =1.78) were among those most likely to report political and social activism, while students in math programs ($\bar{x}$ =1.07) were the least likely. Other patterns of difference, although statistically significant, are less practically robust than we might expect. Frequency of internships and interactions with professionals "in the field" did not appear to be consistently higher in disciplinary programs than other types, and solo study remained the most frequently used form of preparation for all students in all types of programs, even those that link students by discipline, including women-only STEM programs.

Differences in Students' Attainment of Collegiate Outcomes in Various Thematic Types of L/L Programs

Despite the presence of several thematic types that are designed to assist undergraduate students in their entry to college, no statistically significant difference was found by type for students' ease of academic transition to post-secondary education. A statistically significant difference *was* noted on students' social transition to college, although because $p > .001$, the reader should use caution when interpreting the result. The generally high scores for all programs on these two measures, irrespective of theme, may be due to a number of factors, including L/L programs' general goal of creating a supportive, student-focused environment within the context of a larger college or university setting.

Students' ratings of their critical thinking ability exhibited statistically significant variation by thematic type of L/L programs. Students in social science disciplinary programs ($\bar{x}$ =3.19) and civic engagement programs ($\bar{x}$ =3.13) reported the strongest ability to think critically, while students in general leisure programs ($\bar{x}$ =2.76), agriculture/veterinary ($\bar{x}$ =2.77),

and women's leadership programs ($\bar{x}$ =2.78) reported the weakest. Significant differences also existed among programs in terms of students' ability to apply knowledge gained in one context to another. The highest scores were found among students in culinary ($\bar{x}$ =3.39), social science ($\bar{x}$ =3.32), and civic engagement programs ($\bar{x}$ =3.30), and the lowest scores were dispersed among students in general leisure programs ($\bar{x}$ =2.88), ROTC programs ($\bar{x}$ =2.93), and, surprisingly, research programs ($\bar{x}$ =2.95).

Variation by thematic type was also seen in three related measures of intellectual growth: (a) growth in cognitive complexity, (b) growth in an appreciation for liberal learning, and (c) growth in personal philosophy. Students in culinary programs ($\bar{x}$ =3.23), civic engagement programs ($\bar{x}$ =3.17), and social science programs ($\bar{x}$ =3.15) reported the greatest growth in their cognitive complexity, while students in general leisure ($\bar{x}$ =2.31) and ROTC programs ($\bar{x}$ =2.53) indicated the least. Growth in appreciation for liberal learning was most strongly associated with participation in civic engagement programs ($\bar{x}$ =2.99), environmental programs ($\bar{x}$ =2.96), and social science disciplinary programs ($\bar{x}$ =2.96), and least associated with participation in general leisure ($\bar{x}$ =2.36) and ROTC programs ($\bar{x}$ =2.45). Finally, the greatest growth in personal philosophy was reported by students in language programs ($\bar{x}$ =3.15) and culinary and environmental programs (both $\bar{x}$ =3.14) and the least amount of growth characterized students in ROTC ($\bar{x}$ =2.72) and general leisure programs ($\bar{x}$ =2.74).

Participation in all types of L/L programs in the 2007 NSLLP appeared to be positively associated with students' confidence in their collegiate and professional success, with scores approaching the scale's highest point. Statistically significant variation still existed, however, with students in honors ($\bar{x}$ =3.77) and general leisure programs ($\bar{x}$ =3.76) having the highest level of confidence in college success and those in engineering ($\bar{x}$ =3.41) and agriculture/veterinary programs ($\bar{x}$ =3.45) having the lowest. Students' confidence in their professional success was greatest among education ($\bar{x}$ =3.79), health science, math, and political interest program participants (all $\bar{x}$ =3.72), and lowest among students in general leisure programs ($\bar{x}$ =3.47).

Encouragingly, many hypothesized findings emerged with regard to the relationship between program participation—particularly in discipline-related programs—and subject-matter

confidence. For example, students in general science programs reported the highest level of confidence in succeeding in science courses ($\bar{x}$ =4.00), students in communication/journalism programs reported the highest level of confidence in succeeding in English courses ($\bar{x}$ =4.37), and students in engineering disciplinary ($\bar{x}$ =3.78) and women-only STEM ($\bar{x}$ =3.34) programs reported the highest level of confidence in succeeding in engineering courses. This same pattern was evidenced in communication/journalism programs ($\bar{x}$ =4.24), which posted the second-highest score for confidence in writing courses, and in social science programs ($\bar{x}$ =4.54) for confidence in social science courses.

Confidence in academic skills and abilities also exhibited thematic variation. Often, the relationship between theme and student outcomes appeared to operate as programs' designers might have hoped. For example, confidence in math ability was highest among students in math programs ($\bar{x}$ =3.07), confidence in working as part of a team was highest among ROTC ($\bar{x}$ =3.39) and leadership program ($\bar{x}$ =3.22) participants, and confidence in test-taking ability was highest among Honors students ($\bar{x}$ =3.16). Other relationships were less clear, including why it might be that culinary program participants evidenced the highest confidence in problem-solving ability ($\bar{x}$ =3.35) and why computer ability was highest among students in environmental programs ($\bar{x}$ =3.35).

Of course, not all types of L/L programs have the promotion of manifestly academic outcomes as their primary goal. Several types, such as civic and social justice, cultural, and leisure programs, focus on psychosocial development. Two psychosocial outcomes are considered here, including students' appreciation for diversity and their sense of civic engagement. Students in multicultural/diversity ($\bar{x}$ =3.13) and upper division ($\bar{x}$ =3.12) programs scored the highest on appreciation for diversity, while students in ROTC ($\bar{x}$ =2.42) and agriculture/veterinary medicine programs ($\bar{x}$ =2.46) scored the lowest. In addition, students in civic engagement ($\bar{x}$ =3.27) and research ($\bar{x}$ =3.25) programs scored the highest on the civic engagement measure, while students in general leisure and math programs (both $\bar{x}$ =2.72) scored the lowest.

Three NSLLP outcomes are directly related to students' odds of persistence at the institution of higher education that they attended at the time of survey administration: (a) sense

of belonging, (b) drop-out risk, and (c) students' plans for next year. Students in political interest programs ($\bar{x}$ =3.37) and culinary programs ($\bar{x}$ =3.36) reported the highest sense of belonging, while the lowest levels of sense of belonging were found among students participating in research programs ($\bar{x}$ =2.96). Students in mathematics programs reported the lowest drop-out risk ($\bar{x}$ =1.08), while participants in language programs reported the highest ($\bar{x}$ =1.40), although it should be noted that, on a scale where "1" indicates "no chance" and "4" indicates "a very good chance," drop-out risks were uniformly low. Finally, students in research programs were the most likely to report that they planned to return to the same institution next year (100%), followed by students in agriculture/veterinary medicine (96.2%) and women-only STEM programs (96.0%), while students in culinary programs were the least likely (58.6%) to indicate their plan to return.

Finally, students' self-reported grade point averages varied by program type. All students participating in general leisure programs reported GPAs at or above 3.50, as did 75.5% of political interest program participants and 73.7% of honors program participants. Research and ROTC programs had the smallest percentage of students with GPAs between 3.50 and 4.00, at 24.9% and 28.6%, respectively. The highest percentage of low GPAs, below a "C" average, was found in political interest programs (12.2%).

NSLLP Thematic Typology
LEGEND

Civic and Social Leadership

Civic	Civic Engagement
Environ.	Environmental Sustainability
Ldrshp.	Leadership
Social J.	Service-Learning and Social Justice

Disciplinary

Ag./Vet.	Agriculture/Veterinary Medicine
Business	Business
Comm./J.	Communication/Journalism
Educ.	Education
Engg./C.S.	Engineering and Computer Science
Gen. Sci.	General Sciences
Hlth. Sci.	Health Sciences
Hum.	Humanities
Interd.	Interdisciplinary
Law/Crim.	Law/Criminal Justice
Math	Mathematics
Soc. Sci.	Social Sciences

Fine and Creative Arts

Culinary	Culinary Arts
Fine Arts	Fine and Creative Arts

General Acad.	**General Academic**

Honors	**Honors**

Cultural

Int'l./Global	International/Global
Lang.	Language
Multicult.	Multicultural/Diversity

Leisure	
Gen. Leis.	General Leisure
Outdoor	Outdoor Recreation
Political Interest	**Political Interest**
Res. College	**Residential Colleges**
Research	**Research**
ROTC	**Reserve Officer Training Corps (ROTC)**
Transition	
Career	Career or Major Exploration
1st Year	First Year Student Transition
Umbrella	**Umbrella**
Upper Div.	**Upper Division**
Wellness	
Health	General Wellness and Healthy Living
Women's	
Ldrshp.	Women's Leadership
STEM	Women-only Science, Technology, Engineering, and Mathematics

NSLLP Living-Learning Program Typology
ENVIRONMENTS

	Civic and Social Leadership Programs				Sig Diff	Comp n=10,863
	Civic (n=46)	Environ (n=73)	Ldrshp (n=232)	Social J (n=116)		
INDIVIDUAL COLLEGE CHARACTERISTICS *(The next 5 items are in percentages.)*						
Academic class standing					***	
First-year	61.9	43.6	71.1	63.2		59.3
Sophomore	20.0	35.1	18.7	27.3		24.3
Junior	13.7	14.0	8.0	8.2		10.5
Senior	4.4	7.4	2.2	0.6		5.0
Graduate student	0.0	0.0	0.0	0.0		0.7
Other	0.0	0.0	0.0	0.6		0.3
Financial aid utilized						
No aid	15.3	15.1	28.5	11.7	***	21.9
Loans	59.4	44.6	44.1	59.5	***	46.1
Need-based scholarship	24.4	32.9	28.4	36.0	***	27.8
Non-need-based scholarship	44.5	57.2	48.3	54.0	***	40.0
Work-study	11.9	18.5	13.4	20.5	***	12.9
Athletic scholarship	0.0	1.4	0.4	0.0		2.0
Other form of financial aid	1.9	3.7	5.2	3.1	***	6.4
Number of majors					***	
Undecided/undeclared	18.0	7.6	13.5	13.3		13.3
1	67.9	80.3	72.4	74.9		77.7
2	14.1	12.1	14.1	10.9		8.7
3 or more	0.0	0.0	0.0	0.8		0.3

Note:* p<.05; ** p<.01; *** p<.001   Types where student n<10 not included. Sig diff column refers to all 36 L/L types.

NSLLP Living-Learning Program Typology
ENVIRONMENTS

	Civic and Social Leadership Programs				Sig Diff	Comp n=10,863
	Civic (n=46)	Environ (n=73)	Ldrshp (n=232)	Social J (n=116)		
Current primary major					***	
Agriculture	0.0	0.0	2.4	2.8		1.7
Architecture and building trades	0.0	0.0	6.0	0.0		1.7
Area, ethnic, cultural, and gender studies	1.2	0.0	1.0	0.9		0.5
Biological sciences	10.8	10.8	7.2	9.1		8.4
Business administration	10.1	14.2	19.3	6.5		16.0
Communications and journalism	6.6	3.4	6.1	2.9		5.7
Computer or information sciences	0.0	2.1	1.1	0.0		2.2
Education	5.3	0.0	8.0	9.6		6.3
Engineering	6.3	4.1	6.5	8.2		11.2
English language and literature	2.9	2.7	1.1	5.0		2.5
Family/consumer sciences or human services	0.0	0.0	2.4	3.0		1.2
Foreign languages and linguistics	0.0	1.0	1.2	2.5		1.5
Health, pre-health, and wellness	5.3	19.0	8.8	14.7		11.4
History	8.0	3.6	3.6	0.0		2.0
Law, criminal justice, or safety studies	5.5	8.4	1.2	1.1		2.0
Mathematics and statistics	0.0	1.1	2.0	0.0		1.2
Natural resources and conservation	1.8	4.9	1.1	3.0		1.1
Personal, hospitality, and culinary services	0.0	1.9	1.1	0.0		0.7
Philosophy, theology, and religion	0.0	1.4	0.4	0.0		0.7
Physical sciences	0.0	4.2	1.7	4.5		3.0
Social science and public administration	34.5	11.4	11.3	15.8		11.3
Visual and performing arts	0.0	1.3	4.4	2.5		4.3
Undecided	0.0	3.3	1.0	3.4		1.0
Don't know	1.8	1.3	1.2	4.5		2.5

Note:* p<.05; ** p<.01; *** p<.001   Types where student n<10 not included. Sig diff column refers to all 36 L/L types.

NSLLP Living-Learning Program Typology
ENVIRONMENTS

	Civic and Social Leadership Programs				Sig Diff	Comp n=10,863
	Civic (n=46)	Environ (n=73)	Ldrshp (n=232)	Social J (n=116)		
For the next 3 constructs: 1 2 3 4 Never Once or more per week						
PEER INTERACTIONS						
Discussed academic/career issues with peers	3.43	3.38	3.30	3.20	***	3.17
Discussed socio-cultural issues with peers	3.02	2.62	2.63	2.54	***	2.42
FACULTY INTERACTIONS						
Course-related faculty interaction	2.25	2.05	2.10	1.98	***	1.92
Faculty mentorship	1.77	1.57	1.62	1.50	***	1.46
RESIDENCE HALL RESOURCES						
Use of co-curricular residence hall resources	1.62	1.27	1.57	1.68	***	1.29
Use of computer labs	2.09	1.91	2.16	2.05	***	2.10
Use of academic advisors	1.60	1.52	1.78	1.71	***	1.54
Interactions with professors	1.91	1.88	1.89	2.05	***	1.71
Attendance at seminars and lectures	2.11	1.51	1.81	1.52	***	1.45

Note:* p<.05; ** p<.01; *** p<.001   Types where student n<10 not included. Sig diff column refers to all 36 L/L types.

NSLLP Living-Learning Program Typology
ENVIRONMENTS

	Civic and Social Leadership Programs				Sig Diff	Comp n=10,863
	Civic (n=46)	Environ (n=73)	Ldrshp (n=232)	Social J (n=116)		

For residence hall climate:

1 — 2 — 3 — 4
1 Strongly disagree · · · 4 Strongly agree

RESIDENCE HALL CLIMATE

	Civic (n=46)	Environ (n=73)	Ldrshp (n=232)	Social J (n=116)	Sig Diff	Comp n=10,863
Res hall climate is academically supportive	2.80	2.59	2.71	2.70	***	2.48
Res hall climate is socially supportive	3.09	2.88	2.99	3.01	***	2.73

For influences on living-learning program participation:

1 — 2 — 3 — 4 — 5
1 Did not influence my decision at all · · · 5 Greatly influenced my decision

INFLUENCES ON LIVING-LEARNING PROGRAM PARTICIPATION

	Civic (n=46)	Environ (n=73)	Ldrshp (n=232)	Social J (n=116)	Sig Diff	Comp n=10,863
Academic influences on L/L participation	2.82	1.89	2.36	2.36	***	N/A
Social influences on L/L participation	3.63	2.25	2.74	2.76	***	N/A
Wanted to live in a specific residence hall	3.08	3.31	3.62	3.57	***	N/A
Knew someone else in the program	2.14	1.95	2.36	2.17	***	N/A
Was encouraged to participate by advisor	1.56	1.41	1.91	2.09	***	N/A

Note:* p<.05; ** p<.01; *** p<.001   Types where student n<10 not included. Sig diff column refers to all 36 L/L types.

NSLLP Living-Learning Program Typology
ENVIRONMENTS

	Civic and Social Leadership Programs				Sig Diff	Comp n=10,863
	Civic (n=46)	Environ (n=73)	Ldrshp (n=232)	Social J (n=116)		
For diversity interactions:						
1 2 3 4 — Not at all / All of the time						
DIVERSITY INTERACTIONS						
AL Positive peer diversity interactions	2.54	2.54	2.47	2.58	***	2.35
For influences in pursuit of major						
1 2 3 4 5 — Greatly discouraging / Greatly encouraging						
INFLUENCES IN PURSUIT OF MAJOR						
Influence of hall faculty & staff in pursuit of major	3.81	3.55	3.42	3.58	***	3.36

Note:* p<.05; ** p<.01; *** p<.001   Types where student n<10 not included. Sig diff column refers to all 36 L/L types.

NSLLP Living-Learning Program Typology
ENVIRONMENTS

	Civic and Social Leadership Programs				Sig Diff	Comp n=10,863
	Civic (n=46)	Environ (n=73)	Ldrshp (n=232)	Social J (n=116)		
For learning experiences and study habits:						
HANDS-ON LEARNING EXPERIENCES						
Mentoring experience	1.98	1.69	1.76	1.79	***	1.62
Participated in internship experience	1.38	1.54	1.28	1.34	***	1.29
Attended presentation by professional in field	2.28	2.15	2.16	1.94	***	1.99
Visited work setting of professional in field	1.72	1.93	1.81	1.78	***	1.69
Worked with outreach to high school students	1.45	1.29	1.33	1.45	***	1.24
STUDY HABITS						
Studied on your own	3.75	3.68	3.65	3.50	***	3.51
Studied with one other person	2.35	2.22	2.32	2.42	***	2.29
Studied in the library or other facility on campus	2.48	2.18	2.18	2.22	***	2.22
Studied with a small group of people	1.84	1.76	1.82	1.99	***	1.78

Scale: 1 Never — 2 — 3 — 4 Very often

Note:* p<.05; ** p<.01; *** p<.001   Types where student n<10 not included. Sig diff column refers to all 36 L/L types.

NSLLP Living-Learning Program Typology
ENVIRONMENTS

	Civic and Social Leadership Programs				Sig Diff	Comp n=10,863
	Civic (n=46)	Environ (n=73)	Ldrshp (n=232)	Social J (n=116)		
For time spent on activities: 1 None — 6 ... 21 or more hours						
TIME SPENT ON ACTIVITIES						
Attending classes	4.48	4.41	4.49	4.19	***	4.40
Studying/doing homework	3.67	3.35	3.78	3.53	***	3.35
Fraternity/sorority	1.37	1.19	1.32	1.12	***	1.30
Arts or music performances/activities	1.66	1.69	1.76	1.61	***	1.71
Intramural/club sports	1.38	1.74	1.65	1.54	***	1.50
Varsity sports	1.12	1.27	1.15	1.15	***	1.23
Student government	1.16	1.06	1.27	1.16	***	1.12
Political/social activism	1.78	1.31	1.28	1.28	***	1.18
Religious clubs/activities	1.42	1.21	1.57	1.38	***	1.40
Ethnic/cross-cultural clubs/activities	1.59	1.18	1.23	1.30	***	1.18
Media activities	1.12	1.17	1.24	1.15	***	1.22
Work-study or work on-campus	1.95	1.92	1.69	1.59	***	1.73
Work off-campus	1.31	1.47	1.38	1.51	***	1.51
Community service activity	2.39	1.60	1.94	2.15	***	1.44
Other	1.19	1.34	1.31	1.20		1.23

Note:* $p<.05$; ** $p<.01$; *** $p<.001$ Types where student n<10 not included. Sig diff column refers to all 36 L/L types.

NSLLP Living-Learning Program Typology
OUTCOMES

	Civic and Social Leadership Programs				Sig Diff	Comp n=10,863
	Civic (n=46)	Environ (n=73)	Ldrshp (n=232)	Social J (n=116)		
For transition to college: ← 1 Very difficult 2 3 4 5 6 Very easy →						
TRANSITION TO COLLEGE						
Ease with academic transition to college	3.97	4.01	3.86	3.86		3.70
Ease with social transition to college	4.39	4.22	4.43	4.32	**	4.18
For intellectual abilities: ← 1 Strongly disagree 2 3 4 Strongly agree →						
INTELLECTUAL ABILITIES						
Critical thinking/analysis abilities	3.13	3.03	2.95	2.90	***	2.89
Application of knowledge abilities	3.30	3.27	3.23	3.21	***	3.10

Note: * p<.05; ** p<.01; *** p<.001   Types where student n<10 not included. Sig diff column refers to all 36 L/L types.

NSLLP Living-Learning Program Typology
OUTCOMES

	Civic and Social Leadership Programs				Sig Diff	Comp n=10,863
	Civic (n=46)	Environ (n=73)	Ldrshp (n=232)	Social J (n=116)		
For intellectual growth: 1 Not grown at all — 2 — 3 — 4 Grown very much						
INTELLECTUAL GROWTH						
Growth in cognitive complexity	3.17	3.13	2.97	2.93	***	2.91
Growth in liberal learning	2.99	2.96	2.89	2.78	***	2.75
Growth in personal philosophy	3.11	3.14	3.05	2.90	**	2.94
For college and professional self-confidence: 1 No chance — 2 — 3 — 4 Very good chance						
COLLEGE/PROFESSIONAL SELF-CONFIDENCE						
Confidence in college success	3.59	3.65	3.62	3.49	***	3.51
Professional self-confidence	3.61	3.67	3.68	3.54	***	3.60

Note: * p<.05; ** p<.01; *** p<.001   Types where student n<10 not included. Sig diff column refers to all 36 L/L types.

NSLLP Living-Learning Program Typology
OUTCOMES

	Civic and Social Leadership Programs				Sig Diff	Comp n=10,863
	Civic (n=46)	Environ (n=73)	Ldrshp (n=232)	Social J (n=116)		

For confidence in college courses:

1 — 2 — 3 — 4 — 5
Not at all confident / Extremely confident

CONFIDENCE IN COLLEGE COURSES

	Civic (n=46)	Environ (n=73)	Ldrshp (n=232)	Social J (n=116)	Sig Diff	Comp n=10,863
Math courses	2.91	3.46	3.37	3.52	***	3.50
Science courses	3.09	3.63	3.30	3.43	***	3.47
English courses	4.03	4.05	3.87	3.82	***	3.88
Engineering courses	1.80	2.56	2.50	2.47	***	2.61
Writing courses	3.97	3.91	3.81	3.82	***	3.80
Social science courses	4.26	4.13	3.96	3.94	***	3.88

For confidence in skills and abilities:

1 — 2 — 3 — 4
No at all confident / Very confident

CONFIDENCE IN SKILLS AND ABILITIES

	Civic (n=46)	Environ (n=73)	Ldrshp (n=232)	Social J (n=116)	Sig Diff	Comp n=10,863
Confidence in academic skills	2.85	3.06	2.89	2.73	***	2.85
Confidence in math ability	2.19	2.81	2.54	2.56	***	2.62
Confidence in working independently	3.49	3.53	3.46	3.35	***	3.35
Confidence in computer ability	2.81	3.35	3.20	3.07	***	3.17
Confidence in problem-solving ability	2.90	3.22	3.06	2.96	***	3.03
Confidence in working as part of a team	2.99	3.08	3.22	2.99	***	3.02
Confidence in test-taking skills	2.47	3.15	2.71	2.70	***	2.76

Note: * $p<.05$; ** $p<.01$; *** $p<.001$ Types where student n<10 not included. Sig diff column refers to all 36 L/L types.

NSLLP Living-Learning Program Typology
OUTCOMES

	Civic and Social Leadership Programs				Sig Diff	Comp n=10,863
	Civic (n=46)	Environ (n=73)	Ldrshp (n=232)	Social J (n=116)		

For diversity and civic engagement:

1 ◆————2————3————4 ◆
Stongly disagree · · · Strongly agree

DIVERSITY

Diversity appreciation	2.88	2.88	2.89	2.90	***	2.75

CIVIC ENGAGEMENT

Sense of civic engagement	3.27	2.98	3.24	3.21	***	2.86

For college actions and attitudes:

1 ◆————2————3————4 ◆
Never · · · Very often

COLLEGE ACTIONS AND ATTITUDES

Used learning lab to improve study skills	1.92	1.87	1.96	1.92	***	1.93
Dropped a class	1.44	1.38	1.38	1.28	***	1.40
Did not do as well as you expected	2.04	1.88	1.99	1.90	***	1.99
Changed how you prepare for tests	2.38	2.18	2.36	2.34	***	2.28
Received career counseling	1.63	1.51	1.54	1.56	***	1.53
Skipped > 2 classes of the same course	1.92	1.64	1.79	1.82	***	1.93
Felt overwhelmed by coursework	2.61	2.75	2.68	2.53	***	2.63

Note: * p<.05; ** p<.01; *** p<.001   Types where student n<10 not included. Sig diff column refers to all 36 L/L types.

NSLLP Living-Learning Program Typology
OUTCOMES

	Civic and Social Leadership Programs				Sig Diff	Comp n=10,863
	Civic (n=46)	Environ (n=73)	Ldrshp (n=232)	Social J (n=116)		
ALCOHOL USE/BEHAVIORS (%ages)						
Changes in drinking habits						
Don't drink alcohol and never have	29.1	21.1	32.9	31.1		25.4
Started drinking in college	13.5	22.8	15.5	16.9		19.0
Drinking less in college	15.1	14.4	9.3	4.3		8.7
Drinking more in college	20.6	24.3	17.7	23.8		24.1
Stopped drinking in college	1.8	3.9	3.8	1.8		3.0
No change	19.9	13.5	20.8	22.1		19.7
During last 2 weeks, how many times binge drank?						
None	38.3	28.4	37.4	34.3		33.8
Once	15.0	26.1	22.4	28.4		19.8
Twice	24.1	16.7	17.7	18.8		18.9
3-5 times	19.4	22.7	16.1	13.3		20.5
6-9 times	3.2	1.6	3.7	2.7		4.7
10 or more times	0.0	4.6	2.7	2.5		2.3
Factors influencing how much to drink						
As reward for working hard	32.9	49.9	31.6	36.1		41.7
To fit in or feel comfortable	30.1	34.8	34.6	28.1		28.7
If everyone else is drinking	28.6	44.9	31.6	35.8		30.3
If it is free or cheap	36.6	57.3	50.5	46.2		49.4
If it is a special occasion	65.2	65.3	59.0	70.0		69.2
If having a bad day or got a bad grade	22.3	20.3	11.0	11.1		18.8
To get away from problems and troubles	6.5	16.8	9.8	7.2		13.4
To get drunk	34.3	42.2	31.7	30.3		37.5

Note: * p<.05; ** p<.01; *** p<.001   Types where student n<10 not included. Sig diff column refers to all 36 L/L types.

NSLLP Living-Learning Program Typology
OUTCOMES

	Civic and Social Leadership Programs				Sig Diff	Comp n=10,863
	Civic (n=46)	Environ (n=73)	Ldrshp (n=232)	Social J (n=116)		
For alcohol-related experiences: 1 Not at all — 2 — 3 Twice or more						
ALCOHOL-RELATED EXPERIENCES						
Health consequences of alcohol use	1.41	1.49	1.38	1.44		1.47
Emotional consequences of alcohol use	1.36	1.39	1.30	1.31		1.30
Exp. serious neg. secondary behavior	1.29	1.22	1.24	1.20		1.19
Exp. nuisance neg. secondary behavior	1.79	1.94	1.88	1.68		1.81
For sense of belonging: 1 Strongly disagree — 2 — 3 — 4 Strongly agree						
SENSE OF BELONGING						
Overall sense of belonging	3.17	3.28	3.31	3.21	***	3.12

Note: * p<.05; ** p<.01; *** p<.001   Types where student n<10 not included. Sig diff column refers to all 36 L/L types.

NSLLP Living-Learning Program Typology
OUTCOMES

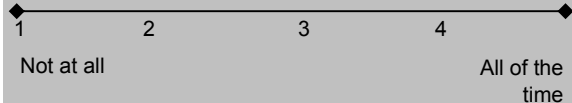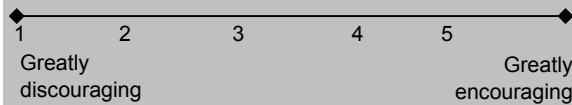|	Civic and Social Leadership Programs				Sig Diff	Comp n=10,863
	Civic (n=46)	Environ (n=73)	Ldrshp (n=232)	Social J (n=116)		
ACADEMIC ACHIEVEMENT, RETENTION, & FUTURE ACTIVITIES *(The next 2 items are in percentages.)*						
Cumulative college grade point average					***	
3.50 - 4.00	38.0	55.9	47.3	44.3		35.9
3.00 - 3.49	33.5	21.3	28.1	24.3		33.9
2.50 - 2.99	18.4	10.6	15.0	24.6		18.9
2.00 - 2.49	8.4	9.7	7.4	4.0		7.6
1.99 or less	1.7	2.5	2.2	2.8		3.7
Plans for next year					***	
Plan to return to same institution	92.0	94.9	90.8	90.7		90.0
Graduating this year	4.8	2.9	1.4	0.6		2.8
Enrolling at different college or university	0.0	1.1	3.3	0.9		3.1
Not pursuing any form of education	3.2	0.0	0.0	0.9		0.2
Undecided	0.0	1.1	4.5	6.9		4.0

Note: * p<.05; ** p<.01; *** p<.001   Types where student n<10 not included. Sig diff column refers to all 36 L/L types.

NSLLP Living-Learning Program Typology
OUTCOMES

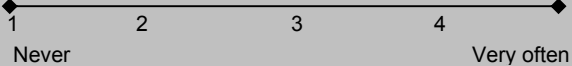|	Civic and Social Leadership Programs				Sig Diff	Comp n=10,863
	Civic (n=46)	Environ (n=73)	Ldrshp (n=232)	Social J (n=116)		
For drop-out risk: 1 — 2 — 3 — 4 No chance Very good chance						
DROP-OUT RISK						
Drop-out risk	1.21	1.17	1.19	1.29	**	1.22
FUTURE ACTIVITIES (in percentages) *(Activities respondents intend to participate in)*						
Practicum, internship, field experience	66.7	76.7	71.5	64.4	***	68.6
Service or volunteer work	42.2	38.6	51.6	41.9	***	44.3
Research with professor	33.9	37.7	33.0	27.4	***	26.4
Taking a leadership position	41.4	27.6	50.7	38.9	***	34.1
Study abroad	46.7	49.1	52.8	57.5	***	44.4
Independent research	19.2	28.8	19.3	13.7	***	16.2
Self-designed major	0.0	6.3	3.4	4.5	**	4.7
Culminating senior experience	19.8	46.7	26.8	20.6	***	25.3

Note: * p<.05; ** p<.01; *** p<.001   Types where student n<10 not included. Sig diff column refers to all 36 L/L types.

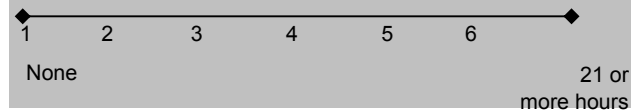|	Disciplinary Programs												Sig Diff	Comp n=10,863
	Ag/Vet (n=73)	Business (n=278)	Comm/J (n=152)	Educ (n=189)	Engg/CS (n=476)	Gen Sci (n=398)	Hlth Sci (n=283)	Hum (n=109)	Interd (n=48)	Law/Crim (n=33)	Math (n=14)	Soc Sci (n=148)		
INDIVIDUAL COLLEGE CHARACTERISTICS *(The next 5 items are in percentages.)*														
Academic class standing													***	
First-year	84.4	79.1	62.5	78.4	75.7	64.6	80.0	70.2	74.9	83.6	82.4	55.7		59.3
Sophomore	6.9	14.1	24.6	15.6	12.4	23.7	14.1	23.4	14.4	16.4	11.0	25.2		24.3
Junior	6.9	5.1	12.0	3.7	8.4	8.5	4.1	5.5	6.0	0.0	6.7	12.4		10.5
Senior	1.8	0.5	0.4	0.7	3.3	3.2	1.9	0.9	4.6	0.0	0.0	6.7		5.0
Graduate student	0.0	0.8	0.4	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.7
Other	0.0	0.4	0.0	0.4	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.3
Financial aid utilized														
No aid	16.1	27.7	18.0	22.7	21.9	27.0	18.3	32.5	21.0	10.4	10.5	24.9	***	21.9
Loans	52.4	43.3	43.9	47.5	43.9	37.8	56.7	40.6	53.5	65.6	80.4	43.3	***	46.1
Need-based scholarship	42.5	25.9	19.7	26.8	30.0	21.5	35.2	27.2	30.3	30.7	47.4	22.7	***	27.8
Non-need-based scholarship	55.9	37.7	58.5	30.4	46.3	43.0	38.2	39.0	48.6	47.6	18.4	38.1	***	40.0
Work-study	18.7	13.4	12.7	12.8	14.1	11.7	15.7	21.4	15.4	30.2	20.2	10.5	***	12.9
Athletic scholarship	2.9	0.9	0.0	0.0	0.2	0.8	0.6	0.0	0.0	0.0	0.0	0.5		2.0
Other form of financial aid	8.9	4.6	3.0	9.1	5.0	5.9	3.7	6.2	5.7	7.3	3.1	9.6	***	6.4
Number of majors													***	
Undecided/undeclared	8.9	11.4	2.1	2.3	8.5	13.6	8.7	16.8	21.3	4.9	13.0	9.4		13.3
1	83.4	76.2	75.6	88.7	84.4	74.7	85.6	61.0	62.9	76.9	81.0	56.2		77.7
2	7.7	11.6	22.4	9.1	6.7	11.5	5.7	20.7	15.8	18.2	6.0	32.2		8.7
3 or more	0.0	0.8	0.0	0.0	0.3	0.3	0.0	1.5	0.0	0.0	0.0	2.2		0.3

NSLLP Living-Learning Program Typology
ENVIRONMENTS

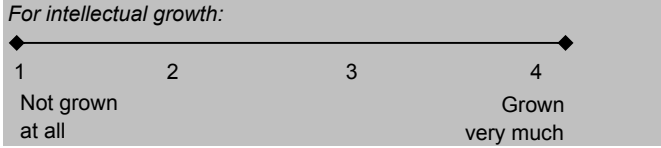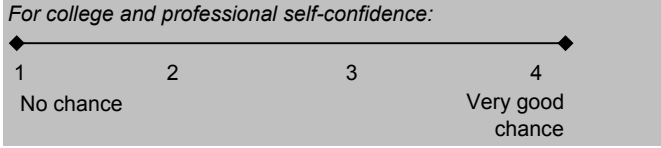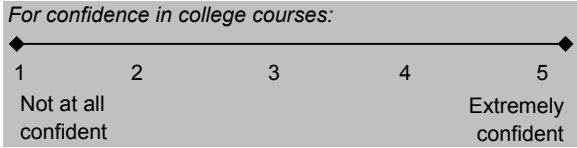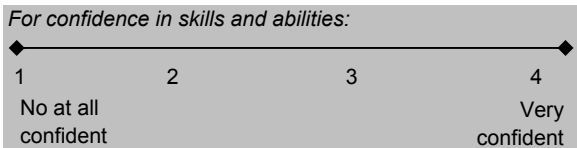|	Disciplinary Programs												Sig Diff	Comp
	Ag/Vet (n=73)	Business (n=278)	Comm/J (n=152)	Educ (n=189)	Engg/CS (n=476)	Gen Sci (n=398)	Hlth Sci (n=283)	Hum (n=109)	Interd (n=48)	Law/Crim (n=33)	Math (n=14)	Soc Sci (n=148)	Sig Diff	Comp n=10,863
Current primary major													***	
Agriculture	65.5	0.6	0.0	0.4	0.5	2.1	0.3	0.0	0.0	0.0	0.0	0.0		1.7
Architecture and building trades	0.0	0.0	0.0	0.0	0.3	0.5	0.0	0.0	0.0	2.8	0.0	0.0		1.7
Area, ethnic, cultural, and gender studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.9	0.0	0.0	1.2		0.5
Biological sciences	18.7	0.5	0.5	0.9	1.4	32.5	8.5	7.8	4.4	2.4	10.2	0.0		8.4
Business administration	0.0	83.1	1.7	3.4	2.3	1.0	4.6	7.6	10.1	2.8	0.0	3.1		16.0
Communications and journalism	1.1	0.0	81.9	1.9	0.0	1.0	2.4	9.4	7.0	0.0	0.0	3.7		5.7
Computer or information sciences	0.0	0.5	1.7	0.0	11.6	1.3	0.0	0.0	5.3	0.0	0.0	0.0		2.2
Education	0.0	1.9	3.1	72.2	1.3	2.4	2.0	2.9	3.4	3.4	18.2	3.7		6.3
Engineering	1.6	2.2	1.2	0.6	71.6	6.2	1.1	1.0	4.4	0.0	6.7	0.0		11.2
English language and literature	0.0	0.0	4.6	2.5	0.2	1.1	0.5	8.7	2.9	0.0	0.0	1.5		2.5
Family/consumer sciences or human services	0.0	0.7	0.0	3.9	0.6	2.3	0.6	0.0	0.0	0.0	0.0	2.1		1.2
Foreign languages and linguistics	0.0	0.2	0.6	1.8	0.0	0.2	0.0	9.3	4.8	0.0	0.0	0.9		1.5
Health, pre-health, and wellness	7.9	2.3	0.7	4.0	1.6	24.5	71.5	7.4	15.7	0.0	13.3	0.5		11.4
History	0.0	0.4	0.7	0.4	0.6	0.7	0.7	3.3	2.1	0.0	0.0	6.3		2.0
Law, criminal justice, or safety studies	0.0	0.0	0.0	1.1	0.2	0.4	1.3	0.0	3.8	56.0	6.5	6.3		2.0
Mathematics and statistics	0.0	0.0	0.0	1.5	1.6	1.7	0.0	1.2	2.7	0.0	38.0	0.0		1.2
Natural resources and conservation	0.0	0.0	0.0	0.0	0.0	7.1	0.0	0.7	0.0	4.3	0.0	0.0		1.1
Personal, hospitality, and culinary services	0.0	2.1	0.0	0.0	0.0	0.4	0.0	0.0	0.0	0.0	0.0	0.0		0.7
Philosophy, theology, and religion	0.0	0.3	0.0	0.0	0.0	0.0	0.0	1.9	0.0	0.0	0.0	1.1		0.7
Physical sciences	0.0	0.0	0.0	1.0	3.3	9.5	1.3	3.3	12.1	0.0	0.0	0.0		3.0
Social science and public administration	0.9	2.1	2.7	2.6	1.7	3.3	2.5	16.3	11.3	22.5	7.1	68.9		11.3
Visual and performing arts	0.0	0.3	0.5	0.4	0.7	0.7	0.3	11.5	1.9	0.0	0.0	0.0		4.3
Undecided	4.3	1.9	0.0	0.0	0.0	0.5	2.0	1.6	4.1	3.4	0.0	0.6		1.0
Don't know	0.0	0.8	0.0	1.4	0.5	0.5	0.5	6.3	2.1	2.4	0.0	0.0		2.5

Note: * p<.05; ** p<.01; *** p<.001   Types where student n < 10 not included. Sig diff column refers to all 36 L/L types.   III - DISC - 33

NSLLP Living-Learning Program Typology
ENVIRONMENTS

	Disciplinary Programs												Sig Diff	Comp n=10,863
	Ag/Vet (n=73)	Business (n=278)	Comm/J (n=152)	Educ (n=189)	Engg/CS (n=476)	Gen Sci (n=398)	Hlth Sci (n=283)	Hum (n=109)	Interd (n=48)	Law/Crim (n=33)	Math (n=14)	Soc Sci (n=148)		

For the next 3 constructs:

1 — 2 — 3 — 4
Never ... Once or more per week

	Ag/Vet	Business	Comm/J	Educ	Engg/CS	Gen Sci	Hlth Sci	Hum	Interd	Law/Crim	Math	Soc Sci	Sig Diff	Comp
PEER INTERACTIONS														
Discussed academic/career issues with peers	3.23	3.16	3.54	3.24	3.27	3.30	3.22	3.40	3.43	2.97	3.33	3.53	***	3.17
Discussed socio-cultural issues with peers	2.28	2.32	2.72	2.46	2.47	2.49	2.40	2.76	2.90	2.61	2.20	3.07	***	2.42
FACULTY INTERACTIONS														
Course-related faculty interaction	1.88	1.98	1.92	1.94	1.92	1.99	1.95	1.95	2.19	1.74	1.95	2.19	***	1.92
Faculty mentorship	1.54	1.58	1.44	1.53	1.46	1.50	1.51	1.45	1.58	1.39	1.49	1.55	***	1.46
RESIDENCE HALL RESOURCES														
Use of co-curricular residence hall resources	1.49	1.54	1.43	1.51	1.53	1.49	1.55	1.36	1.44	1.44	1.41	1.52	***	1.29
Use of computer labs	2.36	2.53	2.80	2.86	2.33	1.77	2.71	1.79	1.95	2.16	1.98	2.11	***	2.10
Use of academic advisors	1.72	1.73	1.71	1.78	1.67	1.80	1.88	1.56	1.58	1.86	1.71	1.82	***	1.54
Interactions with professors	1.87	1.96	1.73	2.15	1.78	2.06	1.96	2.04	2.11	2.03	2.12	2.58	***	1.71
Attendance at seminars and lectures	1.53	1.90	1.70	1.95	1.63	1.89	1.82	1.66	1.79	1.73	1.58	2.16	***	1.45

For residence hall climate:

1 — 2 — 3 — 4
Strongly disagree ... Strongly agree

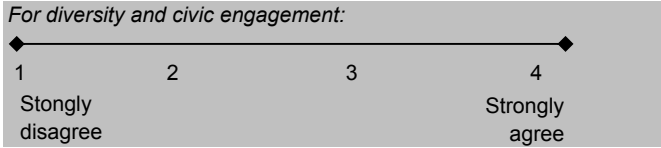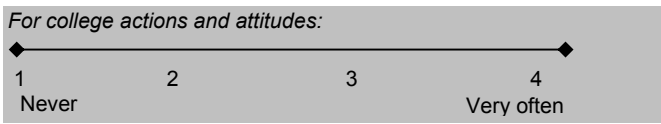|	Ag/Vet	Business	Comm/J	Educ	Engg/CS	Gen Sci	Hlth Sci	Hum	Interd	Law/Crim	Math	Soc Sci	Sig Diff	Comp
RESIDENCE HALL CLIMATE														
Res hall climate is academically supportive	2.82	2.66	2.58	2.81	2.77	2.91	2.78	2.57	2.63	2.64	2.69	2.95	***	2.48
Res hall climate is socially supportive	2.79	2.87	2.81	3.00	2.94	2.93	2.94	2.77	3.03	2.79	2.92	2.98	***	2.73

Note: * p<.05; ** p<.01; *** p<.001   Types where student n < 10 not included. Sig diff column refers to all 36 L/L types.   III - DISC - 34

NSLLP Living-Learning Program Typology
ENVIRONMENTS

	Disciplinary Programs												Sig Diff	Comp n=10,863
	Ag/Vet (n=73)	Business (n=278)	Comm/J (n=152)	Educ (n=189)	Engg/CS (n=476)	Gen Sci (n=398)	Hlth Sci (n=283)	Hum (n=109)	Interd (n=48)	Law/Crim (n=33)	Math (n=14)	Soc Sci (n=148)		

For influences on living-learning program participation:

1 2 3 4 5
Did not influence my decision at all — Greatly influenced my decision

INFLUENCES ON LIVING-LEARNING PROGRAM PARTICIPATION

	Ag/Vet	Business	Comm/J	Educ	Engg/CS	Gen Sci	Hlth Sci	Hum	Interd	Law/Crim	Math	Soc Sci	Sig Diff	Comp
Academic influences on L/L participation	3.26	3.13	2.66	3.15	3.01	3.12	3.24	2.45	2.37	2.50	3.23	3.25	***	N/A
Social influences on L/L participation	3.43	3.01	3.09	3.14	2.95	3.25	3.09	3.08	2.64	3.09	2.55	3.46	***	N/A
Wanted to live in a specific residence hall	2.53	3.15	2.70	3.16	2.84	2.88	3.03	3.48	2.78	2.20	2.81	2.86	***	N/A
Knew someone else in the program	2.02	2.11	1.70	1.96	2.16	2.06	1.94	1.85	1.66	1.67	1.48	2.06	***	N/A
Was encouraged to participate by advisor	2.24	2.24	2.44	2.13	2.09	2.38	2.21	1.64	1.59	1.59	2.19	2.15	***	N/A

For diversity interactions:

1 2 3 4
Not at all — All of the time

DIVERSITY INTERACTIONS

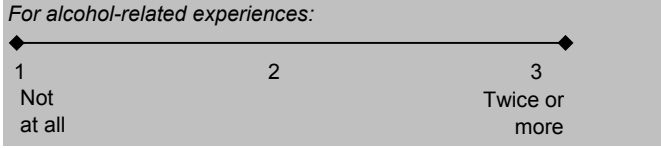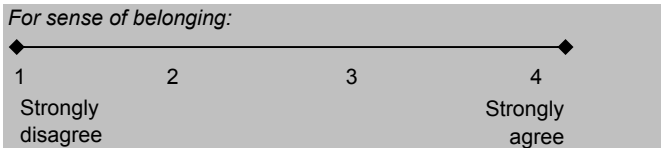|	Ag/Vet	Business	Comm/J	Educ	Engg/CS	Gen Sci	Hlth Sci	Hum	Interd	Law/Crim	Math	Soc Sci	Sig Diff	Comp
Positive peer diversity interactions	2.10	2.35	2.29	2.26	2.42	2.33	2.52	2.38	2.81	2.40	2.57	2.47	***	2.35

Note: * p<.05; ** p<.01; *** p<.001   Types where student n < 10 not included. Sig diff column refers to all 36 L/L types.   III - DISC - 35

NSLLP Living-Learning Program Typology
ENVIRONMENTS

	Disciplinary Programs												Sig Diff	Comp
	Ag/Vet (n=73)	Business (n=278)	Comm/J (n=152)	Educ (n=189)	Engg/CS (n=476)	Gen Sci (n=398)	Hlth Sci (n=283)	Hum (n=109)	Interd (n=48)	Law/Crim (n=33)	Math (n=14)	Soc Sci (n=148)		n=10,863

For influences in pursuit of major

1 — 2 — 3 — 4 — 5
Greatly discouraging / Greatly encouraging

INFLUENCES IN PURSUIT OF MAJOR

	Ag/Vet	Business	Comm/J	Educ	Engg/CS	Gen Sci	Hlth Sci	Hum	Interd	Law/Crim	Math	Soc Sci	Sig Diff	Comp
Influence of hall faculty & staff in pursuit of major	3.73	3.46	3.67	3.90	3.47	3.54	3.69	3.51	3.65	3.26	3.57	3.61	***	3.36

For learning experiences and study habits:

1 — 2 — 3 — 4
Never / Very often

HANDS-ON LEARNING EXPERIENCES

	Ag/Vet	Business	Comm/J	Educ	Engg/CS	Gen Sci	Hlth Sci	Hum	Interd	Law/Crim	Math	Soc Sci	Sig Diff	Comp
Mentoring experience	1.63	1.66	1.51	1.82	1.77	1.70	1.64	1.59	1.58	1.63	1.59	1.66	***	1.62
Participated in internship experience	1.30	1.33	1.39	1.23	1.25	1.30	1.22	1.17	1.13	1.19	1.37	1.38	***	1.29
Attended presentation by professional in field	2.13	2.18	2.25	2.01	2.05	2.05	2.15	2.02	1.90	2.00	1.99	2.32	***	1.99
Visited work setting of professional in field	2.12	1.65	1.91	2.20	1.49	1.86	2.15	1.51	1.46	1.48	1.99	1.65	***	1.69
Worked with outreach to high school students	1.26	1.26	1.24	1.48	1.28	1.25	1.23	1.15	1.21	1.17	1.50	1.38	***	1.24

STUDY HABITS

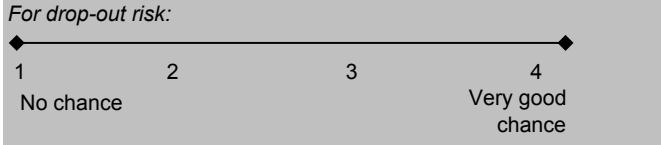|	Ag/Vet	Business	Comm/J	Educ	Engg/CS	Gen Sci	Hlth Sci	Hum	Interd	Law/Crim	Math	Soc Sci	Sig Diff	Comp
Studied on your own	3.49	3.42	3.54	3.51	3.32	3.53	3.50	3.73	3.70	3.43	3.70	3.64	***	3.51
Studied with one other person	2.49	2.43	2.40	2.32	2.48	2.47	2.52	2.16	2.52	2.28	2.61	2.35	***	2.29
Studied in the library or other facility on campus	1.95	2.07	2.18	1.83	2.02	2.09	2.25	2.19	2.11	2.03	2.82	2.07	***	2.22
Studied with a small group of people	1.94	1.91	1.90	1.73	2.10	1.94	2.07	1.78	2.10	1.62	2.41	1.95	***	1.78

Note: * p<.05; ** p<.01; *** p<.001   Types where student n < 10 not included. Sig diff column refers to all 36 L/L types.

NSLLP Living-Learning Program Typology
ENVIRONMENTS

| | Disciplinary Programs | | | | | | | | | | | | Sig Diff | Comp |
	Ag/Vet (n=73)	Business (n=278)	Comm/J (n=152)	Educ (n=189)	Engg/CS (n=476)	Gen Sci (n=398)	Hlth Sci (n=283)	Hum (n=109)	Interd (n=48)	Law/Crim (n=33)	Math (n=14)	Soc Sci (n=148)		n=10,863
For time spent on activities: 1 2 3 4 5 6 None / 21 or more hours														
TIME SPENT ON ACTIVITIES														
Attending classes	4.51	4.32	4.38	4.40	4.46	4.50	4.50	4.26	4.38	4.26	4.38	4.21	***	4.40
Studying/doing homework	3.26	3.11	3.19	3.12	3.49	3.60	3.50	3.24	3.58	2.97	3.07	3.44	***	3.35
Fraternity/sorority	1.11	1.47	1.15	1.12	1.23	1.19	1.25	1.15	1.03	1.03	1.13	1.28	***	1.30
Arts or music performances/activities	1.50	1.57	1.77	1.64	1.61	1.61	1.59	1.87	1.70	1.75	1.57	1.63	***	1.71
Intramural/club sports	1.55	1.76	1.44	1.46	1.63	1.67	1.56	1.51	1.73	1.46	1.25	1.31	***	1.50
Varsity sports	1.23	1.20	1.07	1.13	1.17	1.08	1.21	1.09	1.25	1.18	1.00	1.07	***	1.23
Student government	1.09	1.17	1.17	1.14	1.21	1.15	1.21	1.10	1.10	1.19	1.00	1.35	***	1.12
Political/social activism	1.09	1.12	1.15	1.12	1.15	1.17	1.15	1.29	1.36	1.47	1.07	1.53	***	1.18
Religious clubs/activities	1.52	1.34	1.42	1.42	1.54	1.46	1.42	1.32	1.42	1.33	1.39	1.44	***	1.40
Ethnic/cross-cultural clubs/activities	1.06	1.19	1.11	1.08	1.18	1.19	1.18	1.18	1.27	1.16	1.17	1.30	***	1.18
Media activities	1.27	1.15	1.99	1.08	1.15	1.17	1.27	1.35	1.16	1.12	1.05	1.29	***	1.22
Work-study or work on-campus	1.61	1.68	1.54	1.64	1.66	1.82	1.71	1.76	1.75	1.96	1.41	1.89	***	1.73
Work off-campus	1.40	1.47	1.59	1.63	1.27	1.40	1.60	1.46	1.50	1.29	1.74	1.46	***	1.51
Community service activity	1.38	1.43	1.39	1.64	1.43	1.53	1.58	1.59	1.57	1.79	1.35	1.44	***	1.44
Other	1.25	1.14	1.24	1.17	1.21	1.32	1.30	1.25	1.17	1.18	1.19	1.24		1.23

Note: * p<.05; ** p<.01; *** p<.001   Types where student n < 10 not included. Sig diff column refers to all 36 L/L types.

NSLLP Living-Learning Program Typology
OUTCOMES

	Disciplinary Programs												Sig Diff	Comp n=10,863
	Ag/Vet (n=73)	Business (n=278)	Comm/J (n=152)	Educ (n=189)	Engg/CS (n=476)	Gen Sci (n=398)	Hlth Sci (n=283)	Hum (n=109)	Interd (n=48)	Law/Crim (n=33)	Math (n=14)	Soc Sci (n=148)		
For transition to college: 1 2 3 4 5 6 / Very difficult — Very easy														
TRANSITION TO COLLEGE														
Ease with academic transition to college	3.88	3.96	3.79	3.80	3.81	3.87	3.95	3.84	4.04	3.66	3.68	4.04		3.70
Ease with social transition to college	4.47	4.46	4.40	4.45	4.46	4.43	4.44	4.29	4.48	4.31	3.92	4.34	**	4.18
For intellectual abilities: 1 2 3 4 / Strongly disagree — Strongly agree														
INTELLECTUAL ABILITIES														
Critical thinking/analysis abilities	2.77	2.82	2.97	2.79	2.88	2.85	2.80	3.07	3.07	3.01	2.82	3.19	***	2.89
Application of knowledge abilities	3.05	3.03	3.09	3.10	3.07	3.11	3.10	3.22	3.22	3.09	3.19	3.32	***	3.10
For intellectual growth: 1 2 3 4 / Not grown at all — Grown very much														
INTELLECTUAL GROWTH														
Growth in cognitive complexity	2.76	2.86	2.94	2.90	2.84	2.92	2.96	2.86	2.90	2.95	3.05	3.15	***	2.91
Growth in liberal learning	2.55	2.76	2.81	2.79	2.65	2.75	2.79	2.66	2.90	2.88	2.94	2.96	***	2.75
Growth in personal philosophy	2.86	2.95	3.01	3.01	2.86	2.93	2.97	2.94	2.91	2.91	2.90	3.08	**	2.94

Note: * p<.05; ** p<.01; *** p<.001   Types where student n < 10 not included. Sig diff column refers to all 36 L/L types.

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OUTCOMES

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For college and professional self-confidence: 1 No chance — 2 — 3 — 4 Very good chance														
COLLEGE/PROFESSIONAL SELF-CONFIDENCE														
Confidence in college success	3.45	3.57	3.63	3.57	3.41	3.56	3.50	3.64	3.57	3.64	3.53	3.67	***	3.51
Professional self-confidence	3.59	3.69	3.53	3.79	3.62	3.60	3.72	3.59	3.60	3.59	3.72	3.60	***	3.60
For confidence in college courses: 1 Not at all confident — 2 — 3 — 4 — 5 Extremely confident														
CONFIDENCE IN COLLEGE COURSES														
Math courses	3.75	3.85	3.12	3.31	3.98	3.69	3.77	3.17	3.64	3.15	3.56	2.98	***	3.50
Science courses	3.63	3.49	2.99	3.01	3.90	4.00	3.81	3.22	3.84	3.24	3.22	3.01	***	3.47
English courses	3.77	3.84	4.37	4.02	3.56	3.69	3.87	4.09	4.03	3.98	3.39	4.32	***	3.88
Engineering courses	2.79	2.57	1.81	1.85	3.78	2.60	2.52	1.90	2.82	1.99	1.90	1.86	***	2.61
Writing courses	3.65	3.76	4.24	3.80	3.49	3.56	3.71	4.06	4.02	3.93	3.40	4.33	***	3.80
Social science courses	3.59	3.75	4.00	3.64	3.63	3.66	3.85	4.00	4.00	4.34	3.29	4.54	***	3.88
For confidence in skills and abilities: 1 No at all confident — 2 — 3 — 4 Very confident														
CONFIDENCE IN SKILLS AND ABILITIES														
Confidence in academic skills	2.72	2.80	2.96	2.80	2.75	2.77	2.81	2.94	3.02	2.79	2.71	3.11	***	2.85
Confidence in math ability	2.81	2.88	2.33	2.43	3.04	2.78	2.80	2.36	2.74	2.36	3.07	2.21	***	2.62
Confidence in working independently	3.16	3.33	3.36	3.27	3.25	3.30	3.30	3.54	3.47	3.34	3.14	3.43	***	3.35
Confidence in computer ability	2.83	3.26	3.31	3.18	3.32	3.11	3.12	3.18	3.23	3.01	3.31	3.03	***	3.17
Confidence in problem-solving ability	2.81	3.10	2.96	2.88	3.21	3.05	3.02	2.99	3.26	2.94	3.22	3.09	***	3.03
Confidence in working as part of a team	2.85	3.11	2.92	3.03	3.09	2.95	3.06	2.95	3.18	3.00	3.19	3.05	***	3.02
Confidence in test-taking skills	2.65	2.77	2.85	2.64	2.85	2.77	2.70	2.86	3.04	2.84	2.38	2.85	***	2.76

Note: * p<.05; ** p<.01; *** p<.001   Types where student n < 10 not included. Sig diff column refers to all 36 L/L types.

NSLLP Living-Learning Program Typology
OUTCOMES

	Disciplinary Programs												Sig Diff	Comp n=10,863
	Ag/Vet (n=73)	Business (n=278)	Comm/J (n=152)	Educ (n=189)	Engg/CS (n=476)	Gen Sci (n=398)	Hlth Sci (n=283)	Hum (n=109)	Interd (n=48)	Law/Crim (n=33)	Math (n=14)	Soc Sci (n=148)		
For diversity and civic engagement: 1 Stongly disagree — 4 Strongly agree														
DIVERSITY														
Diversity appreciation	2.46	2.81	2.66	2.84	2.65	2.66	2.87	2.57	2.64	2.73	2.95	2.88	***	2.75
CIVIC ENGAGEMENT														
Sense of civic engagement	2.96	2.86	2.81	3.03	2.79	3.00	2.95	3.05	2.94	2.98	2.72	2.99	***	2.86
For college actions and attitudes: 1 Never — 4 Very often														
COLLEGE ACTIONS AND ATTITUDES														
Used learning lab to improve study skills	1.89	2.10	1.75	1.94	1.94	1.82	2.04	1.67	1.71	1.80	2.02	1.80	***	1.93
Dropped a class	1.28	1.29	1.25	1.27	1.34	1.27	1.31	1.33	1.24	1.37	1.18	1.27	***	1.40
Did not do as well as you expected	2.08	1.89	1.91	1.89	2.04	1.99	1.97	1.98	1.67	1.84	2.03	1.94	***	1.99
Changed how you prepare for tests	2.50	2.31	2.26	2.25	2.32	2.35	2.44	2.19	2.04	2.37	2.22	2.29	***	2.28
Received career counseling	1.65	1.65	1.42	1.49	1.57	1.63	1.58	1.49	1.43	1.45	1.27	1.59	***	1.53
Skipped > 2 classes of the same course	1.73	1.83	1.92	1.79	1.86	1.80	1.89	1.96	1.73	1.79	1.85	2.08	***	1.93
Felt overwhelmed by coursework	2.62	2.36	2.54	2.54	2.56	2.63	2.65	2.56	2.52	2.20	2.80	2.71	***	2.63

Note: * p<.05; ** p<.01; *** p<.001   Types where student n < 10 not included. Sig diff column refers to all 36 L/L types.

NSLLP Living-Learning Program Typology
OUTCOMES

	Disciplinary Programs												Sig Diff	Comp
	Ag/Vet (n=73)	Business (n=278)	Comm/J (n=152)	Educ (n=189)	Engg/CS (n=476)	Gen Sci (n=398)	Hlth Sci (n=283)	Hum (n=109)	Interd (n=48)	Law/Crim (n=33)	Math (n=14)	Soc Sci (n=148)		n=10,863
ALCOHOL USE/BEHAVIORS (%ages)														
Changes in drinking habits														
Don't drink alcohol and never have	33.0	22.8	25.1	34.5	36.2	33.5	22.3	20.0	24.4	23.0	44.6	23.4		25.4
Started drinking in college	14.8	15.4	23.2	17.3	20.2	21.1	18.1	22.1	11.3	5.8	6.7	26.3		19.0
Drinking less in college	9.5	9.9	6.5	4.4	5.8	8.0	7.5	7.6	7.9	15.3	10.2	3.3		8.7
Drinking more in college	13.4	30.0	21.9	19.9	15.7	15.3	24.7	25.9	15.8	29.5	26.7	26.7		24.1
Stopped drinking in college	3.4	3.8	3.8	2.3	2.0	3.7	3.0	5.3	9.1	0.0	0.0	0.9		3.0
No change	25.9	18.2	19.5	21.6	20.2	18.4	24.4	19.1	31.5	26.3	11.7	19.3		19.7
During last 2 weeks, how many times binge drank?														
None	45.3	23.5	31.1	37.5	40.8	43.2	25.9	42.9	39.6	30.6	30.2	27.8		33.8
Once	24.3	20.6	22.6	22.0	19.7	20.6	34.6	20.6	26.4	15.5	9.5	24.9		19.8
Twice	19.8	20.4	19.3	17.0	14.2	17.6	18.3	13.9	13.5	22.9	27.9	15.1		18.9
3-5 times	10.5	24.8	23.6	18.6	18.6	15.8	17.5	18.8	20.5	18.0	21.5	20.4		20.5
6-9 times	0.0	7.5	1.6	4.3	3.2	1.9	2.8	2.6	0.0	13.0	0.0	8.6		4.7
10 or more times	0.0	3.2	1.9	0.5	3.6	0.8	1.0	1.2	0.0	0.0	10.9	3.3		2.3
Factors influencing how much to drink														
As reward for working hard	35.3	39.9	40.6	27.3	39.9	38.0	41.4	37.3	24.8	44.2	41.9	54.0		41.7
To fit in or feel comfortable	19.7	32.6	38.5	22.8	28.1	26.3	28.5	31.6	33.0	35.1	21.0	32.5		28.7
If everyone else is drinking	17.3	30.6	28.1	21.8	26.1	26.1	27.0	23.7	26.7	38.8	27.9	30.7		30.3
If it is free or cheap	51.6	48.2	63.8	39.9	45.0	38.9	46.1	45.2	48.7	51.8	48.3	54.0		49.4
If it is a special occasion	49.4	71.7	76.2	69.4	66.3	68.8	67.1	74.9	62.9	53.3	78.8	66.6		69.2
If having a bad day or got a bad grade	21.7	20.8	20.1	14.3	14.2	17.9	20.0	15.7	13.2	41.7	29.9	23.7		18.8
To get away from problems and troubles	17.5	13.8	10.5	7.5	8.0	12.0	14.3	7.5	12.2	17.5	9.5	12.4		13.4
To get drunk	35.6	40.0	39.5	31.5	31.8	29.2	34.2	37.7	27.0	48.9	50.8	38.9		37.5

Note: * p<.05; ** p<.01; *** p<.001   Types where student n < 10 not included. Sig diff column refers to all 36 L/L types.

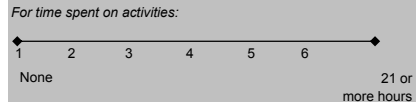# NSLLP Living-Learning Program Typology
OUTCOMES

	Disciplinary Programs												Sig Diff	Comp
	Ag/Vet (n=73)	Business (n=278)	Comm/J (n=152)	Educ (n=189)	Engg/CS (n=476)	Gen Sci (n=398)	Hlth Sci (n=283)	Hum (n=109)	Interd (n=48)	Law/Crim (n=33)	Math (n=14)	Soc Sci (n=148)		n=10,863

For alcohol-related experiences:

```
1          2          3
Not                   Twice or
at all                more
```

ALCOHOL-RELATED EXPERIENCES

	Ag/Vet	Business	Comm/J	Educ	Engg/CS	Gen Sci	Hlth Sci	Hum	Interd	Law/Crim	Math	Soc Sci	Sig Diff	Comp
Health consequences of alcohol use	1.45	1.57	1.47	1.44	1.42	1.37	1.46	1.39	1.31	1.45	1.86	1.50		1.47
Emotional consequences of alcohol use	1.24	1.30	1.39	1.28	1.22	1.22	1.27	1.27	1.21	1.26	1.41	1.36		1.30
Exp. serious neg. secondary behavior	1.17	1.22	1.22	1.17	1.15	1.17	1.22	1.21	1.23	1.17	1.13	1.22		1.19
Exp. nuisance neg. secondary behavior	1.77	2.03	2.03	1.79	1.63	1.78	1.92	1.94	1.99	1.87	1.64	1.79		1.81

For sense of belonging:

```
1          2          3          4
Strongly                        Strongly
disagree                          agree
```

SENSE OF BELONGING

	Ag/Vet	Business	Comm/J	Educ	Engg/CS	Gen Sci	Hlth Sci	Hum	Interd	Law/Crim	Math	Soc Sci	Sig Diff	Comp
Overall sense of belonging	3.23	3.20	3.22	3.25	3.25	3.28	3.15	3.06	3.01	3.05	3.14	3.28	***	3.12

ACADEMIC ACHIEVEMENT, RETENTION, & FUTURE ACTIVITIES
(The next 2 items are in percentages.)

	Ag/Vet	Business	Comm/J	Educ	Engg/CS	Gen Sci	Hlth Sci	Hum	Interd	Law/Crim	Math	Soc Sci	Sig Diff	Comp
Cumulative college grade point average													***	
3.50 - 4.00	37.2	36.8	51.9	32.5	33.5	46.9	35.9	48.9	52.3	42.8	35.1	35.7		35.9
3.00 - 3.49	29.8	34.4	22.9	33.7	29.8	32.0	34.3	28.6	27.7	27.0	15.4	40.6		33.9
2.50 - 2.99	19.6	14.2	16.8	22.5	19.3	14.0	17.7	16.3	8.8	16.4	39.8	14.4		18.9
2.00 - 2.49	6.0	9.1	5.3	7.2	10.7	3.7	9.2	4.4	4.5	10.8	6.7	6.2		7.6
1.99 or less	7.4	5.5	3.1	4.2	6.7	3.3	2.9	1.7	6.7	2.9	3.1	3.1		3.7
Plans for next year													***	
Plan to return to same institution	96.2	91.8	94.0	92.3	95.4	93.7	89.4	87.5	69.7	89.9	94.7	93.1		90.0
Graduating this year	0.0	0.7	0.0	0.0	1.3	1.3	0.8	0.0	4.8	0.0	0.0	3.1		2.8
Enrolling at different college or university	0.0	1.1	0.6	4.4	0.6	1.1	5.5	6.6	6.4	5.2	5.3	0.0		3.1
Not pursuing any form of education	0.0	0.0	0.0	0.0	0.0	0.0	0.8	0.0	0.0	0.0	0.0	0.0		0.2
Undecided	3.8	6.4	5.4	3.4	2.8	3.9	3.6	5.9	19.2	4.9	0.0	3.9		4.0

Note: * p<.05; ** p<.01; *** p<.001   Types where student n < 10 not included. Sig diff column refers to all 36 L/L types.

NSLLP Living-Learning Program Typology
OUTCOMES

	Disciplinary Programs												Sig Diff	Comp
	Ag/Vet (n=73)	Business (n=278)	Comm/J (n=152)	Educ (n=189)	Engg/CS (n=476)	Gen Sci (n=398)	Hlth Sci (n=283)	Hum (n=109)	Interd (n=48)	Law/Crim (n=33)	Math (n=14)	Soc Sci (n=148)		n=10,863
For drop-out risk: 1 No chance — 2 — 3 — 4 Very good chance														
DROP-OUT RISK														
Drop-out risk	1.21	1.18	1.19	1.18	1.26	1.21	1.23	1.24	1.19	1.27	1.08	1.14	**	1.22
FUTURE ACTIVITIES (in percentages) *(Activities respondents intend to participate in)*														
Practicum, internship, field experience	73.6	66.8	75.3	63.3	73.1	69.9	70.5	74.0	62.0	76.7	75.0	79.4	***	68.6
Service or volunteer work	51.7	43.1	43.1	47.2	35.9	50.6	53.8	43.1	50.8	63.6	44.8	47.5	***	44.3
Research with professor	31.9	14.4	19.8	10.7	39.7	40.2	26.9	26.8	19.2	26.9	23.3	43.7	***	26.4
Taking a leadership position	39.2	41.8	37.6	35.5	31.3	35.1	29.7	39.2	38.2	31.2	26.8	47.6	***	34.1
Study abroad	50.5	45.8	64.4	29.7	31.7	59.3	34.0	70.1	50.5	59.2	45.8	72.1	***	44.4
Independent research	12.7	10.1	15.5	11.6	15.4	18.8	12.6	22.9	13.9	21.5	32.5	31.3	***	16.2
Self-designed major	1.2	5.5	5.1	1.9	2.7	4.5	5.1	6.0	3.0	10.1	7.1	2.9	**	4.7
Culminating senior experience	22.1	15.4	51.0	12.3	32.7	29.0	14.1	32.8	44.3	38.1	24.0	45.6	***	25.3

Note: * p<.05; ** p<.01; *** p<.001   Types where student n < 10 not included. Sig diff column refers to all 36 L/L types.

NSLLP Living-Learning Program Typology
ENVIRONMENTS

	Fine/Creative Arts		General Acad	Honors	Sig Diff	Comp
	Culinary (n=28)	Fine Arts (n=402)	(n=402)	(n=1923)		n=10,863
INDIVIDUAL COLLEGE CHARACTERISTICS *(The next 5 items are in percentages.)*						
Academic class standing					***	
First-year	25.4	72.5	84.1	66.1		59.3
Sophomore	25.4	19.4	9.8	20.8		24.3
Junior	7.9	5.4	4.0	8.9		10.5
Senior	41.4	2.7	2.0	3.9		5.0
Graduate student	0.0	0.0	0.1	0.2		0.7
Other	0.0	0.0	0.0	0.2		0.3
Financial aid utilized						
No aid	24.6	17.9	17.5	7.6	***	21.9
Loans	52.0	49.0	46.4	30.8	***	46.1
Need-based scholarship	48.4	28.5	34.3	20.0	***	27.8
Non-need-based scholarship	54.7	49.7	48.2	80.3	***	40.0
Work-study	41.3	17.1	18.6	10.6	***	12.9
Athletic scholarship	0.0	1.1	0.2	0.4		2.0
Other form of financial aid	7.5	9.8	5.6	6.5	***	6.4
Number of majors					***	
Undecided/undeclared	12.6	10.8	21.4	9.8		13.3
1	63.9	79.3	65.2	71.7		77.7
2	23.5	9.5	12.4	17.9		8.7
3 or more	0.0	0.4	1.0	0.7		0.3

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NSLLP Living-Learning Program Typology
ENVIRONMENTS

Current primary major	Fine/Creative Arts		General Acad (n=402)	Honors (n=1923)	Sig Diff	Comp n=10,863
	Culinary (n=28)	Fine Arts (n=402)				
					***	
Agriculture	0.0	0.2	0.6	0.9		1.7
Architecture and building trades	0.0	1.1	1.6	1.1		1.7
Area, ethnic, cultural, and gender studies	0.0	0.0	1.0	0.7		0.5
Biological sciences	7.9	3.5	11.9	14.3		8.4
Business administration	10.1	5.9	15.2	9.8		16.0
Communications and journalism	0.0	7.1	6.0	4.8		5.7
Computer or information sciences	0.0	1.8	2.2	2.5		2.2
Education	0.0	7.1	6.7	3.6		6.3
Engineering	12.2	2.0	3.1	13.4		11.2
English language and literature	3.0	5.2	2.2	3.3		2.5
Family/consumer sciences or human services	0.0	0.7	2.0	0.8		1.2
Foreign languages and linguistics	3.5	0.6	1.1	2.4		1.5
Health, pre-health, and wellness	9.5	5.1	8.6	8.4		11.4
History	0.0	2.1	2.0	2.6		2.0
Law, criminal justice, or safety studies	3.0	0.3	3.4	1.6		2.0
Mathematics and statistics	0.0	0.2	2.2	3.0		1.2
Natural resources and conservation	0.0	0.8	2.2	1.2		1.1
Personal, hospitality, and culinary services	0.0	0.2	1.0	0.1		0.7
Philosophy, theology, and religion	3.0	0.8	0.6	1.0		0.7
Physical sciences	4.5	0.6	3.3	5.3		3.0
Social science and public administration	43.2	6.5	13.0	12.7		11.3
Visual and performing arts	0.0	44.3	4.8	4.2		4.3
Undecided	0.0	1.5	1.2	0.5		1.0
Don't know	0.0	2.6	4.1	1.6		2.5
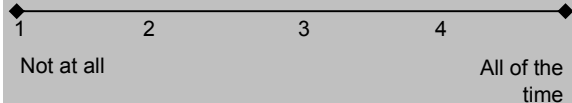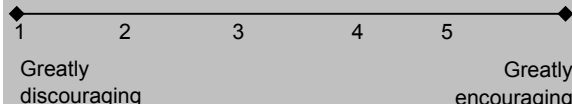
Note:* p<.05; ** p<.01; *** p<.001   Types where student n<10 not included. Sig diff column refers to all 36 L/L types.   III - FINE ARTS TO HONORS - 45

NSLLP Living-Learning Program Typology
ENVIRONMENTS

	Fine/Creative Arts		General Acad	Honors	Sig Diff	Comp
	Culinary (n=28)	Fine Arts (n=402)	(n=402)	(n=1923)		n=10,863
For the next 3 constructs: 1 Never ... 4 Once or more per week						
PEER INTERACTIONS						
Discussed academic/career issues with peers	3.40	3.30	3.22	3.35	***	3.17
Discussed socio-cultural issues with peers	2.88	2.66	2.51	2.69	***	2.42
FACULTY INTERACTIONS						
Course-related faculty interaction	1.87	2.02	1.96	1.95	***	1.92
Faculty mentorship	1.36	1.59	1.52	1.44	***	1.46
RESIDENCE HALL RESOURCES						
Use of co-curricular residence hall resources	1.58	1.38	1.47	1.30	***	1.29
Use of computer labs	1.60	2.32	2.17	1.83	***	2.10
Use of academic advisors	1.66	1.62	1.61	1.49	***	1.54
Interactions with professors	1.30	2.04	1.83	1.66	***	1.71
Attendance at seminars and lectures	1.62	1.83	1.74	1.55	***	1.45

Note:* p<.05; ** p<.01; *** p<.001   Types where student n<10 not included. Sig diff column refers to all 36 L/L types.   III - FINE ARTS TO HONORS - 46

NSLLP Living-Learning Program Typology
ENVIRONMENTS

	Fine/Creative Arts		General Acad	Honors	Sig Diff	Comp
	Culinary (n=28)	Fine Arts (n=402)	(n=402)	(n=1923)		n=10,863
For residence hall climate:						
1 — 2 — 3 — 4 Strongly disagree / Strongly agree						
RESIDENCE HALL CLIMATE						
Res hall climate is academically supportive	2.49	2.67	2.67	2.85	***	2.48
Res hall climate is socially supportive	3.06	3.01	2.89	3.00	***	2.73
For influences on living-learning program participation:						
1 — 2 — 3 — 4 — 5 Did not influence my decision at all / Greatly influenced my decision						
INFLUENCES ON LIVING-LEARNING PROGRAM PARTICIPATION						
Academic influences on L/L participation	1.79	2.61	2.57	2.66	***	N/A
Social influences on L/L participation	2.66	3.08	2.87	2.83	***	N/A
Wanted to live in a specific residence hall	3.59	3.41	3.36	3.55	***	N/A
Knew someone else in the program	4.20	2.24	2.12	2.11	***	N/A
Was encouraged to participate by advisor	1.77	2.03	2.21	2.35	***	N/A

Note:* p<.05; ** p<.01; *** p<.001   Types where student n<10 not included. Sig diff column refers to all 36 L/L types.

NSLLP Living-Learning Program Typology
ENVIRONMENTS

| | Fine/Creative Arts | | General Acad | Honors | Sig Diff | Comp |
| | Culinary | Fine Arts | | | | n=10,863 |
	(n=28)	(n=402)	(n=402)	(n=1923)		
For diversity interactions: 1 2 3 4 Not at all All of the time						
DIVERSITY INTERACTIONS						
Positive peer diversity interactions	3.00	2.64	2.43	2.39	***	2.35
For influences in pursuit of major 1 2 3 4 5 Greatly discouraging Greatly encouraging						
INFLUENCES IN PURSUIT OF MAJOR						
Influence of hall faculty & staff in pursuit of major	3.66	3.79	3.47	3.42	***	3.36

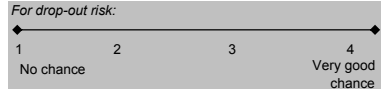Note:* p<.05; ** p<.01; *** p<.001   Types where student n<10 not included. Sig diff column refers to all 36 L/L types.   III - FINE ARTS TO HONORS - 48

NSLLP Living-Learning Program Typology
ENVIRONMENTS

	Fine/Creative Arts		General Acad	Honors	Sig Diff	Comp
	Culinary (n=28)	Fine Arts (n=402)	(n=402)	(n=1923)		n=10,863

For learning experiences and study habits:

1 Never — 2 — 3 — 4 Very often

	Culinary (n=28)	Fine Arts (n=402)	General Acad (n=402)	Honors (n=1923)	Sig Diff	Comp n=10,863
HANDS-ON LEARNING EXPERIENCES						
Mentoring experience	1.59	1.61	1.60	1.63	***	1.62
Participated in internship experience	1.92	1.17	1.20	1.29	***	1.29
Attended presentation by professional in field	2.23	2.21	1.91	1.99	***	1.99
Visited work setting of professional in field	1.93	1.84	1.65	1.63	***	1.69
Worked with outreach to high school students	1.16	1.26	1.24	1.27	***	1.24
STUDY HABITS						
Studied on your own	3.68	3.36	3.51	3.56	***	3.51
Studied with one other person	2.44	2.27	2.41	2.28	***	2.29
Studied in the library or other facility on campus	2.57	2.02	2.11	2.03	***	2.22
Studied with a small group of people	2.09	1.80	1.94	1.79	***	1.78

Note:* p<.05; ** p<.01; *** p<.001   Types where student n<10 not included. Sig diff column refers to all 36 L/L types.   III - FINE ARTS TO HONORS - 49

NSLLP Living-Learning Program Typology
ENVIRONMENTS
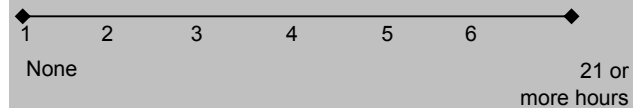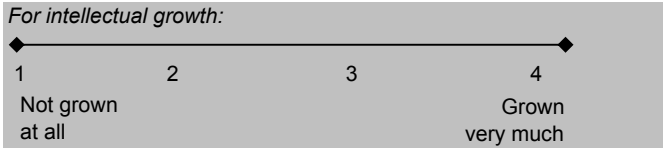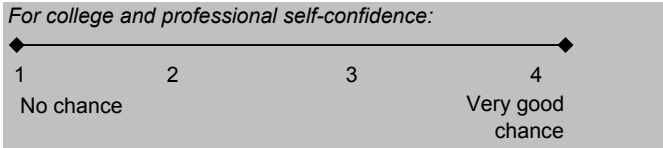
	Fine/Creative Arts		General Acad	Honors	Sig Diff	Comp
	Culinary (n=28)	Fine Arts (n=402)	(n=402)	(n=1923)		n=10,863
For time spent on activities: 1 None — 6 ... 21 or more hours						
TIME SPENT ON ACTIVITIES						
Attending classes	4.25	4.50	4.38	4.59	***	4.40
Studying/doing homework	3.58	3.21	3.33	3.57	***	3.35
Fraternity/sorority	1.66	1.18	1.20	1.19	***	1.30
Arts or music performances/activities	1.45	2.82	1.81	1.84	***	1.71
Intramural/club sports	1.51	1.28	1.47	1.50	***	1.50
Varsity sports	1.12	1.10	1.12	1.08	***	1.23
Student government	1.29	1.11	1.15	1.14	***	1.12
Political/social activism	1.82	1.17	1.21	1.20	***	1.18
Religious clubs/activities	1.47	1.33	1.30	1.52	***	1.40
Ethnic/cross-cultural clubs/activities	1.47	1.18	1.19	1.16	***	1.18
Media activities	1.20	1.19	1.20	1.22	***	1.22
Work-study or work on-campus	2.65	1.69	1.71	1.67	***	1.73
Work off-campus	1.85	1.46	1.41	1.34	***	1.51
Community service activity	1.61	1.32	1.46	1.53	***	1.44
Other	1.27	1.22	1.28	1.26		1.23

Note:* p<.05; ** p<.01; *** p<.001   Types where student n<10 not included. Sig diff column refers to all 36 L/L types.   III - FINE ARTS TO HONORS - 50

NSLLP Living-Learning Program Typology
OUTCOMES

	Fine/Creative Arts		General Acad	Honors	Sig Diff	Comp
	Culinary (n=28)	Fine Arts (n=402)	(n=402)	(n=1923)		n=10,863
For transition to college:						
1 2 3 4 5 6 Very difficult ... Very easy						
TRANSITION TO COLLEGE						
Ease with academic transition to college	3.76	3.78	3.78	3.82		3.70
Ease with social transition to college	4.52	4.26	4.41	4.34	**	4.18
For intellectual abilities:						
1 2 3 4 Strongly disagree ... Strongly agree						
INTELLECTUAL ABILITIES						
Critical thinking/analysis abilities	3.11	2.94	2.90	3.02	***	2.89
Application of knowledge abilities	3.39	3.16	3.10	3.16	***	3.10

Note: * p<.05; ** p<.01; *** p<.001   Types where student n<10 not included. Sig diff column refers to all 36 L/L types.   III - FINE ARTS TO HONORS - 51

NSLLP Living-Learning Program Typology
OUTCOMES

	Fine/Creative Arts		General Acad	Honors	Sig Diff	Comp
	Culinary (n=28)	Fine Arts (n=402)	(n=402)	(n=1923)		n=10,863
For intellectual growth:						
INTELLECTUAL GROWTH						
Growth in cognitive complexity	3.23	2.88	2.89	2.86	***	2.91
Growth in liberal learning	2.90	2.76	2.76	2.67	***	2.75
Growth in personal philosophy	3.14	2.94	2.91	2.91	**	2.94
For college and professional self-confidence:						
COLLEGE/PROFESSIONAL SELF-CONFIDENCE						
Confidence in college success	3.66	3.57	3.59	3.77	***	3.51
Professional self-confidence	3.64	3.49	3.56	3.59	***	3.60
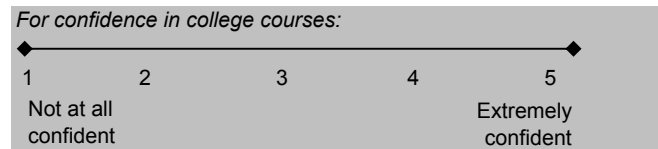
For intellectual growth:

1 — 2 — 3 — 4
Not grown at all — Grown very much

For college and professional self-confidence:

1 — 2 — 3 — 4
No chance — Very good chance

Note: * p<.05; ** p<.01; *** p<.001   Types where student n<10 not included. Sig diff column refers to all 36 L/L types.   III - FINE ARTS TO HONORS - 52

NSLLP Living-Learning Program Typology
OUTCOMES

	Fine/Creative Arts		General Acad	Honors	Sig Diff	Comp n=10,863
	Culinary (n=28)	Fine Arts (n=402)	(n=402)	(n=1923)		
For confidence in college courses:						

For confidence in college courses:

1 — 2 — 3 — 4 — 5

1 Not at all confident

5 Extremely confident

CONFIDENCE IN COLLEGE COURSES

	Culinary (n=28)	Fine Arts (n=402)	General Acad (n=402)	Honors (n=1923)	Sig Diff	Comp n=10,863
Math courses	3.50	3.19	3.50	3.84	***	3.50
Science courses	3.28	3.18	3.42	3.77	***	3.47
English courses	3.90	4.13	3.98	4.08	***	3.88
Engineering courses	2.14	2.22	2.22	2.89	***	2.61
Writing courses	4.12	4.01	4.03	4.01	***	3.80
Social science courses	4.04	3.86	3.90	4.09	***	3.88

NSLLP Living-Learning Program Typology
OUTCOMES

	Fine/Creative Arts		General Acad	Honors	Sig Diff	Comp
	Culinary (n=28)	Fine Arts (n=402)	(n=402)	(n=1923)		n=10,863
For confidence in skills and abilities:						

For confidence in skills and abilities:

1 — 2 — 3 — 4
1 No at all confident   4 Very confident

CONFIDENCE IN SKILLS AND ABILITIES

	Culinary	Fine Arts	General Acad	Honors	Sig Diff	Comp
Confidence in academic skills	3.09	2.90	2.88	2.96	***	2.85
Confidence in math ability	2.33	2.37	2.58	2.87	***	2.62
Confidence in working independently	3.53	3.33	3.29	3.48	***	3.35
Confidence in computer ability	3.36	3.20	3.12	3.14	***	3.17
Confidence in problem-solving ability	3.35	3.03	3.00	3.21	***	3.03
Confidence in working as part of a team	3.10	2.97	3.02	2.99	***	3.02
Confidence in test-taking skills	3.07	2.79	2.78	3.16	***	2.76

NSLLP Living-Learning Program Typology
OUTCOMES

	Fine/Creative Arts		General Acad	Honors	Sig Diff	Comp
	Culinary (n=28)	Fine Arts (n=402)	(n=402)	(n=1923)		n=10,863
For diversity and civic engagement: 1 Stongly disagree — 4 Strongly agree						
DIVERSITY						
Diversity appreciation	3.03	2.82	2.81	2.59	***	2.75
CIVIC ENGAGEMENT						
Sense of civic engagement	3.11	2.86	2.91	2.97	***	2.86
For college actions and attitudes: 1 Never — 4 Very often						
COLLEGE ACTIONS AND ATTITUDES						
Used learning lab to improve study skills	1.53	1.87	1.91	1.63	***	1.93
Dropped a class	1.34	1.37	1.50	1.28	***	1.40
Did not do as well as you expected	1.96	1.86	1.97	1.74	***	1.99
Changed how you prepare for tests	2.07	2.22	2.35	2.17	***	2.28
Received career counseling	1.28	1.43	1.51	1.48	***	1.53
Skipped > 2 classes of the same course	1.86	1.92	2.10	1.82	***	1.93
Felt overwhelmed by coursework	2.64	2.56	2.57	2.48	***	2.63

Note: * p<.05; ** p<.01; *** p<.001   Types where student n<10 not included. Sig diff column refers to all 36 L/L types.   III - FINE ARTS TO HONORS - 55

NSLLP Living-Learning Program Typology
OUTCOMES

	Fine/Creative Arts		General	Honors	Sig	Comp
	Culinary	Fine Arts	Acad		Diff	n=10,863
	(n=28)	(n=402)	(n=402)	(n=1923)		
ALCOHOL USE/BEHAVIORS (%ages)						
Changes in drinking habits						
Don't drink alcohol and never have	16.1	32.7	28.0	40.7		25.4
Started drinking in college	36.5	18.2	15.4	18.9		19.0
Drinking less in college	7.0	8.6	7.0	5.9		8.7
Drinking more in college	34.3	21.9	25.8	15.4		24.1
Stopped drinking in college	0.0	3.4	3.7	2.3		3.0
No change	6.1	15.3	20.1	16.9		19.7
During last 2 weeks, how many times binge drank?						
None	19.6	37.9	28.4	43.1		33.8
Once	36.5	21.2	17.2	22.6		19.8
Twice	15.0	16.8	22.6	15.0		18.9
3-5 times	25.3	19.3	24.2	15.8		20.5
6-9 times	3.6	3.3	5.1	2.4		4.7
10 or more times	0.0	1.6	2.6	1.2		2.3
Factors influencing how much to drink						
As reward for working hard	45.8	38.2	44.7	34.9		41.7
To fit in or feel comfortable	27.7	21.1	29.0	30.4		28.7
If everyone else is drinking	45.0	27.7	31.4	30.4		30.3
If it is free or cheap	70.1	45.3	45.9	48.6		49.4
If it is a special occasion	76.0	65.8	67.1	69.1		69.2
If having a bad day or got a bad grade	19.3	12.7	18.0	14.7		18.8
To get away from problems and troubles	15.0	13.2	13.8	11.2		13.4
To get drunk	37.4	33.3	40.6	33.1		37.5

Note: * p<.05; ** p<.01; *** p<.001   Types where student n<10 not included. Sig diff column refers to all 36 L/L types.   III - FINE ARTS TO HONORS - 56

NSLLP Living-Learning Program Typology
OUTCOMES

	Fine/Creative Arts		General Acad	Honors	Sig Diff	Comp n=10,863
	Culinary (n=28)	Fine Arts (n=402)	(n=402)	(n=1923)		

For alcohol-related experiences:

1 — 2 — 3
1 Not at all   2   3 Twice or more

ALCOHOL-RELATED EXPERIENCES

	Culinary (n=28)	Fine Arts (n=402)	General Acad (n=402)	Honors (n=1923)	Sig Diff	Comp n=10,863
Health consequences of alcohol use	1.35	1.38	1.55	1.36		1.47
Emotional consequences of alcohol use	1.17	1.26	1.34	1.25		1.30
Exp. serious neg. secondary behavior	1.11	1.15	1.20	1.15		1.19
Exp. nuisance neg. secondary behavior	1.59	1.68	1.92	1.66		1.81

Note: * p<.05; ** p<.01; *** p<.001   Types where student n<10 not included. Sig diff column refers to all 36 L/L types.   III - FINE ARTS TO HONORS - 57

NSLLP Living-Learning Program Typology
OUTCOMES

	Fine/Creative Arts		General Acad	Honors	Sig Diff	Comp
	Culinary (n=28)	Fine Arts (n=402)	(n=402)	(n=1923)		n=10,863
For sense of belonging: (1 Strongly disagree — 4 Strongly agree)						
SENSE OF BELONGING						
Overall sense of belonging	3.36	3.12	3.15	3.23	***	3.12
ACADEMIC ACHIEVEMENT, RETENTION, & FUTURE ACTIVITIES *(The next 2 items are in percentages.)*						
Cumulative college grade point average					***	
3.50 - 4.00	42.9	45.0	45.4	73.7		35.9
3.00 - 3.49	36.5	31.1	27.6	19.6		33.9
2.50 - 2.99	12.7	13.7	18.7	4.5		18.9
2.00 - 2.49	0.0	6.8	5.2	1.3		7.6
1.99 or less	7.9	3.4	3.2	0.9		3.7
Plans for next year					***	
Plan to return to same institution	58.6	94.8	90.8	93.9		90.0
Graduating this year	41.4	0.9	0.6	2.3		2.8
Enrolling at different college or university	0.0	2.0	3.4	1.4		3.1
Not pursuing any form of education	0.0	0.0	0.2	0.2		0.2
Undecided	0.0	2.2	5.1	2.2		4.0

Note: * p<.05; ** p<.01; *** p<.001   Types where student n<10 not included. Sig diff column refers to all 36 L/L types.   III - FINE ARTS TO HONORS - 58

NSLLP Living-Learning Program Typology
OUTCOMES

	Fine/Creative Arts		General Acad (n=402)	Honors (n=1923)	Sig Diff	Comp n=10,863
	Culinary (n=28)	Fine Arts (n=402)				
For drop-out risk: 1 — 2 — 3 — 4 No chance ... Very good chance						
DROP-OUT RISK						
Drop-out risk	1.09	1.21	1.24	1.19	**	1.22
FUTURE ACTIVITIES (in percentages) *(Activities respondents intend to participate in)*						
Practicum, internship, field experience	56.8	61.6	73.3	71.2	***	68.6
Service or volunteer work	38.5	42.8	54.9	48.0	***	44.3
Research with professor	30.2	21.3	28.9	42.3	***	26.4
Taking a leadership position	36.7	34.4	39.1	39.5	***	34.1
Study abroad	38.1	55.4	57.8	56.9	***	44.4
Independent research	20.4	19.4	18.6	26.9	***	16.2
Self-designed major	3.7	6.0	6.9	5.3	**	4.7
Culminating senior experience	56.1	27.4	28.7	47.7	***	25.3

Note: * p<.05; ** p<.01; *** p<.001   Types where student n<10 not included. Sig diff column refers to all 36 L/L types.   III - FINE ARTS TO HONORS - 59

NSLLP Living-Learning Program Typology
ENVIRONMENTS

	Cultural			Leisure		Political	Res	Research		Sig		Comp
	Intl/Global	Lang	Multicult.	Gen. Leis.	Outdoor	Interest	College			Diff		n=10,863
	(n=396)	(n=52)	(n=81)	(n=10)	(n=69)	(n=11)	(n=360)	(n=10)				
INDIVIDUAL COLLEGE CHARACTERISTICS *(The next 5 items are in percentages.)*												
Academic class standing										***		
First-year	56.1	50.3	76.3	88.8	57.5	100.0	50.0	36.7				59.3
Sophomore	26.6	28.9	20.4	11.2	36.7	0.0	37.9	24.9				24.3
Junior	13.0	14.7	3.3	0.0	5.8	0.0	9.3	19.2				10.5
Senior	3.3	6.1	0.0	0.0	0.0	0.0	2.6	19.2				5.0
Graduate student	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0				0.7
Other	0.7	0.0	0.0	0.0	0.0	0.0	0.3	0.0				0.3
Financial aid utilized												
No aid	23.4	22.4	10.9	33.4	12.5	32.4	29.3	17.0		***		21.9
Loans	43.7	51.4	52.0	46.2	50.4	47.1	37.6	83.0		***		46.1
Need-based scholarship	32.3	40.4	64.0	46.2	42.8	29.5	22.2	64.5		***		27.8
Non-need-based scholarship	37.3	50.6	41.5	66.6	54.9	52.9	45.2	62.6		***		40.0
Work-study	18.8	36.2	34.2	35.1	32.3	14.7	13.6	71.4		***		12.9
Athletic scholarship	1.7	0.0	0.0	0.0	1.5	0.0	0.2	0.0				2.0
Other form of financial aid	9.8	12.4	1.4	0.0	4.4	7.4	2.8	19.2		***		6.4
Number of majors										***		
Undecided/undeclared	15.5	9.0	22.9	37.2	7.6	70.6	24.2	36.7				13.3
1	66.5	68.4	58.7	51.6	72.4	29.4	49.4	44.1				77.7
2	17.1	19.4	16.0	11.2	20.0	0.0	24.7	19.2				8.7
3 or more	0.8	3.2	2.4	0.0	0.0	0.0	1.6	0.0				0.3

Note: * p<.05; ** p<.01; *** p<.001   Types where student n<10 not included. Sig diff column refers to all 36 L/L types.   III - CULTURE TO RESEARCH - 60

NSLLP Living-Learning Program Typology
ENVIRONMENTS

| | Cultural | | | Leisure | | Political | Res | Research | Sig | Comp |
| | Intl/Global | Lang | Multicult. | Gen. Leis. | Outdoor | Interest | College | | Diff | n=10,863 |
	(n=396)	(n=52)	(n=81)	(n=10)	(n=69)	(n=11)	(n=360)	(n=10)		
Current primary major									***	
Agriculture	0.6	0.0	0.0	0.0	0.0	0.0	0.3	0.0		1.7
Architecture and building trades	1.2	0.0	0.0	0.0	0.0	0.0	0.4	0.0		1.7
Area, ethnic, cultural, and gender studies	2.5	8.0	0.0	0.0	1.3	0.0	2.3	0.0		0.5
Biological sciences	6.4	4.3	17.9	0.0	8.7	0.0	10.7	22.0		8.4
Business administration	15.5	13.7	7.3	20.0	23.2	0.0	8.3	39.1		16.0
Communications and journalism	6.0	5.6	2.4	38.4	6.1	13.4	5.2	0.0		5.7
Computer or information sciences	2.4	0.0	0.0	0.0	0.0	0.0	2.1	0.0		2.2
Education	2.8	2.1	7.6	0.0	1.3	0.0	4.8	0.0		6.3
Engineering	8.1	10.0	4.2	0.0	6.9	0.0	4.7	9.1		11.2
English language and literature	3.6	0.0	3.6	0.0	1.5	0.0	3.0	0.0		2.5
Family/consumer sciences or human services	0.0	0.0	2.6	0.0	1.3	0.0	1.2	0.0		1.2
Foreign languages and linguistics	7.3	16.6	1.1	0.0	5.6	9.3	6.1	0.0		1.5
Health, pre-health, and wellness	7.5	12.1	16.5	0.0	5.3	6.7	7.7	7.9		11.4
History	3.4	0.0	0.0	0.0	3.1	0.0	1.9	0.0		2.0
Law, criminal justice, or safety studies	2.7	1.8	5.0	0.0	2.8	0.0	0.9	0.0		2.0
Mathematics and statistics	1.8	3.7	2.5	0.0	1.3	0.0	1.5	0.0		1.2
Natural resources and conservation	0.7	0.0	1.5	0.0	5.4	0.0	1.0	0.0		1.1
Personal, hospitality, and culinary services	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0		0.7
Philosophy, theology, and religion	0.5	0.0	2.4	10.0	1.3	0.0	1.8	0.0		0.7
Physical sciences	3.1	4.9	0.0	0.0	1.6	0.0	5.1	0.0		3.0
Social science and public administration	19.2	10.1	21.5	14.4	14.2	57.3	18.1	22.0		11.3
Visual and performing arts	2.0	5.5	0.9	7.2	2.7	0.0	8.4	0.0		4.3
Undecided	1.2	1.7	0.0	0.0	3.1	0.0	0.8	0.0		1.0
Don't know	1.4	0.0	3.0	10.0	3.1	13.4	3.4	0.0		2.5

Note: * p<.05; ** p<.01; *** p<.001   Types where student n<10 not included. Sig diff column refers to all 36 L/L types.

NSLLP Living-Learning Program Typology
ENVIRONMENTS
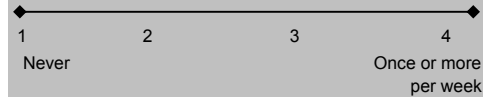
	Cultural			Leisure		Political	Res	Research	Sig	Comp
	Intl/Global	Lang	Multicult.	Gen. Leis.	Outdoor	Interest	College		Diff	
	(n=396)	(n=52)	(n=81)	(n=10)	(n=69)	(n=11)	(n=360)	(n=10)		n=10,863
For the next 3 constructs: 1 — 2 — 3 — 4 Never ... Once or more per week										
PEER INTERACTIONS										
Discussed academic/career issues with peers	3.18	3.39	3.07	3.39	3.41	3.57	3.36	3.05	***	3.17
Discussed socio-cultural issues with peers	2.68	2.77	2.49	2.81	2.75	3.16	2.67	2.56	***	2.42
FACULTY INTERACTIONS										
Course-related faculty interaction	2.03	2.11	1.94	2.29	2.06	1.94	2.02	2.45	***	1.92
Faculty mentorship	1.57	1.62	1.59	1.65	1.51	1.36	1.56	1.88	***	1.46
RESIDENCE HALL RESOURCES										
Use of co-curricular residence hall resources	1.45	1.40	1.53	1.73	1.52	1.58	1.36	1.58	***	1.29
Use of computer labs	2.46	2.46	2.59	2.68	2.56	1.48	2.67	3.18	***	2.10
Use of academic advisors	1.70	1.59	1.70	1.72	1.78	1.71	1.65	1.23	***	1.54
Interactions with professors	1.96	2.28	1.76	1.82	2.06	1.86	1.93	1.40	***	1.71
Attendance at seminars and lectures	1.83	1.82	2.05	2.22	1.73	1.65	1.89	2.15	***	1.45

Note: * p<.05; ** p<.01; *** p<.001   Types where student n<10 not included. Sig diff column refers to all 36 L/L types.   III - CULTURE TO RESEARCH - 62

NSLLP Living-Learning Program Typology
ENVIRONMENTS

| | Cultural | | | Leisure | | Political | Res | Research | | Sig | Comp |
| | Intl/Global | Lang | Multicult. | Gen. Leis. | Outdoor | Interest | College | | | Diff | n=10,863 |
	(n=396)	(n=52)	(n=81)	(n=10)	(n=69)	(n=11)	(n=360)	(n=10)			
For residence hall climate: 1 Strongly disagree — 4 Strongly agree											
RESIDENCE HALL CLIMATE											
Res hall climate is academically supportive	2.70	2.70	2.57	2.43	2.65	2.37	2.78	2.66		***	2.48
Res hall climate is socially supportive	3.09	3.07	2.80	2.87	2.99	2.92	3.08	3.01		***	2.73
For influences on living-learning program participation: 1 Did not influence my decision at all — 5 Greatly influenced my decision											
INFLUENCES ON LIVING-LEARNING PROGRAM PARTICIPATION											
Academic influences on L/L participation	2.24	2.58	2.35	2.13	1.83	2.43	2.28	3.05		***	N/A
Social influences on L/L participation	2.71	2.78	2.49	3.02	2.61	3.13	2.84	3.55		***	N/A
Wanted to live in a specific residence hall	3.04	3.25	2.50	2.19	3.46	2.08	3.69	2.48		***	N/A
Knew someone else in the program	2.02	2.16	2.58	3.18	2.40	2.49	2.53	1.00		***	N/A
Was encouraged to participate by advisor	1.71	1.69	2.29	1.37	1.50	1.77	1.69	1.00		***	N/A

Note: * p<.05; ** p<.01; *** p<.001   Types where student n<10 not included. Sig diff column refers to all 36 L/L types.   III - CULTURE TO RESEARCH - 63

NSLLP Living-Learning Program Typology
ENVIRONMENTS

	Cultural			Leisure		Political Interest	Res College	Research		Sig Diff		Comp
	Intl/Global (n=396)	Lang (n=52)	Multicult. (n=81)	Gen. Leis. (n=10)	Outdoor (n=69)	(n=11)	(n=360)	(n=10)				n=10,863
For diversity interactions: 1 Not at all — 2 — 3 — 4 All of the time												
DIVERSITY INTERACTIONS												
Positive peer diversity interactions	2.78	2.99	2.61	2.70	2.71	2.78	2.60	2.78		***		2.35
For influences in pursuit of major 1 Greatly discouraging — 2 — 3 — 4 — 5 Greatly encouraging												
INFLUENCES IN PURSUIT OF MAJOR												
Influence of hall faculty & staff in pursuit of major	3.47	3.47	3.44	4.50	3.51	3.00	3.64	3.05		***		3.36

Note: * p<.05; ** p<.01; *** p<.001   Types where student n<10 not included. Sig diff column refers to all 36 L/L types.   III - CULTURE TO RESEARCH - 64

NSLLP Living-Learning Program Typology
ENVIRONMENTS

	Cultural			Leisure		Political Interest	Res College	Research	Sig Diff	Comp
	Intl/Global (n=396)	Lang (n=52)	Multicult. (n=81)	Gen. Leis. (n=10)	Outdoor (n=69)	(n=11)	(n=360)	(n=10)		n=10,863
For learning experiences and study habits: 1 Never — 2 — 3 — 4 Very often										
HANDS-ON LEARNING EXPERIENCES										
Mentoring experience	1.67	1.81	1.73	1.29	1.71	1.31	1.55	2.42	***	1.62
Participated in internship experience	1.32	1.24	1.22	1.34	1.26	1.32	1.25	1.24	***	1.29
Attended presentation by professional in field	2.14	1.85	2.06	2.37	1.98	2.43	2.13	2.66	***	1.99
Visited work setting of professional in field	1.60	1.58	1.62	1.46	1.81	1.40	1.70	2.25	***	1.69
Worked with outreach to high school students	1.29	1.36	1.35	1.00	1.26	1.20	1.21	1.85	***	1.24
STUDY HABITS										
Studied on your own	3.51	3.45	3.55	3.48	3.69	3.75	3.65	3.54	***	3.51
Studied with one other person	2.34	2.40	2.30	2.33	2.35	2.23	2.33	2.65	***	2.29
Studied in the library or other facility on campus	2.33	2.02	2.24	2.65	2.47	2.88	2.33	2.46	***	2.22
Studied with a small group of people	1.89	1.82	1.69	2.03	1.88	1.93	1.86	2.25	***	1.78

Note: * p<.05; ** p<.01; *** p<.001   Types where student n<10 not included. Sig diff column refers to all 36 L/L types.

NSLLP Living-Learning Program Typology
ENVIRONMENTS

	Cultural			Leisure		Political	Res	Research	Sig	Comp
	Intl/Global	Lang	Multicult.	Gen. Leis.	Outdoor	Interest	College		Diff	n=10,863
	(n=396)	(n=52)	(n=81)	(n=10)	(n=69)	(n=11)	(n=360)	(n=10)		

For time spent on activities:

1 None   2   3   4   5   6 21 or more hours

TIME SPENT ON ACTIVITIES										
Attending classes	4.36	4.39	4.35	4.63	4.28	4.44	4.51	4.24	***	4.40
Studying/doing homework	3.55	3.44	3.26	3.78	3.66	3.44	3.83	4.61	***	3.35
Fraternity/sorority	1.21	1.08	1.04	1.60	1.21	1.44	1.15	1.66	***	1.30
Arts or music performances/activities	1.82	1.88	1.76	1.69	1.91	1.69	2.03	1.50	***	1.71
Intramural/club sports	1.60	1.49	1.44	1.27	1.83	1.27	1.44	1.87	***	1.50
Varsity sports	1.23	1.26	1.24	1.10	1.32	1.00	1.10	1.00	***	1.23
Student government	1.21	1.15	1.19	1.24	1.05	1.59	1.15	1.23	***	1.12
Political/social activism	1.31	1.24	1.23	1.42	1.32	2.00	1.28	1.38	***	1.18
Religious clubs/activities	1.35	1.36	1.39	1.47	1.53	1.53	1.36	1.23	***	1.40
Ethnic/cross-cultural clubs/activities	1.61	1.37	1.57	1.31	1.28	1.32	1.21	1.46	***	1.18
Media activities	1.26	1.19	1.30	1.24	1.29	1.29	1.21	1.23	***	1.22
Work-study or work on-campus	1.86	2.20	2.32	2.30	1.94	1.13	1.96	2.03	***	1.73
Work off-campus	1.75	1.42	1.40	1.17	1.51	1.13	1.33	1.21	***	1.51
Community service activity	1.57	1.43	1.58	1.44	1.63	1.39	1.55	1.53	***	1.44
Other	1.24	1.35	1.30	1.09	1.21	1.20	1.23	1.34		1.23

Note: * p<.05; ** p<.01; *** p<.001   Types where student n<10 not included. Sig diff column refers to all 36 L/L types.   III - CULTURE TO RESEARCH - 66

NSLLP Living-Learning Program Typology
OUTCOMES

	Cultural			Leisure		Political	Res	Research		Sig	Comp
	Intl/Global	Lang	Multicult.	Gen. Leis.	Outdoor	Interest	College			Diff	n=10,863
	(n=396)	(n=52)	(n=81)	(n=10)	(n=69)	(n=11)	(n=360)	(n=10)			

For transition to college:

1 2 3 4 5 6
Very difficult — Very easy

TRANSITION TO COLLEGE

	Intl/Global	Lang	Multicult.	Gen. Leis.	Outdoor	Political Interest	Res College	Research		Sig Diff	Comp
Ease with academic transition to college	3.70	3.81	3.71	3.77	3.82	3.77	3.64	3.47			3.70
Ease with social transition to college	4.28	4.12	4.39	4.03	4.48	4.46	4.31	4.78		**	4.18

For intellectual abilities:

1 2 3 4
Strongly disagree — Strongly agree

INTELLECTUAL ABILITIES

	Intl/Global	Lang	Multicult.	Gen. Leis.	Outdoor	Political Interest	Res College	Research		Sig Diff	Comp
Critical thinking/analysis abilities	2.98	3.03	2.91	2.76	3.08	3.04	3.04	2.87		***	2.89
Application of knowledge abilities	3.14	3.29	3.15	2.88	3.22	3.18	3.23	2.95		***	3.10

Note: * p<.05; ** p<.01; *** p<.001

NSLLP Living-Learning Program Typology
OUTCOMES

	Cultural			Leisure		Political Interest	Res College	Research		Sig Diff		Comp n=10,863
	Intl/Global (n=396)	Lang (n=52)	Multicult. (n=81)	Gen. Leis. (n=10)	Outdoor (n=69)	(n=11)	(n=360)	(n=10)				
For intellectual growth: 1 2 3 4 Not grown at all — Grown very much												
INTELLECTUAL GROWTH												
Growth in cognitive complexity	2.98	2.99	3.02	2.31	3.03	2.71	2.94	2.85		***		2.91
Growth in liberal learning	2.83	2.81	2.86	2.36	2.93	2.82	2.80	2.73		***		2.75
Growth in personal philosophy	2.96	3.15	2.99	2.74	3.07	2.75	2.96	3.04		**		2.94
For college and professional self-confidence: 1 2 3 4 No chance — Very good chance												
COLLEGE/PROFESSIONAL SELF-CONFIDENCE												
Confidence in college success	3.55	3.54	3.49	3.76	3.61	3.61	3.57	3.69		***		3.51
Professional self-confidence	3.53	3.51	3.57	3.47	3.71	3.72	3.51	3.60		***		3.60

Note: * p<.05; ** p<.01; *** p<.001

Types where student n < 10 not included. Sig diff column refers to all 36 L/L types.

NSLLP Living-Learning Program Typology
OUTCOMES

	Cultural			Leisure		Political	Res	Research		Sig		Comp
	Intl/Global	Lang	Multicult.	Gen. Leis.	Outdoor	Interest	College			Diff		n=10,863
	(n=396)	(n=52)	(n=81)	(n=10)	(n=69)	(n=11)	(n=360)	(n=10)				

For confidence in college courses:

```
1       2       3       4       5
Not at all                  Extremely
confident                   confident
```

CONFIDENCE IN COLLEGE COURSES

Math courses	3.27	3.32	3.47	3.43	3.52	3.23	3.27	3.54		***		3.50
Science courses	3.30	3.37	3.23	3.60	3.45	2.71	3.43	3.95		***		3.47
English courses	3.92	4.00	3.95	4.34	4.14	4.27	4.15	3.58		***		3.88
Engineering courses	2.46	2.62	2.62	2.79	2.53	1.53	2.26	2.15		***		2.61
Writing courses	3.87	3.90	3.84	4.24	4.04	4.00	4.08	3.53		***		3.80
Social science courses	4.02	3.81	4.02	4.14	3.98	4.39	4.06	4.30		***		3.88

For confidence in skills and abilities:

```
1       2       3       4
No at all           Very
confident           confident
```

CONFIDENCE IN SKILLS AND ABILITIES

Confidence in academic skills	2.86	2.88	2.88	2.66	2.97	2.73	2.96	2.72		***		2.85
Confidence in math ability	2.44	2.58	2.54	2.40	2.69	2.21	2.44	2.49		***		2.62
Confidence in working independently	3.35	3.40	3.26	3.13	3.67	2.84	3.41	3.27		***		3.35
Confidence in computer ability	3.04	3.16	3.07	3.04	3.24	2.57	3.08	3.00		***		3.17
Confidence in problem-solving ability	3.02	3.07	2.92	2.83	3.11	2.57	3.08	2.92		***		3.03
Confidence in working as part of a team	2.99	2.94	2.96	2.53	3.09	3.07	2.89	2.99		***		3.02
Confidence in test-taking skills	2.84	2.82	2.74	2.57	2.92	2.60	2.91	2.56		***		2.76

Note: * p<.05; ** p<.01; *** p<.001

Types where student n < 10 not included. Sig diff column refers to all 36 L/L types.

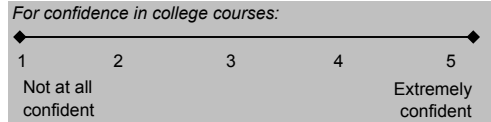# NSLLP Living-Learning Program Typology
OUTCOMES

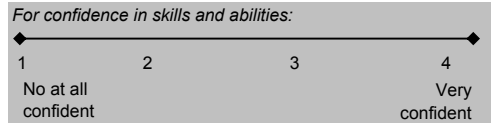|	Cultural			Leisure		Political	Res	Research		Sig		Comp
	Intl/Global	Lang	Multicult.	Gen. Leis.	Outdoor	Interest	College			Diff		n=10,863
	(n=396)	(n=52)	(n=81)	(n=10)	(n=69)	(n=11)	(n=360)	(n=10)				
For diversity and civic engagement: 1 — 2 — 3 — 4 Stongly disagree / Strongly agree												
DIVERSITY												
Diversity appreciation	3.03	2.88	3.13	2.63	2.81	2.80	2.75	2.92		***		2.75
CIVIC ENGAGEMENT												
Sense of civic engagement	2.95	2.97	3.05	2.72	2.98	3.21	2.94	3.25		***		2.86
For college actions and attitudes: 1 — 2 — 3 — 4 Never / Very often												
COLLEGE ACTIONS AND ATTITUDES												
Used learning lab to improve study skills	1.94	1.58	2.23	2.45	1.98	1.65	1.78	1.71		***		1.93
Dropped a class	1.41	1.41	1.41	1.47	1.32	1.13	1.41	1.22		***		1.40
Did not do as well as you expected	1.92	1.94	1.94	1.90	1.82	1.84	1.96	2.25		***		1.99
Changed how you prepare for tests	2.18	2.25	2.36	2.30	2.25	2.13	2.22	1.95		***		2.28
Received career counseling	1.55	1.55	1.87	1.76	1.58	1.43	1.58	1.85		***		1.53
Skipped > 2 classes of the same course	1.82	1.86	1.84	2.01	1.67	1.43	1.81	1.93		***		1.93
Felt overwhelmed by coursework	2.52	2.79	2.55	2.52	2.72	2.40	2.73	2.53		***		2.63

Note: * p<.05; ** p<.01; *** p<.001

Types where student n < 10 not included. Sig diff column refers to all 36 L/L types.

NSLLP Living-Learning Program Typology
OUTCOMES

	Cultural			Leisure		Political	Res	Research		Sig		Comp
	Intl/Global	Lang	Multicult.	Gen. Leis.	Outdoor	Interest	College			Diff		n=10,863
	(n=396)	(n=52)	(n=81)	(n=10)	(n=69)	(n=11)	(n=360)	(n=10)				
ALCOHOL USE/BEHAVIORS *(The next 3 items are in percentages.)*												
Changes in drinking habits												
Don't drink alcohol and never have	32.3	32.7	35.2	51.6	22.0	18.6	27.0					25.4
Started drinking in college	17.3	18.6	18.6	7.2	15.4	0.0	24.9					19.0
Drinking less in college	9.6	13.4	9.3	0.0	15.7	9.3	6.3					8.7
Drinking more in college	18.6	11.4	7.9	30.0	26.0	42.7	21.9					24.1
Stopped drinking in college	2.6	5.4	3.8	0.0	1.2	6.7	3.8					3.0
No change	19.6	18.4	25.1	11.2	19.7	22.7	16.1					19.7
During last 2 weeks, how many times binge drank?												
None	42.3	40.4	55.2	35.5	28.5	47.5	37.3					33.8
Once	25.1	36.4	22.3	0.0	23.5	16.4	21.5					19.8
Twice	13.8	9.3	6.8	0.0	22.6	8.2	15.0					18.9
3-5 times	12.9	13.8	9.3	20.7	17.7	27.9	20.0					20.5
6-9 times	3.8	0.0	6.4	23.1	5.7	0.0	5.1					4.7
10 or more times	2.2	0.0	0.0	20.7	2.0	0.0	1.1					2.3
Factors influencing how much to drink												
As reward for working hard	35.2	57.5	20.1	64.5	40.2	44.3	42.2					41.7
To fit in or to feel more comfortable	30.5	30.8	11.1	35.5	31.3	27.9	32.0					28.7
If everyone else is drinking	34.1	23.0	14.5	14.9	40.6	27.9	32.6					30.3
If it is free or cheap	43.7	55.0	34.8	56.2	46.2	36.1	51.1					49.4
If it is a special occasion	66.4	76.0	74.4	35.5	67.0	52.5	73.8					69.2
If having a bad day or got a bad grade	16.7	19.7	13.7	0.0	10.3	8.2	12.0					18.8
To get away from problems and troubles	14.8	17.5	10.7	0.0	8.4	0.0	7.9					13.4
To get drunk	33.4	42.8	33.6	43.8	39.1	27.9	32.3					37.5

Note: * p<.05; ** p<.01; *** p<.001

NSLLP Living-Learning Program Typology
OUTCOMES

| | Cultural | | | Leisure | | Political | Res | Research | | Sig | | Comp |
| | Intl/Global | Lang | Multicult. | Gen. Leis. | Outdoor | Interest | College | | | Diff | | n=10,863 |
	(n=396)	(n=52)	(n=81)	(n=10)	(n=69)	(n=11)	(n=360)	(n=10)				
For alcohol-related experiences: 1 Not at all — 2 — 3 Twice or more												
ALCOHOL-RELATED EXPERIENCES												
Health consequences of alcohol use	1.33	1.51	1.23	1.39	1.41	1.30	1.35					1.47
Emotional consequences of alcohol use	1.24	1.30	1.17	1.37	1.38	1.28	1.24					1.30
Exp. serious neg. secondary behavior	1.14	1.16	1.17	1.12	1.17	1.15	1.16					1.19
Exp. nuisance neg. secondary behavior	1.72	1.82	1.81	1.81	1.90	1.92	1.72					1.81

Note: * p<.05; ** p<.01; *** p<.001

Types where student n < 10 not included. Sig diff column refers to all 36 L/L types.

NSLLP Living-Learning Program Typology
OUTCOMES

| | Cultural | | | Leisure | | Political | Res | Research | | Sig | | Comp |
| | Intl/Global | Lang | Multicult. | Gen. Leis. | Outdoor | Interest | College | | | Diff | | n=10,863 |
	(n=396)	(n=52)	(n=81)	(n=10)	(n=69)	(n=11)	(n=360)	(n=10)				

For sense of belonging:

1 — Strongly disagree　2　3　4 — Strongly agree

SENSE OF BELONGING												
Overall sense of belonging	3.11	3.17	3.04	3.20	3.19	3.37	3.19	2.96		***		3.12
ACADEMIC ACHIEVEMENT, RETENTION, & FUTURE ACTIVITIES												
(The next 2 items are in percentages.)												
Cumulative college grade point average										***		
3.50 - 4.00	44.2	49.1	32.9	100.0	53.1	75.5	54.4	24.9				35.9
3.00 - 3.49	34.8	26.8	34.9	0.0	31.0	12.2	29.8	49.0				33.9
2.50 - 2.99	11.6	14.8	19.2	0.0	9.8	0.0	12.9	26.1				18.9
2.00 - 2.49	5.9	6.9	10.3	0.0	2.8	0.0	2.0	0.0				7.6
1.99 or less	3.4	2.3	2.7	0.0	3.2	12.2	0.9	0.0				3.7
Plans for next year										***		
Plan to return to same institution	88.0	90.5	92.8	80.0	88.5	90.7	94.9	100.0				90.0
Graduating this year	2.4	4.4	0.0	0.0	0.0	0.0	1.5	0.0				2.8
Enrolling at different college or university	4.3	1.7	3.3	0.0	0.0	0.0	1.2	0.0				3.1
Not pursuing any form of education	0.0	1.7	0.0	0.0	0.0	0.0	0.3	0.0				0.2
Undecided	5.3	1.8	3.8	20.0	11.5	9.3	2.1	0.0				4.0

Note: * p<.05; ** p<.01; *** p<.001

NSLLP Living-Learning Program Typology
OUTCOMES

	Cultural			Leisure		Political	Res	Research		Sig		Comp
	Intl/Global	Lang	Multicult.	Gen. Leis.	Outdoor	Interest	College			Diff		n=10,863
	(n=396)	(n=52)	(n=81)	(n=10)	(n=69)	(n=11)	(n=360)	(n=10)				

For drop-out risk:

1 — 2 — 3 — 4
No chance / Very good chance

DROP-OUT RISK

	Intl/Global	Lang	Multicult.	Gen. Leis.	Outdoor	Interest	College	Research	Sig Diff	Comp
Drop-out risk	1.21	1.40	1.21	1.19	1.29	1.27	1.27	1.12	**	1.22

FUTURE ACTIVITIES (in percentages)
(Activities respondents intend to participate in)

	Intl/Global	Lang	Multicult.	Gen. Leis.	Outdoor	Interest	College	Research	Sig Diff	Comp
Practicum, internship, field experience	71.8	72.9	80.3	80.0	65.7	93.3	69.1	79.6	***	68.6
Service or volunteer work	44.2	42.7	58.1	51.6	44.9	64.0	46.5	7.3	***	44.3
Research with professor	37.0	19.5	33.5	44.4	30.7	57.3	38.2	7.3	***	26.4
Taking a leadership position	42.4	33.6	54.6	58.8	42.2	50.6	38.2	19.6	***	34.1
Study abroad	65.5	58.4	59.3	80.0	71.2	86.6	62.0	41.3	***	44.4
Independent research	24.0	13.0	15.8	45.6	21.2	48.0	26.7	41.0	***	16.2
Self-designed major	7.1	12.4	6.2	21.2	8.9	22.7	10.1	13.3	**	4.7
Culminating senior experience	30.5	33.9	22.1	49.9	26.1	41.3	33.6	62.4	***	25.3

Note: * p<.05; ** p<.01; *** p<.001

Types where student n < 10 not included. Sig diff column refers to all 36 L/L types.   III - CULTURE TO RESEARCH - 74

NSLLP Living-Learning Program Typology
ENVIRONMENTS

	ROTC	Transition		Umbrella	Upper	Wellness	Women's		Sig	Comp
		Career	1st Year		Div.	Health	Ldrshp	In STEM	Diff	
	(n=24)	(n=141)	(n=723)	(n=381)	(n=32)	(n=209)	(n=100)	(n=180)		n=10,863
INDIVIDUAL COLLEGE CHARACTERISTICS *(The next 5 items are in percentages.)*										
Academic class standing									***	
First-year	80.2	90.1	94.0	75.9	0.0	65.7	68.4	73.9		59.3
Sophomore	11.6	6.9	3.9	17.5	31.9	19.7	21.0	21.9		24.3
Junior	5.4	1.7	1.7	5.9	48.9	10.6	7.6	3.5		10.5
Senior	2.7	0.7	0.5	0.6	17.4	2.9	3.0	0.7		5.0
Graduate student	0.0	0.0	0.0	0.0	0.0	1.2	0.0	0.0		0.7
Other	0.0	0.6	0.0	0.0	1.8	0.0	0.0	0.0		0.3
Financial aid utilized										
No aid	23.6	23.4	25.6	29.8	25.2	28.7	11.9	20.9	***	21.9
Loans	34.9	41.1	45.1	50.3	68.7	42.0	57.2	43.5	***	46.1
Need-based scholarship	16.9	28.7	29.9	26.2	28.0	24.1	38.3	29.2	***	27.8
Non-need-based scholarship	23.0	42.1	31.5	33.3	23.5	37.8	58.1	50.0	***	40.0
Work-study	5.1	13.3	11.7	10.5	10.0	10.0	13.6	12.1	***	12.9
Athletic scholarship	0.0	0.0	1.3	0.0	0.0	1.4	1.0	0.0		2.0
Other form of financial aid	48.1	5.0	8.2	1.9	6.4	2.6	5.6	2.3	***	6.4
Number of majors									***	
Undecided/undeclared	3.9	47.4	22.2	24.1	0.0	24.0	19.7	11.2		13.3
1	92.7	47.6	72.4	69.7	96.0	67.9	64.5	83.2		77.7
2	3.4	4.9	4.8	6.0	4.0	7.1	15.7	5.6		8.7
3 or more	0.0	0.0	0.5	0.3	0.0	1.0	0.0	0.0		0.3

Note: * p<.05; ** p<.01; *** p<.001   Types where student n < 10 not included. Sig diff column refers to all 36 L/L types.

NSLLP Living-Learning Program Typology
ENVIRONMENTS

	ROTC	Transition		Umbrella	Upper	Wellness	Women's		Sig	Comp
		Career	1st Year		Div.	Health	Ldrshp	In STEM	Diff	n=10,863
	(n=24)	(n=141)	(n=723)	(n=381)	(n=32)	(n=209)	(n=100)	(n=180)		
Current primary major									***	
Agriculture	0.0	1.3	1.7	1.4	3.8	2.2	1.5	5.2		1.7
Architecture and building trades	0.0	4.2	1.3	1.7	0.0	2.4	2.0	0.7		1.7
Area, ethnic, cultural, and gender studies	6.9	0.0	0.7	0.6	0.0	0.0	0.0	0.0		0.5
Biological sciences	0.0	6.1	7.5	8.2	9.9	6.6	5.6	13.9		8.4
Business administration	16.6	10.9	18.4	19.4	18.2	16.1	17.3	1.5		16.0
Communications and journalism	5.9	8.9	4.3	2.5	3.5	4.8	19.8	0.0		5.7
Computer or information sciences	10.6	1.1	1.2	2.8	3.5	2.0	1.4	3.3		2.2
Education	3.4	3.3	6.5	4.4	4.5	9.6	8.1	0.4		6.3
Engineering	20.3	4.9	10.5	8.1	10.7	7.0	2.2	55.7		11.2
English language and literature	0.0	3.5	2.8	3.5	2.0	0.9	0.6	0.4		2.5
Family/consumer sciences or human services	0.0	0.9	2.3	0.7	4.0	2.7	3.2	0.0		1.2
Foreign languages and linguistics	5.9	3.4	1.0	2.0	0.0	1.9	2.8	1.0		1.5
Health, pre-health, and wellness	10.5	13.0	11.9	12.4	14.1	16.4	9.8	6.8		11.4
History	5.9	0.0	2.2	2.7	0.0	2.8	2.2	0.6		2.0
Law, criminal justice, or safety studies	4.2	1.3	1.3	0.6	0.0	2.5	0.0	0.6		2.0
Mathematics and statistics	0.0	0.6	2.0	1.6	0.0	1.0	0.0	2.5		1.2
Natural resources and conservation	2.7	0.6	0.7	1.7	4.2	1.0	0.0	0.7		1.1
Personal, hospitality, and culinary services	0.0	0.0	0.5	1.5	0.0	1.0	0.8	0.0		0.7
Philosophy, theology, and religion	0.0	0.9	0.6	0.2	0.0	1.3	2.6	0.0		0.7
Physical sciences	0.0	1.4	2.9	4.0	6.1	1.9	0.0	2.5		3.0
Social science and public administration	3.1	17.9	10.3	8.3	11.4	7.3	12.9	3.6		11.3
Visual and performing arts	0.0	1.6	4.4	5.8	4.0	3.3	0.0	0.4		4.3
Undecided	0.0	0.7	1.0	1.1	0.0	0.0	1.9	0.0		1.0
Don't know	3.9	13.4	3.9	5.0	0.0	5.0	5.4	0.0		2.5

Note: * p<.05; ** p<.01; *** p<.001   Types where student n < 10 not included. Sig diff column refers to all 36 L/L types.

NSLLP Living-Learning Program Typology
ENVIRONMENTS

| | ROTC | Transition | | Umbrella | Upper | Wellness | Women's | | Sig | Comp |
| | | Career | 1st Year | | Div. | Health | Ldrshp | In STEM | Diff | n=10,863 |
	(n=24)	(n=141)	(n=723)	(n=381)	(n=32)	(n=209)	(n=100)	(n=180)		
For the next 3 constructs: 1 Never — 2 — 3 — 4 Once or more per week										
PEER INTERACTIONS										
Discussed academic/career issues with peers	3.18	3.22	3.24	3.26	3.15	3.27	3.37	3.29	***	3.17
Discussed socio-cultural issues with peers	2.50	2.47	2.44	2.48	2.27	2.59	2.53	2.42	***	2.42
FACULTY INTERACTIONS										
Course-related faculty interaction	2.16	1.83	1.92	1.91	2.02	2.02	1.93	1.87	***	1.92
Faculty mentorship	1.60	1.37	1.53	1.51	1.51	1.57	1.47	1.46	***	1.46
RESIDENCE HALL RESOURCES										
Use of co-curricular residence hall resources	1.24	1.35	1.42	1.42	1.49	1.35	1.50	1.56	***	1.29
Use of computer labs	2.94	2.46	2.23	2.34	3.19	2.05	3.08	2.35	***	2.10
Use of academic advisors	1.86	1.74	1.65	1.58	1.62	1.70	1.80	1.64	***	1.54
Interactions with professors	2.21	1.64	1.90	1.80	1.87	1.95	1.92	1.76	***	1.71
Attendance at seminars and lectures	1.46	1.66	1.70	2.03	1.62	1.53	1.84	1.62	***	1.45

Note: * p<.05; ** p<.01; *** p<.001   Types where student n < 10 not included. Sig diff column refers to all 36 L/L types.

NSLLP Living-Learning Program Typology
ENVIRONMENTS

	ROTC	Transition		Umbrella	Upper	Wellness	Women's		Sig	Comp
		Career	1st Year		Div.	Health	Ldrshp	In STEM	Sig Diff	Comp n=10,863
	(n=24)	(n=141)	(n=723)	(n=381)	(n=32)	(n=209)	(n=100)	(n=180)		

For residence hall climate:

1 — 2 — 3 — 4
Strongly disagree / Strongly agree

RESIDENCE HALL CLIMATE

	ROTC	Career	1st Year	Umbrella	Upper Div.	Wellness Health	Ldrshp	In STEM	Sig Diff	Comp
Res hall climate is academically supportive	2.48	2.56	2.65	2.77	2.60	2.59	2.76	3.00	***	2.48
Res hall climate is socially supportive	2.87	2.86	2.86	3.06	2.72	2.82	2.90	3.07	***	2.73

For influences on living-learning program participation:

1 — 2 — 3 — 4 — 5
Did not influence my decision at all / Greatly influenced my decision

INFLUENCES ON LIVING-LEARNING PROGRAM PARTICIPATION

	ROTC	Career	1st Year	Umbrella	Upper Div.	Wellness Health	Ldrshp	In STEM	Sig Diff	Comp
Academic influences on L/L participation	2.15	2.30	2.44	2.70	1.85	1.79	2.32	3.60	***	N/A
Social influences on L/L participation	2.52	2.16	2.55	3.01	1.93	2.14	2.81	3.54	***	N/A
Wanted to live in a specific residence hall	2.23	2.96	2.74	3.35	2.72	2.88	3.46	2.67	***	N/A
Knew someone else in the program	1.63	2.03	2.05	2.35	1.70	2.13	2.24	1.86	***	N/A
Was encouraged to participate by advisor	2.10	1.68	1.89	2.21	1.32	1.63	1.62	2.02	***	N/A

Note: * p<.05; ** p<.01; *** p<.001   Types where student n < 10 not included. Sig diff column refers to all 36 L/L types.
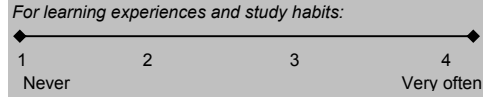
NSLLP Living-Learning Program Typology
ENVIRONMENTS

	ROTC	Transition		Umbrella	Upper	Wellness	Women's		Sig	Comp
		Career	1st Year		Div.	Health	Ldrshp	In STEM	Diff	
	(n=24)	(n=141)	(n=723)	(n=381)	(n=32)	(n=209)	(n=100)	(n=180)		n=10,863
For diversity interactions: 1 2 3 4 Not at all All of the time										
DIVERSITY INTERACTIONS										
Positive peer diversity interactions	2.43	2.54	2.46	2.53	2.33	2.37	2.36	2.53	***	2.35
For influences in pursuit of major 1 2 3 4 5 Greatly Greatly discouraging encouraging										
INFLUENCES IN PURSUIT OF MAJOR										
Influence of hall faculty & staff in pursuit of major	3.17	3.24	3.61	3.67	4.07	3.44	3.46	3.71	***	3.36

Note: * p<.05; ** p<.01; *** p<.001   Types where student n < 10 not included. Sig diff column refers to all 36 L/L types.   III - ROTC TO WOMEN - 79

NSLLP Living-Learning Program Typology
ENVIRONMENTS

	ROTC	Transition		Umbrella	Upper	Wellness	Women's		Sig	Comp
		Career	1st Year		Div.	Health	Ldrshp	In STEM	Diff	n=10,863
	(n=24)	(n=141)	(n=723)	(n=381)	(n=32)	(n=209)	(n=100)	(n=180)		

For learning experiences and study habits:

1 — 2 — 3 — 4
Never — — Very often

HANDS-ON LEARNING EXPERIENCES

	ROTC	Career	1st Year	Umbrella	Upper Div.	Wellness Health	Ldrshp	In STEM	Sig Diff	Comp
Mentoring experience	1.70	1.55	1.57	1.54	1.98	1.64	1.73	1.71	***	1.62
Participated in internship experience	1.24	1.16	1.18	1.27	1.51	1.28	1.29	1.26	***	1.29
Attended presentation by professional in field	1.98	1.95	1.89	2.04	2.27	1.99	2.09	2.11	***	1.99
Visited work setting of professional in field	1.62	1.53	1.55	1.74	1.90	1.69	1.67	1.56	***	1.69
Worked with outreach to high school students	1.08	1.14	1.24	1.24	1.38	1.31	1.41	1.32	***	1.24

STUDY HABITS

	ROTC	Career	1st Year	Umbrella	Upper Div.	Wellness Health	Ldrshp	In STEM	Sig Diff	Comp
Studied on your own	3.59	3.53	3.49	3.43	3.53	3.64	3.77	3.55	***	3.51
Studied with one other person	2.38	2.31	2.40	2.35	2.33	2.38	2.47	2.56	***	2.29
Studied in the library or other facility on campus	2.42	2.31	2.15	2.16	2.27	2.20	2.43	2.16	***	2.22
Studied with a small group of people	1.71	1.83	1.93	1.94	1.70	1.85	1.93	2.18	***	1.78

Note: * p<.05; ** p<.01; *** p<.001   Types where student n < 10 not included. Sig diff column refers to all 36 L/L types.

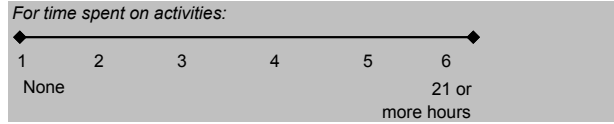## NSLLP Living-Learning Program Typology
ENVIRONMENTS

| | ROTC | Transition | | Umbrella | Upper | Wellness | Women's | | Sig | Comp |
| | | Career | 1st Year | | Div. | Health | Ldrshp | In STEM | Diff | |
	(n=24)	(n=141)	(n=723)	(n=381)	(n=32)	(n=209)	(n=100)	(n=180)		n=10,863
For time spent on activities:										

For time spent on activities:

1 — 2 — 3 — 4 — 5 — 6

1 None   6 21 or more hours

TIME SPENT ON ACTIVITIES										
Attending classes	4.76	4.40	4.36	4.42	4.49	4.41	4.40	4.61	***	4.40
Studying/doing homework	3.27	3.37	3.31	3.46	3.46	3.64	3.74	3.87	***	3.35
Fraternity/sorority	1.07	1.44	1.40	1.27	1.13	1.27	1.81	1.20	***	1.30
Arts or music performances/activities	1.47	1.95	1.78	1.83	1.61	1.88	1.81	1.67	***	1.71
Intramural/club sports	1.60	1.57	1.62	1.53	1.49	1.64	1.27	1.38	***	1.50
Varsity sports	1.00	1.13	1.18	1.15	1.09	1.26	1.15	1.10	***	1.23
Student government	1.00	1.09	1.15	1.09	1.25	1.11	1.37	1.08	***	1.12
Political/social activism	1.09	1.17	1.19	1.23	1.12	1.19	1.33	1.09	***	1.18
Religious clubs/activities	1.40	1.34	1.41	1.35	1.32	1.60	1.56	1.47	***	1.40
Ethnic/cross-cultural clubs/activities	1.03	1.17	1.20	1.23	1.18	1.17	1.37	1.15	***	1.18
Media activities	1.09	1.15	1.21	1.21	1.20	1.24	1.25	1.17	***	1.22
Work-study or work on-campus	1.43	1.59	1.59	1.56	1.90	1.60	1.84	1.64	***	1.73
Work off-campus	1.92	1.28	1.45	1.34	1.62	1.37	1.40	1.26	***	1.51
Community service activity	1.57	1.44	1.45	1.44	1.38	1.54	1.74	1.49	***	1.44
Other	1.27	1.31	1.25	1.24	1.28	1.25	1.15	1.26		1.23

Note: * p<.05; ** p<.01; *** p<.001   Types where student n < 10 not included. Sig diff column refers to all 36 L/L types.

NSLLP Living-Learning Program Typology
OUTCOMES

	ROTC	Transition		Umbrella	Upper	Wellness	Women's		Sig	Comp
		Career	1st Year		Div.	Health	Ldrshp	STEM	Diff	n=10,863
	(n=24)	(n=141)	(n=723)	(n=381)	(n=32)	(n=209)	(n=100)	(n=180)		

For transition to college:

1 2 3 4 5 6
Very difficult   Very easy

TRANSITION TO COLLEGE

	ROTC	Career	1st Year	Umbrella	Upper Div.	Wellness Health	Ldrshp	STEM	Sig Diff	Comp
Ease with academic transition to college	3.89	3.64	3.80	3.85	3.55	3.72	3.91	3.85		3.70
Ease with social transition to college	4.42	4.40	4.49	4.37	4.00	4.27	4.56	4.49	**	4.18

For intellectual abilities:

1 2 3 4
Strongly disagree   Strongly agree

INTELLECTUAL ABILITIES

	ROTC	Career	1st Year	Umbrella	Upper Div.	Wellness Health	Ldrshp	STEM	Sig Diff	Comp
Critical thinking/analysis abilities	2.89	2.89	2.87	2.90	2.89	2.90	2.78	2.86	***	2.89
Application of knowledge abilities	2.93	3.04	3.08	3.10	3.13	3.07	3.11	3.13	***	3.10

Note: * p<.05; ** p<.01; *** p<.001

NSLLP Living-Learning Program Typology
OUTCOMES

	ROTC	Transition		Umbrella	Upper Div.	Wellness	Women's		Sig Diff	Comp n=10,863
		Career	1st Year			Health	Ldrshp	STEM		
	(n=24)	(n=141)	(n=723)	(n=381)	(n=32)	(n=209)	(n=100)	(n=180)		

For intellectual growth:

1	2	3	4
Not grown at all			Grown very much

INTELLECTUAL GROWTH

	ROTC	Career	1st Year	Umbrella	Upper Div.	Health	Ldrshp	STEM	Sig Diff	Comp
Growth in cognitive complexity	2.53	2.87	2.89	2.89	2.99	2.90	3.02	2.89	***	2.91
Growth in liberal learning	2.45	2.71	2.74	2.74	2.89	2.73	2.83	2.71	***	2.75
Growth in personal philosophy	2.72	2.97	2.95	2.89	3.07	2.95	3.10	2.91	**	2.94

For college and professional self-confidence:

1	2	3	4
No chance			Very good chance

COLLEGE/PROFESSIONAL SELF-CONFIDENCE

	ROTC	Career	1st Year	Umbrella	Upper Div.	Health	Ldrshp	STEM	Sig Diff	Comp
Confidence in college success	3.48	3.61	3.50	3.58	3.47	3.57	3.60	3.53	***	3.51
Professional self-confidence	3.49	3.56	3.60	3.55	3.51	3.65	3.66	3.66	***	3.60

Note: * p<.05; ** p<.01; *** p<.001

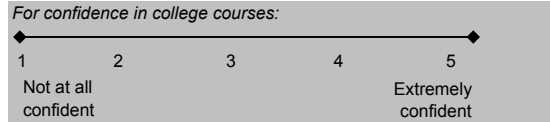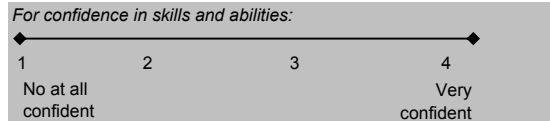Types where student n < 10 not included. Sig diff column refers to all 36 L/L types.

NSLLP Living-Learning Program Typology
OUTCOMES

	ROTC	Transition		Umbrella	Upper	Wellness	Women's		Sig	Comp
		Career	1st Year		Div.	Health	Ldrshp	STEM	Diff	
	(n=24)	(n=141)	(n=723)	(n=381)	(n=32)	(n=209)	(n=100)	(n=180)		n=10,863

For confidence in college courses:

◆━━━━━━━━━━━━◆
1   2   3   4   5
Not at all confident   Extremely confident

CONFIDENCE IN COLLEGE COURSES

	ROTC	Career	1st Year	Umbrella	Upper Div.	Wellness Health	Ldrshp	STEM	Sig Diff	Comp
Math courses	3.43	3.51	3.40	3.49	3.63	3.65	3.28	3.80	***	3.50
Science courses	3.14	3.23	3.36	3.61	3.74	3.46	3.26	3.72	***	3.47
English courses	3.40	3.97	3.81	3.99	4.03	3.86	3.82	3.71	***	3.88
Engineering courses	2.87	2.28	2.56	2.57	2.33	2.48	2.02	3.34	***	2.61
Writing courses	3.63	3.89	3.65	3.99	3.93	3.77	3.63	3.52	***	3.80
Social science courses	3.76	3.97	3.72	3.93	4.27	3.80	3.96	3.53	***	3.88

For confidence in skills and abilities:

◆━━━━━━━━━━━━◆
1   2   3   4
No at all confident   Very confident

CONFIDENCE IN SKILLS AND ABILITIES

	ROTC	Career	1st Year	Umbrella	Upper Div.	Wellness Health	Ldrshp	STEM	Sig Diff	Comp
Confidence in academic skills	2.84	2.76	2.75	2.87	3.05	2.86	2.78	2.69	***	2.85
Confidence in math ability	2.69	2.62	2.61	2.58	2.54	2.68	2.51	2.82	***	2.62
Confidence in working independently	3.09	3.17	3.28	3.33	3.44	3.41	3.35	3.19	***	3.35
Confidence in computer ability	3.25	2.97	3.16	3.13	3.27	3.15	3.12	2.88	***	3.17
Confidence in problem-solving ability	3.08	2.97	2.95	3.04	3.15	3.03	2.97	2.86	***	3.03
Confidence in working as part of a team	3.39	2.99	3.01	3.00	3.09	3.02	3.08	3.07	***	3.02
Confidence in test-taking skills	2.77	2.76	2.68	2.73	2.97	2.77	2.72	2.57	***	2.76

Note: * p<.05; ** p<.01; *** p<.001

NSLLP Living-Learning Program Typology
OUTCOMES

	ROTC	Transition		Umbrella	Upper Div.	Wellness Health	Women's		Sig Diff	Comp n=10,863
		Career	1st Year				Ldrshp	STEM		
	(n=24)	(n=141)	(n=723)	(n=381)	(n=32)	(n=209)	(n=100)	(n=180)		

For diversity and civic engagement:

1 2 3 4
Stongly disagree — Strongly agree

DIVERSITY

	ROTC	Career	1st Year	Umbrella	Upper Div.	Wellness Health	Ldrshp	STEM	Sig Diff	Comp
Diversity appreciation	2.42	2.80	2.80	2.80	3.12	2.71	2.95	2.82	***	2.75

CIVIC ENGAGEMENT

	ROTC	Career	1st Year	Umbrella	Upper Div.	Wellness Health	Ldrshp	STEM	Sig Diff	Comp
Sense of civic engagement	2.86	2.93	2.89	2.83	3.01	2.93	3.10	2.93	***	2.86

For college actions and attitudes:

1 2 3 4
Never — Very often

COLLEGE ACTIONS AND ATTITUDES

	ROTC	Career	1st Year	Umbrella	Upper Div.	Wellness Health	Ldrshp	STEM	Sig Diff	Comp
Used learning lab to improve study skills	1.94	1.83	2.03	1.91	2.18	1.97	2.07	1.85	***	1.93
Dropped a class	1.36	1.47	1.38	1.41	1.53	1.37	1.39	1.33	***	1.40
Did not do as well as you expected	2.10	1.91	1.96	1.97	2.01	1.99	2.10	1.99	***	1.99
Changed how you prepare for tests	2.42	2.28	2.38	2.29	2.34	2.26	2.33	2.32	***	2.28
Received career counseling	1.68	1.69	1.57	1.53	1.28	1.54	1.43	1.62	***	1.53
Skipped > 2 classes of the same course	1.95	2.06	1.90	2.04	1.79	1.74	1.82	1.76	***	1.93
Felt overwhelmed by coursework	2.58	2.65	2.63	2.61	2.78	2.60	2.87	2.59	***	2.63

Note: * p<.05; ** p<.01; *** p<.001

NSLLP Living-Learning Program Typology
OUTCOMES

| | ROTC | Transition | | Umbrella | Upper | Wellness | Women's | | Sig | Comp |
| | | Career | 1st Year | | Div. | Health | Ldrshp | STEM | Diff | n=10,863 |
	(n=24)	(n=141)	(n=723)	(n=381)	(n=32)	(n=209)	(n=100)	(n=180)		
ALCOHOL USE/BEHAVIORS										
(The next 3 items are in percentages.)										
Changes in drinking habits										
Don't drink alcohol and never have	31.5	17.6	29.2	26.0	22.6	42.7	26.5	42.5		25.4
Started drinking in college	11.4	18.7	15.5	20.0	29.1	16.9	25.8	13.6		19.0
Drinking less in college	14.5	8.5	6.9	5.4	2.1	7.1	8.1	5.8		8.7
Drinking more in college	17.1	35.0	25.3	27.0	23.5	14.9	22.2	13.7		24.1
Stopped drinking in college	4.8	3.0	4.3	2.8	0.0	1.9	1.0	2.1		3.0
No change	20.7	17.2	18.7	18.9	22.8	16.5	16.4	22.4		19.7
During last 2 weeks, how many times binge drank?										
None	31.6	28.0	35.3	28.6	29.7	26.8	40.4	39.4		33.8
Once	12.9	21.4	15.3	20.6	19.6	21.7	14.9	26.5		19.8
Twice	6.9	17.6	21.9	17.7	25.8	30.0	23.1	24.1		18.9
3-5 times	44.2	20.4	20.5	23.8	24.9	15.7	19.0	8.0		20.5
6-9 times	0.0	8.0	3.8	7.0	0.0	4.2	2.6	1.9		4.7
10 or more times	4.5	4.6	3.2	2.3	0.0	1.7	0.0	0.0		2.3
Factors influencing how much to drink										
As reward for working hard	43.2	32.5	40.2	47.6	53.5	30.7	39.3	33.5		41.7
To fit in or to feel more comfortable	32.9	38.4	29.3	30.7	32.1	27.5	41.1	24.6		28.7
If everyone else is drinking	32.9	35.2	31.3	34.4	27.6	30.4	33.0	22.1		30.3
If it is free or cheap	51.2	58.1	50.8	46.0	42.3	54.1	48.4	39.0		49.4
If it is a special occasion	68.3	65.2	67.3	66.1	66.5	61.2	68.7	66.7		69.2
If having a bad day or got a bad grade	14.3	15.7	14.8	19.1	25.3	14.0	11.0	11.9		18.8
To get away from problems and troubles	18.7	12.9	13.5	13.2	17.3	14.8	16.4	10.0		13.4
To get drunk	47.2	44.4	40.7	48.0	31.0	38.2	28.0	16.8		37.5

Note: * p<.05; ** p<.01; *** p<.001

Types where student n < 10 not included. Sig diff column refers to all 36 L/L types.

NSLLP Living-Learning Program Typology
OUTCOMES

| | ROTC | Transition | | Umbrella | Upper | Wellness | Women's | | Sig | Comp |
| | | Career | 1st Year | | Div. | Health | Ldrshp | STEM | Diff | n=10,863 |
	(n=24)	(n=141)	(n=723)	(n=381)	(n=32)	(n=209)	(n=100)	(n=180)		
For alcohol-related experiences:										
1 — 2 — 3; Not at all ... Twice or more										
ALCOHOL-RELATED EXPERIENCES										
Health consequences of alcohol use	1.65	1.56	1.50	1.55	1.55	1.52	1.51	1.26		1.47
Emotional consequences of alcohol use	1.61	1.33	1.34	1.28	1.27	1.31	1.32	1.20		1.30
Exp. serious neg. secondary behavior	1.19	1.24	1.18	1.19	1.18	1.21	1.18	1.15		1.19
Exp. nuisance neg. secondary behavior	1.72	2.14	1.84	1.95	1.73	1.76	1.81	1.60		1.81

Note: * p<.05; ** p<.01; *** p<.001

NSLLP Living-Learning Program Typology
OUTCOMES

| | ROTC | Transition | | Umbrella | Upper | Wellness | Women's | | Sig | Comp |
| | | Career | 1st Year | | Div. | Health | Ldrshp | STEM | Diff | |
	(n=24)	(n=141)	(n=723)	(n=381)	(n=32)	(n=209)	(n=100)	(n=180)		n=10,863
For sense of belonging: 1 Strongly disagree — 4 Strongly agree										
SENSE OF BELONGING										
Overall sense of belonging	3.03	3.15	3.19	3.12	3.23	3.11	3.22	3.32	***	3.12
ACADEMIC ACHIEVEMENT, RETENTION, & FUTURE ACTIVITIES *(The next 2 items are in percentages.)*										
Cumulative college grade point average									***	
3.50 - 4.00	28.6	44.2	33.3	46.0	28.9	38.7	41.4	41.3		35.9
3.00 - 3.49	18.7	35.0	29.4	31.3	46.2	33.4	31.9	27.5		33.9
2.50 - 2.99	24.2	13.7	20.9	14.3	19.3	16.8	13.0	20.4		18.9
2.00 - 2.49	28.5	4.6	10.7	4.3	5.5	8.1	10.8	5.5		7.6
1.99 or less	0.0	2.5	5.7	4.0	0.0	3.0	2.9	5.4		3.7
Plans for next year									***	
Plan to return to same institution	85.5	93.7	91.8	94.1	87.5	92.4	93.4	96.0		90.0
Graduating this year	0.0	0.0	0.4	0.6	6.1	0.7	2.4	0.3		2.8
Enrolling at different college or university	5.9	1.8	3.6	1.7	4.6	1.3	2.4	1.6		3.1
Not pursuing any form of education	0.0	0.0	0.2	0.2	0.0	0.5	0.0	0.0		0.2
Undecided	8.6	4.5	4.0	3.4	1.8	5.0	1.8	2.1		4.0

Note: * p<.05; ** p<.01; *** p<.001

NSLLP Living-Learning Program Typology
OUTCOMES

	ROTC	Transition		Umbrella	Upper	Wellness	Women's		Sig	Comp
		Career	1st Year		Div.	Health	Ldrshp	STEM	Diff	n=10,863
	(n=24)	(n=141)	(n=723)	(n=381)	(n=32)	(n=209)	(n=100)	(n=180)		

For drop-out risk:

```
1        2        3        4
No chance                  Very good
                           chance
```

DROP-OUT RISK

	ROTC	Career	1st Year	Umbrella	Upper Div.	Wellness Health	Ldrshp	STEM	Sig Diff	Comp
Drop-out risk	1.13	1.20	1.25	1.25	1.32	1.21	1.21	1.18	**	1.22

FUTURE ACTIVITIES (in percentages)
(Activities respondents intend to participate in)

	ROTC	Career	1st Year	Umbrella	Upper Div.	Wellness Health	Ldrshp	STEM	Sig Diff	Comp
Practicum, internship, field experience	42.9	70.8	69.6	68.8	64.0	67.4	62.8	85.0	***	68.6
Service or volunteer work	56.4	58.5	53.9	48.5	28.4	51.9	59.2	52.1	***	44.3
Research with professor	26.1	30.3	24.1	33.8	23.6	29.2	18.0	51.6	***	26.4
Taking a leadership position	48.8	47.0	40.9	36.3	17.2	42.9	46.6	47.8	***	34.1
Study abroad	35.6	59.2	51.5	53.4	44.6	50.8	55.8	54.2	***	44.4
Independent research	15.0	12.7	16.4	18.8	11.8	12.8	11.7	21.6	***	16.2
Self-designed major	10.1	8.8	5.0	7.1	5.8	3.4	1.7	5.7	**	4.7
Culminating senior experience	26.9	18.7	18.0	27.8	36.1	21.0	37.6	27.7	***	25.3

Note: * p<.05; ** p<.01; *** p<.001

Types where student n < 10 not included. Sig diff column refers to all 36 L/L types.

Section IV

Follow-Up NSLLP Results by Institutional Profile

This section highlights the findings of the 2007 NSLLP Longitudinal Follow-Up Survey based on data gathered from 16 institutions of higher education. Specifically, the data reported in this section compare the responses of L/L participants who responded to both the 2004 and 2007 administrations of the NSLLP. Significant differences between the 2004 and 2007 data are noted in the tables.

Section IV includes the results by L/L and comparison samples for three types of institutions represented in the longitudinal follow-up study:

1. Research universities with high research activity
2. Research universities with very high research activity and fewer than 10 L/L programs
3. Research universities with very high research activity and 10 or more L/L programs

The primary groupings for these categories were based on institutions' Carnegie classifications. The Carnegie Foundation classifies all institutions of higher education into distinct groups. Doctoral granting research universities must award at least 20 doctoral degrees a year. Designations include Research University, very high research activity and Research University, high research activity. There were four Research Universities with high research activity, six Research Universities with very high research activity and fewer than 10 living-learning programs, and four Research Universities with very high research activity and 10 or more living-learning programs represented in the 2007 NSLLP longitudinal follow-up study. Baccalaureate Arts and Sciences and Master's Larger were two additional institutional types represented in the longitudinal follow-up study, but in order to protect the confidentiality of the data for these smaller samples, we have chosen to omit them from the tables in Section IV. (See Table I – A for a complete list of the institutions in the longitudinal follow-up and their accompanying Carnegie classifications.) Finally, Section IV also includes the results by L/L and comparison samples for the entire sample.

Tips for Interpreting the Tables

The tables in this section of the report are similar to those in Section II, with a few notable differences.

Tips for Tables with Percentages

All input data (i.e., demographic/background characteristics) represent 2007 data only, given that many of these characteristics were not expected to change from one data collection to another. Therefore, the data in these tables can be interpreted similarly to their correlates in Section II.

For the other percentages tables in this section representing either environmental or outcome data, the format of the tables is slightly different than those in Section II. Example 1 below illustrates the series of questions querying students on reasons why they might drink alcoholic beverages. To reiterate, students could answer affirmatively for more than one response choice (e.g., they could indicate that they drank "to fit in" *and* "if it were a special occasion"). Therefore, the percentages reported in these types of tables represent the proportion of students (either L/L or comparison) who answered affirmatively to the item, and may exceed 100%.

For the longitudinal follow-up percentages tables, you are now able to see the data for both the L/L and comparison samples from both 2004 and 2007 to the exact same questions. For example, in 2004, 25.0% of L/L students in the Research University – High Research institutional category reported that they drank "as a reward for working hard." In 2007, 62.5% of those same students now reported drinking as a reward for hard work, representing an increase of 37.5%. (The "**" denotes that this is a statistically significant difference in percentages at the $p \leq .01$ level.) Students in the comparison sample at Research University – High Research institutions showed a similar pattern: In 2004, 26.6% indicated that they drank as a reward for hard work, and in 2007, 56.9% reported doing so, at a statistically significant level of $p \leq .05$. However, it is important to acknowledge that, in 2004, the study participants would have been first-year students and thus under age for alcohol consumption. Four years later, in 2007, many, if not most, would have turned 21 years of age, and alcohol consumption would no longer be illegal, likely contributing to the increased percentages of drinking behaviors noted in this table.

Note: Items with an "N/A" indicate that the question was not asked during that year's data collection.

EXAMPLE 1:
Other Tables with Percentages

	INSTITUTIONAL COMPARISONS					
	Research University					
	High Research					
	All					
	L/L		2004 vs.	Comp.		2004 vs.
	2004	2007	2007	2004	2007	2007
	(n=140)		Sig diff	(n=142)		Sig diff
Factors influencing how much to drink						
As reward for working hard	25.0	62.5	**	26.6	56.9	*
To fit in	N/A	28.8	N/A	N/A	25.7	N/A
If everyone else is drinking	17.3	32.7		14.7	35.8	**
If it is free or cheap	31.7	63.5	**	39.4	61.5	**
If it is a special occasion	35.6	83.7		45.9	78.0	
If having a bad day or got a bad grade	13.5	26.9	**	13.8	26.6	*
To get away from problems and troubles	10.6	15.4	**	13.8	15.6	***
To get drunk	23.1	36.5	**	30.3	40.4	**

Displays the percentage of L/L and comparison sample students in this benchmarking category who answered affirmatively to the item. Percentages in the "2004" column represent participants' responses in 2004, while percentages in the "2007" column represent those same participants' responses in 2007.

Indicates whether or not the percentages are statistically significantly different from 2004 to 2007.

Tips for Tables with Means

The means tables are, again, similar to those in Section II, with the only difference being that you are now provided with participant responses from both the 2004 and 2007 data collections. Similar to the tables in Section II, the values associated with the minimum and maximum scores are provided in a box immediately prior to the data.

In Example 2 below, L/L respondents at Research University – High Research institutions reported a mean score of 2.80 (on a scale from 1.0 to 4.0) for "critical thinking/analysis abilities" in 2004. Those same students in 2007 reported a mean score of 2.90 for the same construct, a difference that is statistically significant at the $p \leq .05$ level. Comparison sample students reported

a similar increase from 2004 to 2007, with their mean scores rising from 2.81 to 2.94, respectively, a statistically significant difference at the $p \leq .01$ level. Again, it is important to acknowledge that statistically significant differences may not always represent meaningfully significant differences, since the mean scores for both L/L and comparison sample students, albeit statistically significant, only rose about one-tenth of a point from 2004 to 2007.

EXAMPLE 2
Tables with Means

INSTITUTIONAL COMPARISONS						
Research University						
High Research						
All						
L/L		2004 vs.		Comp.		2004 vs.
2004	2007	2007	2004		2007	2007
(n=140)		Sig diff	(n=142)			Sig diff
INTELLECTUAL ABILITIES						
Critical thinking/analysis abilities	2.80	2.90	*	2.81	2.94	**
Application of knowledge abilities	2.99	3.29	***	2.96	3.25	***

For intellectual abilities:

1   2   3   4

Strongly disagree   Strongly agree

Mean scores based on the 4-point scale described above. Mean scores in the "2004" column represent participants' responses in 2004, while mean scores in the "2007" column represent those same participants' responses in 2007.

Indicates whether or not the group's mean score in 2004 is statistically different than the same respondents' mean score in 2007.

IV - 4

Key Findings

All results are categorized by inputs, environments, and outcomes (as conceptualized by the I-E-O framework utilized in this NSLLP study). The ensuing discussion highlights selected findings of both statistical significance and general interest.

Inputs

Gender, Sexual Orientation, and Race/Ethnicity. In the total sample, and across all institutional types, female students participated at a higher percentage than male students in both the L/L and the comparison groups. The overall percentage of women was 68.3% as opposed to 31.7% men in L/L programs and 71.4% women vs. 28.6% men in the comparison group. The majority of participants in both samples identified as heterosexual (95.4% and 96.9%, respectively, in the total sample). In terms of students' racial/ethnic background, White/Caucasian students were in the majority in both the L/L (81.3%) and the comparison sample (78.6%). Other percentages in the L/L and comparison sample by racial/ethnic group were as follows: African American/Black (3.7% vs. 6.0%), Asian or Pacific Islander (6.4% vs. 7.3%), American Indian/Alaska Native (0.1% vs. 0.2%), Hispanic/Latino (2.3% vs. 2.4%), and multiracial or multiethnic (5.6% vs. 4.2%). The percentage of students declining to indicate their race/ethnicity was small: 0.2% in the L/L sample and 1.1% in the comparison group.

Parental Education and Family Income. Around two-thirds of L/L students and half of comparison group students reported maternal educational levels of at least a bachelor's degree. Specifically, 38.1% of L/L and 30% of comparison sample students indicated that their mothers had attained a bachelor's degree, and the corresponding percentages for master's, doctoral, or professional degrees were 29% vs. 22.9%. The students also reported levels of educational attainment among their fathers. These findings indicated the following baccalaureate and post-baccalaureate educational levels: bachelor's degree (30.9% L/L vs. 28.5% comparison) and master's, doctoral, or professional degree (38.5% L/L vs. 29.9% comparison). Participants reported the following annual family income levels: less than $50,000 (11.6% L/L vs. 11.7% comparison), $50,000-$99,999 (32.6% L/L vs. 39.5% comparison), $100,000-$199,999 (42.4% L/L vs. 38.0% comparison), and $200,000 or more (13.3% L/L vs.10.8% comparison).

High School Achievement

   Average High School Grades and SAT/ACT Scores. The majority of the students in both L/L and comparison samples indicated high school grades of A+ or A (58.1% vs. 46.9%) and A-, B+ or B (38.3% vs. 48.8%). The percentages of students earning grades lower than B were minuscule in both samples: B- or C+ (3.2% vs. 3.6%); C or C- (0.1% vs. 0.3%), and D+ or lower (0.1% vs. 0.0%). In addition to high school grades, students participating in the 2007 NSLLP follow-up study reported their achievement on the SAT or ACT. In both of these measures of pre-college academic achievement, the findings showed a considerably wider spread than in the case of high school grades, with 38.6% of L/L students as opposed to 18% of comparison sample students reporting SAT scores of 1350 or higher, 29.2% of L/L and 26.3% of comparison group students indicating SAT scores between 1260 and 1340, 19.8% of L/L vs. 32.3% comparison sample students gaining scores between 1150 and 1250, and 12.4% vs. 23.5% of L/L and comparison group students, respectively, represented in the lowest SAT score category of between 400 and 1140. Students who had taken the ACT reported the following scores: 30 or higher (35.5% L/L vs. 18.2% comparison), 27-29 (32.0% L/L vs. 31.2% comparison), 24-26 (21.3% L/L vs. 26.9% comparison), and 1-23 (11.1% L/L vs. 23.8% comparison).

Environments

   The 2004 and 2007 NSLLP assessed the extent to which students were engaged in a variety of college environments both at the time of college entry and at the completion of four years of college. These environments included (a) use of financial aid, (b) peer and faculty interactions, and (c) diversity interactions.

   Use of Financial Aid. The statistical analyses showed significant differences in students' use of all forms of financial aid between the years 2004 and 2007. In a notable example, while 29.8% of L/L students used loans in 2004, this number increased to 39.9% by 2007. The corresponding percentage for the comparison sample changed from 33.3% to 44.5%. Percentage increases for need-based and non-need-based (merit) financial aid were considerably smaller, in the range of 2-3% in both samples. In addition, both L/L and comparison sample students reported a decrease in their participation in work-study (from 10.5% to 8.7% in the L/L group and from 11.3% to 10.8% in the comparison sample). The percentage of students not taking any

type of financial aid increased in both samples, from 18.5% to 23.9% among L/L students and from 20.5% to 27.0% among comparison sample students.

Peer and Faculty Interactions. Similarly to the 2004 NSLLP, the 2007 NSLLP longitudinal follow-up survey asked students to reflect on their interactions with peers and faculty. Upon the completion of four years of college, L/L participants in the total sample reported less frequent discussions of academic and career issues with their peers in 2007 than in 2004 ($\bar{x}$ = 3.38 vs. 3.33). Comparison sample participants, however, reported more frequent discussions of sociocultural issues with their peers in 2007 than in 2004 ($\bar{x}$ = 2.34 vs. 2.42). Interestingly, in none of the three institutional types were the differences between the two survey administration years significant for the variables indicating peer interactions.

Participants in both the L/L and comparison total samples reported significantly higher levels of course-related interaction with faculty in 2007 than in 2004 (from $\bar{x}$ = 1.75 to 2.11 in the L/L sample and from $\bar{x}$ = 1.75 to 2.04 in the comparison sample). Additionally, students in both samples reported significantly higher levels of mentoring by faculty members in 2007 than in 2004 ($\bar{x}$ = 1.37 vs. 1.60 for L/L and $\bar{x}$ = 1.35 vs. 1.55 for the comparison group). These findings reflecting students' interactions with faculty were consistent across all three institutional types as well.

Diversity Interactions. For the total sample, participants in both groups reported significantly more positive peer diversity interactions in 2007 than in 2004 (L/L: from $\bar{x}$ = 2.30 to 2.43; comparison: $\bar{x}$ = 2.23 to 2.33). Additionally, L/L participants indicated significantly higher levels of such interactions in 2007 than in 2004 at research universities with very high research activity, with both fewer than 10 and 10 or more L/L programs. In contrast, comparison sample participants indicated significantly more diversity interactions four years after college entry at research universities with high research activity.

Outcomes

Longitudinal data (reported in both 2004 and 2007) were available on several outcome measures, categorized in the general areas of (a) intellectual abilities, (b) intellectual growth, (c) confidence in skills and abilities, (d) diversity and civic engagement, (e) alcohol use and behaviors, (f) sense of belonging, (g) cumulative grade point average, and (h) future activities.

Intellectual Abilities. In the total sample, participants in both the L/L and the comparison group reported significantly higher levels of critical thinking and analysis abilities in 2007 than in 2004 (L/L: from $\bar{x}$ = 2.88 to 2.96 and comparison: from $\bar{x}$ = 2.82 to 2.93). This finding was significant for both samples across all three institutional types. With regard to students' ability to apply knowledge across contexts, the analyses indicated similar results: In the total sample, as well as across all three institutional types, the findings showed significant increases in intellectual abilities among both L/L (from $\bar{x}$ = 3.05 to 3.31) and comparison sample students (from $\bar{x}$ = 2.99 to 3.26).

Intellectual Growth. In both the 2004 and 2007 NSLLP surveys, three item sets measured students' intellectual growth: growth in cognitive complexity, growth in liberal learning, and growth in personal philosophy. Both groups in the total sample reported significantly higher levels of growth on all three of these items in 2007 than in 2004. Additionally, for all three items, findings were significant for both the L/L and the comparison sample across the three institutional types.

Confidence in Skills and Abilities. With regard to students' confidence in specific skills and abilities acquired in college, longitudinal data were available for students' assessments of their math ability, ability to work independently, computer ability, problem-solving ability, and ability to work as part of a team. In the total sample, both L/L and comparison sample participants reported significantly higher levels of confidence in all of these abilities in 2007 than in 2004. These findings held across institutional types for several items. Most notably, at all three institutional types, both L/L and comparison sample participants reported significantly higher levels of confidence in 2007 than in 2004 in their abilities to work independently, solve problems, and work as part of a team. Interestingly, however, only students at research universities with very high research activity and 10 or more L/L programs experienced similar increases in confidence in their math ability (in the L/L sample) and computer ability (in both the L/L and comparison samples).

Diversity and Civic Engagement. Findings in the area of diversity and civic engagement were statistically significant. In the total sample, both L/L and comparison group participants reported significantly higher levels of diversity appreciation in 2007 than in 2004 (from $\bar{x}$ = 2.59 to 2.96 among L/L students and from $\bar{x}$ = 2.56 to 2.93 in the comparison sample). This finding

was significant at all three institutional types for both groups. However, the level of civic engagement reported by the students in 2007 was significantly *lower* than in 2004 (from $\bar{x} = 3.50$ to 3.04 in the L/L group and from $\bar{x} = 3.39$ to 2.97 among comparison sample students). This finding was also significant for both groups in the total sample and across all three institutional types.

Alcohol Use and Behaviors. Comparisons of data from the 2004 NSLLP and the 2007 NSLLP Follow-Up show significant differences in students' drinking habits. These changes over the four years examined are statistically significant in the total sample as well as across the three institutional types. In one notable example, the percentage of students indicating that they "do not drink alcohol and never have" decreased substantially across all samples. In the total sample, while 30.5% of L/L students reported no experience with alcohol in 2004, only 9.0% did so in 2007. The corresponding percentages for comparison group students in the total sample were 20.6 in 2004 and 5.4 in 2007.

In the longitudinal data, seven items addressed factors that influence students' decisions about how much to drink. In 2007 as opposed to 2004, both L/L and comparison group students were significantly more likely to cite the following six reasons as factors influencing their decisions about how much to drink: (a) rewarding oneself for working hard, (b) drinking because everyone else is drinking, (c) drinking because it is free or cheap, (d) drinking because it is a special occasion, (e) having a bad day or getting a bad grade, and (f) getting drunk. A seventh factor, getting away from problems and troubles, had significant differences for both L/L and comparison sample participants, but in different directions: comparison sample participants were more likely to cite it in 2007 than in 2004, but L/L participants were *less* likely to indicate it in 2007 than in 2004.

In addition to inquiring about students' drinking habits and the factors that encouraged alcohol consumption, the 2004 and 2007 surveys both included items measuring students' alcohol-related experiences, with special emphasis on the consequences of alcohol use. Both L/L and comparison group participants in the total sample reported significantly higher levels in 2007 than in 2004 for two of these items: experiencing health consequences (from $\bar{x} = 1.48$ to 1.64 among L/L students and from $\bar{x} = 1.53$ to 1.73 for comparison group students) and serious negative secondary behavior (from $\bar{x} = 1.17$ to 1.23 in the L/L sample and from $\bar{x} = 1.19$ to 1.27

in the comparison group). Inversely, for a third item, experiences with nuisance negative secondary behavior, both L/L and comparison participants in the total sample reported significantly *lower* levels in 2007 than in 2004 (from $\bar{x}$ = 1.87 to 1.79 among L/L students and from $\bar{x}$ = 1.88 to 1.77 among comparison sample students). No significant differences existed between the L/L and the comparison group for the fourth item, experiencing emotional consequences of alcohol use. However, comparison sample participants at research universities with high research activity and L/L participants at research universities with very high research activity and more than 10 L/L programs reported significantly higher levels of emotional consequences of alcohol use in 2007 than in 2004.

Sense of Belonging. Interestingly, students in neither the L/L nor the comparison sample experienced significant changes in their sense of belonging to the college or university they attended. These results were reflective of the total sample as well as the three institutional types.

Cumulative College Grade Point Average (GPA). Changes in students' cumulative GPAs were significant among both L/L and comparison sample students between the two years of survey administration. The differences in grades, however, were quite small. Among L/L students in the total sample, for example, although 50.9% of students had grade point averages of 3.5 to 4.0 in 2004, this percentage only grew to 51.8% in 2007. Other changes in grades for L/L students in the total sample were as follows: from 29.7% to 33.0% in the 3.00-3.49 GPA category, 13.2% to 11.2% in the 2.50-2.99 GPA category, 4.4% to 3.7% for GPAs of 2.00 to 2.49, and 1.7% to 0.3% for GPAs of 1.99 or less.

Future Activities. The 2007 NSLLP Follow-Up survey also requested that students indicate the likelihood that they would engage in selected activities during the following year. This question was not included in the same format in the 2004 NSLLP; therefore, it is impossible to make comparisons between the two survey administrations. However, the data from 2007 revealed some interesting findings. For example, 26.1% of students in the total L/L sample and 34.6% of students in the total comparison sample planned to continue their undergraduate program in the year following survey administration.

In addition, 8.8% of L/L students and 7.3% of comparison group students planned to attend graduate school in a science, technology, engineering, and mathematics (STEM) field, accompanied by 14.2% of L/L and 11.3% of comparison sample students planning to attend graduate school in a field other than STEM. Attendance at medical, law, and business school was

also featured among some students' immediate plans: 4.5% of L/L vs. 1.8% of comparison sample students planned to attend medical school, 2.9% of L/L vs. 3.2% of comparison group students intended to go to law school, and 2.7% of L/L and 3.9% of comparison sample students had intentions to go to business school in the year following their response to the 2007 NSLLP Follow-Up survey. Seeking work opportunities in the areas of teaching and in the field of engineering as well as other fields were also popular post-undergraduate plans, attracting the responses of between 4.0% (comparison group students planning to pursue an engineering career) and 27.1% of students (comparison sample students with intentions to enter employment outside of engineering).

Follow-up Study Institutional Profile and Comparison Information
INPUTS

	INSTITUTIONAL COMPARISONS						TOTAL SAMPLE	
	Research University High Research All		Research University Very High Research <10 L/L programs		Research University Very High Research >10 L/L programs			
	2007		2007		2007		2007	
	L/L (n=140)	Comp. (n=142)	L/L (n=242)	Comp. (n=202)	L/L (n=486)	Comp. (n=271)	L/L (n=886)	Comp. (n=623)
DEMOGRAPHIC/BACKGROUND *(in percentages)*								
Gender								
Male	35.0	39.0	27.7	24.6	30.7	24.8	31.7	28.6
Female	65.0	61.0	72.3	75.4	69.3	75.2	68.3	71.4
Transgendered	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sexual orientation								
Bisexual	1.5	0.7	3.0	2.0	2.7	3.0	2.5	2.1
Gay or lesbian	0.7	1.4	4.3	1.5	1.2	0.4	2.1	1.0
Heterosexual	97.8	97.9	92.7	96.5	96.0	96.6	95.4	96.9
Race/ethnicity								
African American/Black	5.0	9.2	5.5	7.0	2.5	3.7	3.7	6.0
Asian or Pacific Islander	4.3	7.4	5.1	7.0	7.5	6.0	6.4	7.3
American Indian/Alaskan Native	0.0	0.0	0.4	0.0	0.0	0.4	0.1	0.2
Hispanic/Latino	2.2	4.3	3.0	3.5	1.9	0.4	2.3	2.4
White/Caucasian	81.3	75.9	81.3	76.0	81.5	83.1	81.3	78.6
Multi-racial or multi-ethnic	6.4	2.1	3.7	5.0	6.4	4.8	5.6	4.2
Race/ethnicity not included	0.0	0.7	0.4	1.0	0.2	1.5	0.2	1.1
Citizenship/generation status								
Foreign born	7.2	7.9	6.5	6.1	5.4	4.9	6.2	6.2
One or both parents foreign born	14.5	20.7	15.1	17.3	17.1	14.8	16.6	17.6
Both parents U.S. born	85.5	79.3	84.9	82.7	82.9	85.2	83.4	82.4
Father's educational attainment								
Don't know	0.0	0.7	0.4	1.5	1.7	1.1	1.0	1.3
High school or less	20.4	16.8	13.0	19.8	11.1	13.9	13.1	16.6
Some college	13.1	23.4	11.7	14.7	11.5	17.3	11.6	17.9
Associates degree	5.8	8.8	6.1	4.6	3.8	5.3	4.9	5.8
Bachelors degree	32.8	23.4	33.3	31.5	29.3	28.9	30.9	28.5
Masters degree	21.2	19.7	21.2	16.8	24.3	17.3	23.0	17.6
Doctoral or professional degree	6.6	7.3	14.3	11.2	18.4	16.2	15.5	12.3

Note: * p<.05; ** p<.01; *** p<.001

Follow-up Study Institutional Profile and Comparison Information
INPUTS

	INSTITUTIONAL COMPARISONS						TOTAL SAMPLE	
	Research University High Research All		Research University Very High Research <10 L/L programs		Research University Very High Research >10 L/L programs			
	2007		2007		2007		2007	
	L/L	Comp.	L/L	Comp.	L/L	Comp.	L/L	Comp.
	(n=140)	(n=142)	(n=242)	(n=202)	(n=486)	(n=271)	(n=886)	(n=623)
Mother's educational attainment								
Don't know	0.0	0.0	0.0	0.0	0.6	0.4	0.3	0.2
High school or less	19.0	21.3	9.9	21.8	13.4	15.0	13.1	18.6
Some college	16.1	23.5	12.1	14.7	11.5	15.4	12.5	17.3
Associates degree	7.3	14.7	6.5	10.7	6.9	9.4	7.0	11.0
Bachelors degree	32.8	21.3	43.1	31.0	37.5	33.8	38.1	30.0
Masters degree	21.2	16.2	24.1	16.8	23.3	23.3	23.5	19.3
Doctoral or professional degree	3.6	2.9	4.3	5.1	6.7	2.6	5.5	3.6
Total annual family income								
Less than $25,000	2.2	3.1	3.6	4.8	1.1	1.9	2.0	3.2
$25,000 - $49,999	15.7	9.9	11.6	8.0	7.1	8.5	9.6	8.5
$50,000 - $74,999	15.7	22.9	17.8	21.8	15.4	16.5	15.8	20.0
$75,000 - $99,999	19.4	22.9	18.7	20.7	15.2	17.3	16.8	19.5
$100,000 to $124,999	15.7	15.3	22.2	16.0	21.0	16.2	20.2	16.2
$125,000 to $149,999	11.2	7.6	7.6	6.4	10.7	13.8	9.9	9.9
$150,000 to $174,999	7.5	9.2	8.0	10.1	8.1	8.8	8.1	9.2
$175,000 to $199,999	1.5	3.1	3.1	2.1	5.4	3.1	4.2	2.7
$200,000 or more	11.2	6.1	7.6	10.1	16.1	13.8	13.3	10.8
Political views								
No political viewpoint	7.2	16.7	5.2	10.1	5.2	7.2	5.7	10.2
Very liberal	18.8	15.2	31.0	18.6	23.1	23.0	24.4	19.7
Slightly liberal	26.1	18.8	24.6	20.6	32.1	27.2	29.1	23.3
Middle of the road	21.0	24.6	20.3	22.1	16.8	20.0	18.4	22.0
Slightly conservative	21.7	23.2	15.9	24.6	18.7	17.0	18.4	20.8
Very conservative	5.1	1.4	3.0	4.0	4.2	5.7	3.9	4.1
Importance of religion								
Not at all important	21.7	26.1	25.4	20.1	26.0	21.0	25.1	22.1
Somewhat important	30.4	25.4	34.1	37.7	32.9	33.3	32.9	32.5
Important	29.0	31.2	22.4	27.1	23.5	26.2	24.2	27.8
Very important	18.8	17.4	18.1	15.1	17.6	19.5	17.7	17.6

Note: * p<.05; ** p<.01; *** p<.001

Follow-up Study Institutional Profile and Comparison Information
INPUTS

		INSTITUTIONAL COMPARISONS					TOTAL SAMPLE	
	Research University High Research All		Research University Very High Research <10 L/L programs		Research University Very High Research >10 L/L programs			
	2007		2007		2007		2007	
	L/L (n=140)	Comp. (n=142)	L/L (n=242)	Comp. (n=202)	L/L (n=486)	Comp. (n=271)	L/L (n=886)	Comp. (n=623)

HIGH SCHOOL ACHIEVEMENT   **HIGH SCHOOL ACHIEVEMENT**
(in percentages)   *(in percentages)*

	L/L	Comp.	L/L	Comp.	L/L	Comp.	L/L	Comp.
Average high school grades								
A+ or A	42.3	38.7	65.1	54.3	60.6	46.6	58.1	46.9
A- or B+	39.4	36.5	26.7	28.9	29.1	40.6	30.5	36.0
B	10.2	14.6	5.2	12.2	7.5	11.7	7.8	12.8
B- or C+	7.3	9.5	2.6	3.6	2.5	0.8	3.2	3.6
C or C-	0.7	0.7	0.0	0.0	0.0	0.4	0.1	0.3
D+ or lower	0.0	0.0	0.0	0.0	0.2	0.0	0.1	0.0
No high school GPA	0.0	0.0	0.4	1.0	0.0	0.0	0.1	0.3
SAT verbal and math comprehensive score								
400 - 1140	9.7	21.7	15.8	27.9	12.3	20.6	12.4	23.5
1150 - 1250	37.1	30.4	20.8	32.8	14.9	33.6	19.8	32.3
1260 - 1340	37.1	23.9	30.7	16.4	26.4	33.6	29.2	26.3
1350 or higher	16.1	23.9	32.7	23.0	46.4	12.1	38.6	18.0
ACT comprehensive score								
1 - 23	23.6	43.5	7.9	16.2	10.0	20.4	11.1	23.8
24 - 26	25.0	24.7	18.9	26.6	21.8	28.3	21.3	26.9
27 - 29	29.2	18.8	37.4	35.1	28.4	34.2	32.0	31.2
30 or higher	22.2	12.9	35.8	22.1	39.7	17.1	35.5	18.2

Follow-up Study Institutional Profile and Comparison Information
ENVIRONMENTS

	INSTITUTIONAL COMPARISONS																		TOTAL SAMPLE					
	Research University High Research All						Research University Very High Research <10 L/L programs						Research University Very High Research >10 L/L programs											
	L/L		2004 vs.	Comp.		2004 vs.	L/L		2004 vs.	Comp.		2004 vs.	L/L		2004 vs.	Comp.		2004 vs.	L/L		2004 vs.	Comp.		2004 vs.
	2004	2007	2007	2004	2007	2007	2004	2007	2007	2004	2007	2007	2004	2007	2007	2004	2007	2007	2004	2007	2007	2004	2007	2007
	(n=140)		Sig diff	(n=142)		Sig diff	(n=242)		Sig diff	(n=202)		Sig diff	(n=486)		Sig diff	(n=271)		Sig diff	(n=886)		Sig diff	(n=623)		Sig diff
INDIVIDUAL COLLEGE CHARACTERISTICS																								
(The next 4 items are in percentages.)																								
Academic class standing	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A
First-year		0.0			0.0			0.0			0.0			0.0			0.0			0.0			0.0	
Sophomore		0.0			0.0			0.4			0.0			0.8			0.0			0.6			0.0	
Junior		5.1			6.6			2.6			2.6			1.9			2.6			2.7			3.6	
Senior		92.6			91.9			92.2			92.3			92.6			91.3			92.4			91.6	
Graduate student		0.7			0.7			3.4			2.1			2.3			3.4			2.4			2.5	
Other		1.5			0.7			1.3			3.1			2.3			2.6			1.9			2.3	
Financial aid utilized																								
No aid	16.9	26.5	***	17.0	24.4	***	21.9	21.0	***	19.5	20.5	***	16.8	23.8	***	22.6	31.2	***	18.5	23.9	***	20.5	27.0	***
Loans	30.9	44.1	***	40.7	51.9	***	24.9	35.6	***	24.6	39.5	***	32.0	41.7	***	35.7	45.9	***	29.8	39.9	***	33.3	44.5	***
Need-based scholarship	22.8	21.3	***	15.6	23.7	***	18.5	21.5	***	17.4	23.1	***	19.6	23.2	***	24.1	22.2	***	20.0	22.4	***	19.7	22.7	***
Non-need-based scholarship (merit)	29.4	37.5	***	24.4	34.1	***	39.1	47.6	***	36.4	41.5	***	50.7	49.1	***	33.1	31.6	***	43.7	46.6	***	31.8	34.9	***
Work-study	11.0	14.7	***	10.4	16.3	***	9.4	8.2	***	9.7	13.3	***	10.3	7.2	***	12.8	6.0	***	10.5	8.7	***	11.3	10.8	***
Athletic scholarship	N/A	N/A		0.7	3.7	***	N/A	N/A		N/A	N/A		N/A	N/A		1.1	1.9	***	0.1	0.5	***	0.7	1.7	***
Other form of financial aid	3.7	2.2		3.7	3.0		7.3	7.7	***	7.7	11.8	***	4.6	3.8	***	1.5	2.3		5.1	4.5	***	4.0	5.5	***
Number of majors	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A
Undecided/undeclared		0.0			0.0			0.4			0.5			0.0			0.4			0.1			0.3	
1.00		90.4			91.1			75.0			81.0			76.4			84.5			78.3			84.9	
2.00		9.6			8.1			23.7			17.4			22.5			14.3			20.7			13.9	
3 or more		0.0			0.7			0.9			1.0			1.1			0.8			0.8			0.8	

For the next 2 constructs:

1 — 2 — 3 — 4
Never ... Once or more per week

PEER INTERACTIONS

	2004	2007	Sig	2004	2007	Sig	2004	2007	Sig	2004	2007	Sig	2004	2007	Sig	2004	2007	Sig	2004	2007	Sig	2004	2007	Sig
Discussed academic and career issues with peers	3.25	3.24		3.20	3.30		3.40	3.32		3.27	3.24		3.41	3.35		3.30	3.24		3.38	3.33	*	3.27	3.25	
Discussed socio-cultural issues with peers	2.31	2.34		2.29	2.39		2.47	2.54		2.32	2.44		2.53	2.58		2.37	2.43		2.48	2.53		2.34	2.42	*

Note: * p<.05; ** p<.01; *** p<.001

Follow-up Study Institutional Profile and Comparison Information
ENVIRONMENTS

	INSTITUTIONAL COMPARISONS														TOTAL SAMPLE			
	Research University High Research All						Research University Very High Research <10 L/L programs						Research University Very High Research >10 L/L programs					
	L/L		2004 vs.	Comp.		2004 vs.	L/L		2004 vs.	Comp.		2004 vs.	L/L		2004 vs.	Comp.		2004 vs.	L/L		2004 vs.	Comp.		2004 vs.
	2004	2007	2007	2004	2007	2007	2004	2007	2007	2004	2007	2007	2004	2007	2007	2004	2007	2007	2004	2007	2007	2004	2007	2007
	(n=140)		Sig diff	(n=142)		Sig diff	(n=242)		Sig diff	(n=202)		Sig diff	(n=486)		Sig diff	(n=271)		Sig diff	(n=886)		Sig diff	(n=623)		Sig diff
FACULTY INTERACTIONS																								
Course-related faculty interaction	1.76	2.12	***	1.80	2.18	***	1.75	2.10	***	1.63	1.95	***	1.74	2.11	***	1.82	2.04	***	1.75	2.11	***	1.75	2.04	***
Faculty mentorship	1.42	1.65	***	1.40	1.63	***	1.34	1.55	***	1.27	1.46	***	1.37	1.60	***	1.37	1.57	***	1.37	1.60	***	1.35	1.55	***
MENTORS IN COLLEGE (in percentages)	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A
A professor		74.2			72.2			68.5			60.3			74.5			67.5			72.9			66.4	
A teaching assistant		20.3			19.4			40.3			31.1			32.5			28.9			32.2			27.0	
A graduate student		24.4			22.4			42.6			34.8			39.3			33.9			37.4			31.1	
A staff member		40.3			39.7			41.4			30.9			43.7			41.6			42.3			37.5	
A peer mentor		20.3			22.6			22.7			16.9			21.7			18.6			21.7			18.8	
An alumnus/a		26.8			23.8			22.2			21.9			26.1			29.8			25.2			25.6	
A person working in chosen field		48.0			50.8			42.8			37.4			46.3			45.3			45.7			43.7	
Residence hall staff		13.8			8.1			15.3			5.7			12.4			8.3			13.7			7.3	
Residence hall faculty		5.7			5.6			10.6			5.1			6.4			4.1			7.6			4.7	
Residence hall peers		30.9			20.6			31.5			14.6			31.9			21.1			31.8			18.8	

For diversity interactions:

```
1          2          3          4
Not at all                  All of the
                            time
```

	L/L		2004 vs.	Comp.		2004 vs.	L/L		2004 vs.	Comp.		2004 vs.	L/L		2004 vs.	Comp.		2004 vs.	L/L		2004 vs.	Comp.		2004 vs.
DIVERSITY INTERACTIONS																								
Positive peer diversity interactions	2.33	2.38		2.19	2.47	***	2.33	2.48	**	2.19	2.28		2.28	2.42	***	2.26	2.29		2.30	2.43	***	2.23	2.33	**

Note: * p<.05; ** p<.01; *** p<.001

Follow-up Study Institutional Profile and Comparison Information
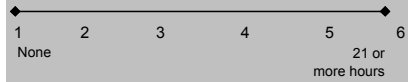## ENVIRONMENTS

	INSTITUTIONAL COMPARISONS																		TOTAL SAMPLE					
	Research University High Research All						Research University Very High Research <10 L/L programs						Research University Very High Research >10 L/L programs											
	L/L		2004 vs.	Comp.		2004 vs.	L/L		2004 vs.	Comp.		2004 vs.	L/L		2004 vs.	Comp.		2004 vs.	L/L		2004 vs.	Comp.		2004 vs.
	2004	2007	2007	2004	2007	2007	2004	2007	2007	2004	2007	2007	2004	2007	2007	2004	2007	2007	2004	2007	2007	2004	2007	2007
	(n=140)		Sig diff	(n=142)		Sig diff	(n=242)		Sig diff	(n=202)		Sig diff	(n=486)		Sig diff	(n=271)		Sig diff	(n=886)		Sig diff	(n=623)		Sig diff
INFLUENCES IN PURSUIT OF MAJOR																								
Influence of res hall faculty/staff in pursuit of major	N/A	3.34	N/A	N/A	3.11	N/A	N/A	3.51	N/A	N/A	3.24	N/A	N/A	3.38	N/A	N/A	3.12	N/A	N/A	3.42	N/A	N/A	3.15	N/A
HANDS-ON LEARNING EXPERIENCES	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A
Mentoring experience		1.92			1.98			1.95			1.81			1.93			1.77			1.94			1.84	
Participated in internship experience		2.26			2.06			1.96			1.92			2.31			2.07			2.21			2.01	
Attended presentation by professional in intended field		2.44			2.33			2.31			2.15			2.33			2.31			2.34			2.26	
Visited work setting of professional in intended field		2.53			2.44			2.28			2.26			2.41			2.36			2.39			2.34	
Worked with outreach to high school students		1.32			1.42			1.48			1.37			1.45			1.26			1.43			1.33	
STUDY HABITS	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A
Studied on your own		3.67			3.54			3.59			3.52			3.59			3.59			3.60			3.56	
Studied with one other person		2.26			2.19			2.31			2.27			2.24			2.14			2.27			2.20	
Studied in the library or other facility on campus		2.20			2.16			2.50			2.35			2.21			2.34			2.29			2.30	
Studied with a small group of people		1.79			1.71			1.79			1.79			1.80			1.64			1.80			1.71	

For influences in pursuit of major

1 2 3 4 5
Greatly discouraging — Greatly encouraging

For learning experiences and study habits:

1 2 3 4
Never — Very often

Follow-up Study Institutional Profile and Comparison Information
ENVIRONMENTS

	INSTITUTIONAL COMPARISONS												TOTAL SAMPLE			
	Research University High Research All				Research University Very High Research <10 L/L programs				Research University Very High Research >10 L/L programs							
	L/L	2004 vs.	Comp.	2004 vs.	L/L	2004 vs.	Comp.	2004 vs.	L/L	2004 vs.	Comp.	2004 vs.	L/L	2004 vs.	Comp.	2004 vs.
	2004 2007	2007	2004 2007	2007	2004 2007	2007	2004 2007	2007	2004 2007	2007	2004 2007	2007	2004 2007	2007	2004 2007	2007
	(n=140)	Sig diff	(n=142)	Sig diff	(n=242)	Sig diff	(n=202)	Sig diff	(n=486)	Sig diff	(n=271)	Sig diff	(n=886)	Sig diff	(n=623)	Sig diff
For time spent on activities:																
TIME SPENT ON ACTIVITIES	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Attending classes	4.39		4.37		4.30		4.16		4.20		4.26		4.25		4.26	
Studying/doing homework	3.59		3.41		3.70		3.34		3.46		3.36		3.55		3.39	
Fraternity/sorority	1.31		1.28		1.23		1.40		1.38		1.40		1.33		1.37	
Arts or music performances/activities	1.80		1.67		1.83		1.72		1.77		1.64		1.79		1.67	
Intramural/club sports	1.43		1.43		1.31		1.38		1.44		1.35		1.41		1.38	
Varsity sports	1.06		1.19		1.05		1.06		1.05		1.17		1.06		1.13	
Student government	1.13		1.11		1.08		1.07		1.13		1.13		1.12		1.11	
Political/social activism	1.20		1.18		1.25		1.20		1.26		1.20		1.25		1.19	
Religious clubs/activities	1.38		1.32		1.36		1.34		1.42		1.30		1.39		1.32	
Ethnic/cross-cultural clubs/activities	1.16		1.30		1.19		1.14		1.16		1.14		1.16		1.18	
Media activities	1.27		1.35		1.27		1.23		1.37		1.45		1.33		1.35	
Work-study or work on-campus	2.15		2.28		2.63		2.59		2.18		2.11		2.31		2.31	
Work off-campus	2.15		2.23		1.89		2.38		2.31		2.59		2.16		2.44	
Community service activity	1.55		1.44		1.73		1.57		1.64		1.52		1.65		1.52	
Other	1.39		1.14		1.36		1.27		1.36		1.19		1.36		1.21	
For instructional and peer classroom climate:																
INSTRUCTIONAL AND PEER CLASSROOM CLIMATE																
(as indicated for classes in students' primary majors)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Classroom application of learning to real life	3.17		3.11		3.00		3.07		3.06		3.12		3.07		3.10	
Active instructional pedagogy	3.12		3.10		3.03		3.09		3.08		3.12		3.08		3.10	
Student-centered evaluation	3.14		3.11		3.09		3.13		3.12		3.13		3.12		3.13	
Supportive classroom climate	3.13		3.08		3.15		3.13		3.15		3.13		3.15		3.12	
Approachable faculty	2.97		3.02		2.82		2.77		2.91		2.89		2.91		2.89	

For time spent on activities:

1 — None ... 2 ... 3 ... 4 ... 5 ... 6 — 21 or more hours

For instructional and peer classroom climate:

1 — Strongly disagree ... 2 ... 3 ... 4 — Strongly agree

Note: * p<.05; ** p<.01; *** p<.001

Follow-up Study Institutional Profile and Comparison Information
OUTCOMES

	INSTITUTIONAL COMPARISONS																		TOTAL SAMPLE					
	Research University High Research All						Research University Very High Research <10 L/L programs						Research University Very High Research >10 L/L programs											
	L/L		2004 vs. 2007	Comp.		2004 vs. 2007	L/L		2004 vs. 2007	Comp.		2004 vs. 2007	L/L		2004 vs. 2007	Comp.		2004 vs. 2007	L/L		2004 vs. 2007	Comp.		2004 vs. 2007
	2004	2007	2007	2004	2007	2007	2004	2007	2007	2004	2007	2007	2004	2007	2007	2004	2007	2007	2004	2007	2007	2004	2007	2007
	(n=140)		Sig diff	(n=142)		Sig diff	(n=242)		Sig diff	(n=202)		Sig diff	(n=486)		Sig diff	(n=271)		Sig diff	(n=886)		Sig diff	(n=623)		Sig diff
For intellectual abilities: 1 Strongly disagree — 4 Strongly agree																								
INTELLECTUAL ABILITIES																								
Critical thinking/analysis abilities	2.80	2.90	*	2.81	2.94	**	2.86	2.99	***	2.83	2.92	*	2.91	2.96	**	2.82	2.93	***	2.88	2.96	***	2.82	2.93	***
Application of knowledge abilities	2.99	3.29	***	2.96	3.25	***	3.07	3.37	***	2.97	3.31	***	3.05	3.30	***	3.00	3.24	***	3.05	3.31	***	2.99	3.26	***
For intellectual growth: 1 Not grown at all — 4 Grown very much																								
INTELLECTUAL GROWTH																								
Growth in cognitive complexity	2.69	3.19	***	2.80	3.28	***	2.76	3.26	***	2.72	3.20	***	2.75	3.29	***	2.78	3.23	***	2.74	3.26	***	2.77	3.24	***
Growth in liberal learning	2.50	2.93	***	2.57	3.01	***	2.60	3.05	***	2.44	2.96	***	2.54	3.07	***	2.50	3.03	***	2.55	3.05	***	2.50	3.01	***
Growth in personal philosophy	2.77	3.19	***	2.83	3.27	***	2.87	3.33	***	2.78	3.24	***	2.85	3.30	***	2.83	3.33	***	2.85	3.29	***	2.82	3.29	***
For college and professional self-confidence: 1 No chance — 4 Very good chance																								
COLLEGE/PROFESSIONAL SELF-CONFIDENCE	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A
Confidence in college success		3.58			3.48			3.60			3.47			3.62			3.54			3.61			3.49	
Professional self-confidence		3.63			3.65			3.51			3.58			3.61			3.60			3.58			3.60	

Note: * p<.05; ** p<.01; *** p<.001

Follow-up Study Institutional Profile and Comparison Information
OUTCOMES

	INSTITUTIONAL COMPARISONS																								TOTAL SAMPLE						
	Research University High Research All						Research University Very High Research <10 L/L programs						Research University Very High Research >10 L/L programs																		
	L/L		2004 vs. 2007	Comp.		2004 vs. 2007	L/L		2004 vs. 2007	Comp.		2004 vs. 2007	L/L		2004 vs. 2007	Comp.		2004 vs. 2007	L/L		2004 vs. 2007	Comp.		2004 vs. 2007
	2004	2007	Sig diff	2004	2007	Sig diff	2004	2007	Sig diff	2004	2007	Sig diff	2004	2007	Sig diff	2004	2007	Sig diff	2004	2007	Sig diff	2004	2007	Sig diff
	(n=140)			(n=142)			(n=242)			(n=202)			(n=486)			(n=271)			(n=886)			(n=623)		
CONFIDENCE IN COLLEGE COURSES	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A
Math courses		3.70			3.59			3.59			3.50			3.55			3.51			3.58			3.53	
Science courses		3.68			3.58			3.61			3.43			3.52			3.34			3.57			3.44	
English courses		3.93			3.83			3.97			4.01			4.00			3.98			3.97			3.95	
Engineering courses		2.78			2.28			2.40			2.20			2.28			2.16			2.38			2.21	
Writing courses		3.97			3.79			3.94			3.98			4.04			4.03			4.00			3.95	
Social science courses		3.90			4.01			4.14			4.16			4.10			4.03			4.08			4.06	
CONFIDENCE IN SKILLS AND ABILITIES																								
Confidence in academic skills	N/A	3.14	N/A	N/A	3.12	N/A	N/A	3.13	N/A	N/A	3.10	N/A	N/A	3.19	N/A	N/A	3.11	N/A	N/A	3.16	N/A	N/A	3.11	N/A
Confidence in math ability	2.84	2.81		2.56	2.70		2.66	2.78		2.57	2.67		2.63	2.72	*	2.54	2.64		2.67	2.75	*	2.56	2.67	**
Confidence in working independently	3.23	3.56	***	3.18	3.55	***	3.24	3.54	***	3.16	3.48	***	3.27	3.59	***	3.19	3.53	***	3.26	3.57	***	3.18	3.52	***
Confidence in computer ability	3.30	3.42		3.35	3.35		3.15	3.23		3.19	3.26		3.15	3.30	***	3.14	3.31	**	3.17	3.30	***	3.21	3.31	*
Confidence in problem-solving ability	3.02	3.22	**	2.94	3.17	**	2.96	3.22	***	2.93	3.20	***	3.01	3.35	***	2.87	3.20	***	3.00	3.29	***	2.91	3.20	***
Confidence in working as part of a team	2.96	3.35	***	3.06	3.37	***	2.87	3.19	***	3.01	3.24	***	2.95	3.32	***	2.97	3.34	***	2.93	3.29	***	3.01	3.32	***
Confidence in test-taking skills	N/A	3.08	N/A	N/A	2.85	N/A	N/A	3.09	N/A	N/A	3.02	N/A	N/A	3.14	N/A	N/A	2.94	N/A	N/A	3.12	N/A	N/A	2.95	N/A
DIVERSITY																								
Diversity appreciation	2.75	3.04	**	2.69	3.07	***	2.65	3.05	***	2.49	2.90	***	2.52	2.90	***	2.55	2.88	***	2.59	2.96	***	2.56	2.93	***

For confidence in college courses:

1 — 2 — 3 — 4 — 5
Not at all confident — Extremely confident

For confidence in skills and abilities:

1 — 2 — 3 — 4
No at all confident — Very confident

For diversity and civic engagement:

1 — 2 — 3 — 4
Stongly disagree — Strongly agree

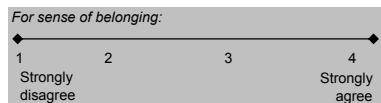Note: * p<.05; ** p<.01; *** p<.001

Follow-up Study Institutional Profile and Comparison Information
OUTCOMES

	INSTITUTIONAL COMPARISONS																								TOTAL SAMPLE							
	Research University High Research All								Research University Very High Research <10 L/L programs								Research University Very High Research >10 L/L programs															
	L/L		2004 vs. 2007	Comp.		2004 vs. 2007			L/L		2004 vs. 2007	Comp.		2004 vs. 2007			L/L		2004 vs. 2007	Comp.		2004 vs. 2007			L/L		2004 vs. 2007	Comp.		2004 vs. 2007		
	2004	2007	Sig diff	2004	2007	Sig diff			2004	2007	Sig diff	2004	2007	Sig diff			2004	2007	Sig diff	2004	2007	Sig diff			2004	2007	Sig diff	2004	2007	Sig diff		
	(n=140)			(n=142)					(n=242)			(n=202)					(n=486)			(n=271)					(n=886)			(n=623)				
CIVIC ENGAGEMENT																																
Sense of civic engagement	3.46	3.04	***	3.31	3.00	***			3.59	3.13	***	3.33	2.98	***			3.47	3.01	***	3.48	2.96	***			3.50	3.04	***	3.39	2.97	***		
COLLEGE ACTIONS AND ATTITUDES	N/A		N/A	N/A		N/A			N/A		N/A	N/A		N/A			N/A		N/A	N/A		N/A			N/A		N/A	N/A		N/A		
Used a campus learning lab to improve study skills		1.87			2.20					1.81			1.89					1.84			1.78					1.84			1.91			
Dropped a class		1.41			1.35					1.40			1.40					1.39			1.45					1.39			1.41			
Did not do as well as you expected in a course		1.77			1.82					1.83			1.87					1.83			1.83					1.83			1.85			
Changed how you prepare for tests		2.05			2.12					2.02			2.06					1.97			2.02					2.00			2.06			
Received career counseling		1.67			1.71					1.65			1.57					1.67			1.66					1.68			1.64			
Skipped more than two classes of the same course		1.76			1.84					1.97			2.18					2.09			2.14					2.00			2.08			
Felt overwhelmed by coursework		2.56			2.54					2.80			2.69					2.66			2.65					2.68			2.65			
ALCOHOL USE/BEHAVIORS *(The next 3 items are in percentages.)*																																
Changes in drinking habits			***			***					***			***					***			***					***			***		
Don't drink alcohol and never have	31.9	9.9		21.9	6.3				32.2	9.2		22.7	7.1					30.3	8.5		18.1	3.5				30.5	9.0		20.6	5.4			
Started drinking in college	19.8	18.7		14.6	18.8				14.4	20.1		14.2	11.3					14.7	19.4		12.1	12.6				15.3	19.2		13.6	13.8			
Drinking less in college	11.0	27.5		9.4	22.9				7.5	28.2		13.5	25.5					8.7	23.6		14.1	24.1				8.7	25.7		12.7	24.4			
Drinking more in college	19.8	28.6		34.4	25.0				24.1	23.0		30.5	26.2					23.9	31.6		26.6	33.7				23.5	28.6		29.4	29.0			
Stopped drinking in college	1.1	1.1		2.1	1.0				2.9	1.1		0.7	4.3					2.5	1.5		2.0	4.0				2.8	1.3		1.6	3.4			
No change	16.5	14.3		17.7	26.0				19.0	18.4		18.4	25.5					19.9	15.4		27.1	22.1				19.2	16.2		22.2	24.0			

For college actions and attitudes:

1 Never — 2 — 3 — 4 Very often

Note: * p<.05; ** p<.01; *** p<.001

Follow-up Study Institutional Profile and Comparison Information
OUTCOMES

	INSTITUTIONAL COMPARISONS																		TOTAL SAMPLE						
	Research University High Research All						Research University Very High Research <10 L/L programs						Research University Very High Research >10 L/L programs												
	L/L		2004 vs.	Comp.		2004 vs.	L/L		2004 vs.	Comp.		2004 vs.	L/L		2004 vs.	Comp.		2004 vs.	L/L		2004 vs.	Comp.		2004 vs.
	2004	2007	2007	2004	2007	2007	2004	2007	2007	2004	2007	2007	2004	2007	2007	2004	2007	2007	2004	2007	2007	2004	2007	2007
	(n=140)		Sig diff	(n=142)		Sig diff	(n=242)		Sig diff	(n=202)		Sig diff	(n=486)		Sig diff	(n=271)		Sig diff	(n=886)		Sig diff	(n=623)		Sig diff
During last 2 weeks, how many times binge drank?			**			**			*			**			***			***			***			***
None	29.0	14.5		21.6	20.3		43.6	30.8		32.4	22.2		29.0	20.7		23.3	18.4		32.8	22.4		26.1	20.6	
Once	21.0	29.0		21.6	18.9		12.8	27.4		18.5	18.5		17.4	24.3		21.5	21.5		16.6	25.9		20.3	20.1	
Twice	21.0	25.8		18.9	17.6		17.1	16.2		21.3	21.3		27.2	22.8		19.6	24.5		23.7	21.6		20.3	21.8	
3-5 times	21.0	22.6		28.4	29.7		19.7	19.7		20.4	31.5		20.3	24.6		23.9	23.3		20.3	22.6		23.5	26.9	
6-9 times	1.6	4.8		6.8	12.2		3.4	2.6		3.7	3.7		4.3	5.4		6.7	9.8		3.7	5.0		5.7	8.3	
10 or more times	6.5	3.2		2.7	1.4		3.4	3.4		3.7	2.8		1.8	2.2		4.9	2.5		3.0	2.6		4.0	2.3	
Factors influencing how much to drink																								
As reward for working hard	25.0	62.5	**	26.6	56.9	*	23.3	58.0	***	22.3	54.2	***	23.4	56.3	***	27.2	56.7	*	23.7	57.6	***	25.7	55.7	***
To fit in or to feel more comfortable in social situations	N/A	28.8	N/A	N/A	25.7	N/A	N/A	31.1	N/A	N/A	25.3	N/A	N/A	31.0	N/A	N/A	28.6	N/A	N/A	31.1	N/A	N/A	26.5	N/A
If everyone else is drinking	17.3	32.7		14.7	35.8	**	22.3	36.3	***	23.5	33.7	**	22.4	43.2	***	24.1	32.1	***	21.6	39.9	***	21.9	33.0	***
If it is free or cheap	31.7	63.5	**	39.4	61.5	**	35.2	55.4	***	43.4	62.0	*	37.6	61.0	***	44.6	59.4	***	36.5	60.0	***	42.9	60.5	***
If it is a special occasion	35.6	83.7		45.9	78.0		38.9	88.1		42.2	80.1		40.0	84.4	***	42.0	85.3	**	39.3	85.5	***	42.9	82.0	**
If having a bad day or got a bad grade	13.5	26.9	**	13.8	26.6	*	11.9	20.2		10.8	22.9	***	15.1	22.9	***	18.3	22.8	***	13.8	22.5	***	14.8	23.5	***
To get away from problems and troubles	10.6	15.4	**	13.8	15.6	***	6.2	9.3		3.6	15.1		11.7	9.0	**	11.2	10.3		10.2	9.9	***	9.1	12.8	***
To get drunk	23.1	36.5	**	30.3	40.4	**	25.4	28.0	**	34.3	38.0	**	34.1	39.0	***	36.6	36.6	***	30.3	35.6	***	34.0	37.4	***

For alcohol-related experiences:

```
1              2              3
Not                     Twice or
at all                   more
```

ALCOHOL-RELATED EXPERIENCES

	2004	2007	Sig	2004	2007	Sig	2004	2007	Sig	2004	2007	Sig	2004	2007	Sig	2004	2007	Sig	2004	2007	Sig	2004	2007	Sig
Health consequences of alcohol use	1.49	1.56		1.51	1.70	*	1.48	1.58		1.50	1.71	***	1.47	1.68	***	1.58	1.77	***	1.48	1.64	***	1.53	1.73	***
Emotional consequences of alcohol use	1.25	1.26		1.26	1.37	*	1.36	1.34		1.39	1.40		1.33	1.42	*	1.34	1.41		1.33	1.37		1.34	1.40	
Experienced serious negative secondary behavior	1.16	1.16		1.20	1.26		1.16	1.22	*	1.19	1.27	*	1.16	1.25	***	1.19	1.28	**	1.17	1.23	***	1.19	1.27	***
Experienced nuisance negative secondary behavior	2.01	1.70	***	1.91	1.81		1.75	1.68		1.82	1.72		1.89	1.85		1.91	1.78	*	1.87	1.79	**	1.88	1.77	**

Note: * p<.05; ** p<.01; *** p<.001

Follow-up Study Institutional Profile and Comparison Information
OUTCOMES

For sense of belonging:

1	2	3	4
Strongly disagree			Strongly agree

	INSTITUTIONAL COMPARISONS																		TOTAL SAMPLE					
	Research University High Research All						Research University Very High Research <10 L/L programs						Research University Very High Research >10 L/L programs											
	L/L		2004 vs.	Comp.		2004 vs.	L/L		2004 vs.	Comp.		2004 vs.	L/L		2004 vs.	Comp.		2004 vs.	L/L		2004 vs.	Comp.		2004 vs.
	2004	2007	2007 Sig diff	2004	2007	2007 Sig diff	2004	2007	2007 Sig diff	2004	2007	2007 Sig diff	2004	2007	2007 Sig diff	2004	2007	2007 Sig diff	2004	2007	2007 Sig diff	2004	2007	2007 Sig diff
	(n=140)			(n=142)			(n=242)			(n=202)			(n=486)			(n=271)			(n=886)			(n=623)		
SENSE OF BELONGING																								
Overall sense of belonging	3.31	3.21		3.19	3.22		3.31	3.23		3.32	3.26		3.26	3.29		3.28	3.29		3.28	3.26		3.27	3.26	
ACADEMIC ACHIEVEMENT & FUTURE ACTIVITIES (in percentages)																								
Cumulative college grade point average			***			***			***			***			***			***			***			***
3.50 - 4.00	38.1	43.3		31.4	32.4		55.8	57.5		36.9	36.9		52.9	52.7		37.2	39.4		50.9	51.8		35.4	36.9	
3.00 - 3.49	34.0	34.0		34.3	35.3		29.3	30.9		41.1	45.4		29.1	33.3		38.1	38.5		29.7	33.0		38.6	39.7	
2.50 - 2.99	19.6	18.6		16.7	22.5		10.5	9.4		15.6	14.9		12.6	9.7		15.1	17.9		13.2	11.2		15.5	18.2	
2.00 - 2.49	4.1	4.1		11.8	9.8		3.9	1.7		5.7	2.8		4.1	4.1		6.9	4.1		4.4	3.7		7.5	4.9	
1.99 or less	4.1	0.0		5.9	0.0		0.6	0.6		0.7	0.0		1.2	0.2		2.3	0.0		1.7	0.3		2.8	0.2	
FUTURE ACTIVITIES (in percentages) *(Activities respondents intend to participate in)*																								
Next Year	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A
Continue with undergraduate program		28.4			36.0			32.9			37.3			22.1			31.8			26.1			34.6	
Attend medical school		2.7			0.9			5.4			4.2			4.5			0.5			4.5			1.8	
Attend law school		1.8			3.6			3.4			4.2			3.0			2.3			2.9			3.2	
Attend business school		3.7			4.6			3.0			3.6			2.4			3.6			2.7			3.9	
Attend grad school in engineering, math or sciences		10.0			5.4			10.3			5.9			8.0			8.7			8.8			7.3	
Attend graduate school in field not listed above		14.2			9.9			14.6			12.9			14.1			10.8			14.2			11.3	
Enter teaching		12.7			11.6			4.4			4.7			8.7			6.0			8.0			6.7	
Enter a job in engineering		4.5			5.5			5.0			2.4			4.8			4.1			4.7			4.0	
Seek other employment outside of engineering		27.7			34.5			17.6			20.7			27.1			29.2			24.7			27.1	
Work for myself (self-employed)		2.7			2.7			1.0			1.8			0.5			2.3			0.9			2.2	
Do community service work full-time		5.5			0.9			5.4			6.0			3.5			5.0			4.3			4.3	
Do other volunteer work		21.4			14.3			23.6			22.6			24.9			16.9			24.2			17.9	
Serve in the military		1.8			0.0			2.0			1.2			2.6			0.9			2.3			0.8	
Travel		18.6			24.1			26.5			27.5			24.1			21.6			23.9			24.0	
Full-time homemaker		0.9			0.0			0.5			2.4			0.5			0.5			0.5			1.0	

Note: * p<.05; ** p<.01; *** p<.001

Follow-up Study Institutional Profile and Comparison Information
OUTCOMES

	INSTITUTIONAL COMPARISONS												TOTAL SAMPLE			
	Research University High Research All				Research University Very High Research <10 L/L programs				Research University Very High Research >10 L/L programs							
	L/L	2004 vs. 2007	Comp.	2004 vs. 2007	L/L	2004 vs. 2007	Comp.	2004 vs. 2007	L/L	2004 vs. 2007	Comp.	2004 vs. 2007	L/L	2004 vs. 2007	Comp.	2004 vs. 2007
	2004 2007 (n=140)	Sig diff	2004 2007 (n=142)	Sig diff	2004 2007 (n=242)	Sig diff	2004 2007 (n=202)	Sig diff	2004 2007 (n=486)	Sig diff	2004 2007 (n=271)	Sig diff	2004 2007 (n=886)	Sig diff	2004 2007 (n=623)	Sig diff
In the future	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Continue with undergraduate program	3.4		3.6		3.4		4.7		4.2		4.9		3.9		5.3	
Attend medical school	3.5		4.5		5.9		2.4		5.9		4.1		5.6		3.6	
Attend law school	7.2		8.0		7.4		9.0		11.2		8.7		9.7		8.5	
Attend business school	10.1		13.8		9.0		11.8		13.2		16.3		12.2		14.2	
Attend grad school in engineering, math or sciences	20.9		7.2		16.3		14.8		15.0		8.7		16.2		10.7	
Attend graduate school in field not listed above	25.7		22.5		30.7		26.9		29.3		23.8		28.9		24.4	
Enter teaching	21.8		15.2		26.3		22.5		20.0		19.3		21.8		19.7	
Enter a job in engineering	5.5		5.5		6.4		7.1		3.8		2.7		4.7		5.0	
Seek other employment outside of engineering	24.1		13.3		30.9		34.9		25.2		24.7		26.6		25.9	
Work for myself (self-employed)	19.8		25.5		19.1		26.2		25.1		27.4		22.6		26.7	
Do community service work full-time	16.4		17.1		21.1		17.4		16.3		18.6		17.5		17.6	
Do other volunteer work	43.8		46.4		49.3		47.6		42.4		49.3		44.1		48.1	
Serve in the military	4.6		3.6		1.0		1.8		2.4		1.4		2.3		2.0	
Travel	60.2		50.9		61.3		59.1		59.0		61.7		59.9		57.9	
Full-time homemaker	18.9		17.1		12.7		17.2		15.5		18.9		15.1		17.6	

Note: * p<.05; ** p<.01; *** p<.001

Section V

Baseline NSLLP Results on Women in Science, Technology, Engineering, and Mathematics (STEM)

The results reported in this section are based on data from the 2007 NSLLP baseline survey, with specific emphasis on female undergraduate students in STEM fields. An increasingly popular type of L/L program addresses the needs of undergraduates interested in STEM disciplines. While the majority (75) of these programs in the dataset are co-educational in nature, some (14) are designed only for female students with the purpose of helping along women's advance in STEM fields. The data highlighted in these tables thus compare the backgrounds, college experiences, and outcomes of women STEM majors participating in women-only STEM L/L programs (e.g., Women in Science & Engineering or "WISE" Program), co-educational STEM L/L programs (e.g., Computer Science Living-Learning Program), non-STEM L/L programs (e.g., Honors Program, First-Year Experience Program), and traditional (i.e., non-living-learning) residence hall settings. The classification of women-only and co-educational STEM L/L programs was based on the thematic typology that forms the basis of Section III of this report. The sample in the present section, however, is restricted to women in STEM majors, including all or some majors in the general fields of agricultural science; computer and information science; engineering; consumer science; biological science; health, pre-health, and wellness; law, criminal justice or safety studies; mathematics and statistics; natural resources, and physical science. For a complete list of majors classified as STEM in the 2007 NSLLP, please refer to Appendix D.

Tips for Interpreting the Tables

The tables in this section of the report are similar to those in the previous sections, with a few notable differences. For example, Section V provides the results for students who self-identified as both women and pursuing majors in STEM. Second, the data are broken into four categories: (1) women-only STEM L/L programs; (2) co-educational STEM L/L programs; (3) non-STEM L/L Programs; and (4) traditional residence hall. Finally, similar to Section III, given the small number of women in some of the categories, we chose not to report the breakdowns of

student demographic characteristics by type in order to safeguard against violating respondent confidentiality.

Tips for Tables with Percentages

Example 1 below shows what one of the percentages tables would look like in Section V of this report. In Example 1, the percentages data show the academic class standing of women in STEM majors across each type of the four residential environments (women-only STEM L/L programs; co-ed STEM L/L programs; non-STEM L/L programs; traditional residence hall). The "***" indicates that the differences in academic class standing are significantly significant for the women in STEM majors in these four environments. It is important to note, however, that the statistical difference only denotes that the respective construct is statistically different across *all four* environments, and not for all pairs of environments.

EXAMPLE 1:
Tables with Percentages

Percentage breakdown of respondents in broad category and specific type of L/L program

	(1) Women-only STEM L/L programs (n=155)	(2) Co-ed STEM L/L programs (n=480)	(3) Non-STEM L/L programs (n=1788)	(4) Traditional residence hall (n=1999)	Sig Diff	Post-hoc comparisons for means
Academic class standing					***	
First-year	76.6	75.6	69.2	59.0		
Sophomore	19.9	15.7	20.8	26.2		
Junior	2.7	6.5	7.1	9.6		
Senior	0.9	1.9	2.4	4.5		
Graduate student	0.0	0.0	0.3	0.6		
Other	0.0	0.3	0.3	0.1		

Indicates that the variable is significantly different across the 4 residential environments listed in the columns above.

Tips for Tables with Means

The means tables are formatted in a fashion that is similar to the percentages tables. The primary difference is that they report average scores instead of proportions. For all means, the values associated with the minimum and maximum scores are provided in a box immediately prior to the data.

EXAMPLE 2:
Tables with Means

Indicates that the variable is significantly different across the four residential environments at left.

	(1) Women-only STEM L/L programs (n=155)	(2) Co-ed STEM L/L programs (n=480)	(3) Non-STEM L/L programs (n=1788)	(4) Traditional residence hall (n=1999)	Sig Diff	Post-hoc comparisons for means
1 — 2 — 3 — 4 Strongly disagree / Strongly agree						
INTELLECTUAL ABILITIES						
Critical thinking/analysis abilities	2.84	2.77	2.87	2.79	***	3>2,4
Application of knowledge abilities	3.09	3.11	3.13	3.13		

Mean scores based on the 4-point scale described above.

Indicates that the mean score for "non-STEM L/L programs" (3) is significantly higher than the mean scores for "co-ed STEM L/L programs" (2) and "traditional residence hall" (4) environments.

In Example 2, the averages for the two intellectual abilities constructs (critical thinking/analysis abilities, application of knowledge abilities) are based on a four-point scale, for which 1 = "strongly disagree" and 4 = "strongly agree." (You can infer that 2 = "disagree," 2.5 is the mid point and thus "neutral," and 3 = "agree.") Thus, a mean score of 2.84 for "critical thinking/analysis abilities" among the participants in the women-only STEM L/L Programs is just above the "neutral" perspective. Once again, it is critical to note that the statistical difference

denoted by asterisks only denotes that the respective construct is statistically different across ***all four residential environments***, and not for individual environments against other individual environments. For that level of detail, readers are encouraged to consult the last column labeled "post-hoc comparisons for means." If the ANOVA results indicate a statistically significant difference (as denoted by asterisks in the "Sig Diff" column), then the post-hoc column will direct the readers to the individual pair-wise differences among the environments. Thus, in Example 2, "3>2,4" indicates that the mean score for "non-STEM L/L programs" (3) regarding "critical thinking/analysis abilities" is significantly higher than the mean scores for "co-ed STEM L/L programs" (2) and "traditional residence hall" (4) environments. Any pair-wise comparison not listed in the post-hoc column should be inferred as not different statistically.

Note: In some instances, a curious result occurs in which the *F*-test for the ANOVA indicates a statistical difference (as denoted by the asterisks in the "Sig Diff" column), but there are no statistically different pairs in the post-hoc comparisons. This may be due to the use of the Games-Howell post-hoc test, which is more stringent than other tests. Thus, pair-wise comparisons may be significantly different at a lower confidence level than the conservative test that we chose for this report.

Key Findings

Environments

Academic Class Standing and Financial Aid. Most of the women in STEM majors participating in the 2007 NSLLP were first-year students. Of students living in L/L programs catering specifically to women in STEM, 76.6 percent were in their first year of college, and the corresponding percentages were 75.6% among women living in co-educational STEM L/L programs, 69.2% among students in non-STEM L/L programs, and 59% among those living in traditional residence halls.

The most commonly used forms of financial aid across the four types of residential settings were non-need-based scholarships, loans, and need-based scholarships. Non-need-based scholarships, for example, were held by 56.5% of women in non-STEM L/L programs, 48.6% of students in women-only STEM L/Ls, 45.6% of those in traditional residence halls, and 43.9% of women in co-educational STEM L/L programs. From 13.4% (non-STEM L/L programs) to

21.8% (women-only STEM LLs) of students received no form of financial aid at the time of survey completion.

Interactions with Peers and Faculty. In their interactions with peers, students living in co-educational STEM L/L programs and traditional residence hall settings reported significantly fewer discussions about socio-cultural issues with peers (for both groups, $\overline{x} = 2.35$) than their counterparts in non-STEM L/L environments ($\overline{x} = 2.50$). There were no significant differences among the groups with regard to women's frequency of conversations with peers around academic and career-related issues.

The women in STEM majors who responded to the 2007 NSLLP survey reported generally low participation in course-related interactions with faculty members and their experiences of faculty mentorship were low as well. On a 4-point scale, with 1 indicating "never" and 4 meaning "once or more per week," the students recorded mean scores ranging from 1.40 to 1.46 for faculty mentorship and 1.85 to 1.93 for frequency of course-related interactions with faculty. Findings for the four residential settings were statistically indistinguishable from each other on both variables indicating interactions with faculty members.

Use of Residence Hall Resources and Residence Hall Climate. Students living in women-only STEM L/L programs ($\overline{x} = 1.55$) and students in co-educational STEM L/Ls ($\overline{x} = 1.48$) reported significantly higher use of co-curricular residence hall resources than students in non-STEM L/L programs ($\overline{x} = 1.38$) and in traditional residence halls ($\overline{x} = 1.29$). The women who participated in co-educational STEM L/L programs also indicated significantly more frequent use of academic advisors ($\overline{x} = 1.78$) and interactions with professors ($\overline{x} = 1.93$) in their residence halls than students in non-STEM L/Ls ($\overline{x} = 1.59$ and 1.78, respectively) or traditional residence hall settings ($\overline{x} = 1.54$ and 1.69, respectively). In addition, women in STEM majors living in co-educational STEM L/L programs ($\overline{x} = 1.73$) and in non-STEM L/L programs ($\overline{x} = 1.64$) reported more frequent attendance at seminars and lectures in the residence halls than students in traditional residence hall settings ($\overline{x} = 1.44$).

Students involved in women-only STEM L/L programs ($\overline{x} = 2.99$) and those in co-educational STEM L/Ls ($\overline{x} = 2.90$) perceived their residence hall climates as equally supportive from an academic point of view, the analyses detecting no statistically significant differences

between the two groups. However, women in both types of STEM-related L/L programs were more likely to report an academically supportive climate than non-STEM L/L students ($\bar{x}$ = 2.71) and students in traditional residence halls ($\bar{x}$ = 2.48). In terms of the social support systems provided by the residence hall, students living in women-only STEM L/L programs ($\bar{x}$ = 3.05) indicated that their residence hall climates were significantly more supportive than non-STEM L/L students ($\bar{x}$ = 2.94) and students in traditional residence halls ($\bar{x}$ = 2.75). In addition, while women in co-educational STEM L/L programs rated their residence hall climates as more supportive socially than traditional residence hall students, there were no statistically significant differences in this measure between the two types of STEM-related L/L programs.

   Influences on L/L Program Participation. Students in both co-educational and women-only STEM L/Ls cited academic and social influences as being significantly more important factors for choosing to participate in L/L programs than students living in non-STEM L/L programs and in traditional residence halls. Interestingly, women in STEM majors residing in non-STEM L/L environments reported being more significantly influenced to participate because they wanted to live in a certain residence hall ($\bar{x}$ = 3.20) than their counterparts in either type of STEM-related L/L program ($\bar{x}$ = 2.63 for women-only programs and 2.86 for co-educational programs). All students living in an L/L program, regardless of the three program types examined, were more likely than traditional residence hall students to indicate the importance of being influenced to participate because they knew someone else in the program. Finally, women in co-educational STEM L/Ls ($\bar{x}$ = 2.29) reported being encouraged to participate by an advisor to a significantly greater extent than women in non-STEM L/Ls ($\bar{x}$ = 2.02).

   Diversity Interactions. Our analyses showed that in their diversity interactions, students in women-only STEM L/L programs were not distinguishable statistically from their counterparts in all three other types of residential settings examined. However, the women who lived in non-STEM L/L environments ($\bar{x}$ = 2.52) reported experiencing positive peer diversity interactions significantly more often then their counterparts in STEM-related L/Ls ($\bar{x}$ = 2.41) and traditional residence hall settings ($\bar{x}$ = 2.37).

   Influences in Pursuit of Major. Parents, non-college reference groups, and college peers exerted a highly similar degree of influence on women's choices in pursuit of their STEM

majors, regardless of type of residential setting. Women in co-educational L/L programs, however, did report that the number of women and female faculty in their majors was significantly more influential in their pursuit of the major ($\overline{x}$ = 3.74) than their counterparts in traditional residence halls ($\overline{x}$ = 3.57). Interestingly, the number of men and male faculty in the major had a greater influence on women in co-educational L/L programs ($\overline{x}$ = 3.45) than students living in both women-only STEM L/L programs ($\overline{x}$ = 3.16) and traditional residence halls ($\overline{x}$ = 3.29).

When it came to sources of influence within the residential settings, participants in women-only STEM L/L programs found residence hall faculty and staff to be significantly more influential over their pursuit of their major ($\overline{x}$ = 3.69) than their peers in traditional residence halls did ($\overline{x}$ = 3.39). A similar experience occurred for co-educational STEM L/L students ($\overline{x}$ = 3.74), who were more likely to report that residence hall faculty and staff were encouraging than students in both traditional residence halls ($\overline{x}$ = 3.39) and non-STEM L/L environments ($\overline{x}$ = 3.49).

Study Habits and Hands-On Learning Experiences. Participants in both co-educational ($\overline{x}$ = 2.19) and women-only STEM L/L programs ($\overline{x}$ = 2.07) indicated that they studied with small groups of people more often than students in non-STEM L/L ($\overline{x}$ = 1.94) or traditional residence hall settings ($\overline{x}$ = 1.91). By contrast, studying in the library or another facility on campus was the most popular among women living in traditional residence hall settings ($\overline{x}$ = 2.37), who scored significantly higher than did students in any of the three types of L/L programs.

Surprisingly, the students who lived in women-only STEM L/Ls ($\overline{x}$ = 1.56) reported significantly less frequent visits to the work setting of professionals in their intended fields than their counterparts in traditional residence halls ($\overline{x}$ = 1.84), non-STEM L/Ls ($\overline{x}$ = 1.78) and co-educational STEM L/Ls ($\overline{x}$ = 1.92). Overall, women in the co-educational STEM L/L sample indicated the highest frequency of visiting such professional work settings, scoring significantly higher than students in both women-only STEM and non-STEM L/L programs. In addition, non-STEM L/L ($\overline{x}$ = 1.28) and traditional residence hall ($\overline{x}$ = 1.29) students reported that they

participated in internship experiences more often than students in co-educational STEM L/L programs ($\overline{x}$ = 1.19).

Outcomes

Social and Academic Transition. Students involved in both women-only STEM L/L and co-educational STEM L/L programs experienced significantly greater ease in their social transition to college than their peers in traditional residence halls or non-STEM L/L environments. When it came to academic transition to college, however, only women in co-educational STEM L/Ls ($\overline{x}$ = 3.88) reported a significantly easier transition process than did traditional residence hall students ($\overline{x}$ = 3.68). In addition, our analyses detected no significant difference between women-only STEM L/L and co-educational STEM L/L participants in terms of academic transition.

Intellectual Abilities and Growth. Students participating in non-STEM L/L programs did report stronger critical thinking and analysis abilities ($\overline{x}$ = 2.87) than women in co-educational STEM L/Ls ($\overline{x}$ = 2.77) and traditional residence hall settings ($\overline{x}$ = 2.79). However, participants' ability to apply knowledge did not appear to vary based on their involvement in the four types of residential settings. Similar results were obtained with regard to growth in cognitive complexity, liberal learning, and personal philosophy, the three variables on the 2007 NSLLP measuring intellectual growth: Regardless of their residential involvement, women in STEM majors reported similar levels of growth.

Confidence. The 2007 NSLLP survey put considerable emphasis on students' level of confidence relating to success in college and professional life, college courses, skills and abilities, and performance in STEM fields. With regard to their chances to succeed academically in college, participants residing in non-STEM L/L programs reported a significantly higher level of confidence ($\overline{x}$ = 3.61) than any of the other women in STEM majors in the study. By contrast, women living in co-educational STEM L/L programs ($\overline{x}$ = 3.71) indicated feeling significantly more confident than the women in non-STEM L/Ls ($\overline{x}$ = 3.65) in their future professional success.

The analyses revealed several interesting findings with regard to students' course-related self-confidence. In terms of confidence in STEM-related courses, for example, while the students living in women-only STEM L/L programs expressed feeling significantly greater confidence in

their math courses ($\bar{x}$ = 3.87) than their traditional residence hall counterparts ($\bar{x}$ = 3.67), it was in their level of self-confidence in engineering courses where students participating in women-only STEM L/L programs reported truly notable results. Specifically, women-only STEM L/L program participants expressed feeling substantially more confident about their engineering courses ($\bar{x}$ = 3.44) than students in co-educational STEM L/L programs ($\bar{x}$ = 2.70), non-STEM L/L programs ($\bar{x}$ = 2.68), and traditional residence hall settings ($\bar{x}$ = 2.57). However, there were no significant differences among the four groups in women's ratings of their confidence in science courses.

The study's findings for confidence in writing and social science courses told an entirely different story. Students participating in both women-only STEM L/L programs ($\bar{x}$ = 3.44) and co-educational STEM L/L programs ($\bar{x}$ = 3.60) reported feeling significantly less confident in their social science courses than women in traditional residence hall settings ($\bar{x}$ = 3.75) and non-STEM L/L settings ($\bar{x}$ = 3.78). Also, women in co-educational STEM L/Ls were less confident in their writing skills than students in non-STEM L/L programs, while participants in women-only STEM L/Ls were less confident about their writing skills than both traditional residence hall students and non-STEM L/L students.

Only two variables measuring students' confidence in skills and abilities produced significantly different findings among the four residential settings. First, students in women-only STEM L/L programs ($\bar{x}$ = 2.64) reported feeling significantly less confidence in their academic skills than their peers in non-STEM L/L programs and traditional residence hall environments (for both groups, $\bar{x}$ = 2.80). And second, women living in non-STEM L/L programs ($\bar{x}$ = 2.77) indicated feeling greater confidence in their test-taking skills than women in all three other residential environments. In addition, no significant differences were apparent between the four groups of women with regard to their STEM confidence when compared to men.

College Actions and Attitudes. Students involved in women-only STEM L/L programs ($\bar{x}$ = 2.58) and non-STEM L/L programs ($\bar{x}$ = 2.72) reported significantly less frequent instances of feeling overwhelmed by their coursework than students in traditional residence halls ($\bar{x}$ = 2.83). Women in traditional residence hall settings ($\bar{x}$ = 1.34) also indicated dropping classes more frequently than women in co-educational STEM ($\bar{x}$ = 1.23) and non-STEM L/L programs

($\bar{x} = 1.29$). In addition, the scores for women involved in traditional residence halls were significantly higher than those of non-STEM L/L students when it came to the frequency with which they did not do as well as expected in a course and they also recorded significantly higher scores than students in both women-only STEM L/L programs and non-STEM L/L programs with regard to their use of a campus learning lab to improve study skills.

Sense of Belonging, Civic Engagement, and Diversity Appreciation. Students in both women-only STEM L/L programs ($\bar{x} = 3.31$) and co-educational L/L programs ($\bar{x} = 3.26$) reported a stronger overall sense of belonging to their college or university than students in non-STEM L/Ls ($\bar{x} = 3.15$) and traditional residence hall settings ($\bar{x} = 3.14$). The women in non-STEM L/Ls indicated feeling a significantly stronger sense of civic engagement ($\bar{x} = 3.01$) than those students in traditional residence halls ($\bar{x} = 2.95$). Finally, there were no significant differences among the women surveyed with regard to their diversity appreciation.

College Grade Point Average (GPA) and Future Plans. Statistically significant differences emerged when comparing the GPAs of women in STEM majors by residential environment. For example, in the highest GPA category, 51.7% of women in non-STEM L/Ls indicated achieving GPAs between 3.50 and 4.00 and the corresponding percentages were 43.8% for women in co-educational STEM L/L programs, 42.1% for those in women-only STEM L/Ls, and 37.9% for traditional residence hall students.

When asked to indicate future activities in which they intended to participate, women in STEM majors reported a variety of different plans. First, 85% of the students in women-only STEM L/Ls planned to complete internships, practica, or field experiences, as compared to 74.5% of women in co-educational STEM L/Ls, 74.1% of women in traditional residence halls, and 72.9% of students in non-STEM L/L programs. Also, 52.6% of students in women-only STEM L/Ls planned to complete research with a professor, while only 39.7% of women in non-STEM L/Ls, 34% of traditional residence hall students, and 33.6% of students in co-educational STEM L/Ls indicated such intentions. Participants in women-only STEM L/Ls also planned to take a leadership position (48.9%) at a higher rate than other groups of women. And finally, students living in non-STEM L/Ls indicated the highest percentages for plans to study abroad (53.5%), to conduct independent research (23.4%), and to have culminating senior experiences (31.7%).

NSLLP Results on Women in STEM ENVIRONMENTS

	(1)	(2)	(3)	(4)		
	Women-only STEM L/L programs (n=155)	Co-ed STEM L/L programs (n=480)	Non-STEM L/L programs (n=1788)	Traditional residence hall (n=1999)	Sig Diff	Post-hoc comparisons for means
INDIVIDUAL COLLEGE CHARACTERISTICS						
(The next 5 items are in percentages.)						
Academic class standing					***	
First-year	76.6	75.6	69.2	59.0		
Sophomore	19.9	15.7	20.8	26.2		
Junior	2.7	6.5	7.1	9.6		
Senior	0.9	1.9	2.4	4.5		
Graduate student	0.0	0.0	0.3	0.6		
Other	0.0	0.3	0.3	0.1		
Financial aid utilized					***	
No aid	21.8	20.5	13.4	18.1	***	
Loans	42.8	47.3	43.4	47.1		
Need-based scholarship	27.3	29.5	30.0	31.0		
Non-need-based scholarship	48.6	43.9	56.5	45.6	***	
Work-study	11.0	13.0	16.6	14.0	*	
Athletic scholarship	0.0	0.7	1.1	1.8	*	
Other form of financial aid	2.1	6.8	6.0	7.0		
Number of majors					***	
Undecided/undeclared	10.3	10.5	10.9	8.7		
1	85.5	81.5	77.4	84.1		
2	4.2	7.8	11.3	6.8		
3 or more	0.0	0.2	0.4	0.3		

Note: * p<.05; ** p<.01; *** p<.001

NSLLP Results on Women in STEM
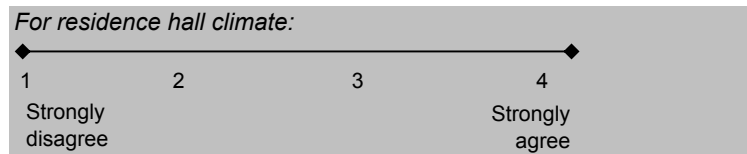## ENVIRONMENTS

	Women-only STEM L/L programs (n=155)	Co-ed STEM L/L programs (n=480)	Non-STEM L/L programs (n=1788)	Traditional residence hall (n=1999)	Sig Diff	Post-hoc comparisons for means
Current primary major					***	
Agriculture	6.0	6.8	3.6	5.9		
Architecture and building trades	0.0	0.0	0.0	0.0		
Area, ethnic, cultural, and gender studies	0.0	0.0	0.0	0.0		
Biological sciences	16.1	22.6	30.2	27.9		
Business administration	0.0	0.0	0.3	0.2		
Communications and journalism	0.0	0.0	0.2	0.0		
Computer or information sciences	1.9	0.7	1.4	1.7		
Education	0.0	0.2	0.2	0.3		
Engineering	62.7	14.8	11.0	12.2		
English language and literature	0.0	0.0	0.1	0.2		
Family and consumer sciences or human services	0.0	0.4	1.0	0.9		
Foreign languages and linguistics	0.4	0.0	0.6	0.1		
Health, pre-health, and wellness	6.1	47.5	34.3	38.2		
History	0.0	0.0	0.0	0.0		
Law, criminal justice, or safety studies	0.0	0.3	0.6	0.2		
Mathematics and statistics	2.9	1.4	4.4	3.1		
Natural resources and conservation	0.9	2.6	3.2	2.3		
Personal, hospitality, and culinary services	0.0	0.0	0.0	0.0		
Philosophy, theology, and religion	0.0	0.0	0.0	0.0		
Physical sciences	2.9	2.6	7.5	6.0		
Social science and public administration	0.0	0.0	0.8	0.5		
Visual and performing arts	0.0	0.0	0.5	0.3		
Undecided	0.0	0.0	0.0	0.0		
Don't know	0.0	0.0	0.0	0.0		

Note: * p<.05; ** p<.01; *** p<.001
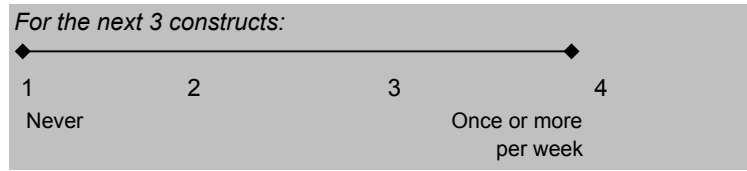
NSLLP Results on Women in STEM ENVIRONMENTS
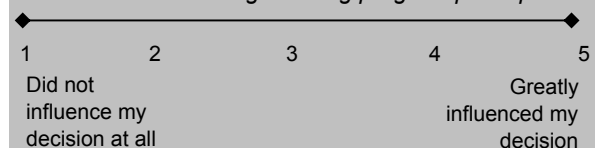
	Women-only STEM L/L programs (n=155)	Co-ed STEM L/L programs (n=480)	Non-STEM L/L programs (n=1788)	Traditional residence hall (n=1999)	Sig Diff	Post-hoc comparisons for means
For the next 3 constructs: 1 — 2 — 3 — 4 Never ... Once or more per week						
PEER INTERACTIONS						
Discussed academic and career issues with peers	3.29	3.27	3.29	3.23		
Discussed socio-cultural issues with peers	2.38	2.35	2.50	2.35	***	3>2,4
FACULTY INTERACTIONS						
Course-related faculty interaction	1.85	1.90	1.93	1.93		
Faculty mentorship	1.42	1.46	1.45	1.40		
RESIDENCE HALL RESOURCES						
Use of co-curricular residence hall resources	1.55	1.48	1.38	1.29	***	1,2>3>4
Use of computer labs	2.33	2.21	2.17	2.12		
Use of academic advisors	1.63	1.78	1.59	1.54	***	2>3,4
Interactions with professors	1.73	1.93	1.78	1.69	***	2>3>4
Attendance at seminars and lectures	1.62	1.73	1.64	1.44	***	2,3>4
For residence hall climate: 1 — 2 — 3 — 4 Strongly disagree ... Strongly agree						
RESIDENCE HALL CLIMATE						
Residence hall climate is academically supportive	2.99	2.90	2.71	2.48	***	1,2>3>4
Residence hall climate is socially supportive	3.05	2.96	2.94	2.75	***	1>3>4; 2>4

Note: * p<.05; ** p<.01; *** p<.001

NSLLP Results on Women in STEM ENVIRONMENTS

	Women-only STEM L/L programs (n=155)	Co-ed STEM L/L programs (n=480)	Non-STEM L/L programs (n=1788)	Traditional residence hall (n=1999)	Sig Diff	Post-hoc comparisons for means
For influences on living-learning program participation:						
1 2 3 4 5 Did not influence my decision at all — Greatly influenced my decision						
INFLUENCES ON LIVING-LEARNING PROGRAM PARTICIPATION						
Academic influences on living-learning program participation	3.59	3.37	2.51	2.15	***	1,2>3,4
Social influences on living-learning program participation	3.54	3.40	2.73	2.12	***	1,2>3,4
Wanted to live in a specific residence hall	2.63	2.86	3.20	2.96	***	3>1,2
Knew someone else in the program	1.80	1.91	2.08	1.17	**	1,2,3>4
Was encouraged to participate by advisor	2.00	2.29	2.02	1.97	**	2>3
For diversity interactions:						
1 2 3 4 Not at all — All of the time						
DIVERSITY INTERACTIONS						
Positive peer diversity interactions	2.52	2.41	2.52	2.37	***	3>2,4

Note: * p<.05; ** p<.01; *** p<.001

NSLLP Results on Women in STEM
ENVIRONMENTS

	Women-only STEM L/L programs (n=155)	Co-ed STEM L/L programs (n=480)	Non-STEM L/L programs (n=1788)	Traditional residence hall (n=1999)	Sig Diff	Post-hoc comparisons for means
For influences in pursuit of major						
1 2 3 4 5 Greatly discouraging — Greatly encouraging						
INFLUENCES IN PURSUIT OF MAJOR						
Influence of parents	4.46	4.53	4.50	4.51		
Influence of non-college reference group	4.03	4.16	4.14	4.11		
Influence of college peers	3.96	3.98	3.91	3.85		
Influence of women	3.48	3.74	3.60	3.57	*	2>4
Influence of men	3.16	3.45	3.31	3.29	*	2>1,4
Influence of residence hall faculty & staff	3.69	3.74	3.49	3.39	***	1>4, 2>3,4
For learning experiences and study habits:						
1 2 3 4 Never — Very often						
HANDS-ON LEARNING EXPERIENCES						
Mentoring experience	1.70	1.60	1.69	1.66		
Participated in internship experience	1.28	1.19	1.28	1.29	*	3,4>2
Attended presentation by professional in intended field	2.08	2.03	1.98	2.00		
Visited work setting of professional in intended field	1.56	1.92	1.78	1.84	***	2>3>1, 4>1
Worked with outreach to high school students	1.32	1.24	1.28	1.24		
STUDY HABITS						
Studied on your own	3.56	3.58	3.63	3.62		
Studied with one other person	2.61	2.54	2.49	2.49		
Studied in the library or other facility on campus	2.14	2.17	2.24	2.37	***	4>3,2,1
Studied with a small group of people	2.19	2.07	1.94	1.91	***	1,2>3,4

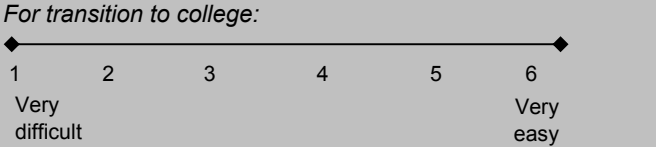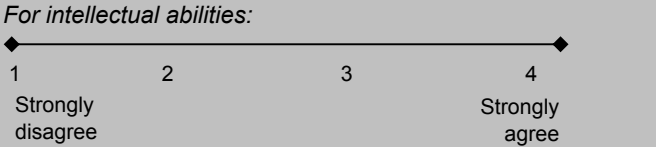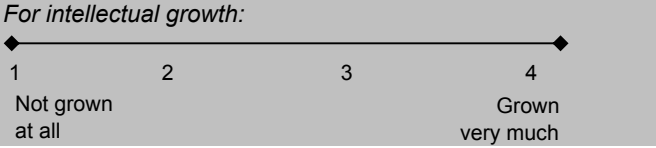Note: * p<.05; ** p<.01; *** p<.001

NSLLP Results on Women in STEM
ENVIRONMENTS

	Women-only STEM L/L programs (n=155)	Co-ed STEM L/L programs (n=480)	Non-STEM L/L programs (n=1788)	Traditional residence hall (n=1999)	Sig Diff	Post-hoc comparisons for means
For time spent on activities:						
1 2 3 4 5 6 None 21 or more hours						
TIME SPENT ON ACTIVITIES						
Attending classes	4.62	4.56	4.59	4.58		
Studying/doing homework	3.91	3.63	3.77	3.64	**	3>4
Fraternity/sorority	1.22	1.16	1.19	1.22		
Arts or music performances/activities	1.65	1.55	1.70	1.59	***	3>2,4
Intramural/club sports	1.35	1.41	1.44	1.41		
Varsity sports	1.11	1.11	1.14	1.20	*	
Student government	1.07	1.13	1.11	1.09		
Political/social activism	1.06	1.10	1.15	1.11	**	3>1
Religious clubs/activities	1.47	1.45	1.44	1.41		
Ethnic/cross-cultural clubs/activities	1.12	1.16	1.23	1.19	*	3>1,2
Media activities	1.14	1.14	1.16	1.15		
Work-study or work on-campus	1.66	1.72	1.77	1.83		
Work off-campus	1.26	1.47	1.39	1.47	*	4>1
Community service activity	1.48	1.54	1.62	1.51	***	3>4
Other	1.18	1.23	1.22	1.26		

Note: * p<.05; ** p<.01; *** p<.001

NSLLP Results on Women in STEM
OUTCOMES

	(1) Women-only STEM L/L programs (n=155)	(2) Co-ed STEM L/L programs (n=480)	(3) Non-STEM L/L programs (n=1788)	(4) Traditional residence hall (n=1999)	Sig Diff	Post-hoc comparisons for means
For transition to college: 1 2 3 4 5 6 Very difficult → Very easy						
TRANSITION TO COLLEGE						
Ease with academic transition to college	3.86	3.88	3.77	3.68	***	2>4
Ease with social transition to college	4.52	4.42	4.26	4.10	***	1,2>3>4
For intellectual abilities: 1 2 3 4 Strongly disagree → Strongly agree						
INTELLECTUAL ABILITIES						
Critical thinking/analysis abilities	2.84	2.77	2.87	2.79	***	3>2,4
Application of knowledge abilities	3.09	3.11	3.13	3.13		
For intellectual growth: 1 2 3 4 Not grown at all → Grown very much						
INTELLECTUAL GROWTH						
Growth in cognitive complexity	2.88	2.93	2.88	2.91		
Growth in liberal learning	2.70	2.72	2.73	2.74		
Growth in personal philosophy	2.89	2.96	2.94	2.97		

Note: * $p<.05$; ** $p<.01$; *** $p<.001$

NSLLP Results on Women in STEM
OUTCOMES

	Women-only STEM L/L programs (n=155)	Co-ed STEM L/L programs (n=480)	Non-STEM L/L programs (n=1788)	Traditional residence hall (n=1999)	Sig Diff	Post-hoc comparisons for means
For college and professional self-confidence: 1 — 2 — 3 — 4 No chance ... Very good chance						
COLLEGE/PROFESSIONAL SELF-CONFIDENCE						
Confidence in college success	3.51	3.54	3.61	3.53	***	3>1,2,4
Professional self-confidence	3.65	3.71	3.65	3.68	*	2>3
For confidence in college courses: 1 — 2 — 3 — 4 — 5 Not at all confident ... Extremely confident						
CONFIDENCE IN COLLEGE COURSES						
Math courses	3.87	3.78	3.71	3.67	*	1>4
Science courses	3.81	3.87	3.91	3.86		
English courses	3.63	3.73	3.86	3.80	**	
Engineering courses	3.44	2.70	2.68	2.57	***	1>2,3,4
Writing courses	3.41	3.57	3.77	3.70	***	3>2; 3,4>1
Social science courses	3.44	3.60	3.78	3.75	***	3,4>1,2

Note: * $p<.05$; ** $p<.01$; *** $p<.001$

NSLLP Results on Women in STEM
OUTCOMES

	Women-only STEM L/L programs (n=155)	Co-ed STEM L/L programs (n=480)	Non-STEM L/L programs (n=1788)	Traditional residence hall (n=1999)	Sig Diff	Post-hoc comparisons for means
For confidence in skills and abilities:						
1 2 3 4 / No at all confident — Very confident						
CONFIDENCE IN SKILLS AND ABILITIES						
Confidence in academic skills	2.64	2.72	2.80	2.80	***	4>1,2; 3>1
Confidence in math ability	2.89	2.80	2.76	2.73		
Confidence in working independently	3.21	3.28	3.32	3.33		
Confidence in computer ability	2.85	3.03	3.01	3.04	*	
Confidence in problem-solving ability	2.85	2.94	2.97	2.94		
Confidence in working as part of a team	3.05	3.03	2.98	3.04		
Confidence in test-taking skills	2.56	2.63	2.77	2.66	***	3>1,2,4
For STEM-related self-confidence:						
1 2 3 4 5 / Strongly disagree — Strongly agree						
STEM-RELATED SELF-CONFIDENCE						
STEM confidence compared to women	3.27	3.31	3.38	3.32	*	
STEM confidence compared to men	3.06	3.17	3.18	3.16		
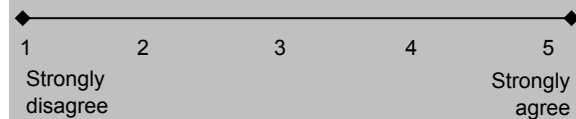
Note: * p<.05; ** p<.01; *** p<.001

NSLLP Results on Women in STEM
OUTCOMES

	Women-only STEM L/L programs (n=155)	Co-ed STEM L/L programs (n=480)	Non-STEM L/L programs (n=1788)	Traditional residence hall (n=1999)	Sig Diff	Post-hoc comparisons for means
For diversity and civic engagement: ◆————————◆ 1 2 3 4 Stongly disagree Strongly agree						
DIVERSITY						
Diversity appreciation	2.76	2.80	2.75	2.81		
CIVIC ENGAGEMENT						
Sense of civic engagement	2.91	2.99	3.01	2.95	**	3>4
For college actions and attitudes: ◆————————◆ 1 2 3 4 Never Very often						
COLLEGE ACTIONS AND ATTITUDES						
Used a campus learning lab to improve study skills	1.81	1.93	1.89	2.01	***	4>1,3
Dropped a class	1.32	1.23	1.29	1.34	***	4>2,3
Did not do as well as you expected in a course	1.99	1.98	1.93	2.02	**	4>3
Changed how you prepare for tests	2.29	2.37	2.33	2.36		
Received career counseling	1.59	1.57	1.56	1.54		
Skipped more than two classes of the same course	1.70	1.81	1.81	1.78		
Felt overwhelmed by coursework	2.58	2.73	2.72	2.83	***	4>1,3

Note: * p<.05; ** p<.01; *** p<.001

NSLLP Results on Women in STEM
OUTCOMES

	Women-only STEM L/L programs (n=155)	Co-ed STEM L/L programs (n=480)	Non-STEM L/L programs (n=1788)	Traditional residence hall (n=1999)	Sig Diff	Post-hoc comparisons for means
ALCOHOL USE/BEHAVIORS *(The next 3 items are in percentages.)*						
Changes in drinking habits					**	
Don't drink alcohol and never have	43.9	32.1	35.9	29.3		
Started drinking in college	14.0	21.0	18.2	18.5		
Drinking less in college	6.6	8.2	7.9	8.9		
Drinking more in college	14.4	15.6	16.2	19.6		
Stopped drinking in college	1.8	2.3	3.4	3.0		
No change	19.3	20.8	18.4	20.7		
During last 2 weeks, how many times binge drank?						
None	41.3	38.1	41.5	37.8		
Once	25.5	27.5	23.0	22.6		
Twice	23.8	16.2	17.7	19.1		
3-5 times	7.2	15.6	14.6	16.5		
6-9 times	2.2	2.3	2.1	3.0		
10 or more times	0.0	0.3	1.2	1.0		
Factors influencing how much to drink						
As reward for working hard	36.0	33.2	34.7	40.1	*	
To fit in or to feel more comfortable in social situations	22.4	29.3	28.0	26.0		
If everyone else is drinking	21.7	25.6	28.6	26.0		
If it is free or cheap	41.5	40.1	43.8	44.5		
If it is a special occasion	65.9	65.1	68.2	69.6		
If having a bad day or got a bad grade	14.0	15.6	16.7	19.2		
To get away from problems and troubles	11.7	11.5	13.6	13.0		
To get drunk	17.8	27.6	30.9	30.5		

Note: * p<.05; ** p<.01; *** p<.001

NSLLP Results on Women in STEM
OUTCOMES

	Women-only STEM L/L programs (n=155)	Co-ed STEM L/L programs (n=480)	Non-STEM L/L programs (n=1788)	Traditional residence hall (n=1999)	Sig Diff	Post-hoc comparisons for means
For alcohol-related experiences: 1 Not at all — 2 — 3 Twice or more						
ALCOHOL-RELATED EXPERIENCES						
Health consequences of alcohol use	1.28	1.41	1.38	1.41		
Emotional consequences of alcohol use	1.21	1.27	1.28	1.28		
Experienced serious negative secondary behavior	1.15	1.16	1.16	1.17		
Experienced nuisance negative secondary behavior	1.61	1.78	1.74	1.81	***	2,4>1; 4>3
For sense of belonging: 1 Strongly disagree — 2 — 3 — 4 Strongly agree						
SENSE OF BELONGING						
Overall sense of belonging	3.31	3.26	3.15	3.14	***	1,2>3,4

Note: * p<.05; ** p<.01; *** p<.001

NSLLP Results on Women in STEM
OUTCOMES

	Women-only STEM L/L programs (n=155)	Co-ed STEM L/L programs (n=480)	Non-STEM L/L programs (n=1788)	Traditional residence hall (n=1999)	Sig Diff	Post-hoc comparisons for means
ACADEMIC ACHIEVEMENT, RETENTION, & FUTURE ACTIVITIES *(The next 2 items are in percentages.)*						
Cumulative college grade point average					***	
3.50 - 4.00	42.1	43.8	51.7	37.9		
3.00 - 3.49	28.0	31.4	26.9	34.7		
2.50 - 2.99	19.7	15.1	14.0	17.6		
2.00 - 2.49	5.7	6.1	5.0	6.7		
1.99 or less	4.6	3.7	2.4	3.0		
Plans for next year						
Plan to return to same institution	96.0	93.4	92.5	90.8		
Graduating this year	0.4	0.2	1.2	2.2		
Enrolling at different college or university	1.1	2.8	2.9	3.2		
Not pursuing any form of education	0.0	0.0	0.2	0.0		
Undecided	2.5	3.5	3.2	3.7		

Note: * p<.05; ** p<.01; *** p<.001

NSLLP Results on Women in STEM
OUTCOMES

	Women-only STEM L/L programs (n=155)	Co-ed STEM L/L programs (n=480)	Non-STEM L/L programs (n=1788)	Traditional residence hall (n=1999)	Sig Diff	Post-hoc comparisons for means
For drop-out risk: 1 No chance 2 3 4 Very good chance						
DROP-OUT RISK						
Drop-out risk	1.19	1.18	1.20	1.17		
FUTURE ACTIVITIES (in percentages) *(Activities respondents intend to participate in)*						
Practicum, internship, field experience, etc.	85.0	74.5	72.9	74.1	*	
Community service, volunteer work, service learning	51.1	53.7	54.4	52.3		
Research with professor	52.6	33.6	39.7	34.0	***	
Taking a leadership position	48.9	33.8	36.5	33.0	***	
Study abroad	52.2	48.0	53.5	42.9	***	
Independent research	22.5	13.2	23.4	17.3	***	
Self-designed major	5.5	4.1	5.3	4.0		
Culminating senior experience (capstone, thesis)	29.6	21.1	31.7	25.4	***	

Note: * p<.05; ** p<.01; *** p<.001

Section VI

Conclusion

This report highlights findings from the 2007 National Study of Living-Learning Programs (NSLLP), the largest and most comprehensive multi-institutional study of L/L programs in the United States. The results detailed in this report are based on the quantitative portion of the study, conducted during the Winter, Spring, and Fall of 2007 at 49 institutions of higher education. A total of 22,519 students participated in the new baseline survey (11,606 in the L/L and 10,913 in the comparison sample) in 611 L/L programs. The longitudinal follow-up survey, following up on participants in the 2004 NSLLP, included 1,509 respondents (886 in the L/L and 623 in the comparison group). The data are presented in four sections: a) Baseline NSLLP results by six institutional types according to colleges and universities' Carnegie classification and the number of L/L programs offered, b) Baseline NSLLP results by 41 specific types of L/L programs, c) Follow-up NSLLP results by three institutional types according to schools' Carnegie classifications and the number of L/L programs offered, and d) Baseline NSLLP results on Women in Science, Technology, Engineering, and Mathematics (STEM), comparing results on female STEM majors in women-only, coeducational, and non-STEM L/L programs, as well as traditional residence halls.

In perhaps the most important finding, the 2007 NSLLP has shown that L/L programs are thriving and popular institutional innovations at the nation's colleges and universities. Indeed, the 611 L/L programs included in this study cater to a wide variety of student interests and needs, from college transition through disciplinary programs to those offering leisure activities. Given the large number and range of L/L programming, a crucial question relates to whether these programs are living up to their popularity in a practical sense by offering advantages to their participants when compared to students living in traditional residence hall settings.

Preliminary findings from the 2007 NSLLP baseline survey indicate that L/L participants do report higher scores than traditional residence hall students in a variety of key environmental measures, including positive interactions with peers and faculty, use of residence hall resources, perceptions of an academically and socially supportive residence hall climate, and positive peer diversity interactions. Similar findings were obtained with regard to several outcome measures. For example, L/L students are more likely than their counterparts in traditional residence halls to

experience an easy academic and social transition to college and they are also more likely to indicate higher scores in their critical thinking abilities and application of knowledge abilities. In terms of self-confidence, L/L students score higher in their confidence in college success; confidence in math, English, and writing courses; and confidence in test-taking skills. They are more civically engaged and exhibit a stronger sense of belonging to the college or university they attend. They are less likely to drop a class, skip more than two classes of the same course, and feel overwhelmed by coursework. They also have lower levels of binge drinking than students in traditional residence halls. And when it comes to their future plans, L/L students are more likely to indicate that they intend to participate in community service, do research with a professor as well as independently, take a leadership position, study abroad, and complete a culminating senior experience, such as a capstone project or a thesis.

In contrast to these findings, however, on several outcome measures our analyses detected no significant differences between L/L and comparison sample students. For example, L/L students are indistinguishable from their traditional residence hall counterparts in their growth in cognitive complexity, liberal learning, and personal philosophy. The two samples also record similar scores in diversity appreciation and their risk of dropping out of college. On other outcomes, such as professional self-confidence and confidence in computer ability, comparison sample participants are more likely to indicate higher scores.

Nonetheless, important to note is the preponderance of more favorable results obtained by the L/L sample, in both environmental and outcome measures. While these results are testaments to the opportunities inherent in L/L program participation, in interpreting these findings, especially those related to students' academic performance, it must be kept in mind that L/L students oftentimes enter college with a more advantaged background than their traditional residence hall peers. This is reflected most noticeably in their better high school grades and performance on standardized exams. It is thus likely that at least some of the academic benefits that might be attributed to L/L participation are the result of the higher predisposition of L/L students to attain success in college.

The Thematic Typology developed on the basis of the 2007 Baseline NSLLP categorized the participating L/L programs into 41 types. This number is notably higher than the 26 types identified in the 2004 NSLLP, due both to the higher number of programs in the present survey and the emergence of L/L programming with novel themes. When examining the study's results

by program type, many of the findings provide good news for L/L program practitioners and researchers alike. For example, participation in mentoring experiences is the most common among students in research programs and students in political interest and civic engagement programs indicate the highest occurrence of participation in political and social activism. Likewise, there is a high level of alignment between participation in certain disciplinary programs and course-related self-confidence. For example, confidence in science courses is the highest among general science program participants and communication/journalism students are the most confident in their success in English courses.

On other measures, the correspondence between the findings and program themes is not so clear, however. For example, environmental program participants report the highest scores in confidence in computer ability and mathematics program residents have the lowest drop-out risk. The presence of such findings without immediate explanations point to the importance of future research continuing to ask rigorous questions about how L/L programs operate. Such future research, both qualitative and quantitative, has the potential to provide highly useful information for practitioners as they improve their existing L/L programs or plan the establishment of new programs.

The 2007 NSLLP Follow-up study is the first of its kind examining the long-term consequences of L/L participation. The findings of this longitudinal survey indicate that both L/L and comparison sample participants experience significant long-term gains in several important environmental and outcome measures: In 2007, both L/L and comparison groups are more engaged in faculty interactions than they were in 2004 and both groups also report higher levels of positive peer diversity interactions, intellectual abilities and intellectual growth, confidence in all measures of skills and abilities, and diversity appreciation. However, students in both L/L and comparison groups report lower levels of civic engagement upon the completion of four years of college. In addition, neither sample experienced a change in their sense of belonging to the institution of higher education they attended.

Interestingly, only on two environmental measures do the total sample survey results indicate that residing in an L/L program as opposed to a traditional residence hall is related to significantly different experiences for student participants. Specifically, while L/L students have fewer academic and career-related discussions with their peers after four years of college, the extent of such discussions shows no significant change in the comparison sample between the

two survey years. In addition, although students in the comparison group have more frequent socio-cultural peer discussions in 2007 than in 2004, the L/L sample shows no significant difference between the two years in this type of peer interaction. The majority of the results in the 2007 NSLLP Follow-up study thus show the experiences of L/L and traditional residence hall students paralleling each other, with few differences between the long-term consequences of participation in either type of residential setting. While more detailed analyses are beyond the scope of the current report, future research should be undertaken to examine whether the amounts of change detected in both groups are set apart from each other by differences in magnitude. For example, it might be that although both groups showed significant gains in a certain outcome, it is possible that the magnitude of that gain was significantly different in one group as opposed to the other.

The analyses exploring the experiences of women majoring in STEM fields produced a wide variety of results, with few clear patterns. While some findings point to the usefulness of participating in a L/L program with a STEM focus, others show no differences in environmental experiences or outcomes based on type of residential setting. Yet others indicate that women residing in non-STEM L/L programs and in some instances, traditional residence halls, obtain better results than students in women-only and/or co-educational STEM programs.

Several findings, however, deserve special mention: It is notable that women in both types of STEM-focused L/L programs report more usage of co-curricular residence hall resources and rate their residence environments as more academically supportive than their counterparts in non-STEM L/L programs or traditional residence halls. STEM-related L/L program participation is also related to women's ease of social transition to college and sense of belonging to the institution. In addition, students participating in women-only L/L programs record the strongest self-confidence in their engineering courses, a finding that is significantly higher than the levels of confidence reported by women in any of the other three residential settings.

Other findings point to potential areas of improvement for STEM-related L/L programs. It is surprising, for example, that women in STEM-focused programs are less likely to indicate that they visited the work setting of a professional in their intended field than their counterparts in non-STEM programs or traditional residence halls. Equally unexpected is the absence of a significant difference in women's confidence in science courses and math ability based on

participation in the four residential settings examined. These and other findings not only provide fertile ground for further research, but should also act as an important incentive for the detailed examination of the ways in which STEM-related L/L programs—both single-gender and coeducational in nature—meet the needs of women majoring in STEM fields.

Taken together, the results presented in this report provide the most comprehensive outlook on L/L programs in the United States. Strategic use of institutional L/L program data can give campus practitioners the ability to communicate to policymakers how L/L programs contribute effectively to the institution's core mission and goals, such as:

• justification of living-learning programs as legitimate uses of limited resources;

• evidence of student outcomes to contribute to programmatic and institutional accreditation reviews; and

• support for the effectiveness of academic and student affairs partnerships on student outcomes.

The ability to present concrete data on the functioning of L/L programs is crucial in times when both public and private post-secondary institutions face financial challenges. The 2007 NSLLP thus holds valuable advantages for the individual colleges and universities that participated in the survey. In addition, on the national level, the results of this study contribute to our understanding of one of the most popular co-curricular innovations in higher education, putting forth findings that have the potential to expand our knowledge base of both the practice and theory of undergraduate learning and development. In the presence of ever-increasing pressures to meet the needs of the nation's undergraduate population, the design and implementation of successful co-curricular programs are key institutional undertakings. It is our hope that the 2007 NSLLP constitutes an important tool in the future design and implementation of L/L programs, contributing to the successful development of undergraduate education and within it, residential programming.

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National Study of
Living-Learning Programs

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Appendix A
NSLLP 2007 Composite Scales

		2007 Variable Name	2004 NSLLP Cronbach Alpha	2007 NSLLP Cronbach Alpha Baseline
COLLEGE ENVIRONMENTS				
PEER INTERACTIONS				
ACADPEER	*Discussed academic and career issues with peers*		.730	.809
	Shared concerns about classes and assignments	q40d		
	Discussed something learned in class	q40a		
	Talked about current news events	q40c		
SOCPEER	*Discussed socio-cultural issues with peers*		.853	.885
	Discussions with students whose political opinions very different	q40i		
	Held discussions with those with different religious beliefs	q40g		
	Discussed social issues such as peace, human rights, justice	q40f		
	Discussed views about multiculturalism and diversity	q40h		
	Discussions with students whose personal values different	q40e		
FACULTY INTERACTIONS				
CRSEFAC	*Course-related faculty interaction*		N/A	.743
	Visited informally with instructor before/after class	q41b		
	Made appt to meet instructor in his/her office	q41c		
	Asked instructor for info related to course	q41a		
	Worked on research project with instructor	q41h		
MENTFAC	*Faculty mentorship*		.668	.742
	Discussed personal problems or concerns with instructor	q41g		
	Discussed career plans & ambitions with instructor	q41e		
	Visited informally with instructor on social occasion	q41d		
RESIDENCE HALL RESOURCES				
USERHALL	*Use co-curricular residence hall resources*		.689	.743
	Career workshops	q44g		
	Community service projects	q44h		
	Peer study groups	q44f		
	Peer counselors	q44c		

Appendix A
NSLLP 2007 Composite Scales

		2007 Variable Name	2004 NSLLP Cronbach Alpha	2007 NSLLP Cronbach Alpha Baseline
RESIDENCE HALL CLIMATE				
RHACAD	*Residence hall climate is academically supportive*		.770	.798
	Environment supports academic achievement	q45i		
	Most students study a lot	q45h		
	It's easy to form study groups	q45k		
	Staff helps with academics	q45j		
RHSOC	*Residence hall climate is socially supportive*		.864	.877
	Help and support one another	q45b		
	Appreciate different religions	q45e		
	Intellectually stimulating environment	q45c		
	Appreciate different races/ethnicities	q45a		
	Would recommend this residence hall	q45d		
	Different students interact with each other	q45f		
	Peer academic support	q45g		
DIVERSITY INTERACTIONS AND CLIMATE				
POSDIVIN	*Positive peer diversity interactions*		.912	.926
	Having intellectual discussions outside class	q54d		
	Sharing personal feelings & problems	q54e		
	Sharing meal together	q54b		
	Attending social events together	q54c		
	Studying together	q54a		
	Discussing race relations outside class	q54f		

Appendix A
NSLLP 2007 Composite Scales

		2007 Variable Name	2004 NSLLP Cronbach Alpha	2007 NSLLP Cronbach Alpha Baseline
INFLUENCES IN PURSUIT OF MAJOR				
MAJPARINFLU	*Influence of parents*		N/A	.783
	Father	q32b		
	Mother	q32a		
MAJNCREFINFLU	*Influence of non-college reference group*		N/A	.780
	Pre-college teacher	q32e		
	High school peers	q32d		
	Sibling	q32c		
	High school guidance counselor	q32f		
MAJCPEERINFLU	*Influence of college peers*		N/A	.871
	College peers outside residence hall	q32l		
	College peers in residence hall	q32m		
	Study group	q32n		
MAJWOMINFLU	*Influence of women*		N/A	.863
	Number of female faculty in major	q32q		
	Number of women in major	q32p		
MAJMENINFLU	*Influence of men*		N/A	.908
	Number of men in major	q32r		
	Number of male faculty in major	q32s		
MAJRESINFLU	*Influence of residence hall faculty and staff*		N/A	.961
	Residence hall faculty	q32i		
	Residence hall staff	q32h		
MENTORING EXPERIENCE				
MENTEX	*Mentoring experience*		N/A	.655
	Been a mentor	q33b		
	Been a tutor	q33c		
INFLUENCES ON L/L PARTICIPATION				
LLACADINFLU	*Academic influences on L/L program participation*		N/A	.903
	Access to supportive study groups	q49g		
	Informal help or tutoring in difficult subjects	q49i		
	More likely to get info about careers	q49j		
	Ability to participate in major-related workshops	q49h		
	Wanted the academic enrichment	q49f		
LLSOCINFLU	*Social influences on L/L program participation*		N/A	.744
	Wanted to make friends with students in field	q49b		
	Wanted to be part of a smaller group on campus	q49a		

Appendix A
NSLLP 2007 Composite Scales

	2007 Variable Name	2004 NSLLP Cronbach Alpha	2007 NSLLP Cronbach Alpha Baseline
STUDENT OUTCOMES			
TRANSITION TO COLLEGE OUTCOMES			
ACADTRAN *Ease with academic transition to college*		.634	.760
Ease with communicating with instructors outside class	q31c		
Ease with seeking academic or personal help when needed	q31a		
Ease with forming study groups	q31d		
SOCTRAN *Ease with social transition to college*		.624	.677
Ease with getting to know other people in residence hall	q31f		
Ease with making new friends	q31b		
Ease with getting along with roommate(s)	q31e		
INTELLECTUAL ABILITIES			
CRITABIL *Critical thinking/analysis abilities*		.702	.726
Explore meaning of facts when introduced to new ideas	q50e		
Enjoy discussing issues with people who disagree with me	q50d		
Have disagreed with author of book/article was reading	q50b		
Challenge profs statements before accept as right	q50a		
Develop own opinions by analyzing +/- of diff points of view	q50f		
APPLABIL *Application of knowledge abilities*		.685	.771
Something learned in 1 class helped to learn in another	q50i		
Applied course material to other areas of life	q50k		
Discovering new ways to understand motivates me	q50h		
Have discussions with other students about class ideas/topics	q50j		
Became excited about field/major as result of course	q50g		

Appendix A
NSLLP 2007 Composite Scales

	2007 Variable Name	2004 NSLLP Cronbach Alpha	2007 NSLLP Cronbach Alpha Baseline
INTELLECTUAL GROWTH			
COGGROW *Growth in cognitive complexity*		.783	.820
Ability to put ideas together, see relationships between ideas	q51d		
Ability to critically analyze ideas & information	q51e		
Learning more about things that are new to you	q51f		
LIBGROW *Growth in liberal learning*		.768	.805
Ability to discuss controversial issues	q51h		
Openness to views that you oppose	q51g		
Motivation to further explore ideas presented in class	q51i		
PERSGROW *Growth in personal philosophy*		.775	.785
Understanding self & own abilities, interests, personality	q51b		
Developing own values & ethical standards	q51a		
Improving ability to get along with different kinds of people	q51c		
STEM-RELATED SELF-CONFIDENCE			
STEMWOMEN *STEM confidence compared to women*		N/A	.853
Better understand concepts	q37b		
Better at solving problems	q37c		
Have more confidence in abilities	q37e		
STEMMEN *STEM confidence compared to men*		N/A	.861
Better at solving problems	q38c		
Better understand concepts	q38b		
Have more confidence in abilities	q38e		
DIVERSITY OUTCOMES			
DIVAPPRC *Diversity appreciation*		.764	.820
Learning about other groups	q55a		
Awareness of complexities of intergroup interaction	q55c		
Greater commitment to own identity	q55b		
CIVIC ENGAGEMENT			
CIVENGAG *Sense of civic engagement*		.862	.890
Work with others to make community better place	q56d		
Volunteer time to community	q56b		
Believe my work has greater purpose for larger community	q56c		
Important that I play active role in community	q56a		

Appendix A
NSLLP 2007 Composite Scales

	2007 Variable Name	2004 NSLLP Cronbach Alpha	2007 NSLLP Cronbach Alpha Baseline
ALCOHOL-RELATED EXPERIENCES			
ALCHEALT *Health consequences of alcohol use*		.749	.748
Had memory loss or blackouts	q61e		
Passed out	q61d		
Had a hangover	q61c		
Missed or performed poorly in class	q61a		
ALCEMOT *Emotional consequences of alcohol use*		.684	.716
Regretted losing control of my senses	q61k		
Have been ashamed of my behavior	q61i		
Have fallen behind in my studies	q61j		
ALC2SER *Experienced serious negative secondary behavior*		.652	.683
Was harassed, insulted, or humiliated	q62a		
Had a serious argument or quarrel	q62b		
Been pushed, hit, or assaulted	q62c		
Had property damaged	q62d		
Experienced unwanted sexual advance	q62f		
Been the victim of sexual assault or "date rape"	q62g		
ALC2NUIS *Experienced nuisance negative secondary behavior*		.643	.680
Been affected by behavior of guests who are drinking	q62i		
Had studying or sleep interrupted	q62e		
Been inconvenienced from vomit in hallway/bathroom	q62h		

Appendix A
NSLLP 2007 Composite Scales

		2007 Variable Name	2004 NSLLP Cronbach Alpha	2007 NSLLP Cronbach Alpha Baseline
SATISFACTION AND SENSE OF BELONGING				
SENSBEL	*Overall sense of belonging*		.882	.883
	I feel a sense of belonging	q57d		
	I feel a member of the campus community	q57c		
	I would choose the same college over again	q57b		
	I feel comfortable on campus	q57a		
DROP-OUT ATTITUDES				
DROPOUT	*Drop-out risk*		N/A	.703
	Drop out temporarily	q34d		
	Drop out permanently	q34e		
SELF-CONFIDENCE				
PROFCON	*Professional confidence*		N/A	.819
	Achieve success in career	q34k		
	Get a good job	q34j		
	Combine professional career and personal life	q34l		
COLLEGECON	*Confidence in college success*		N/A	.782
	Do well academically	q34f		
	Make at least a B average	q34c		
	Complete your degree	q34h		
	Complete your degree on time	q34i		
	Be admitted to graduate school	q34g		
	Graduate with honors	q34b		
	Fail one or more courses (reverse coded)	q34a		
SKILLCON	*Confidence in academic skills*		N/A	.740
	Writing ability	q52a		
	Expressing ideas orally	q52h		
	Reading skills	q52j		
	Research ability	q52d		
	Library skills	q52g		

Appendix B
NSLLP 2007 Longitudinal Follow-up Study Composite Scales

	2004 Scale Name	2004 Variable Name	2004 Cronbach Alpha	2007 Scale Name	2007 Variable Name	2007 Cronbach Alpha
COLLEGE ENVIRONMENTS						
PEER INTERACTIONS						
Discussed academic and career issues with peers	T1ACADPEER		.700	FUACADPEER		.770
Discussed something learned in class		q7a			q40a_07	
Shared concerns about classes and assignments		q7d			q40d_07	
Talked about current news events		q7b			q40c_07	
Discussed socio-cultural issues with peers	T1SOCPEER		.850	FUSOCPEER		.865
Discussed social issues such as peace, human rights, justice		q7f			q40f_07	
Discussions with students whose political opinions very different		q7k			q40i_07	
Discussions with students whose personal values different		q7e			q40e_07	
Held discussions with those with different religious beliefs		q7h			q40g_07	
Discussed views about multiculturalism and diversity		q7i			q40h_07	
FACULTY INTERACTIONS						
Course-related faculty interaction	T1CRSEFAC		.666	FUCRSEFAC		.711
Visited informally with instructor before/after class		q8b			q41b_07	
Made appt to meet instructor in his/her office		q8c			q41c_07	
Asked instructor for info related to course		q8a			q41a_07	
Worked with instructor involving research		q8j			q41h_07	
Faculty mentorship	T1MENTFAC		.606	FUMENTFAC		.700
Discussed personal problems or concerns with instructor		q8g			q41g_07	
Discussed career plans & ambitions with instructor		q8f			q41e_07	
Visited informally with instructor on social occasion		q8e			q41d_07	

Appendix B
NSLLP 2007 Longitudinal Follow-up Study Composite Scales

	2004 Scale Name	2004 Variable Name	2004 Cronbach Alpha	2007 Scale Name	2007 Variable Name	2007 Cronbach Alpha
DIVERSITY INTERACTIONS AND CLIMATE						
Positive peer diversity interactions	T1POSDIVIN		.907	FUPOSDIVIN		.930
Having intellectual discussions outside class		q14e			q54d_07	
Attending social events together		q14d			q54c_07	
Sharing meal together		q14b			q54b_07	
Sharing personal feelings & problems		q14g			q54e_07	
Studying together		q14a			q54a_07	
Discussing race relations outside class		q14i			q54f_07	
INFLUENCES IN PURSUIT OF MAJOR						
Influence of residence hall faculty and staff	N/A		N/A	MAJRESINFLU		.945
Residence hall faculty		N/A			q32i_07	
Residence hall staff		N/A			q32h_07	
MENTORING EXPERIENCE						
Mentoring experience	N/A		N/A	MENTEX		.631
Been a tutor		N/A			q33c_07	
Been a mentor		N/A			q33b_07	

Appendix B
NSLLP 2007 Longitudinal Follow-up Study Composite Scales

	2004 Scale Name	2004 Variable Name	2004 Cronbach Alpha	2007 Scale Name	2007 Variable Name	2007 Cronbach Alpha
STUDENT OUTCOMES						
INTELLECTUAL ABILITIES						
Critical thinking/analysis abilities	T1CRITABIL		.683	FUCRITABIL		.734
Explore meaning of facts when introduced to new ideas		q9g			q50e_07	
Develop own opinions by analyzing +/- of diff points of view		q9h			q50f_07	
Enjoy discussing issues with people who disagree with me		q9f			q50d_07	
Challenge profs statements before accept as right		q9a			q50a_07	
Have disagreed with author of book/article was reading		q9d			q50b_07	
Application of knowledge abilities	T1APPLABIL		.636	FUAPPLABIL		.779
Applied course material to other areas of life		q9t			q50k_07	
Became excited about field/major as result of course		q9i			q50g_07	
Discovering new ways to understand motivates me		q9j			q50h_07	
Something learned in 1 class helped to learn in another		q9l			q50i_07	
Have discussions with other students about class ideas/topics		q9p			q50j_07	
INTELLECTUAL GROWTH						
Growth in cognitive complexity	T1COGGROW		.738	FUCOGGROW		.800
Ability to critically analyze ideas & information		q10h			q51e_07	
Ability to put ideas together, see relationships between ideas		q10e			q51d_07	
Learning more about things that are new to you		q10i			q51f_07	
Growth in liberal learning	T1LIBGROW		.740	FULIBGROW		.768
Ability to discuss controversial issues		q10m			q51h_07	
Openness to views that you oppose		q10l			q51g_07	
Motivation to further explore ideas presented in class		q10n			q51i_07	
Growth in personal philosophy	T1PERSGROW		.734	FUPERSGROW		.716
Understanding self & own abilities, interests, personality		q10c			q51b_07	
Developing own values & ethical standards		q10b			q51a_07	
Improving ability to get along with different kinds of people		q10d			q51c_07	

Appendix B
NSLLP 2007 Longitudinal Follow-up Study Composite Scales

	2004 Scale Name	2004 Variable Name	2004 Cronbach Alpha	2007 Scale Name	2007 Variable Name	2007 Cronbach Alpha
DIVERSITY OUTCOMES						
Diversity appreciation	T1DIVAPPRC		.752	FUDIVAPPRC		.737
Learning about other groups		q10a			q55a_07	
Awareness of complexities of intergroup interaction		q10d			q55c_07	
Greater commitment to own identity		q10b			q55b_07	
CIVIC ENGAGEMENT						
Sense of civic engagement	T1CIVENGAG		.854	FUCIVENGAG		.895
Volunteer time to community		q17c			q56b_07	
Believe my work has greater purpose for larger community		q17d			q56c_07	
Important that I play active role in communities		q17b			q56a_07	
Work with others to make communities better place		q17i			q56d_07	
ALCOHOL-RELATED EXPERIENCES						
Health consequences of alcohol use	T1ALCHEALT		.738	FUALCHEALT		.752
Had memory loss or blackouts		q21f			q61e_07	
Passed out		q21e			q61d_07	
Had a hangover		q21c			q61c_07	
Missed or performed poorly in class		q21a			q61a_07	
Emotional consequences of alcohol use	T1ALCEMOT		.687	FUALCEMOT		.670
Regretted losing control of my senses		q21q			q61k_07	
Have been ashamed of my behavior		q21n			q61i_07	
Have fallen behind in my studies		q21p			q61j_07	
Experienced serious negative secondary behavior	T1ALC2SER		.612	FUALC2SER		.689
Was harassed, insulted, or humiliated		q22a			q62a_07	
Had a serious argument or quarrel		q22b			q62b_07	
Been pushed, hit, or assaulted		q22c			q62c_07	
Had property damaged		q22d			q62d_07	
Experienced unwanted sexual advance		q22g			q62f_07	
Been the victim of sexual assault or "date rape"		q22h			q62g_07	
Experienced nuisance negative secondary behavior	N/A		N/A	FUALC2NUIS		.660
Been affected by behavior of guests who are drinking		N/A			q62i_07	
Had studying or sleep interrupted		N/A			q62e_07	
Been inconvenienced from vomit in hallway/bathroom		N/A			q62h_07	

Appendix B
NSLLP 2007 Longitudinal Follow-up Study Composite Scales

	2004 Scale Name	2004 Variable Name	2004 Cronbach Alpha	2007 Scale Name	2007 Variable Name	2007 Cronbach Alpha
SATISFACTION AND SENSE OF BELONGING						
Overall sense of belonging	T1SENSBEL		.872	FUSENSBEL		.865
I feel a member of the campus community		q24d			q57c_07	
I feel a sense of belonging		q24e			q57d_07	
I would choose the same college over again		q24c			q57b_07	
I feel comfortable on campus		q24a			q57a_07	
SELF-CONFIDENCE						
Professional confidence	N/A		N/A	PROFCON		.741
Achieve success in career		N/A			q34k_07	
Combine professional career and personal life		N/A			q34l_07	
Get a good job		N/A			q34j_07	
Confidence in college success	N/A		N/A	COLLEGECON		.711
Do well academically		N/A			q34f_07	
Make at least a B average		N/A			q34c_07	
Fail one or more courses (reverse coded)		N/A			q34a_07	
Graduate with honors		N/A			q34b_07	
Be admitted to graduate school		N/A			q34g_07	
Complete your degree on time		N/A			q34i_07	
Complete your degree		N/A			q34h_07	
Confidence in academic skills	N/A		N/A	SKILLCON		.715
Expressing ideas orally		N/A			q52h_07	
Writing ability		N/A			q52a_07	
Reading skills		N/A			q52j_07	
Research ability		N/A			q52d_07	
Library skills		N/A			q52g_07	

Note: "N/A" refers to items that either were not queried on the 2004 NSLLP instrument, or created scales with low internal consistency.

Appendix C
List of 2007 Participating Programs, by Thematic Type

Civic and Social Leadership

Civic Engagement (9)

Beyond the Classroom	University of Maryland, CP
Citizenship Education	Syracuse
Civic Engagement	Bloomsburg
Civic Engagement House	University of Richmond
Civics and Service House	Clemson University
CIVICUS	University of Maryland, CP
Ethnic Living and Learning Communities	University of Colorado at Boulder
John Glenn Institute for Public Service and Public Policy	Ohio State University
Michigan Community Scholars Program	University of Michigan

Environmental Sustainability (12)

Eco-Awareness	Seattle University
Eco House	Northern Arizona University
Environmental Awareness	University of Denver
Environmental Awareness Program	Miami University of Ohio
Environmental Issues	Winthrop University
First-Year Sustainability	University of South Carolina
Forestry "Tree" House	Northern Arizona University
Geo - Enviornmental Lifestyle	Illinois State University
Green Community	George Mason University
Paper Recycling	George Washington University
The Green GW House	George Washington University
West Quad	University of South Carolina

Leadership (20)

Blue Chip Leadership	University of Arizona
Chancellor's Leadership Program	University of Colorado at Boulder
First Year Connections, Leadership A Connection	Texas Woman's University
First Year Connections, Leadership B Connection	Texas Woman's University
Key Plus Community	Colorado State University
LEAD	Syracuse
Leadership	Northeastern University
Leadership	University of Denver
Leadership Development Community	Colorado State University
Leadership Experience through Academic Development and Service (LEADS)	University of IL, Urbana-Champaign
Leadership Explorers	Winthrop University
Leadership Living Learning Center	Baylor University

Leadership Living Learning Program	Texas A&M University
Leadership, Excellence and Community	Miami University of Ohio
Leadership, Friendship, and Service Learning (LFSL)	George Washington University
Leadership/Community Service	UC Irvine
Presidential Leadership	Bloomsburg
RLC (Residential Leadership Community)	Virginia Tech
Service and Leadership Lifestyle	Illinois State University
Wakonse: Service & Leadership	University of Missouri-Columbia

Service Learning and Social Justice (18)

Baking for the Underprivileged	George Washington University
Chords for Change	George Washington University
Citizens in a Diverse, Just World	Seattle University
Community Service Learning Program	Oregon State University
Community Service Section	University of Florida
Erasmus Community	University of San Francisco
FYRE Helps NYC	New York University
Garrison Elementary	George Washington University
Key Service Community	Colorado State University
Management Service Learning	Syracuse
Medicine and Volunteering	George Washington University
NYU Helping NYC	New York University
Service Learning	Syracuse
Service Learning Floor	University of Toledo
Service LLC	New Mexico State University
Shriver Living Learning Center	University of Maryland, BC
Social Justice	University of Denver
Social Justice, Law, & History	Syracuse

Disciplinary

Agriculture or Veterinary Medicine (7)

Ag-Sci	University of Idaho
Agriculture	University of Missouri-Columbia
Agriculture & Home Economics LLC	New Mexico State University
Equine and Agricultural Sciences	Colorado State University
Food, Agriculture, and Environmental Sciences	Ohio State University
Pre-Veterinary Medicine	Colorado State University
Pre-Veterinary Medicine	University of Missouri-Columbia

Business (25)

Austin Entrepreneurship Program	Oregon State University
Broad-College of Business Living Learning Program	Michigan State University
Business	Saint Joseph's University

Business	Northern Arizona University
Business Administration	Northeastern University
Business Careers House	Northern Illinois University
Business Lifestyle	Illinois State University
Business LLC	New Mexico State University
Business, The World, and Me	University of Wisconsin-Whitewater
Clemson Business Experience	Clemson University
Creativity and Entrepreneurship	University of Denver
Eller Wing for Business Majors	University of Arizona
French Hall (Freshmen Business)	University of Idaho
GW Economic and Business Society	George Washington University
Hinman CEOs	University of Maryland, CP
Hotel Restaurant Management	Northern Arizona University
International Business	Indiana University
Management	Syracuse
Management Integrated Core	Syracuse
Pre-Business Focus Community	Ohio State University
Professional Golf Management (PGM) LLC	New Mexico State University
Professional Golf Management Community	Clemson University
School of Management	George Mason University
W.P. Carey School of Business	Arizona State University
World of Business	University of Missouri-Columbia

Communication or Journalism (3)

Communication Lifestyle	Illinois State University
Journalism & Communication	University of Missouri-Columbia
Media	Indiana University

Education (14)

Curriculum and Instruction Lifestyle	Illinois State University
Education	University of Missouri-Columbia
Education	Bloomsburg
Education Community	University of South Carolina
Education House	Northern Arizona University
Education Learning Community	Florida State University
Education Live and Learn	University of Wisconsin-Whitewater
Education Living-Learning Program	Syracuse
Education LLC	New Mexico State University
Higher Education Graduate	Syracuse
Mary Lou Fulton College of Education	Arizona State University
PCC	Bowling Green State University
TEACH House	Northern Illinois University
Teaching and Education	Indiana University

Engineering & Computer Science (27)

Allison Community for Engineers (ACE)	Colorado State University
Aviation	Bowling Green State University
Community for Engineering Learning and Living (CELL)	San Jose State University
Computer and Information Science	Northeastern University
Computers and Computing	Indiana University
Engineering	Northeastern University
Engineering	University of Missouri-Columbia
Engineering	University of Washington
Engineering	University of Idaho
Engineering & Computer Science	Syracuse
Engineering and Computing Community	University of South Carolina
Engineering Community	University of Florida
Engineering Focus	Ohio State University
Engineering House	Ohio State University
Engineering Living Learning Program	Texas A&M University
Engineering LLC	New Mexico State University
Engineering Program (Quad Halls)	University of Colorado at Boulder
Engineering/Computer Science Living Learning Center	Baylor University
Galileo: Men in Engineering Learning Community	Virginia Tech
Information Technology Lifestyle	Illinois State University
Ira A. Fulton School of Engineering	Arizona State University
IT Residential College (ITRC)	Louisiana State Unviersity, Baton Rouge
Men of Engineering	University of Missouri-Columbia
Neely Hall (Freshmen Engineering)	University of Idaho
Residence in Science and Engineering	Clemson University
ROSES-Residential Option for Science and Engineering Students	Michigan State University
Science, Engineering, and Technology House	Northern Illinois University

General Science (18)

BLSC (Biological and Life Sciences Learning Community)	Virginia Tech
Carver Community for Sciences and Mathematics	University of Missouri-Columbia
Co - Science Lifestyle	Illinois State University
College of Natural Resources	University of Idaho
Engineering, Math, Science Program	Oregon State University
Environmental Sciences Program (Baker Hall)	University of Colorado at Boulder
Human Ecology	Ohio State University
Human Sciences Learning Community	Florida State University
Ingersoll Residential College (College of Natural Sciences)	Colorado State University
Lyman Briggs School	Michigan State University
Mathematical and Physical Sciences	Ohio State University
Natural Resources	University of Missouri-Columbia

RISE-Residential Initiative on the Study of the Environment	Michigan State University
Science	Saint Joseph's University
SUNY-ESF #1	Syracuse
SUNY-ESF #2	Syracuse
SUNY-ESF #3	Syracuse
Technology and Society (TAS)	Miami University of Ohio

Health Sciences (20)

Allied Medical Professions	Ohio State University
Bouve - Health Sciences	Northeastern University
Emergency Health Services	University of Maryland, BC
First-Year Pre-Medical Community	University of South Carolina
Four Winds	University of Missouri-Columbia
Health and Exercise Science Community	Colorado State University
Health Professions House	Northern Illinois University
Health Science 1	Bowling Green State University
Health Science 2	Bowling Green State University
Health Science Scholars Program	University of Michigan
Health Sciences	Indiana University
Neighbors Educated Together Block Three, Pre-Nursing	Texas Woman's University
Nursing	University of Missouri-Columbia
Nursing	Ohio State University
Nursing Lifestyle	Illinois State University
Pharmacy House	Ohio State University
Pre-Health Majors	University of Arizona
Sciences and Health Science	Bloomsburg
Sports and Society	Indiana University
Upperclass Pre-Medical Community	University of South Carolina

Humanities (10)

Classical Presence	George Mason University
English/Writing	Saint Joseph's University
Faith and the Great Ideas	Seattle University
History and Studies in the American West (Sewall Hall)	University of Colorado at Boulder
Humanities	University of Maryland, BC
Humanities (Farrand Hall)	University of Colorado at Boulder
Jimenez-Porter Writer's House	University of Maryland, CP
Religion, History, Ethics, and Philosophy	Indiana University
ROAL-Residential Option for Arts and Letters	Michigan State University
The Art of Writing	Indiana University

Interdisciplinary (10)

Culture & Society	University of Missouri-Columbia
Mason Topics: Information Society	George Mason University
Mason Topics: Science and Society	George Mason University
Music Media and Management	George Washington University
New Century College	George Mason University
Politics & Law/International Relations	Saint Joseph's University
Science and Technology inthe 21st Centru	New York University
Science for Society	Seattle University
Sports and Society	Seattle University
The Psychology of Music	George Washington University

Law or Criminal Justice (4)

Criminal Justice	Northeastern University
Law & Society	University of Missouri-Columbia
Legal Issues	Indiana University
Pre-Law	University of South Carolina

Mathematics (3)

Mathematics Lifestyle	Illinois State University
Neighbors Educated Together Block Seven, Math	Texas Woman's University
The Science of Rubik's Cubes and Optical Illusions	George Washington University

Social Sciences (9)

American Experience	George Mason University
Human Behavior and Social Sciences	University of Missouri-Columbia
James Madison College	Michigan State University
Living Psychology	University of Wisconsin-Whitewater
Political Science and History Lifestyle	Illinois State University
Psychology	University of South Carolina
Psychology	Ohio State University
Psychology in Action	Syracuse
Public Affairs Learning Community	Florida State University

Fine and Creative Arts

Culinary Arts(7)

Cole Culinary Crew	George Washington University
Cooking Like Cajuns	George Washington University
Cooking LLC	George Washington University
Culture of Cuisine	George Washington University
International Culture, Cuisine, Grilling and Chilling LLC	George Washington University
Molarity and Muffins	George Washington University
Multicultural Food and Festival Aficionados	George Washington University

Fine and Creative Arts (43)

All the World's a Stage	New York University
Art	Saint Joseph's University
Art Lifestyle	Illinois State University
Arts Adventure #1	Syracuse
Arts Adventure #2	Syracuse
Arts Community	University of Richmond
ARTS Living Learning	University of Toledo
Arts Village	Bowling Green State University
Beauty in a Just World	Seattle University
Big Apple, Big Screen	New York University
Celebrate the Arts	Miami University of Ohio
Contextual Understandings of Society Through History and the Arts	George Washington University
Dance Majors	George Mason University
Design Divas and Dudes	George Washington University
Designing DC	George Washington University
Drama	Syracuse
Fine Arts	UC Irvine
Fine Arts	University of Arizona
Fine Arts	University of Idaho
Fine Arts House	Northern Illinois University
Fine Arts Living Learning Community	University of Florida
Fine Arts Program (Libby Hall)	University of Colorado at Boulder
Fine Arts Residential Community	University of Missouri-Columbia
Light Work	Syracuse
Lloyd Hall Scholars Program	University of Michigan
Music	Bowling Green State University
Music	University of South Carolina
Music Activists for Change (MAC)	George Washington University
Music for Non-Music Majors	UC Irvine
Music Lifestyle	Illinois State University
Music Living-Learning Center	Florida State University
New York's Writing Women	New York University
Performing Arts	Indiana University
Performing Arts	George Mason University
RC Art Start	University of Richmond
Sixth Floor Film Critics	George Washington University
The Arts	Seattle University
The Arts Community	Texas Woman's University
Visual and Performing Arts	University of Maryland, BC
Visual and Performing Arts	Ohio State University
Visual Arts	Indiana University
Writing Community / Composing Culture	Syracuse

Writing in New York	New York University

General Academic (21)

Academic Communities	Indiana University
Academic Excellence	UC Irvine
Arts & Sciences LLC	New Mexico State University
Bryan Hall Learning Community	Florida State University
Chapman Community at Kohl	Bowling Green State University
College of Liberal Arts & Sciences	Arizona State University
Commonwealth College	University of Massachusetts Amherst
Creativity, Innovation, and Entrepreneurship	Syracuse
Discovery	Syracuse
Forney Hall (Freshman Core Discovery)	University of Idaho
Frederick Douglass	Bloomsburg
Graham Hall (Freshman Core Discovery)	University of Idaho
IMPACT	Bowling Green State University
Intensive Academic	San Jose State University
Key Academic Community	Colorado State University
Learning for Life	Winthrop University
Residence Scholars	Indiana University
Residential Academic Programs	University of Massachusetts Amherst
Scholar's	University of Idaho
Student Success Initiative	Syracuse
Visions	University of Wisconsin-Whitewater

Graduate Student (2)

Graduate & International House	New Mexico State University
Graduate Students	San Jose State University

Honors Programs (47)

Academic Scholars	Michigan State University
Barrett, The Honors College	Arizona State University
Calhoun Honors College	Clemson University
Campus Wide Honors Hall/House	UC Irvine
Capstone Scholars	University of South Carolina
Hillcrest Community	Virginia Tech
Honors	University of Michigan
Honors	Bowling Green State University
Honors	Northeastern University
Honors	University of Missouri-Columbia
Honors	Syracuse
Honors	Northern Arizona University
Honors	George Mason University

Honors	Texas A&M University
Honors	Bloomsburg
Honors & FYE Lander	University of Washington
Honors and Scholars (Communities of Inquiry)	Miami University of Ohio
Honors College	University of Maryland, BC
Honors College	University of South Carolina
Honors College	Michigan State University
Honors College Living Learning Center	Baylor University
Honors House	Louisiana State Unviersity, Baton Rouge
Honors House	Northern Illinois University
Honors Housing	Winthrop University
Honors Humanities	University of Maryland, CP
Honors Lifestyle	Illinois State University
Honors Living Learning Community	Colorado State University
Honors McCarty	University of Washington
Honors Program	Lynchburg College
Honors Programs	Ohio State University
Honors Residential College	University of Florida
Honors Residential College	New Mexico State University
Honors Residential Community	Indiana University
Honors Residential Program	Florida State University
Kittredge Honors Program	University of Colorado at Boulder
Main Campbell Community	Virginia Tech
McCoy Hall (Freshmen Scholars)	University of Idaho
Neighbors Educated Together Block One, Honors	Texas Woman's University
Posada San Pedro Honors Hall	University of Arizona
Scholars	George Mason University
Sophomore Honors	George Mason University
Spartan Honors Community	San Jose State University
University Honor College	Oregon State University
University Honors Program	University of Maryland, CP
Upperclass Honors	Winthrop University
Yavapai Honors Hall	University of Arizona
Yuma Honors Hall	University of Arizona

Cultural

International/Global (48)

Carolina's Global Community	University of South Carolina
Cultural Exchange Community	Clemson University
Cultural Passports	George Mason University
Culture Club	George Washington University
Culture Shock	George Washington University
Explore UR World	University of Richmond

Exploring Embassies	George Washington University
Focus Israel	George Washington University
Foster International Living Learning Center	Indiana University
Global Affairs	Seattle University
Global African Studies	Seattle University
Global Communities	University of Maryland, CP
Global Crossroads	University of IL, Urbana-Champaign
Global House	University of Richmond
Global Living Community	University of San Francisco
Global Living Learning Community	University of Florida
Global Studies Residential College	Louisiana State Unviersity, Baton Rouge
Global Village	Colorado State University
Global Village	University of Idaho
Global Village Living Learning Center	Indiana University
Intercultural Living Exchange	University of Maryland, BC
International	Bowling Green State University
International	Northeastern University
International	University of Washington
International	University of Denver
International	Miami University of Ohio
International & Global Living	San Jose State University
International Culture and Language Floor	Michigan State University
International House	University of Florida
International House	Northern Illinois University
International House	Ohio State University
International House Lifestyle	Illinois State University
International Learning Community	University of Wisconsin-Madison
International Lens	George Washington University
International Living Center	Syracuse
International Program	Oregon State University
International Program (Smith Hall)	University of Colorado at Boulder
International Relations	Syracuse
Japanese and Chinese: East and West - Bridging Them is the Best	Seattle University
Mason Topics: Global Village	George Mason University
Myself and My Community/World Contexts	University of Wisconsin-Whitewater
Pangaea	University of Missouri-Columbia
Study Abroad Interest	UC Irvine
The Global New York	New York University
The Middle East Meets the East Coast	New York University
The Khyber Pass	New York University
Tourism and the Global Landscape	George Washington University
WORLD	Virginia Tech

Language (16)

Chinese Language Floors	Miami University of Ohio
French	Syracuse
French & Spanish Experience	Seattle University
French House	University of South Carolina
French Language Floors	Miami University of Ohio
German Experience	Seattle University
German Language Floors	Miami University of Ohio
La Casa	Michigan State University
Language House Immersion Program	University of Maryland, CP
Languages & Linguistics LLC	New Mexico State University
Languages, Cultures, & Arts	Syracuse
Max Kade German Residence Program	University of Michigan
Spanish House	University of South Carolina
Spanish Language and Culture	Ohio State University
Spanish Language Floors	Miami University of Ohio
The French Language House	New York University

Multicultural/Diversity (18)

Afrikan-American	Ohio State University
Atkins Living Learning Center	Indiana University
College Assistance Migrant Program (CAMP)	New Mexico State University
EIIS	George Washington University
Esther Madriz Diversity Scholars	University of San Francisco
Exploring Gender and Diversity (Social Ju	Bloomsburg
Inclusive Leadership	Seattle University
Intersections	University of IL, Urbana-Champaign
Lesbian, Gay, Bisexual, Transgender, & Allies	Syracuse
Mosaic	Miami University of Ohio
Multicultural Learning Community	University of Wisconsin-Madison
Multicultural Living Learning Community #1	Syracuse
Multicultural Living Learning Community #2	Syracuse
Multicultural LLC	New Mexico State University
Multiculturalism in Action	Northeastern University
Native American Studies	Syracuse
Sierra--Multi-Cultural Hall	UC Irvine
Understanding Thru Diverse Experiences	George Washington University

Leisure

General Leisure (3)

Dining LLC	George Washington University
Gwhine and Dine	George Washington University
The Sports Cohort	George Washington University

Local Community Exploration (2)

DC Adventure	George Washington University
Experience the Five Senses	George Washington University

Outdoor Recreation (7)

Outdoor	Syracuse
Outdoor Adventure	Indiana University
Outdoor Adventure and Leadership	Seattle University
Outdoor Adventure Living Learning Center	Baylor University
Outdoor House	University of Richmond
Outdoor Recreation-McConnell	Northern Arizona University
Outdoor Recreation-Reilly	Northern Arizona University

Political Interest (14)

2008 Presidential Election	George Washington University
American Culture and Politics	George Washington University
Democracy, Media, & the Executive Branch (West Wing)	George Washington University
Filming Politics in Everyday Life	George Washington University
Healthcare and Politics	George Washington University
Juice Zone News Zone	George Washington University
Paperback and Politics	George Washington University
Poker and Politics	George Washington University
Political Appeal	George Washington University
Political Satire	George Washington University
Politics and Values	George Washington University
Popcorn and Politics	George Washington University
Sports and Politics	George Washington University
XXVI: The Power of Politics	New York University

Residential Colleges (6)

Brooks Residential College	Baylor University
Chadbourne Residential College	University of Wisconsin-Madison
Collins Living Learning Center	Indiana University
Preston Residential College	University of South Carolina
Residential College	University of Michigan
Western College Program	Miami University of Ohio

Research (2)

Gemstone/University Honors Program	University of Maryland, CP
Michigan Research Community	University of Michigan
Undergraduate Research Opportunities Program	UC Irvine

ROTC (6)

Air Force ROTC	Clemson University
ROTC-Upperclass	George Mason University
ROTC	Bowling Green State University
ROTC	George Mason University
ROTC Leadership	University of Missouri-Columbia
ROTC Lifestyle	Illinois State University

Transition

Career or Major Exploration (10)

Career and Academic Planning	University of Toledo
Career Exploration Community	University of Florida
Connections	Michigan State University
Exploratory Majors	University of Maryland, BC
Focus	University of Massachusetts Amherst
LAMP - Liberal Arts Major Preference	Northeastern University
Network CSU	Colorado State University
Pathways: A Career Exploration	Syracuse
Pathways: Career and Major Exploration	University of Missouri-Columbia
Weston Exploration	University of IL, Urbana-Champaign

First-Year Students (31)

Bradley Learning Community	University of Wisconsin-Madison
Cochise Residential for Undecided Students	University of Arizona
Connections Program	Lynchburg College
First Year Excellence Program	UC Irvine
First Year Experience	Clemson University
First Year Experience	University of Toledo
First Year Experience (FYE)	San Jose State University
First Year Experience Program	UC Irvine
First Year Experience Program	Oregon State University
First Year Residential Experience	Northern Illinois University
First Year Residential Experience	Georgia Southern University
Freshman Forum	Syracuse
Freshman Interest Group	Sonoma State University
Freshman Interest Groups	Indiana University
FYE	University of Washington
Herget Residential College (HRC)	Louisiana State Unviersity, Baton Rouge
IFS Extended Living Learning Center	Indiana University
Leader Scholar Program (First Year Experience)	University of Florida
Martin-Baro Scholars Community	University of San Francisco
Neighbors Educated Together Block Eight, Summer for Success	Texas Woman's University
Neighbors Educated Together Block Five	Texas Woman's University

Neighbors Educated Together Block Four	Texas Woman's University
Neighbors Educated Together Block Six	Texas Woman's University
Neighbors Educated Together Block Two	Texas Woman's University
Psychology-Writing-Freshman Forum	Syracuse
RC Extreme	University of Richmond
Residential FIG	University of Washington
Residential Interest Groups	Georgia Southern University
Scholastic Enhancement Program (SEP)	Miami University of Ohio
Spinning Your Web	University of Richmond
WING	Virginia Tech

Transfer Students (2)

Tiger Den	Clemson University
Transfer Students	Syracuse

Transition Programs for Diverse Populations (2)

O'dham Ki for Native American Students	University of Arizona
Pathways	University of Arizona

Umbrella (7)

Academic Theme Houses	UC Irvine
Allen, Unit One	University of IL, Urbana-Champaign
Cluster floors	University of Toledo
College Park Scholars	University of Maryland, CP
Epoch	University of Massachusetts Amherst
Social Thematic	Sonoma State University
Talent Advancement Programs	University of Massachusetts Amherst

Upper Division (3)

Gateway	Syracuse
Junior/Senior Residence	University of Missouri-Columbia
Upper Class Student Program	Oregon State University

Wellness

Spirituality and Faith-Based (3)

Interfaith	Syracuse
Living With Religion	George Washington University
World Religions in New York	New York University

General Wellness and Healthy Living (25)

City Sprouts	George Washington University
First Year Connections, Wellness Connection	Texas Woman's University

Fitness and Wellness Living Learning Center	Indiana University
Health Enhancement and Lifestyle Management (HELM)	Miami University of Ohio
Health, Fitness and Wellness	Saint Joseph's University
Healthy U	Winthrop University
Healthy Living	George Mason University
Healthy Living and Learning	Arizona State University
Living Substance Free	Colorado State University
SAFE Haggett	University of Washington
SAFE McMahon	University of Washington
Salud!	George Washington University
Sports and Wellness	Ohio State University
Substance Free	Ohio State University
Substance Free Lifestyle	Illinois State University
TREE House (Total Responsibility in Eating and Exercise House)	George Washington University
W.E.L.L. (Wellness Environment for Living and Learning)	Virginia Tech
Wellness	Bowling Green State University
Wellness	Northeastern University
Wellness	Syracuse
Wellness	UC Irvine
Wellness	Seattle University
Wellness	University of Denver
Wellness Lifestyle	Illinois State University
Wellness LLC	New Mexico State University

Women's

Women's Leadership (6)

Adelia Cheever Program	University of Michigan
Colonial Women to Congressional Leader	George Washington University
E.V.A. Success	University of Missouri-Columbia
Greek Leadership	University of Missouri-Columbia
Ready for Moore	University of Richmond
Women Involved in Learning and Leadership	University of Maryland, BC

Women-only Science, Technology, Engineering, and Math (14)

Center for Women in Information Technology	University of Maryland, BC
Connections (Women in Engineering)	Northeastern University
Hypatia: Women in Engineering Learning Community	Virginia Tech
Women in Animal Veterinary Science	Clemson University
Women in Engineering	Ohio State University
Women in Math, Science, and Engineering (WIMSE)	University of IL, Urbana-Champaign
Women in Math, Science, and Engineering (WIMSE)	Florida State University
Women in Mathematics, Science and Engineering (WISDEM)	Miami University of Ohio
Women in Science & Engineering (WISE)	University of Arizona

Women in Science and Engineering	Clemson University
Women in Science and Engineering	Syracuse
Women In Science and Engineering	University of Wisconsin-Madison
Women in Science and Engineering (WISE) LLC	New Mexico State University
Women In Science and Engineering Residence Program	University of Michigan

Unknown (56)

ACTION!	New York University
ACTION2	New York University
Aggie Access	Texas A&M University
Alumni Scholarship Housing	Ohio State University
Athena	Arizona State University
Bohemians and Rebels	New York University
Campus Connection	UC Irvine
City Screeners	New York University
Concrete Images	New York University
CONNECTIONS: Commuter Students	Syracuse
Conversations of the West	New York University
Cronkite Village	Arizona State University
daVinci	Syracuse
Exploration	Ohio State University
FAME	New York University
FFIR: Broome Street	New York University
FFIR: Carlyle Court	New York University
FFIR: Coral Tower	New York University
FFIR: Hayden Hall	New York University
FFIR: Rubin Hall	New York University
FFIR: The Palladium	New York University
FFIR: Third Avenue North	New York University
FFIR: University Hall	New York University
FFIR: Water Street	New York University
Food for Thought	New York University
Generation What	George Washington University
Gotham	New York University
Hoops for Humanity	George Washington University
Ideas into Action	New York University
Keep New Orleans Alive	George Washington University
Living in a Free Environment	Syracuse
Michelangelo	Syracuse
MUNDO	Ohio State University
Musiquarium	New York University
New York at Play	New York University
Newhouse	Syracuse

NYU The Reality Show	New York University
Quiet Life	Syracuse
SAIP	Syracuse
Salon	George Washington University
Shirts for Hope	George Washington University
Stadium Scholarship Dormitory	Ohio State University
Student Created (First Year)	Miami University of Ohio
Student Created (Upperclass)	Miami University of Ohio
Summer College	Syracuse
Summer Start	Syracuse
Taking a Bite out of the Big Apple	New York University
Technology	UC Irvine
The American School House	New York University
The City is a Page	New York University
The New York Observers	New York University
The NYU Show	New York University
The Total NY Athlete	New York University
Through the Lens	New York University
Tourism Through Photography	New York University
Visionaries	New York University

Appendix D: Majors in Science, Technology, Engineering, and Technology (STEM)

Agricultural Sciences

Agronomy and Crop Science
Animal Sciences
Food Science
Horticultural Science
Plant Sciences
Soil Science and Agronomy
General Agriculture or Other Specialty

Biological Sciences

Anatomy or Physiology
Biochemistry, Biophysics or Molecular Biology
Bioinformatics
Botany, Plant Biology, or Plant Genetics
Cell Biology
Conservation and Wildlife Biology
Developmental Biology and Embryology
Ecology or Environmental Biology
Entomology
Exercise Physiology or Kinesiology
Genetics
Marine Biology and Biological Oceanography
Microbiology or Bacteriology
Neurobiology, Neurophysiology, or Neuroscience
Zoology/Animal Biology
Nutritional Sciences or Studies
Pathology
Pharmacology
General Biology or Other Specialty

Computer and Information Sciences

Artificial Intelligence and Robotics
Computer and Information Systems Security
Computer Graphics
Computer Programming
Computer Systems Networking and
    Telecommunications
Database Administration and Data Modeling or
    Warehousing
Data Processing and Data Processing Technology
Information Technology
System Administration
Web Page, Digital/Multimedia and Information
    Resources Design
Computer and Information Sciences or Other
    Specialty

Consumer Sciences	Textile Science
Engineering	Aerospace, Aeronautical, or Astronautical Engineering
	Agricultural/Biological Engineering and Bioengineering
	Architectural Engineering
	Biomedical/Medical Engineering
	Chemical Engineering
	Civil Engineering
	Computer Engineering
	Construction Engineering
	Electrical, Electronics and Communications Engineering
	Electronics or Mechanics
	Environmental/Environmental Health Engineering
	Industrial Engineering
	Materials Engineering
	Mining and Mineral Engineering
	Naval Architecture and Marine Engineering
	Nuclear Engineering
	Operations Research
	Structural Engineering
	General Engineering or Other Specialty
Health, Pre-Health, Wellness	Audiology and Speech-Language Pathology or Therapy
	Dental/Pre-Dental
	Emergency Medical Services and Technology
	Medicine/Pre-Medicine
	Mental Health or Rehabilitation
	Nursing/Pre-Nursing
	Occupational or Rehabilitation Therapy
	Pharmacy/Pre-Pharmacy
	Veterinary/Pre-Veterinary
	Other Health, Pre-Health, and Wellness Specialty
Law, Criminal Justice, or Safety Studies	Forensic Science and Technology
Mathematics and Statistics	Mathematics
	Statistics
	Other Mathematical or Statistical Specialty

Natural Resources

Environmental Science or Studies
Fishing and Fisheries Sciences and
  Management
Forest/Forest Resources Management
Natural Resources Management and Policy
Soil Conservation
Water, Wetlands and Marine Resources
  Management
Other Natural Resources and Conservation
  Specialty

Physical Sciences

Astronomy or Planetary Science
Astrophysics
Atmospheric Sciences and Meteorology
Chemistry
Geologic or Earth Science
Hydrology and Water Resource Science
Oceanography
Paleontology
Physics
Other Physical Science Specialty