

**UNDERGRADUATE EXPERIENCES AND OUTCOMES AT
THE UNIVERSITY OF IOWA**

Report of *Research on Iowa Student Experiences (RISE)*, a study
conducted during the 2005-2006 academic year by the
Center for Research on Undergraduate Education (CRUE) at The University of Iowa

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Executive Summary: Research on Iowa Student Experiences

Overview

During the 2005-2006 academic year, faculty and research assistants of the Center for Research on Undergraduate Education (CRUE) at The University of Iowa (UI) conducted a study of experiences and outcomes of undergraduate students at UI. The project, known as RISE (Research on Iowa Student Experiences), was initiated by the Office of the Provost to gain a comprehensive picture of undergraduate life at the University. We used the conceptual framework of student success and engagement to answer the following research questions: (1) What are the dimensions of undergraduate student experiences and outcomes at UI?; (2) What “matters” for UI undergraduates – that is, what facilitates and hinders achieving desired educational outcomes?; (3) How do students describe their experiences?; (4) What outcomes do UI undergraduates achieve and how?; and (5) In what ways, if any, do the experiences and outcomes of UI undergraduates differ from those desired by the university and/or encompassed in the university’s mission?

These questions warranted attention to students’ experiences from the students’ perspectives as well as in light of activities known to foster student learning and persistence. These questions also required measurement of student outcomes. Therefore, the project incorporated both qualitative and quantitative research methods to answer the research questions. In this report, after a brief overview of our conceptual framework, we describe our research methods in detail, provide an overview of the results of our analyses so far, and offer some conclusions and implications of these results.

Conceptual Framework

The extensive body of research on college impact suggests a clear strategy to foster student learning, development, and persistence: focus on student engagement. Student engagement has two key components: (1) the amount of time and effort students put into their studies and other activities that lead to the experiences and outcomes that constitute student success, and (2) the ways an institution allocates its human and other resources, and organizes learning opportunities and services, to encourage students to participate in and benefit from such activities. Certain institutional practices are known to lead to high levels of student engagement; educationally effective colleges and universities channel students' energies toward appropriate activities and engage them at a high level in these activities. Therefore, we framed the foci and design of the study of undergraduate experiences at UI according to dimensions of student engagement demonstrated to have the greatest impact on undergraduate student learning and persistence.

Research Methods

The quantitative data were collected through a web-based survey instrument sent to all undergraduate first-year and senior students in late March 2006. After two follow-up reminders, completed surveys were returned by 1,477 first-year students and 1,676 seniors, approximately 36.5% of the students to whom the survey was sent. In this report we present analysis of the estimated effects of the Iowa undergraduate experiences on 27 dependent measures. Seven of these dependent measures were considered outcomes of UI experiences. They were: 1) UI cumulative grade point average; 2) satisfaction with the education received at Iowa; 3) number of times having five or more alcoholic drinks on one occasion in atypical two-week period; and perceived contribution of UI experiences to 4) growth in general/liberal arts education; 5) growth in career/ professional preparation; 6) personal/interpersonal growth; and 7) overall/composite growth. The remaining 20 dependent measures in the report were considered indicators of optimal or good practices in undergraduate education, including extracurricular involvement, high classroom expectations, quality of teaching received, feedback on progress, exposure to diverse ideas and people, quality of interaction with faculty and peers, integrated and connected academic experiences and the like. The qualitative portion of the research focused on UI undergraduates' own words as a means to identify and describe students' experiences and outcomes. As with the survey, the qualitative study sought data from first-time first-year students and seniors, but used interviews to elicit those data. Seventy-five first-year students and 45 seniors chose to participate in the interviews; as a group, the respondents were predominantly traditional-age, full-time students. Data were collected by means of focus groups organized according to grade level. Interview questions reflected the purposes of the study and our conceptual framework but also were designed to give students the opportunity to talk about what was most important to them about their UI experiences.

Research Results

Highlights from Descriptive Quantitative Data

The data highlighted here provide a picture of how the students in the sample viewed their experiences with teachers, perceived the academic climate at the University, spent their time on academic and non-academic activities, and reported binge-drinking. In general, students reported positive impressions of, and experiences with their teachers, and noted positive outcomes of student-teacher interactions. Students reported that, for the most part, their teachers are “outstanding,” and “genuinely interested” in students and teaching. Non-classroom interactions between students and teachers lead to a number of self-reported – and, from a university’s perspective, highly desirable -- outcomes for students. In reflecting on the academic climate at UI, students asserted that UI students spend “a lot of time studying” and that academic work at UI “is challenging and requires serious intellectual effort.” This is

good news. But the amount of academic work they reported – in numbers of books read, papers written, essay exams completed – could be interpreted as involving much less than “a lot of time” or falling short of “serious intellectual effort.” Twenty-five percent of first-year students and 34% of seniors, for example, said they had read 0-4 “assigned books and readings this academic year.” The students also reported what could be interpreted as fairly low levels (in terms of hours) of involvement in preparing for class and participating in extracurricular activities, and high levels of binge-drinking. For example, 36% of first-year respondents and 43% of seniors reported binge-drinking at least 3, and as many as 6 or more, times in a typical two-week period in college.

Results of Quantitative Analyses

Results of 3 sets of analyses are reported in this summary:

Differences Between First-Year and Senior Students in Net Outcomes: Senior students had higher statistically-adjusted scores on all outcomes, except drinking behavior.

Estimated Net Effects on Outcomes of Specific Involvements at Iowa. The second step in the quantitative analyses sought to identify specific UI activities or involvements that influenced the seven outcome measures.

- Involvements that had a positive association with outcomes for both first-year students and seniors were: (1) worked on research with a faculty member (cumulative grade point average, growth in general/liberal arts education and career/professional preparation, personal/interpersonal growth, and overall/composite growth); (2) participated in career exploration activities (growth in general/liberal arts education and career/professional preparation, personal/interpersonal growth, and overall/composite growth); and (3) participated in a racial or cultural awareness workshop (growth in general/liberal arts education, personal/interpersonal growth, and overall/composite growth).
- For both first-year students and seniors, “belong/belonged to a fraternity or sorority” and “participated in intramural sports” were associated with higher levels of binge-drinking. On the other hand, the following activities had a negative association with binge-drinking (that is, were associated with lower levels – or no – binge-drinking) for both groups: was a member of an honors program, worked on a research project with a faculty member, participated in a racial or cultural awareness workshop, participated in career exploration activities, tutored or taught other students.

Estimated Effects of Binge-Drinking on UI Grades. Binge-drinking was associated with lower grade point averages than not binge-drinking for both first-year students and seniors. For example, first-year students who reported binge drinking 6 or more times in a typical 2-week period had average grades .284 of a

grade point lower than their peers who reported no binge drinking. Additional analyses indicated that the grade point penalty for binge drinking was significantly greater for women than for men. We also found no significant difference between first-year students and seniors in rates of binge-drinking.

Results of Qualitative Analyses

Although the qualitative analyses still are in process, the interview data are consistent in many ways with the quantitative data. Students were, for the most part, very positive about their UI experiences and happy with their decisions to attend the University; highlights for both groups included a friendly and welcoming student community, extensive opportunities for involvement, football games, and Iowa City. Both first-year and senior students, for example, described faculty as approachable, available, and willing to help students. Both groups identified teaching as a lower priority for the University than research, but reported positive experiences in small classes that allowed for significant interaction among students and between students and faculty. Negative experiences included tuition increases, student parking, inconsistent and unpredictable course offerings in some majors, instruction in large lecture classes, and “the culture of drinking” at UI. Excessive alcohol consumption by UI students and the University’s “reputation as a party school” were mentioned by students in every interview. In a few cases, students (particularly first-year students) saw this as a positive aspect of being a student at UI and some saw it as simply part of undergraduate life anywhere. But most students saw this “culture” as negative, limiting social alternatives to alcohol consumption, creating negative environments for sleep and study in the residence halls, hindering academic challenge, and presenting UI – and, potentially, its graduates – in a negative light off the campus.

In contrast to the quantitative results first-year and senior interview participants described their UI experiences as lacking in academic challenge, although their reports of fairly low amounts of time spent in preparing for class and studying were consistent with the survey data. Students also consistently noted that “your UI experience is what you make it. You’re on your own.” The data are replete with this message: UI offers many opportunities for student engagement and success, but it is up to the individual student to find those opportunities, and create a positive experience, for herself or himself.

Conclusions Across the Study.

- *First-Year – Senior Differences*

Both the quantitative and qualitative data demonstrate clear differences between seniors and first-year students in experiences and net outcomes. Seniors are more engaged than first-year students in a variety of aspects of college life and are getting more out of their engagement. At the same time, however, our results indicate that students’ early experiences matter in setting future directions. What our cross-sectional data cannot tell us is how seniors reached their level of

engagement and how, in effect, first-year students “with a lot of free time” become busy and engaged seniors. Longitudinal data – quantitative and/or qualitative – would be necessary to answer those questions. * But they are important questions, as our next point emphasizes.

- *Engagement in Educationally-Purposeful Activities*

Involvement in academically-oriented programs and experiences outside the classroom (e.g., research with a faculty member, teaching or tutoring other students, career exploration activities, living-learning programs, honors programs, attending a racial/cultural awareness workshop, and the like), and in formal leadership positions in student clubs and organizations, have significant benefits for a wide range of college outcomes and exposure to good practices. These results are consistent with other research about student engagement and success and highlight the need for policies, programs, and practices to induce students to invest time and energy in such activities and experiences, and to do so early in their college careers. That is, for the students in this study, as with students elsewhere, engagement matters and it matters early. The fact that our data also could be interpreted to indicate that engagement in educationally-purposeful activities and experiences is not widely-distributed across the UI student body nor evenly distributed across students’ time at UI should be a matter of concern or, at least, further study, for administrators, faculty, and staff.

- *“A Culture of Drinking”*

Alcohol use – including excessive consumption – influences experiences and outcomes of UI undergraduates from entry to (almost) graduation. Although the focus group protocols did not include questions about drinking, “partying” or underage drinking, those topics were addressed extensively by the students in the interviews; alcohol use – or concerns about alcohol use -- clearly was in the forefront of their UI experiences. This study also is the only one we know of to look at the negative consequences of binge drinking on grades in the context of rigorous statistical controls; we were surprised at the significance of those consequences, particularly for women and for members of social fraternities and sororities, as well as the extent and durability of binge drinking behaviors across time in college.

Overview of the Study and the Report

Introduction

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- What are the dimensions of undergraduate student experiences and outcomes at UI?
- What “matters” for UI undergraduates – that is, what facilitates and hinders achieving desired educational outcomes?
- How do students describe their experiences?
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These questions warranted attention to descriptions of students’ experiences from the students’ perspectives as well as in light of activities known to foster student learning and persistence. These questions also required measurement of student outcomes. Therefore, the project incorporated both qualitative and quantitative research methods to answer our research questions.

As of September, 2006, qualitative and quantitative data have been collected, the planned quantitative analyses are complete, and the qualitative analyses still are in process. In this report, after a brief overview of our conceptual framework, we describe our research methods in detail, provide an overview of the results of our analyses so far, and offer some conclusions and implications of these results. Reports of the final results of the qualitative analyses are forthcoming; we assume additional analyses of the quantitative data are likely as reports of the study prompt questions to address to the data.

We will, for example, analyze retention data for students who participated in the on-line survey as first-year students when those data are available.

Conceptual Framework

The extensive body of research on college impact suggests a clear strategy to foster student learning, development, and persistence: focus on student engagement. What students *do* during college generally matters more to what they learn and whether they persist to graduation than who they are or even where they go to college. According to Pascarella and Terenzini (2005, p. 602):

One of the most unequivocal conclusions drawn from both our previous synthesis and the research during the 1990s is that the impact of college is largely determined by individual effort and involvement in the academic, interpersonal, and extracurricular offerings on a campus. Students are not passive recipients of institutional efforts to ‘educate’ or ‘change’ them, but rather bear a major responsibility for any gains derived from their postsecondary experience. This is not to say that an individual campus’s ethos, policies, and programs are unimportant. *Quite the contrary. But if, as it appears, individual effort or engagement is the critical determinant of the impact of college, then it is important to focus on the ways in which an institution can shape its academic, interpersonal, and extracurricular offerings to encourage student engagement* (emphasis added).

Student engagement, therefore, has two key components. The first is the amount of time and effort students put into their studies and other activities that lead to the experiences and outcomes that constitute student success. The second is the ways an institution allocates its human and other resources, and organizes learning opportunities and services, to encourage students to participate in and benefit from such activities.

Certain institutional practices are known to lead to high levels of student engagement (Astin, 1991; Chickering & Reisser, 1993; Kuh, Kinzie, Schuh, Whitt, & Associates, 2005; Kuh, Schuh, Whitt, & Associates, 1991; Pascarella & Terenzini, 1991, 2005). Perhaps the best-known set of engagement

indicators is the "Seven Principles for Good Practice in Undergraduate Education" (Chickering & Gamson, 1987). These principles include meaningful and frequent student-faculty contact; educationally-sound peer interactions, including experiences with diversity; widespread use of effective teaching strategies, including active and collaborative learning and time on task; and respect for diverse talents and ways of learning. Also important to student learning are institutional environments that are perceived by students as inclusive and affirming and where expectations for student performance are clearly communicated and set at reasonably high levels (Kuh, 2001; Kuh et al., 1991, 2005). These and other factors and conditions are related to student satisfaction, learning and development on a variety of dimensions, and persistence and educational attainment (Astin, 1993; Pascarella & Terenzini, 1991, 2005). Educationally effective colleges and universities channel students' energies toward appropriate activities and engage them at a high level in these activities. Therefore, we framed the foci and design of the study of undergraduate experiences at UI according to these dimensions of student engagement demonstrated to have the greatest impact on undergraduate student learning and persistence (Kuh et al, 2005; Pascarella & Terenzini, 2005).

Research Methods

Quantitative Methods

The quantitative data were collected through a web-based survey instrument which took students about 30 minutes to complete (Appendix A provides a copy of the survey questions). The survey was sent to all undergraduate first-year and senior students in late March 2006. Students were told if they completed the survey, their names would be entered in a drawing for an iPod. After two follow-up reminders, completed surveys were returned by 1,477 first-year students and 1,676 seniors, approximately 36.5% of the students to whom the survey was sent.

Although the first-year and senior samples were essentially representative of their respective populations by race/ethnicity, there was a statistically significant response bias by sex and ACT composite score. Women and individuals with high ACT scores were overrepresented among both the first-year and senior respondents. To adjust for this response bias, an algorithm was developed to weight the samples up to population values by sex and ACT composite score quartile. Although such a procedure cannot correct for nonresponse, it does make the first-year and senior samples more representative of the populations from which they were drawn. All the quantitative analyses we report are based on weighted sample estimates, adjusted to the correct sample size for any inferential statistical tests.

Dependent/Outcome Measures

In this report we present analysis of the estimated effects of the Iowa undergraduate experiences on 27 dependent measures. Seven of these dependent measures were considered outcomes of UI experiences. They were: 1) UI cumulative grade point average; 2) satisfaction with the education received at Iowa; 3) number of times having five or more alcoholic drinks on one occasion in atypical two-week period; and perceived contribution of UI experiences to 4) growth in general/liberal arts education; 5) growth in career/professional preparation; 6) personal/interpersonal growth; and 7) overall/composite growth. A description of each of these measures follows.

Cumulative grade point average at UI was provided by the UI Registrar's Office. Satisfaction with the education received at Iowa was taken from a single item on the survey instrument that asked students

to indicate their overall level of satisfaction with the education received at Iowa. Response options were: 5 = very satisfied, 4 = satisfied, 3 = neither satisfied nor dissatisfied, 2 = dissatisfied, and 1 = very dissatisfied.

The third outcome measure was taken from an item on "binge drinking" that has been used in previous studies on college drinking behavior (e.g., Wechsler et al., 1995, 1998). Our use of this measure was based on concerns about binge-drinking by college students in general, and students at UI in particular. Students were asked to indicate the number of times they consumed five or more alcoholic drinks on one occasion during a typical two-week period. An alcoholic drink was defined as "a 12-ounce can of beer, a 4-ounce glass of wine, 1 wine cooler, 1 shot of liquor, or 1 mixed drink." The response options were: 0 = None, 1 = One time, 2 = Two times, 3 = Three to five times, and 4 = Six or more times. Because we expected drinking behavior in college to be influenced by drinking behavior in high school, respondents were asked an identical question about their high school drinking behavior. Indeed, our subsequent analyses indicated that drinking behavior in high school was by far the strongest predictor of drinking behavior at UI.

Outcome measures four through seven were taken from a question that asked respondents to indicate the extent to which their Iowa experience contributed to growth in 36 different areas. The 36 items were taken from the extensive literature on the established and desired outcomes of postsecondary education (e.g., Kuh, 2003; Pascarella & Terenzini, 1991, 2005). Although it would have been preferable to have standardized, objective measures of outcomes of UI experiences, the existing literature suggests moderate positive correlations between self-reports and standardized measures (e.g., Pike, 1995, 1996). A potential problem with self-reports is that they can be subject to bias by the characteristics of the students doing the reporting. For example, two students having the same experience might report substantially different impacts because their individual characteristics affect their receptivity to, or their perceptions of, the influence of the experience (Pascarella, 2001; Pascarella & Terenzini, 2005). To take this possibility into account, we also asked respondents to indicate the extent to which their high school experience contributed to growth on the same 36 items.

A simple principal components factor analysis indicated three distinct dimensions underlying the 36-item measure of perceived impact. Based on the items loading or clustering on these dimensions, three scales were developed: (1) growth in general/liberal arts education, (2) growth in career/professional preparation, and (3) personal/interpersonal growth. Table 1 shows the items composing the scales. In addition, we developed a fourth scale, named overall/composite of UI impact, which was based on all 36 items. As Table 1 shows, the scales were highly reliable with reliabilities (non-error variance) ranging from .86 to .95.

The remaining 20 dependent measures in the report were considered indicators of optimal or good practices in undergraduate education. These good practices were suggested by an extensive empirical literature that linked them to a range of desired outcomes of undergraduate education (see Pascarella, et al., 2006 for a review of this literature.). Good practices include such things as extracurricular involvement, high classroom expectations, quality of teaching received, feedback on progress, exposure to diverse ideas and people, quality of interaction with faculty and peers, integrated and connected academic experiences and the like. Table 2 provides the exact operational definitions of all 20 good practice measures and, where appropriate, the scale alpha or internal consistency reliabilities. Information for all 20 good practice indicators was obtained from first-year and senior student responses on the web-based survey.

Because the nature of the data ruled out the possibility of conducting randomized experiments, we relied on statistical controls to identify the presence of potential causal influences. Throughout the quantitative portion of this report, we employ the terms “effect” or “estimated effect.” These terms, however, should be interpreted or understood in a statistical, rather than an experimental, sense. A statistically significant (or reliable) effect uncovered in our analyses means that, given the alternative explanations (e.g., ACT score, high school experiences) we have controlled for statistically, one cannot reject the possibility of a causal relationship between a particular experience or involvement and the outcome in question.

Qualitative Methods

The qualitative portion of the research focused on UI undergraduates' own words as a means to identify and describe students' experiences and outcomes. As with the survey, the qualitative study sought data from first-time first-year students and seniors, but used interviews to elicit those data.

Sampling Process

Potential respondents were identified with assistance from instructors in the College Transitions course, and staff in the Tippie College of Business, Office of Residence Life, Orientation, and Office of Student Life. Those staff also agreed to contact the students whom they had referred to encourage their participation. We considered contacting faculty in sections of first-year Rhetoric about the possibility of interviewing students in their classes, but were cautioned that those classes are subject to many such requests.

Although soliciting participation from students at random might have provided samples representative of all first-year students and all seniors, we were particularly concerned about seeking participation from students who, once committed to serving as respondents, would show up for the interviews. By relying on staff who interacted with students on a regular basis, we hoped to improve our chances of student participation, although we also would run the risk of having samples of students more involved in the life of the University than might be typical. At the same time, however, the "rules" of qualitative research focus on "purposeful sampling" – that is, obtaining samples most effective at answering the research questions – rather than random sampling (c.f., Rossman & Rallis, 2003). Therefore, our sampling decisions were within the parameters of good practice in qualitative methods, but also must be considered in interpreting the interview data.

From our various sources we obtained names and email addresses of several hundred first-year students and about 200 seniors; our goal was to interview 100 first-year students and 100 seniors. Each student was contacted by an email message seeking her or his involvement in the study. For their participation, students were promised a \$5 gift certificate for use at a variety of Iowa City and Coralville businesses, entry into a drawing for an iPod (one for the first-year group and one for the seniors), and the

opportunity to provide input to the University about their experiences. Every student who agreed to participate received 3 email messages about the date and time of the interviews, including a reminder the morning of the interview. Less than half the students who said they would attend a focus group actually did, a disappointing number, but also higher than we'd been led to expect from past efforts to involve students in interviews.

As a group, the respondents – first-year and senior – were predominantly traditional-age, full-time, White students from Iowa who had begun their postsecondary careers at UI. And, as with the on-line survey, all the interviewees chose to participate, which, again, should influence interpretations of the data.

Unfortunately, we lost some momentum because of unanticipated delays in obtaining IRB approval. We had planned to conduct all interviews no later than mid-October 2005. Our reason for that strategy was two-fold. First, we would obtain first-year student insights about their college experiences around the time of their first midterm examinations and within the first 8 weeks of their time on campus, a key period in adjusting to college. Second, our self-imposed deadline for data collection was Thanksgiving break; after that time, we would have even more difficulty getting students to participate. We were ready to contact potential participants in mid-September, soon after our conversations with staff about the study and soon after publicity about the study appeared in the *Daily Iowan* and on the UI website. In fact, due to the aforementioned IRB delays, we were not able to solicit student participation until the third week of October. At that point, we decided to stick with our Thanksgiving deadline, which meant it would be impossible to interview both first-year students and seniors during the fall semester. Because we felt it was important to hear from first-year students during their first semester of enrollment, we scheduled the first-year focus groups for November and put the senior interviews off until the spring semester.

First-year sample. The November 2005 first-year focus groups included volunteers from among the students referred to us by residence life staff and CT instructors. The very small turn-out of first-year students for the November focus groups led us to seek assistance in expanding our sample from Resident

Assistants on predominantly first-year-student floors; as a result of their cooperation, we conducted 3 first-year focus groups after floor meetings in January 2006. Two of the floors were “Honors” floors in Daum Hall, one floor of men and one of women; one was a general-assignment floor of men in Burge Hall. Students were given the option of staying for the focus group or leaving after the floor meeting.

The final number of first-year respondents was 75. Almost all the first-year participants lived in UI residence halls and the first-year sample was, for the most part, evenly balanced between men and women.

Senior sample. All students who chose to participate in the senior focus groups had been referred to us by name by staff. Most – when asked -- described themselves as “atypical” UI students because of their extensive involvement in campus life. Indeed, the group included Resident Assistants, Orientation student staff, and Student Ambassadors, as well as leaders of a wide range of clubs, organizations, and activities.

At the end of the senior interviews in early February 2006, we had spoken with 45 students (29 women and 16 men), far below our goal of 100. We considered extending the time for interviewing to attempt to expand the number of senior respondents, but concluded we had done everything we could to achieve our goal and additional efforts were not likely to be worth delaying the end of qualitative data collection further.

Data Collection

Data were collected by means of focus groups organized according to grade level. First-year interviews (10 focus groups) occurred in November 2005 and January 2006; senior interviews (7 focus groups) occurred in February 2006. The interviews were conducted by students in the Graduate Programs in Student Affairs at UI and professional staff from the Office of Residence Life, all of whom received training in qualitative research methods. Two interviewers participated in each focus group, one to lead the discussion and one to take notes and make sure the tape recorders functioned properly. Because we anticipated that most first-year respondents would live in UI residence halls, we had planned to use Residence Life staff to interview seniors only; we were concerned that first-year students might hesitate

to describe their experiences fully to residence hall staff members. The need to move senior interviews to the spring semester made this strategy impossible, however.

Interview questions reflected the purposes of the study and our conceptual framework. Separate interview protocols were developed for first-year students (see Appendix B) and seniors (see Appendix C), although some questions were addressed to both groups. All students were asked, for example, to talk about why they chose to attend UI and to describe “a typical day”; their interactions with faculty, staff, and other students; and what highlights and disappointments they had experienced at UI. First-year students were asked what advice they would give to prospective UI students; seniors were asked why they had chosen to stay at UI.

The protocols were intended as a means to insure some consistency across the focus groups and, as such, guided the interviews. Nevertheless, the priorities, interests, and experiences of the respondents also shaped the directions and content of the interviews. We did not, for example, ask about students’ experiences with specific services or offices, nor did we raise specific issues such as alcohol use or involvement in certain types of activities. In this way, we gave students the opportunity to talk about what was most important to them about their UI experiences, rather than what we might have decided, in advance, was important. Thus, if students talked about football, academic advising, Greek life, or “the bar scene,” it was because they chose to do so, not because we asked them to.

All interviews were tape-recorded and all interview tapes but two were transcribed; two tapes were damaged in the process of transcription. We had extensive notes from those interviews, however, so some data were salvaged. The interviews yielded approximately 350 single-spaced typed pages of transcripts.

Data Analysis

Two processes were used to analyze the qualitative data. First, after the data were collected, the interviewers were invited to participate in a debriefing session in which they identified and discussed what they heard in their interviews. As a group, the interviewers identified themes across the interviews by grade level and discussed what they perceived to be the key points about UI undergraduate experiences

raised in the interviews. This process also was used to help ensure the credibility of the study by examining and testing the data with those who were most familiar with them. Data also have been analyzed by Elizabeth Whitt, one of the study co-directors, using ATLAS.ti, a qualitative data management program. The software enables a detailed analysis technique which approximates the constant comparative method through the identification of codes, categories, and themes. At the time of this report, all first-year transcripts and senior transcripts have been analyzed for the process of identifying codes; additional analyses to generate categories and themes are in process.

Results

Quantitative Analyses

This section begins with a brief overview of some of the descriptive data from the survey, followed by detailed descriptions of the results of analyses of student outcomes. We conclude with a discussion of some of the implications of quantitative results of the study.

Highlights from Descriptive Data

Tables reporting frequencies of responses for all the on-line survey items are provided in Appendix D. Given the amount of data included in those tables, we cannot address all of them in this report; instead we have chosen to highlight results in five areas: (1) Student-Teacher Interactions, (2) Diversity Experiences, (3) Academic Climate and Activities, (4) How Students Spend Their Time, and (5) Binge-Drinking. We focus on these particular data here to provide a basis for description and discussion of outcomes later in this report. Percentages are reported as whole numbers (i.e., “rounded up” if over .5 and down if under).

Student-Teacher Interactions

Encompassed in this section are data from responses to questions about teacher quality, frequency of student-teacher interactions, and the impacts of student-teacher interactions outside the classroom. The survey questions referred to here asked about “teachers”; whether respondents interpreted this to refer only to tenure-track faculty or to all classifications of instructors (e.g., Teaching Assistants, clinical faculty, tenure-track faculty, staff in teaching roles) is impossible to determine. We should note, however, that when asked about “faculty” in our interviews, focus group participants – particularly first-year students -- tended to view anyone in an instructional role as “faculty.”

Survey respondents reported very positive opinions about the quality of teaching they have experienced at UI (Table 3). For example, 74% of first-year students and 77% of seniors agreed that “most teachers with whom they have had contact” at UI “are genuinely interested in students”; 69% of first-year students and 71% of seniors agreed that teachers “are genuinely interested in teaching.” About 60% of respondents from both groups agreed their teachers “are genuinely interested in helping students

grow in more than academics.” Almost half of the first-year students and 58% of seniors agreed that their teachers “are outstanding” and 74% of first-year students and 75% of seniors agreed that teachers are willing to spend time outside of class on issues of interest to students.

Students also were asked to report the extent of their interactions with teachers at UI (Table 4). Most frequent (“very often” or “often”) were interactions to discuss class assignments (first-year students: 41%; seniors: 47%) and to discuss ideas from reading or class (first-year students: 35%; seniors: 32%). Sixty percent of first-year students and 42% of seniors said they “never” interacted with teachers on non-coursework activities (e.g., committees, orientation, student life activities) and 54% of first-year students and 40% of seniors “never” interacted with teachers to discuss personal matters. We were somewhat surprised that 44% of seniors reported they had “rarely” or “never” interacted with teachers to discuss career concerns and plans.

When students interacted with teachers outside of class, they reported a wide range of personal and academic gains as a result of those interactions (Table 5). Students agreed that “non-classroom interactions” between students and teachers had positive effects on personal growth (52% of first-year students and 62% of seniors), intellectual growth and interest in ideas (56% of first-year students and 68% of seniors), and career goals and aspirations (44% of first-year students and 61% of seniors). The survey did not specify what might be included in “non-classroom interactions,” but left interpretation of the meaning of those items to the respondents.

Diversity Experiences

Students were asked to note the frequency with which they had been involved in a range of “diversity” experiences (e.g., conversations with students different than they in race, political perspectives, religion) during their time at UI; the results are summarized in Table 6. We were particularly interested to note that 39% of first-year students and 42% of seniors reported they had “rarely” or “never” been encouraged to make contact with students from different economic, social, racial, or ethnic backgrounds. Thirty-six percent of first-year students and 30% of seniors had “rarely” or “never” had serious conversations with students of a race or ethnicity different than their own. Forty-

eight percent of first-year students and 50% of seniors said, however, they had made friends “very often” or “often” with a student whose race was different than their own. Forty-seven percent of first-year students and 38% of seniors had “rarely” or “never” made friends with a student from another country. When asked about how often they engaged in “serious discussions” about major social issues or with students whose politics, religion, or philosophy of life were different than their own, students in both groups were most likely to say “occasionally.”

Academic Climate and Academic Activities

Two items on the survey sought student impressions of the academic climate at UI (Table 7): (1) “Students (at UI) spend a lot of time studying and completing academic assignments” and (2) “Academic work at UI is challenging and requires serious intellectual effort.” Sixty-one percent of first-year students and 58% of seniors agreed that UI students spend a lot of time in academic pursuits; 82% of first-year students and 74% of seniors agreed that academic work at UI is challenging and requires effort.

Students also were asked to identify the number of books, term papers, and essay exams they had completed in the current (2005-2006) academic year (that is, as of the end of March, 2006) (Table 8). Twenty-five percent of first-year students and 34% of seniors said they had read 0-4 “assigned books and readings *this academic year*” (emphasis added); 43.5% of first-year students and 39% of seniors said they had read 5-10 assigned books or readings (the most frequent response for both groups). Sixty-five percent of first-year students and 68% of seniors had completed 0-4 essay exams. Fifty percent of seniors said they had completed 0-4 term papers or written reports; 30% said they had completed 5-10. In contrast, 47% of first-year students said they had completed 5-10 term papers or reports and 20% said they had completed 11-20.

The academic activities reported by the students could appear to be inconsistent with their assertions about the academic climate at UI. One could argue, for example, that reading 0-4 assigned books or readings in the first 7 months of the academic year (as reported by 25% of first-year students and 34% of seniors) contradicts the assertion that UI students “spend a lot of time studying and completing academic requirements” or that “academic work at UI is challenging and requires serious intellectual

effort.” It might be the case, however, that the respondents were not referring to themselves when they said UI students spend a lot of time studying. Or the respondents might view 0-4 readings in 7 months as “a lot” or intellectually challenging.

Student Use of Time

The survey asked students to identify the types of activities they had engaged in during their time at UI. They were to select from a list of experiences and activities, most of which are known to be associated with desired educational outcomes of college (e.g., living-learning communities, leadership positions or training, racial or cultural awareness workshops, senior capstone experiences, research with a faculty member) (c.f., Pascarella & Terenzini, 2005).

Table 9 lists the experiences and activities included in the survey and student responses – “yes” or “no” – to whether they had engaged in these activities during their time at UI. About a third of the first-year students and about a quarter of the seniors said they had been involved in courses in common. Thirty-seven percent of the seniors had held a leadership position in a student club, campus organization, residence hall, or fraternity/sorority. Fifty percent of the seniors and 34% of the first-year students had been part of an honors program. Fifty-three percent of seniors had participated in activities that helped them explore careers, 47% had not.

With a few exceptions, however, the “no” responses far exceeded the “yes” responses for both first-year students and seniors. One could infer from this that the choices we gave the students did not reflect the experiences and activities in which the respondents have been engaged at UI, that another list might have yielded more “yes” responses than “no’s.” Recall, however, that the activities we included in the survey are, for the most part, associated with high-quality college experiences and educationally-effective postsecondary learning environments (Kuh et al., 2005; Pascarella & Terenzini, 2005). One might also infer, then, that these are desirable activities that ought to be characteristic of UI students’ experiences. One also might hope that such desirable activities are widely distributed among, and experienced by, UI students. The extent to which these experiences are, in fact, associated with desired outcomes is described later in the report.

Students also were asked to estimate the amount of time (in hours) they spent on a variety of academic and non-academic activities during the current (Spring 2006) semester. Table 10 notes the responses. Students were asked, for example, to estimate how much time they spent “preparing for class in a typical week.” The most frequent response for both groups (25% of first-year students and 26% of seniors) was 6-10 hours per week. Twenty-three percent of first-year students and 22% of seniors said they spend 11-15 hours per week preparing for class. Twenty-one percent of first-year students and 19% of seniors said they spend more than 21 hours per week preparing for class; 9.5% of first-year students and 15% of seniors said they spend 0-5 hours per week.

Most respondents – 88% of first-year students and 83% of seniors –also said they spent 0-5 hours per week on co-curricular activities (i.e., “student organizations or government, campus publications, art or music, etc.”) and almost all – 94% of first-year students and 91% of seniors – spent 0-5 hours per week in community service or volunteer activities not related to class. First-year students were more likely than seniors to spend time using a computer “for fun.”

Most of the respondents -- 62% of the seniors and 84% of the first-year students -- reported working 0-5 hours per week on campus; 58% of the seniors and 88% of the first-year students reported 0-5 hours of paid employment off campus. Seniors were more likely than first-year students to work on or off campus, but particularly off campus. With the exception of employment, however, first-year students tended to report spending more hours on the activities identified in the survey than seniors.

Figure 1 illustrates how the “average” first-year student and the “average” senior in the sample spent his or her time in a week. We projected time spent on sleeping (8 hours/day – though our interviews indicate this might be an overestimate), eating (2 hours/day) and other life tasks to be about 82.5 hours per week. The pie charts show how the other 85.5 hours per week are spent based on the responses from the survey. We also projected 15 hours per week in class attendance, assuming 15-credit hours as a full-time load and assuming attendance at all class periods.

Thus, for example, the “average” first-year student in the sample spent 14.6 hours per week (17%) in class preparation, 15 hours (18%) in class, 11.7 hours (14%) in academic computer use, 13.2

hours (15%) in non-academic computer use, 2.3 hours (3%) in extracurricular activities, 3.7 hours (4%) working, 1.5 hours (2%) in community service or other volunteer activities, 4 hours (5%) reading for fun, and 19 hours (22%) in what we termed “uncommitted” time (that is, engaged in activities not addressed by the items in the survey; this might – according to the focus group results – include “hanging out” with friends; talking on a cell phone; “working out”; watching TV; “socializing” and/or “partying”; and attending movies, concerts, sporting events, or other such activities.

The average senior spent 13.8 hours per week (16%) in class preparation, 15 hours (17%) in class, 12.1 hours (14%) in academic computer use, 10.3 hours (12%) in non-academic computer use, 3 hours (4%) in extracurricular activities, 13.5 hours (16%) working, 2.1 hours (3%) in community service or other volunteer activities, 4.7 hours (6%) reading for fun, and 10.6 hours (12%) in “uncommitted” time.

Binge-Drinking

As we noted in our description of the survey, we were motivated to ask students about binge-drinking because of the attention paid to problem drinking on college campuses in general and at UI in particular (e.g., Wechsler et al., 1995, 1998). The survey asked students to (1) “Think back over a typical 2-week period when you were in high school. How many times did you have 5 or more drinks (a 12-ounce can of beer, a 4-ounce glass of wine, 1 wine cooler, 1 shot of liquor or 1 mixed drink) on one occasion?” and (2) “Think back over a typical 2-week period at The University of Iowa. How many times did you have 5 or more drinks (a 12-ounce can of beer, a 4-ounce glass of wine, 1 wine cooler, 1 shot of liquor or 1 mixed drink) on one occasion?” Table 11 reports students’ responses to these items.

Ten percent of first-year students and 13% of seniors reported drinking 5 or more drinks 6 or more times (that is, at least 30 drinks) during a typical two-week period in college. This is roughly the equivalent of having 5 or more drinks every other night in a two-week period. The drinking reported might or might not, however, be spread evenly over the two weeks; the 6 or more reported binge-drinking occasions could, for example, occur over 2 weekends.

For both groups (25% of first-year students and 29% of seniors), the most frequent response was 3-5 times in a typical two-week period. Therefore, 36% of first-year respondents and 43% of seniors reported binge-drinking at least 3, and as much as 6 or more, times in a typical two-week period in college. Note, however, that 31% of first-year students and 21% of seniors reported no binge-drinking in a typical two-week period.

Results of analyses of these data with regard to differences between first-year students and seniors, changes in binge-drinking behavior between high school and college, and the impact of reported binge-drinking on student outcomes and experiences are described later in this report. We also relate student comments on the UI “culture of drinking” in our description of the focus group results.

Discussion Regarding the Descriptive Data

The data highlighted here are intended to provide a picture of how the students in the sample viewed their experiences with teachers, perceived the academic climate at the University, spent their time on academic and non-academic activities, and reported binge-drinking. In general, students reported positive impressions of, and experiences with their teachers, and noted positive outcomes of student-teacher interactions. Students reported that, for the most part, their teachers are “outstanding,” and “genuinely interested” in students and teaching. Non-classroom interactions between students and teachers lead to a number of self-reported – and, from a university’s perspective, highly desirable -- outcomes for students.

In reflecting on the academic climate at UI, students asserted that UI students spend “a lot of time studying” and that academic work at UI “is challenging and requires serious intellectual effort.” This is good news. But the amount of academic work they reported engaging in – in numbers of books read, papers written, essay exams completed – could be interpreted as involving much less than “a lot of time” or falling short of “serious intellectual effort.” The students also reported what could be interpreted as fairly low levels (in terms of hours) of involvement in preparing for class and participating in extracurricular activities, and high levels of binge-drinking. And, in many cases, students responded “no”

more often than “yes” to engagement in a range of activities associated with high-quality college experiences. The results of additional statistical analyses of these data are reported next.

Differences Between First-Year and Senior Students in Net Outcomes

Our first set of analyses estimated the net difference between first-year students and senior students on the seven outcome measures. Such differences might be considered an approximation of the impact of undergraduate experience on Iowa students. To get a more valid estimate of the unique or net difference between first-year and senior students, we introduced an extensive set of statistical controls for potential confounding influences (or alternative explanations). These included: sex, race/ethnicity, ACT composite score, high school grades, graduate degree plans, whether or not Iowa was the student's first choice for a college, a scale consisting of 11 measures of high school involvement, work responsibilities in high school, whether or not one was receiving financial aid at Iowa, place of residence at Iowa, intended or actual academic major, parents' education, perceived high school impact, and high school drinking behavior. Table 12 shows the specific statistical controls in place for each analysis and the results of our analyses. As Table 12 indicates, in the presence of statistical controls, senior students had higher statistically-adjusted scores on all outcomes, except drinking behavior. Net of other explanations, seniors had an advantage on the other six outcomes of between 7 and 17 percentile points. This is reasonably consistent with the findings of other research on the net impact of college (Pascarella & Terenzini, 1991, 2005).

It is likely, however, that the results of our analyses present a very conservative estimate of Iowa's impact on undergraduates for two reasons. First, the extensive statistical controls employed in our analyses probably leave a minimum of unique variance left to be explained by first-year vs. senior differences. Second, and perhaps more important, since the survey was distributed in the middle of the Spring 2006 semester, it essentially fails to include any impact of the UI experience on first-year students after the first semester and one-half of college. Most research indicates that this is a particularly salient period for growth and change in college (e.g., Pascarella, 2005).

Although our findings suggest no statistically significant net increase in binge drinking behavior between first-year and senior students, it is important to point out that first-year students reported on their UI drinking behavior in the middle of their second semester of college. There was a substantial increase of .57 of a standard deviation (21.6 percentile points) in binge drinking behavior between first-year students' reported high school drinking behavior and their drinking behavior at Iowa. This suggests that the major socialization to binge drinking at Iowa occurs sometime during the first year of college, perhaps as early as the first semester. After that time, Iowa appears to foster little or no unique increase in binge drinking.

Our data indicate, too, that although reported binge-drinking behavior shows a significant increase between high school and the second semester of the first year, that behavior does not decrease significantly by, or during, the senior year. This suggests that binge-drinking behaviors, once established in the first year, did not change significantly over the respondents' time in college. Additional analyses regarding the effects of binge drinking are described later in this report.

Estimated Net Effects on Outcomes of Specific Involvements at Iowa

The second step in the quantitative analyses sought to identify specific UI activities or involvements that influenced the seven outcome measures. Twenty-three different involvements were considered and the estimated percentage of first-year and senior students participating in each involvement is shown in Table 13.

Tables 14 and 15 summarize our estimates of the net impacts of these 23 involvements on the seven outcome measures for first-year and senior students. In each analysis, statistical controls were introduced for an extensive battery of potential confounding influences (or alternative explanations). The footnotes in Tables 14 and 15 indicate the specific statistical controls introduced in each analysis. Only statistically significant net impacts are reported and once again the top number is the estimated effect size while the bottom number in parentheses is the effect size converted to a percentile point advantage or disadvantage, depending on the sign.

Although Tables 14 and 15 indicate which specific involvements had statistically significant (or reliable) estimated, net impacts on which specific outcome, we summarize them below organized according to outcome. An (F) indicates a significant effect for first-year students, an (S) indicates a significant effect for senior students, and an (F,S) indicates a significant effect for both samples.

Cumulative Grade Point Average

Positively influenced by:

- Participating in a living-learning community (F)
- Holding a leadership position on campus (S)
- Being a member of an honors program (F,S)
- Working on a research project with a faculty member (F,S)
- Participating in an internship or co-op experience (S)
- Participating in a senior capstone seminar (S)
- Participating in a debate or lecture on current social or political issues (F)
- Tutoring or teaching other students (F,S)
- Teaching assistant or supplemental instruction leader (S)

Negatively influenced by:

- Belonging to a fraternity or sorority (S)
- Participating in an intercollegiate sport other than football or basketball (S)
- Participating in intramural sports (S)

Satisfaction with Iowa Education

Positively influenced by:

- Participating in intercollegiate football or basketball (F)
- Participating in intramural sport (F)
- Participating in an internship or co-op experience (S)

Number of Times Having Five or More Alcoholic Drinks on One Occasion (Binge Drinking) in a Typical Two-Week Period

Positively influenced by:

- Belonging to a fraternity or sorority (F,S)
- Participating in an internship or co-op experience (S)
- Participating in intramural sports (F,S)

Negatively influenced by:

- Participating in a living-learning community (F)
- Being a member of an honors program (F,S)
- Serving as a peer educator (S)
- Participating in a racial or cultural awareness workshop (F,S)
- Tutoring or teaching other students (S)

Growth in General/Liberal Arts Education

Positively influenced by:

- Participating in courses in common (F)
- Working on a research project with a faculty member (F,S)
- Participating in an internship or co-op experience (S)
- Participating in a first-year seminar (F)
- Participating in a study abroad program for credit (S)
- Participating in a debate or lecture on current social or political issues (F,S)
- Participating in a racial or cultural awareness workshop (F,S)
- Participating in career exploration activities (F,S)
- Tutoring or teaching other students (S)

Growth in Career/Professional Preparation

Positively influenced by:

- Participated in intercollegiate football or basketball (F)
- Working on a research project with a faculty member (F,S)
- Serving as a peer educator (S)
- Participating in an internship or co-op experience (S)
- Participating in a first-year seminar (F)
- Participating in a senior capstone seminar (S)
- Participating in career exploration activities (F,S)
- Participating in intramural sports (F)
- Tutoring or teaching other students (S)
- Teaching assistant or supplemental instruction leader (S)

Personal/Interpersonal Growth

Positively influenced by:

- Participating in courses in common (F)
- Participating in a living-learning community (S)
- Belonged to a fraternity or sorority (S)
- Held a leadership position on campus (F,S)
- Participated in intercollegiate football or basketball (F)
- Participated in an intercollegiate sport other than football or basketball (S)
- Worked on a research project with a faculty member (F,S)
- Serving as a peer educator (S)
- Serving as an orientation leader (S)
- Participating in an internship or co-op experience (S)
- Participating in leadership training (S)
- Participating in a first-year seminar (F)
- Participating in a senior capstone seminar (S)
- Participating in a debate or lecture on current social or political issues (S)
- Participating in a racial or cultural awareness workshop (F,S)
- Participating in career exploration activities (F,S)
- Participating in intramural sports (F)
- Tutoring or teaching other students (F,S)

Overall/Composite Growth

Positively influenced by:

- Participating in courses in common (F)
- Belonging to a fraternity or sorority (S)
- Holding a leadership position on campus (S)
- Participating in intercollegiate football or basketball (F)
- Working on a research project with a faculty member (F,S)
- Participating in an internship or co-op experience (S)
- Participating in a first-year seminar (F)
- Participating in a debate or lecture on current social or political issues (S)
- Participating in a racial or cultural awareness workshop (F,S)
- Participating in career exploration activities (F,S)
- Participating in intramural sports (F)
- Tutoring or teaching other students (F)

Estimated Effects of "Binge Drinking" on UI Grades

The next step in the quantitative analyses was to estimate the net impact on the other six outcomes of "binge drinking" (i.e., "number of times having five or more alcoholic drinks on one occasion in a typical two-week period"). For this set of analyses, we treated binge drinking as a categorical variable and compared students who reported each category of binge drinking (i.e., once, twice, three to five times, six or more times) with students who reported never binge drinking. We then regressed each of the other six outcome measures on the four categories of binge drinking plus an extensive set of statistical controls. In each analysis, statistical controls were introduced for: sex, race/ethnicity, ACT composite score, high school grades, graduate degree plans, whether or not Iowa was the student's first choice for a college, a scale consisting of 11 measures of high school involvement, work responsibilities in high school, whether or not one was receiving financial aid at Iowa, whether or not one transferred to Iowa, place of residence at Iowa (campus housing, fraternity or sorority, off-campus residence within three miles of campus, off-campus residence more than three miles from campus), intended or actual major (natural or mathematical sciences, social sciences, arts and humanities, nursing, engineering, education, business, journalism or communications, other), mother's and father's education, and a 36-item composite measure of the perceived impact of one's high school experience.

In the presence of the above statistical controls, level of binge drinking had no significant net link with any of the other outcome measures except cumulative grade point average. On this outcome, there was a clear inverse relationship between binge-drinking frequency and grades for both first-year and senior students. As frequency of binge drinking increased, grade point average decreased. The results of these analyses are summarized in Table 16. As Table 16 indicates, binge drinking twice in a typical two-week period (versus not binge drinking) was linked to a penalty of .08 of a grade point for seniors. Binge drinking three to five times (versus none) led to a drop of .095 of a grade point for first-year students and .144 of a grade point for seniors. Finally, first-year students who reported binge drinking six or more times in a typical two-week period had average grades .284 of a grade point lower than their peers who did not binge drink. The cumulative grade point average for seniors who reported binge drinking six or more times was .203 points lower than their peers who did not binge drink.

An additional set of analyses was conducted to determine if the net negative impact of binge drinking on academic achievement at Iowa differed by race/ethnicity, sex, or tested academic preparation (i.e., ACT composite score). Our analyses indicated no statistically significant differences in the effects of drinking behavior on grades based on race (i.e., white students vs. students of color) or ACT score. However, for both first-year and senior students, there were statistically significant differences in the estimated impact of binge drinking frequency on grades for men and women. Table 17 shows these differences when the samples are disaggregated by sex. Two trends are readily apparent from an examination of Table 17. First, the negative effects of binge drinking behavior on UI grade point average are generally larger for women than for men. Second, the negative impact of drinking behavior becomes manifest (and statistically significant) at lower frequencies of binge drinking for women than for men. For both first-year and senior men, only the highest level of binge drinking (six or more times in a typical two-week period) had a significant negative effect on cumulative grades. For first-year women, however, the significant negative impact began at a binge drinking frequency of twice within a typical two-week period, while for senior women binge drinking only once in a typical two-week period was linked with a negative effect on grades.

Finally, consistent with the work of Williams, Powell and Wechsler (2003), we anticipated that the negative effects of binge drinking on academic achievement summarized in Table 17 would be explained by the negative effects of binge drinking on time spent studying or preparing for class. Therefore, we added a measure of hours-per-week spent preparing for class (e.g., studying, reading, doing library research, writing, rehearsing, and other activities related to one's academic program) to the Table 17 regression equations. Net of other factors in the four equations, time spent preparing for class did, in fact, have a substantial positive influence on Iowa grades. However, class preparation time did not fully account for the negative impact of drinking on grades. With class preparation time added to the equations, the negative effects of binge drinking on grades shown in Table 17 were reduced only marginally (between 2 and 16%, with a mean of 8.3%), and all remained statistically significant.

Estimated Net Effects on Good Practices of Specific Involvements at Iowa

The final step in the quantitative analyses sought to estimate the effects of specific UI activities or involvements on students' perceptions and/or experiences with the 20 good practice indicators. The specific activities or involvements to be used as independent variables in these analyses were selected in consultation with the UI Associate Provost for Undergraduate Education: Courses in Common, Living-Learning Communities, First-Year Seminars, College Transitions Course, Greek Membership, Honors Programs, Research with a Faculty Member, and frequency of Binge Drinking. Tables 18 and 19 summarize our estimates of the net impacts of these specific involvements on the 20 good practice measures for first-year and senior students. In each analysis, statistical controls were introduced for an extensive battery of potential confounding influences (or alternative explanations). The footnotes in Tables 18 and 19 indicate the specific controls introduced in each analysis. Column II in each table provides the more conservative estimates, as they control not only for an extensive battery of confounding influences, but also for the collinear effects of all other involvements. Only statistically significant net impacts are reported and, as before, the top number is the estimated effect size while the bottom number in parentheses is the effect size converted to a percentile point advantage or disadvantage, depending on the sign.

Although Tables 18 and 19 indicate which specific involvements had statistically significant (or reliable) estimate, net impacts on which specific good practice, we summarize them below based on the more conservative estimate and organized according to specific good practice measure. An (F) indicates a significant effect for first-year students, and (S) indicates a significant effect for senior students, and an (F, S) indicates a significant effect for both groups.

Co-Curricular Activities other than Intramural Sports

Positively influenced by:

- Living-learning communities (F, S)
- First-year seminars (S)
- Greek membership (F, S)
- Research with faculty (S)

Negatively influenced by:

- Binge drinking (F, S)

Reading for Pleasure

Negatively influenced by:

- College transitions course (S)
- Binge drinking (F)

Volunteering/Community Service

Positively influenced by:

- Living-learning communities (F)
- First-year seminars (F)
- Research with faculty (F, S)
- Greek membership (F, S)

Negatively influenced by:

- Binge drinking (F)

Time Spent Preparing for Class

Positively influenced by:

- Courses in common (F)
- Honors programs (F, S)
- Research with faculty (S)

Negatively influenced by:

- College transitions course (S)
- Binge drinking (S)

Number of Assigned Books and Readings

Positively influenced by:

- First-year seminars (F)
- Honors programs (S)
- Research with faculty (F)

Number of Essay Exams

Positively influenced by:

- First-year seminars (F)
- Honors programs (F)
- Binge drinking (F)

Number of Term Papers/Written Reports

Positively influenced by:

- First-year seminars (F)
- Research with faculty (F)

Quality of Non-Classroom Contact with Faculty

Positively influenced by:

- Honors programs (S)
- Research with faculty (F, S)

Negatively influenced by:

- Binge drinking (F)

Instructor Use of Higher-Order Questioning Techniques

Positively influenced by:

- Courses in common (F)
- Research with faculty (S)
- Binge drinking (F)

Negatively influenced by:

- Greek membership (F)

Faculty Interest in Teaching and Student Development

Positively influenced by:

- Research with faculty (S)

Negatively influenced by:

- First-year seminars (S)

Frequency of Contact with Faculty

Positively influenced by:

- Courses in common (S)
- Living-learning communities (S)
- Greek membership (F)
- Research with faculty (F, S)

Frequency of Contact with Student Affairs Staff

Positively influenced by:

- Courses in common (F, S)
- Living-learning communities (F, S)
- First-year seminars (S)
- Greek membership (S)
- Research with faculty (F, S)
- Binge drinking (F)

Overall Quality of Faculty Teaching

Positively influenced by:

- Living-learning communities (F)
- Research with faculty (S)

Negatively influenced by:

- First-year seminars (S)
- Binge drinking (F)

Frequency of Feedback from Faculty

Positively influenced by:

- Honors programs (S)
- Research with faculty (F, S)

Overall Diversity Experiences and Interactions

Positively influenced by:

- Research with faculty (F, S)

Integration of Ideas through Class Activities and Assignments

Positively influenced by:

- Courses in common (F)

Institutional Academic Challenge

Positively influenced by:

- Courses in common (F)
- College transitions course (F)
- Binge drinking (F)

College Environment is Supportive

Positively influenced by:

- Courses in common (F)
- Research with faculty (S)
- Binge drinking (F, S)

Positive Influence of Interactions and Relationships with Peers

Positively influenced by:

- Greek membership (S)
- Research with faculty (F, S)
- Binge drinking (F, S)

Academically Meaningful Out-of-Class Experiences

Positively influenced by:

- Greek membership (S)
- Research with faculty (F, S)
- Binge drinking (F)

Qualitative Analyses

As we noted earlier, analyses of the qualitative data still are in process. Therefore, this report offers preliminary results of those analyses. The reader should assume that (1) much more information and detail will be available when analyses are complete, and (2) some topics that will be addressed eventually are not noted here. The in-process results are presented in 3 categories: (1) themes across both first-year and senior interviews, (2) themes from the first-year interviews, and (3) themes from the senior interviews. It is safe to say, at this point, that the qualitative data illustrate, affirm, and contradict the results of the on-line survey.

Themes Across First-Year and Senior Interviews

Reasons for Attending UI

Because every student was asked her or his reason for choosing to attend UI, we received as many different answers to the question as we had respondents. In general, however, their responses focused on location, cost, and majors.

- Location: Most students stated they chose Iowa for its location, including proximity to or distance from home. Students from Iowa noted wanting to – or, in many cases, having to – attend an in-state school, and many expressed a preference for UI over ISU and UNI. A few asserted they had been “born Hawkeyes,” and Iowa City itself also was a draw for some students.
- Cost: (1) in-state tuition was an important factor for Iowa students, (2) out-of-state students noted that the cost of UI was reasonable for them, although increasing out-of-state tuition rates also were mentioned consistently as a negative experience, and (3) a few students mentioned scholarships or favorable financial aid packages as incentives to choose UI.
- Majors: A “good reputation” in major areas of interest was mentioned by many students as influencing their decision to attend UI. This seemed to be the case regardless of major, although Engineering, Journalism, and pre-professional preparation for health-related fields were mentioned often by name. What the students meant by “a good reputation” varied – and was not

always clear – but included “good faculty” and “good jobs” for graduates. Some students said they had chosen UI because they were uncertain about a major or career interests; the University offered a reasonably-priced option for exploration for those students.

Alcohol Use

Alcohol consumption by UI students – in the words of some, “a culture of drinking” – was raised by the students in every interview. In a few cases, “partying” – in particular, excessive alcohol consumption and underage drinking – was described as a positive attribute of the student life at the University (e.g., as a reason to choose to attend UI or a highlight of one’s UI experience). For many students, it was simply a fact of student life. Comments such as “Drinking is just part of undergraduate life [and] part of how students adjust to college” were typical from these students. For many others, however, it was a distinct disadvantage in terms of, for example, its negative impact on social life (e.g., the comment “There’s nothing to do here but drink” was common), academic life (e.g., class attendance, amount and seriousness of intellectual activity in and out of class, academic motivation of “typical” UI students), UI’s external reputation (e.g., as a “party school”), and quality of life in the residence halls (e.g., complaints about noise from “partiers” interfering with sleep and study time). We did not follow up with questions about binge-drinking, and it was mentioned only rarely as a specific phenomenon. But the amount and extent of alcohol consumption that were described in the interviews, and the key role students ascribed to drinking in the UI student culture, were disturbing nevertheless. This is a topic to which we return.

General Satisfaction with UI

Consistent with the on-line survey, in most cases, both first-year and senior interviewees described satisfaction with their UI experiences; they were, for the most part, a very happy group. The seniors were particularly positive, which might be expected, given that they had stayed at the University to graduate (or, to within 2^{1/2} months of graduation at the time of the interviews) and because they described themselves as involved in campus life to an “atypical” extent. For both groups, though, the

“highlights” of their UI experience far exceeded the disappointments and very few regrets were expressed about their decisions to attend UI.

Interactions with Faculty and Staff

Because we asked specifically about students’ interactions with faculty and staff, the interviews yielded long and fairly detailed conversations about both, particularly about faculty. In general, as with the survey respondents, students in the interviews spoke in very positive terms about these interactions. In fact, we were struck by the significant positive impact a single interaction or a single individual could have on a student’s satisfaction with the University and/or with himself.

Faculty were – with few exceptions – described as approachable, available, and willing and able to help students. By the way, for first-year students in particular, “faculty” often also included Teaching Assistants. Some distinctions were made between the availability and approachability of faculty in large classes and faculty in small classes, but some students noted positive interactions with faculty in the very largest classes. These faculty were exceptions, rather than typical, but the impact they had on students’ sense that students and undergraduate education mattered to these faculty was striking. When asked about advice they would give to prospective or new UI students, most seniors offered some form of “Get to know your professors” and “Go to office hours so they know you care.” Across the board, however, students asserted that positive, meaningful interactions with faculty and staff had to be initiated by students, another topic to which we return.

Students also talked extensively about the quality of instruction they encountered at UI; comments were fairly evenly divided between positive experiences and negative. In general, both first-year and senior students felt that quality undergraduate instruction was a lower priority for the University than research. Again, class size was a factor in the nature of students’ experiences with instruction. Instruction in large classes tended to be described more negatively than instruction in small classes, and students – particularly first-year students -- tended to be most positive about instruction that required active engagement with class materials and with other students, techniques which students described as

occurring in small classes, not large. Students also were much more likely to feel their presence was noted and, therefore, important in smaller classes than in large.

Peer Interactions

As with most undergraduate students at large universities, the students we interviewed spent most of their time with other students, and they were happy about that. The UI student culture was described consistently as open, friendly, and sociable. Phrases such as “Everyone is so friendly!,” “It’s so easy to meet people!,” and “Iowa people are just really welcoming and down-to-earth” came up consistently in both first-year and senior interviews. Most students perceived other students as helpful and, when asked where they learned how to be a UI student and where they had found help when they needed it, almost everyone referred first to “my friends,” “my peers,” and “my classmates.” First-year students’ experiences were particularly shaped by the people and nature of community on their residence hall floors. And, when asked why they had chosen to stay at UI, many seniors mentioned the importance of their residence hall floormates in making a positive and lasting adjustment to UI.

Academic Challenge

All the focus groups were asked to describe the quality and quantity of “academic challenge” they had experienced in their time at UI. How that term was defined was left to the students, but the discussions about it referred, among other things, to time spent studying and on homework, the pressure students felt to work hard in – and prepare for -- their classes, expectations of faculty for student effort and performance, class attendance, and general feelings of being challenged (or not) academically and/or intellectually. We were surprised at the extent to which both first-year students and seniors described their UI experiences as lacking in academic challenge and characterized by low expectations – particularly their own, but also their peers’ and their instructors’ -- for time spent studying, preparing for class, studying for exams, writing papers, and, in general, focusing on the academic aspects of college. Many noted that “academic challenge is what you make it,” because they felt little external academic press. Some first-year students asserted that this lack of academic challenge was a surprise and/or a disappointment: they expected more challenge than they encountered and many were surprised at the

amount of free time they had in their first semester at UI. Many seniors with whom we spoke noted a decline in perceived academic challenge over their time in college; most asserted that once they “figured out the system,” they needed to spend little time on academic endeavors. This seemed to depend, to some extent, on a student’s major (e.g., some – though not all -- Engineering majors described extensive and intensive academic challenge) or on whether the student was working on a senior thesis.

We should note, too, these data are in sharp contrast to responses to the survey questions about academic climate; survey respondents (83% of first-year students and 74% of seniors) indicated they perceived academic work at UI to be challenging and requiring serious intellectual effort. They might not, however, contradict the survey data about time spent engaged in academic activities; the – from our perspective – small numbers of assigned readings, essay exams and papers identified by both seniors and first-year students and low number of hours spent in class preparation could be viewed as supporting the focus group assertions about lack of academic challenge.

Highlights and Strengths of UI

In many ways, what constituted a “highlight” of UI was individual; one student’s highlight (“night life” or “leadership opportunities,” for example) might be another student’s disappointment. At the same time, however, we heard consistent themes within the individual descriptions, including (1) extensive opportunities for involvement in a wide range of out-of-class experiences and activities; (2) involvement in student clubs and organizations; (3) interactions and relationships with faculty and staff; (4) a “friendly” and “helpful” peer culture; (5) Iowa City; (6) Hawkeye football; (7) campus residences, including residence halls and Greek houses (for first-year students, though, this depended to a great extent on to what dorm they were assigned); and (8) the importance of making connections with others for a positive and successful college experience.

Disappointments and Weaknesses of UI

What was disappointing also was individual, but, again, some themes emerged in response to questions about what students would change about the university if they could and what disappointments they had experienced: (1) tuition increases (particularly out-of-state tuition); (2) student parking; (3)

residence hall food service and the campus bus service (though, of course, each also had its fans!); (4) the “culture of drinking,” including a perceived lack of alternatives (on and off campus) to alcohol-related events and social activities; (5) lack of academic challenges; (6) academically unmotivated peers; (7) inconsistent or unpredictable course offerings in some majors; (8) instruction in large lecture classes; and (9) academic advising (by academic advising staff and faculty advisors).

“You’re On Your Own”

Across the interviews, both first-year students and seniors noted consistently that “Your experience is what you make it” – “If you want to be successful here, you can be; you just have to take the initiative to get what you need.” In addition, “You have to learn it all the hard way; no one is going to care if you don’t go to class or get your work done.” Although those are quotations from individuals, they were repeated often enough to seem a UI student mantra.

The data are replete with this message: UI offers many opportunities for student engagement and success, but it is up to the individual student to find those opportunities, and create a positive experience, for herself. First-year students and seniors described as “challenging,” however, the processes of finding the opportunities and resources one needs to craft a successful and engaging college experience. Students said they relied mostly on other students -- first-year peers and older students -- to identify what an Iowa education could and should be, and made a wide range of decisions based on the example of other students. As a senior noted, “You are the company you keep”; seniors, in particular, ascribed their success at, and satisfaction with, UI to “making the right friends” early in their college experience.

Themes from First-Year Students

The first-year students with whom we spoke were very focused on the process of adjusting to expectations of college and making the transition from high school and home to college and campus. Some expressed satisfaction with their adjustment, others were struggling. Themes common, and unique, to the first-year interviews included (1) the processes and challenges of learning to be an effective student (over and over again, we heard “Time management is the big one!”), (2) the importance of roommates and the residence hall floor environment for one’s successful adjustment to college, (3) dissatisfaction

with “teachers with foreign accents,” (4) the challenges of learning to balance freedom and responsibility, and (5) changing relationships with parents.

First-year students described themselves, in general, as having a lot of free time, and very few – surprisingly few -- described involvement in formal out-of-class activities, such as student clubs or organizations (although this, too, is reflected in the survey responses). In addition to going to class, for example, a “typical day” for most first-year students included quite a bit of “non-academic” computer time, time on the phone with friends, napping (lots of naps!), and “hanging out.” Many first-year students said they did not have a job on campus besides being a student; several, however, noted working off-campus in restaurants or retail.

Facebook, in particular, was mentioned as both a significant first-year student activity and a critical element of first-year community-building, both on campus and off. First-year students described using *Facebook* as a way to make friends at UI, maintain ties with high school friends, and connect with students at other colleges and universities in virtual communities of common interests.

As we noted earlier, all first-year student interviews included mentions of alcohol use, including the Iowa City “bar scene” and house parties. Underage drinking was described as common, and most first-year students perceived few social alternatives to alcohol-related events; this was a frustration for many, but not for all. In fact, “drinking,” “night life,” and “partying” were mentioned as “highlights” of their UI experience by many first-year students. At the same time, however, a few expressed surprise at the extent to which alcohol use dominated student social life at UI. One student’s comment illustrates this theme clearly: “I didn’t expect the drinking scene to be as big as it is. Like, I knew it was going to be fairly big or whatever. But, I mean, I didn’t expect to be able to walk out of my dorm and walk two blocks and be able to find ten house parties in, like, a couple of minutes. It’s just I didn’t expect that at all.”

And, although some asserted a disappointing lack of academic challenge in their lives as students, some also said they were disappointed in the grades they had received so far and resolved to “work harder” and “study more.” Those who said their high school experiences prepared them well for college

(e.g., “I always had to study in high school,” “I took a lot of AP classes in high school”) found the academic adjustment smoother than those who felt unprepared.

Themes from Seniors

As we noted earlier, the students in the senior interviews described themselves as “overachievers” with regard to involvement in formal out-of-class activities, leadership positions, and campus life. When asked to describe a “typical Iowa student” – because they were so certain they were not “typical” – the seniors conjured a picture of “someone who maybe goes to class, watches a lot of TV, and parties a lot” but “who doesn’t really get involved in anything else, like leadership or student [organizations].” They referred to themselves as “the student leaders,” and “a really small group – you see the same people at every meeting.”

In contrast to those of the first-year students, seniors’ “typical” days were “loaded with meetings,” mostly of student clubs and organizations. Unlike many first-year students, most seniors said they had at least one job in addition to being a student; many of those jobs were on campus, including in the residence halls and research labs. In contrast to the first-year interviews, senior interviews included no mention of parents or using *Facebook*.

Seniors also talked about their involvement in, and the benefits of, a variety of what might be considered “academic-oriented” activities out of class, including undergraduate research, tutoring, senior theses, Honors program activities, and major-related clubs and organizations. One senior spoke for many of the senior respondents when she said, “I am so much busier and have so much less free time than when I was a freshman.”

At the same time, however, the statement of another -- “homework comes last for me” – also was typical. Consistent in the senior interviews was the assertion that “You figure out the system and decide what you need to do to get the grades you want.” Although some of the seniors said they were working on senior theses, most said senior year was “mostly downhill” with regard to academic challenges. This also could be seen as reflected in the survey responses.

As a group, the seniors were articulate in their praise and criticism of UI. It would be fair to say most “love [The University of] Iowa” with great enthusiasm, but do not love everything about their experiences here nor everything about the University. The senior interviews included, for example, in-depth discussions about frustration with the “culture of drinking” at UI, including a fairly widespread perception that “the University isn’t doing all it could or should” to address that culture. Indeed, some seniors asserted that Iowa’s “reputation as a party school” was associated with its perceived lack of academic challenge; that is, if UI provided more academic challenges, students would not be able to spend as much time partying as they do. Some also worried that the “party school” reputation would have a negative impact on their future employment prospects or admission to graduate school. None of the seniors interviewed claimed to be part of the “culture of drinking,” and most perceived the problems associated with excessive alcohol consumption to be most acute among first-year students. This is another example of our qualitative data conflicting with the quantitative; according to the survey, although binge drinking increases (from reported high school levels) in the first year at UI, the rates of binge drinking do not decrease significantly after the first year.

Common, and unique, to the senior interviews were (1) dismay at the extent of campus construction during their time at UI (e.g., the fact that the Old Capitol dome was under construction during most of their time on campus was a “disappointment” for a surprising number of seniors), (2) concerns about the University’s financial situation and allocations from the Iowa legislature, and (3) unhappiness at President Skorton’s departure. The last point might be an artifact of the timing of the senior interviews, which occurred within days of the announcement he was leaving Iowa. By the way, the President’s open house/barbeque at the beginning of the 2005-2006 school year was mentioned by quite a few students as evidence of his – and the University’s – commitment to students.

We also asked all the seniors why they had chosen to stay at UI. As one might expect, these responses, too, were highly individual, but also tended to follow certain themes. Two themes stand out at this point in the analyses. For these seniors, “getting involved,” with student organizations and with other people (other students, faculty, and staff), was the key to staying at UI. This is consistent with decades of

research about student retention and points to the importance of finding ways to expand the numbers of first-year students who are actively engaged in academic and extracurricular aspects of college. This also emphasizes the need for concern, or, at least, further study, about the fairly low levels of first-year involvement in a range of college experiences and activities reported in the survey.

In addition, having a positive experience in the first year – that is, making friends (particularly on the residence hall floor) and feeling part of a community quickly – was essential for the seniors' persistence at UI. As we noted earlier, the seniors were clear about the importance of “making the right friends,” of getting involved early with people who were positive role models for student engagement and leadership, and who could pave the way to involvement in student organizations. For some, “making the right friends” meant joining a social fraternity or sorority; for others, a Resident Assistant, orientation leader, or older classmate made all the difference.

Conclusions Across the Study

Because the qualitative analyses of the RISE study are still in process, we can draw preliminary conclusions from across the qualitative and quantitative data. At this point, we offer three:

- First-Year – Senior Differences

Both the quantitative and qualitative data demonstrate clear differences between seniors and first-year students in experiences and net outcomes. Seniors are more engaged than first-year students in a variety of aspects of college life and are getting more out of their engagement. At the same time, however, our results indicate that students' early experiences matter in setting future directions. What our cross-sectional data cannot tell us is how seniors reached their level of engagement and how, in effect, first-year students “with a lot of free time” become busy and engaged seniors. Longitudinal data – quantitative and/or qualitative – would be necessary to answer those questions. But they are important questions, as our next point emphasizes.

- Engagement in Educationally-Purposeful Activities

Involvement in academically-oriented programs and experiences outside the classroom (e.g., research with a faculty member, teaching or tutoring other students, career exploration activities, living-

learning programs, honors programs, attending a racial/cultural awareness workshop, and the like), and in formal leadership positions in student clubs and organizations, have significant benefits for a wide range of college outcomes and exposure to good practices. These results are consistent with other research about student engagement and success and highlight the need for policies, programs, and practices to induce students to invest time and energy in such activities and experiences, and to do so early in their college careers. That is, for the students in this study, as with students elsewhere, engagement matters and it matters early. The fact that our data also could be interpreted to indicate that engagement in educationally-purposeful activities and experiences is not widely-distributed across the UI student body nor evenly distributed across students' time at UI should be a matter of concern or, at least, further study, for administrators, faculty, and staff.

- “A Culture of Drinking”

Alcohol use – including excessive consumption – influences experiences and outcomes of UI undergraduates from entry to (almost) graduation. Although the focus group protocols did not include questions about drinking, “partying” or underage drinking, those topics were addressed extensively by the students in the interviews; alcohol use – or concerns about alcohol use -- clearly was in the forefront of their UI experiences. This study also is the only one we know of to look at the negative consequences of binge drinking on grades in the context of rigorous statistical controls; we were surprised at the significance of those consequences, particularly for women and for members of social fraternities and sororities, as well as the extent and durability of binge drinking behaviors across time in college.

Next Steps

We are gratified by the rich data this study has provided and anticipate answers to many interesting questions as we continue our analyses. We assume that some analyses of the quantitative data will be ongoing as new questions emerge and the qualitative data promise vivid pictures of student experiences. We are willing and eager to talk about the potential implications of the RISE results so far

for UI and for the Office of the Provost; we want our work – and the efforts of the hundreds of students who participated in this study -- to be helpful in facilitating student engagement and success at UI.

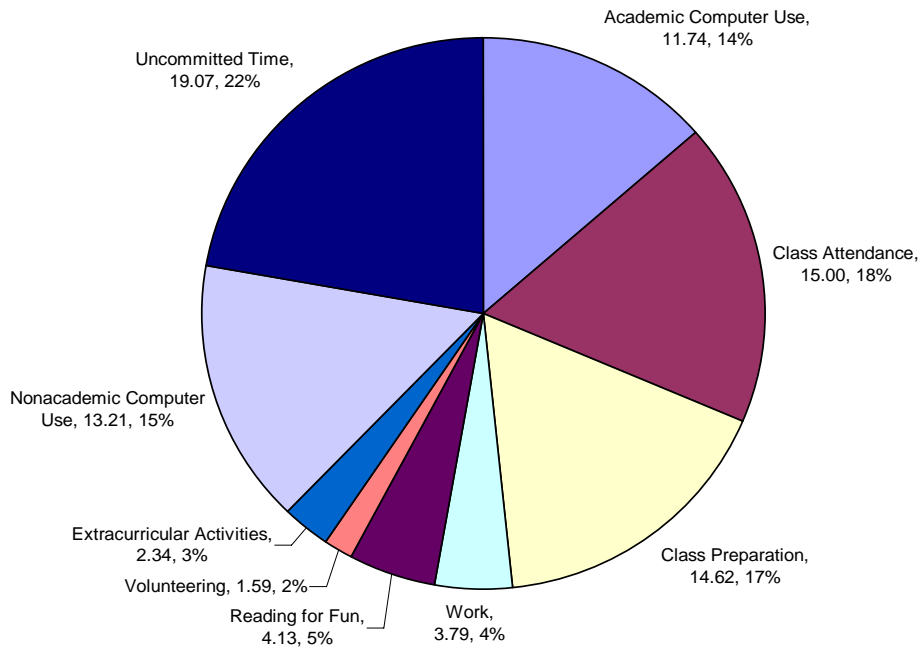
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Figure 1

Average Hours Per Week by First-Year Students in Academic and Non-Academic Activities^a



^aWe estimated, on average, 8 hours/night for sleep; 2.5 hours/day for eating; 1 hour/day for grooming; and 2 hours/week for laundry for a total of 82.5 hours per week in basic life tasks. The charts depict how survey respondents, on average, said they spend the remaining 85.5 hours.

Average Hours Per Week by Seniors in Academic and Non-Academic Activities^a

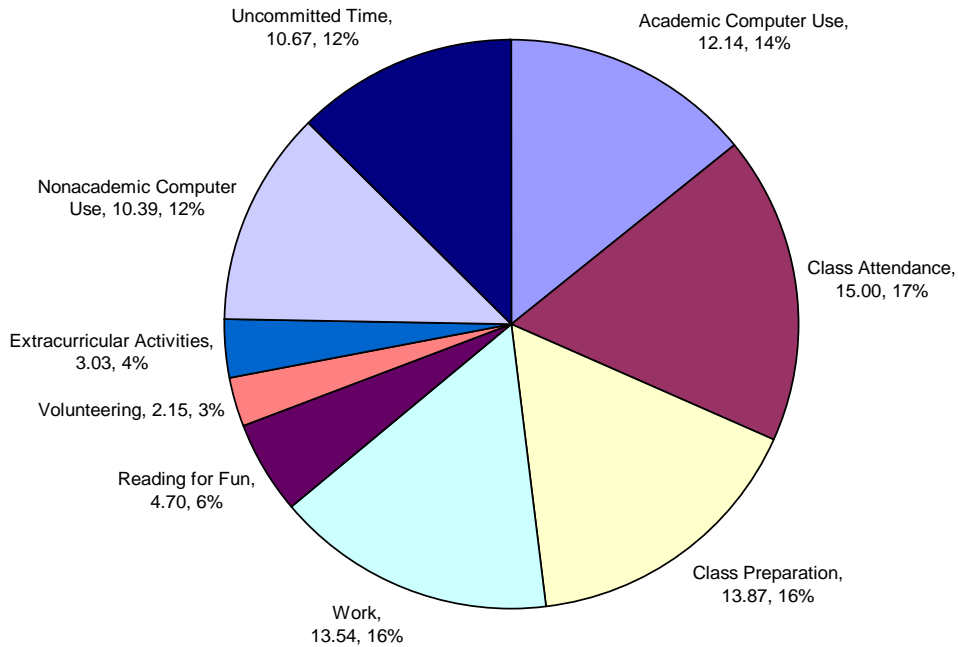


TABLE 1

Scales Underlying the 36-Item Measure of Perceived Impact of the Iowa Experience

| <u>Scale/Item</u> | Scale Alpha Reliability |
|---|-------------------------|
| <u>Growth In General/Liberal Arts Education</u> | .918 |
| Developing original ideas or products | |
| Improving thinking and reasoning skills | |
| Committing to a life of learning and intellectual development | |
| Developing ethical standards and values | |
| Exercising rights, responsibilities, and privileges as a citizen | |
| Speaking effectively | |
| Writing effectively | |
| Appreciating literature and the fine arts | |
| Awareness of environmental issues | |
| Understanding international issues | |
| Acquiring a broad general education | |
| Developing a better understanding of myself | |
| Learning to acquire new knowledge on my own | |
| Learning to think creatively | |
| Developing ability to apply knowledge to new situations | |
| Listening effectively | |
| <u>Growth in Career/Professional Preparation</u> | .868 |
| Developing problem-solving skills | |
| Applying scientific knowledge and skills | |
| Learning about career options | |
| Applying mathematics and statistics | |
| Working as team member | |
| Setting clear goals | |
| Applying computer skills and related technology | |
| Developing time management skills | |
| Developing job or work-related skills | |
| Preparing for graduate or professional school | |
| <u>Personal/Interpersonal Growth</u> | .852 |
| Developing leadership skills | |
| Getting along with people whose attitudes and opinions are different from mine | |
| Developing a healthy lifestyle | |
| Reading with speed and accuracy | |
| Developing self-confidence | |
| Managing personal finances | |
| Developing my religious values | |
| Actively participating in volunteer work to support worthwhile causes | |
| Interacting well with people from racial groups or cultures different from my own | |
| Learning how to be a more responsible family member | |

Composite UI Impact (36 items) $\alpha = .952$

TABLE 2
Good Practices in Undergraduate Education

| Good Practices | Items comprising scale | Cronbach's alpha - measure of reliability |
|---|---|---|
| Hours spent per week involved in co-curricular activities other than intramural or intercollegiate sports (student organizations or government, campus publications, arts and/or music organizations, etc.) | | no alpha - single item |
| Hours spent per week reading for pleasure during the current semester | | no alpha - single item |
| Hours spent per week volunteering or doing community service (non-class) during the current semester | | no alpha - single item |
| Hours spent preparing for class in a typical week during the current semester | | no alpha - single item |
| Number of assigned books and readings completed this academic year | | no alpha - single item |
| Number of essay exams completed this academic year | | no alpha - single item |
| Number of term papers and written reports completed this academic year | | no alpha - single item |
| Quality of non-classroom interactions with faculty scale | 1) My nonclassroom interactions with teachers have had a positive influence on my personal growth, values, and attitudes; | alpha = .857 |
| | 2) My nonclassroom interactions with teachers have had a positive influence on my intellectual growth and interest in ideas | |
| | 3) My nonclassroom interactions with teachers have had a positive influence on my career goals and aspirations | |
| | 4) Since coming to this institution, I have developed a close personal relationship with at least one teacher | |
| | 5) I am satisfied with the opportunities to meet and interact informally with teachers | |

| | | |
|---|---|--------------|
| Instructor's use of higher-order questioning techniques | 1) Teachers ask challenging questions in class | alpha = .829 |
| | 2) Teachers ask me to show how a particular course concept could be applied to an actual problem or situation | |
| | 3) Teachers ask me to point out any fallacies in basic ideas, principles, or points of view presented in the course | |
| | 4) Teachers ask me to argue for or against a point of view | |
| | 5) Teachers challenge my ideas in class | |
| | 6) Student's challenge each other's ideas in class | |
| | 7) I worked harder than I thought I would to meet a teacher's standards or expectations | |
| Faculty interest in teaching and student development | 1) Teachers are genuinely interested in students | alpha =.855 |
| | 2) Most teachers with whom I've had contact at UI are interested in helping students grow in more than academic areas | |
| | 3) Most teachers with whom I've had contact at UI are outstanding teachers | |
| | 4) Most teachers with whom I've had contact at UI are genuinely interested in teaching | |
| | 5) Most teachers with whom I've had contact at UI are willing to spend time outside of class to discuss issues of interest and importance to students | |
| Frequency of contact with faculty | 1) Frequency with which student interacted with teachers to discuss assignments | alpha =.802 |
| | 2) Frequency with which student interacted with teachers to discuss ideas from reading or class | |
| | 3) Frequency with which student interacted with teachers to discuss career concerns and plans | |
| | 4) Frequency with which student interacted with teachers on non-coursework activities | |
| | 5) Frequency with which student interacted with teachers to discuss personal matters | |
| Frequency of contact with student affairs professionals | 1) Frequency with which student interacted with student affairs to discuss ideas from reading or class | alpha =.871 |
| | 2) Frequency with which student interacted with student affairs to discuss career concerns or plans | |

| | | |
|--|--|-------------|
| | 3) Frequency interacted with student affairs on non-coursework activities | |
| | 4) Frequency interacted with student affairs to discuss personal matters | |
| Overall quality of faculty teaching | 1) Teachers give clear explanations | alpha =.898 |
| | 2) Teachers make good use of examples and illustrations to explain difficult points | |
| | 3) Teachers effectively review and summarize the material | |
| | 4) Teachers interpret abstract ideas and theories clearly | |
| | 5) Teachers give assignments that help in learning course material | |
| | 6) Presentation of material is well organized | |
| | 7) Teachers are well prepared for class | |
| | 8) Class time is used effectively | |
| | 9) Course goals and requirements are clearly explained | |
| | 10) Teachers have a good command of what they are teaching | |
| Frequency of feedback received from faculty | 1) Teachers inform me of my level of performance in the class | alpha =.771 |
| | 2) Teachers check to see if I have learned the material well before going on to new material | |
| | 3) Teachers provide timely written feedback on my performance | |
| | 4) Teachers provide timely oral feedback on my performance | |
| Overall diversity experiences and interactions | 1) Frequency with which student had serious conversations with students of a race or ethnicity different from own | alpha =.910 |
| | 2) Frequency of diverse perspectives in class discussion or assignments | |
| | 3) Frequency of diverse perspectives encountered on campus (e.g., administrative offices, student activities, public forums, etc.) | |
| | 4) Frequency with which student made friends with a student whose race is different from own | |
| | 5) Frequency with which student made friends with a student from another country | |
| | 6) Frequency with which student had serious discussions with other students about different lifestyles and customs | |

| | | |
|---|--|--------------|
| | 7) Frequency with which student had serious discussions with other students about major social issues such as racial diversity, human rights, equality, or justice | |
| | 8) Frequency with which student had serious discussions with students whose religious beliefs were different from own | |
| | 9) Frequency with which student had serious discussions with students whose political opinions were different from own | |
| | 10) Frequency with which student had serious discussions with students whose philosophy of life or personal values were different from own | |
| | 11) Frequency encouraged to make contact with students from different economic, social, racial, ethnic backgrounds | |
| | 12) Frequency with which student had serious discussions with faculty and staff whose political, social, or religious opinions differed from own | |
| Integration of ideas through class activities and assignments | 1) Coursework emphasizes analyzing the basic elements of an idea or theory | alpha = .766 |
| | 2) Coursework emphasizes synthesizing and organizing ideas and information | |
| | 3) Coursework emphasizes evaluating the soundness of an idea or argument | |
| | 4) Coursework emphasizes applying ideas or theories to everyday problems or new situations | |
| | | |
| Students' perceptions of institutional academic challenge | 1) Students at UI spend a lot of time studying and completing academic assignments | alpha = .661 |
| | 2) Academic work at UI is challenging and requires serious intellectual effort | |
| Degree to which student perceives college environment is supportive | 1) UI has provided the support I needed to succeed academically | alpha = .705 |
| | 2) UI has helped me cope with my nonacademic responsibilities | |
| | 3) My social life at UI has been personally rewarding | |
| | 4) Staff at UI have been helpful and considerate | |
| Positive influence of interactions and relationships with peers | 1) Have developed close, personal relationships with other students | alpha = .846 |

| | | |
|--|---|--------------|
| | 2) Friendships with students have been personally satisfying | |
| | 3) My interpersonal relationships with other students have had a positive influence on my personal growth, attitudes, and values | |
| | 4) My interpersonal relationships with other students have had a positive influence on my intellectual growth and interest in ideas | |
| | 5) Difficult to meet and make friends with other students | |
| Positive influence of interactions and relationships with peers, cont. | 6) Few of the students I know would be willing to listen to me and help me if I had a personal problem | |
| | 7) Most students at this institution have values and attitudes different from my own | |
| Academically-meaningful out-of-class experiences | 1) Out of class experiences help me connect classroom learning with life events | alpha = .867 |
| | 2) Out-of-class experiences help me translate knowledge and understanding from the classroom into action | |
| | 3) Out of class experiences positively influenced my intellectual growth and interest in ideas | |
| | 4) Out of class experiences positively influenced my personal growth, attitudes, values | |

TABLE 3

| Teacher Quality | | | | | | | | | | |
|---|----------------|--------|------------|--------|------------|--------|------------|--------|-------------------|--------|
| | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | |
| | First Year | Senior | First Year | Senior | First Year | Senior | First Year | Senior | First Year | Senior |
| Teachers are genuinely interested in students | 16.0% | 19.7% | 58.4% | 57.8% | 18.3% | 15.1% | 6.0% | 5.8% | 1.3% | 1.6% |
| Teachers are genuinely interested in helping students grow in more than academics | 12.6% | 13.5% | 42.8% | 44.3% | 31.1% | 27.4% | 11.2% | 11.9% | 2.3% | 2.9% |
| Teachers are outstanding | 9.0% | 13.9% | 39.2% | 44.6% | 39.1% | 31.2% | 10.6% | 8.3% | 2.1% | 1.9% |
| Teachers are genuinely interested in teaching | 14.9% | 18.8% | 54.7% | 52.6% | 23.2% | 20.0% | 6.1% | 7.2% | 1.1% | 1.3% |
| Teachers are willing to spend time outside of class on issues of interest to students | 23.9% | 23.3% | 50.1% | 51.7% | 20.9% | 19.4% | 4.1% | 4.3% | 1.1% | 1.3% |

TABLE 4

| Student-Teacher Interactions | | | | | | | | | | |
|---|------------|--------|------------|--------|--------------|--------|------------|--------|------------|--------|
| | Very Often | | Often | | Occasionally | | Rarely | | Never | |
| | First Year | Senior | First Year | Senior | First Year | Senior | First Year | Senior | First Year | Senior |
| Frequency interacted with teachers to discuss ideas from reading or class | 8.5% | 8.4% | 26.6% | 23.7% | 33.7% | 36.4% | 20.6% | 25.7% | 10.7% | 5.9% |
| Frequency interacted with teachers to discuss career concerns and plans | 2.3% | 6.8% | 8.9% | 15.3% | 23.2% | 33.5% | 29.3% | 30.1% | 36.2% | 14.4% |
| Frequency interacted with teachers on non-coursework activities | 2.1% | 4.2% | 5.5% | 9.2% | 13.0% | 17.4% | 19.4% | 27.1% | 60.1% | 42.1% |
| Frequency interacted with teachers to discuss personal matters | 2.1% | 3.5% | 6.0% | 7.4% | 16.8% | 19.8% | 20.6% | 28.8% | 54.5% | 40.5% |
| Frequency interacted with teachers to discuss assignments | 8.6% | 12.5% | 32.3% | 35.0% | 43.6% | 41.3% | 11.6% | 10.3% | 4.0% | 0.9% |

TABLE 5

| Impact of Non-classroom Interactions with Teachers | | | | | | | | | | |
|---|----------------|--------|------------|--------|------------|--------|------------|--------|-------------------|--------|
| | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | |
| | First Year | Senior | First Year | Senior | First Year | Senior | First Year | Senior | First Year | Senior |
| My non-classroom interactions with teachers have had a positive influence on my personal growth, values, and attitudes | 11.8% | 21.0% | 40.0% | 41.1% | 42.2% | 33.5% | 4.2% | 3.1% | 1.8% | 1.2% |
| My non-classroom interactions with teachers have had a positive influence on my intellectual growth and interest in ideas | 11.3% | 22.2% | 44.7% | 45.5% | 39.2% | 28.8% | 3.2% | 2.1% | 1.6% | 1.4% |
| My non-classroom interactions with teachers have had a positive influence on my career goals and aspirations | 10.1% | 21.0% | 34.3% | 40.1% | 48.1% | 33.7% | 5.5% | 3.9% | 1.9% | 1.3% |

TABLE 6

| Diversity Experiences | | | | | | | | | | |
|---|------------|--------|------------|--------|--------------|--------|------------|--------|------------|--------|
| | Very Often | | Often | | Occasionally | | Rarely | | Never | |
| | First Year | Senior | First Year | Senior | First Year | Senior | First Year | Senior | First Year | Senior |
| Frequency of serious conversations with students of a race or ethnicity different from own | 12.4% | 14.7% | 22.0% | 23.9% | 28.9% | 31.6% | 19.4% | 20.7% | 17.3% | 9.2% |
| Frequency made friends with a student whose race is different from own | 19.6% | 20.9% | 29.2% | 29.4% | 33.2% | 33.1% | 11.7% | 11.9% | 6.3% | 4.6% |
| Frequency made friends with a student from another country | 10.4% | 12.7% | 17.0% | 18.9% | 25.7% | 30.6% | 21.5% | 23.1% | 25.3% | 14.8% |
| Frequency of serious discussions with other students about major social issues such as racial diversity, human rights, equality, or justice | 12.8% | 17.7% | 24.0% | 24.8% | 30.1% | 28.3% | 20.4% | 20.5% | 12.7% | 8.7% |
| Frequency of serious discussions with students whose religious beliefs were different from own | 13.9% | 16.5% | 23.8% | 25.3% | 30.4% | 29.5% | 19.5% | 18.8% | 12.4% | 9.9% |
| Frequency of serious discussions with students whose political opinions were different from own | 16.4% | 21.4% | 24.4% | 28.5% | 31.8% | 28.9% | 16.7% | 14.6% | 10.7% | 6.7% |
| Frequency of serious discussions with students whose philosophy of life or personal values were different from own | 13.2% | 17.8% | 26.8% | 28.4% | 34.4% | 31.5% | 16.7% | 16.0% | 8.8% | 6.3% |
| Frequency encouraged to make contact with students from different economic, social, racial, ethnic backgrounds | 9.3% | 10.6% | 21.5% | 18.8% | 30.3% | 28.5% | 21.3% | 26.1% | 17.5% | 16.0% |

TABLE 7

| Academic Climate at UI | | | | | | | | | | |
|---|----------------|--------|------------|--------|------------|--------|------------|--------|-------------------|--------|
| | Strongly agree | | Agree | | Neutral | | Disagree | | Strongly disagree | |
| | First Year | Senior | First Year | Senior | First Year | Senior | First Year | Senior | First Year | Senior |
| Students at UI spend a lot of time studying and completing academic assignments | 9.8% | 8.5% | 51.3% | 49.8% | 26.0% | 30.0% | 10.6% | 10.2% | 2.3% | 1.5% |
| Academic work at UI is challenging and requires serious intellectual effort | 29.9% | 17.9% | 52.4% | 55.8% | 14.1% | 21.2% | 2.4% | 3.9% | 1.2% | 1.3% |

TABLE 8

| Academic Activities | | | | | | | | | | |
|--|------------|--------|------------|--------|------------|--------|------------|--------|------------|--------|
| | > 20 | | 11-20 | | 5-10 | | 1-4 | | 0 | |
| | First Year | Senior | First Year | Senior | First Year | Senior | First Year | Senior | First Year | Senior |
| Assigned books and readings read this academic year | 5.1% | 7.4% | 31.8% | 19.3% | 43.5% | 39.4% | 18.9% | 31.2% | 0.6% | 2.7% |
| Essay exams completed this academic year | 0.9% | 1.9% | 10.5% | 8.7% | 23.4% | 21.4% | 46.7% | 52.8% | 18.6% | 15.2% |
| Term papers and written reports completed this academic year | 3.8% | 4.3% | 20.4% | 15.6% | 47.4% | 30.3% | 26.2% | 43.7% | 2.1% | 6.1% |

TABLE 9

| College Experiences and Activities | | | | |
|---|------------|---------|------------|---------|
| | Yes | | No | |
| | First Year | Seniors | First Year | Seniors |
| During your time at The University of Iowa, have you: | | | | |
| Participated in courses in common | 32.5% | 25.6% | 67.5% | 74.4% |
| Participated in a living-learning community where your residence was connected to an academic program | 17.5% | 10.4% | 82.5% | 89.6% |
| Belonged to a fraternity or sorority | 16.4% | 17.4% | 83.6% | 82.6% |
| Held a leadership position in a student club, campus organization, residence hall, or fraternity/sorority | 13.4% | 36.9% | 86.6% | 63.1% |
| Been a member of the honors program | 34.4% | 49.3% | 65.6% | 50.7% |
| Participated in intercollegiate football or basketball | 6.5% | 4.8% | 93.5% | 95.2% |
| Participated in an intercollegiate sport other than football or basketball | 10.0% | 8.5% | 90.0% | 91.5% |
| Worked on a research project with a faculty member outside of course or program requirements | 8.8% | 24.2% | 91.2% | 75.8% |
| Served as a resident assistant | 1.0% | 2.6% | 99.0% | 97.4% |
| Served as a peer educator | 1.4% | 7.5% | 98.6% | 92.5% |
| Served as an orientation leader | 1.1% | 3.1% | 98.9% | 96.9% |
| Participated in an internship or co-op experience | 2.3% | 32.9% | 97.7% | 67.1% |
| Participated in a leadership training program | 4.4% | 10.3% | 95.6% | 89.7% |
| Participated in first-year seminar | 25.3% | 17.2% | 74.7% | 82.8% |
| Took the College Transitions course | 26.9% | 10.2% | 73.1% | 89.8% |
| Participated in a seminar designed specifically for seniors (e.g., Senior Capstone) | 0.8% | 12.2% | 99.2% | 87.8% |
| Participated in a study abroad program for academic credit | 1.1% | 14.3% | 98.9% | 85.7% |
| Participated in a debate or lecture on a current political/social issue | 12.2% | 16.4% | 87.8% | 83.6% |
| Participated in a racial or cultural awareness workshop | 6.3% | 11.9% | 93.7% | 88.1% |
| Participated in activities that helped you explore career options | 35.4% | 52.8% | 64.6% | 47.2% |
| Participated in intramural sports | 35.1% | 32.9% | 64.9% | 67.1% |
| Tutored or taught other students | 14.6% | 22.1% | 85.4% | 77.9% |

TABLE 10

| Use of Time | | | | | | | | | | | | | | | | |
|--|------------|---------|------------|---------|------------|---------|------------|---------|------------|---------|------------|---------|------------|---------|------------|---------|
| | >30 hrs | | 26-30 hrs | | 21-25 hrs | | 16-20 hrs | | 11-15 hrs | | 6-10 hrs | | 1-5 hrs | | 0 hrs | |
| | First Year | Seniors | First Year | Seniors | First Year | Seniors | First Year | Seniors | First Year | Seniors | First Year | Seniors | First Year | Seniors | First Year | Seniors |
| Hours spent preparing for class in a typical week | 3.1% | 5.5% | 7.1% | 5.4% | 10.5% | 8.6% | 22.3% | 17.4% | 22.8% | 21.8% | 24.7% | 26.5% | 9.3% | 14.7% | 0.2% | 0.2% |
| Hours per week in extracurricular activities during the current semester | 0.4% | 0.6% | 0.1% | 0.6% | 0.5% | 1.4% | 1.7% | 1.8% | 2.8% | 3.9% | 6.6% | 8.2% | 30.6% | 30.8% | 57.2% | 52.7% |
| Hours per week working on campus for pay during the current semester | 0.1% | 1.2% | 0.2% | 0.8% | 0.4% | 1.9% | 2.3% | 12.7% | 5.8% | 11.3% | 7.0% | 9.6% | 3.3% | 4.7% | 81.0% | 57.8% |
| Hours per week working off campus for pay during the current semester | 0.4% | 7.2% | 0.5% | 4.7% | 1.3% | 6.4% | 2.6% | 9.3% | 2.5% | 6.5% | 4.3% | 7.0% | 6.1% | 5.4% | 82.3% | 53.5% |
| Hours per week reading for pleasure during the current semester | 0.4% | 0.7% | 0.4% | 0.6% | 0.5% | 1.1% | 1.9% | 1.7% | 4.4% | 5.0% | 13.1% | 16.7% | 61.6% | 63.2% | 17.7% | 11.1% |
| Hours per week volunteering or doing community service (non-class) during the current semester | 0.0% | 0.3% | 0.1% | 0.2% | 0.2% | 0.4% | 0.7% | 0.9% | 1.2% | 1.5% | 3.9% | 5.7% | 31.7% | 38.0% | 62.2% | 53.0% |
| Hours per week using a computer for academics during the current semester | 3.1% | 5.7% | 4.4% | 4.0% | 6.6% | 6.2% | 13.2% | 13.0% | 22.2% | 19.9% | 30.1% | 30.2% | 19.8% | 20.5% | 0.6% | 0.4% |
| Hours per week using a computer for fun during the current semester | 7.3% | 5.0% | 5.1% | 2.7% | 8.5% | 5.9% | 14.8% | 9.6% | 20.3% | 17.0% | 25.6% | 26.4% | 18.0% | 31.5% | 0.3% | 1.9% |

TABLE 11

| Binge-Drinking Behavior | | | | | | | | | | |
|--|-----------------|---------|------------|---------|------------|---------|------------|---------|------------|---------|
| | 6 or more times | | 3-5 times | | 2 times | | 1 time | | 0 times | |
| | First Year | Seniors | First Year | Seniors | First Year | Seniors | First Year | Seniors | First Year | Seniors |
| Times drank 5 or more drinks within a two-week period in college | 10.5% | 13.5% | 25.4% | 29.2% | 17.9% | 19.7% | 15.4% | 16.1% | 30.7% | 21.5% |
| Times drank 5 or more drinks within a two-week period in high school | 4.1% | 3.6% | 12.2% | 12.1% | 15.3% | 13.7% | 14.7% | 18.4% | 53.7% | 52.2% |

TABLE 12

Estimated Net Advantages of Iowa Seniors Over First-Year Students On Seven Outcomes (Ns = 2523-3029)

| Outcome | Effect Size ^a | Percentile Point Advantage of Seniors ^b |
|--|--------------------------|--|
| Cumulative grade point average at Iowa (N = 3029) ^c | .268** | 10.5 |
| Overall satisfaction with the education received at Iowa (N = 3027) ^c | .178* | 7.0 |
| During a typical two-week period at Iowa, the number of times having five (5) or more alcoholic drinks on one occasion (N = 2929) ^d | .062 (NS) | |
| Perceived contribution of the Iowa experience to growth in general/liberal arts education (N = 2689) ^e | .338** | 13.2 |
| Perceived contribution of the Iowa experience to growth in career/professional preparation (N = 2756) ^e | .443** | 17.1 |
| | .206** | 8.2 |
| Perceived contribution of the Iowa experience to personal/interpersonal growth (N = 2757) ^e | .350** | 13.7 |
| Perceived contribution of the Iowa experience to overall growth (i.e., composite of general/liberal arts education, career/professional, and personal/interpersonal) (N = 2523) ^e | | |

^a Effect size is that statistically-adjusted part or fraction of a standard deviation on the outcome measure that seniors are advantaged over first-year students. Effect sizes of .10 or above are typically considered worthy of attention.

^b Percentile point advantage is the effect size converted to percentile points. Thus, if we place first-year students at 50th percentile on satisfaction with education received at Iowa, seniors are at the 57th percentile (7 percentile point advantage).

^c Statistical controls introduced for: sex, race/ethnicity, ACT composite score, high school grades, graduate degree plans, Iowa was student's first choice for college, a scale consisting of 11 measures of high school involvement, whether or not one worked in high school, whether or not one was receiving financial aid at Iowa, place of residence at Iowa (campus housing, fraternity or sorority, off-campus residence within three miles of campus, off-campus residence more than three miles from campus), intended or actual major (natural or mathematical sciences, social sciences, arts and humanities, nursing, engineering, education, business, journalism or communications, other), mother's and father's education, and a 36-item composite measure of the perceived impact of one's high school experience.

^d Statistical controls introduced for all variables in superscript "c" plus a parallel measure of drinking behavior in high school.

^e Statistical controls introduced for all variables in superscript "c" except that a parallel measure of the perceived impact of high school was matched with each respective outcome.

* Statistically significant (reliable) at .05.

** Statistically significant (reliable) at .01.

(NS) Statistically non-significant (probably a chance finding).

| TABLE 13 | | |
|--|---------------------|-----------------|
| Percent of Weighted Sample Participating in Each of 23 Involvements | | |
| Specific Involvement | First-Year Students | Senior Students |
| Participated in courses in common | 32.5 | 25.6 |
| Participated in a living-learning community | 17.5 | 10.4 |
| Belonged to a fraternity or sorority | 16.4 | 17.4 |
| Held a leadership position on campus | 13.4 | 36.9 |
| Been a member of the honors program | 34.4 | 49.3 |
| Participated in intercollegiate football or basketball | 6.5 | 4.8 |
| Participated in an intercollegiate sport other than football or basketball | 10.0 | 8.5 |
| Worked on a research project with a faculty member outside of class | 8.8 | 24.2 |
| Served as a resident assistant | 1.0 | 2.6 |
| Served as a peer educator | 1.4 | 7.5 |
| Served as an orientation leader | 1.1 | 3.1 |
| Participated in an internship or co-op experience | 2.3 | 32.9 |
| Participated in leadership training | 5.4 | 10.3 |
| Participated in a first-year seminar | 25.3 | 17.2 |
| Took the college transition course | 26.9 | 10.2 |
| Participated in a senior capstone seminar | NA | 12.2 |
| Participated in a study abroad program for credit | 1.1 | 14.3 |
| Participated in a debate or lecture on current social or political issues | 12.2 | 16.4 |
| Participated in a racial or cultural awareness workshop | 6.3 | 11.9 |
| Participated in career exploration activities | 35.4 | 52.8 |
| Participated in intramural sports | 35.1 | 32.9 |
| Tutored or taught other students | 14.6 | 22.1 |
| Was a teaching assistant or supplemental instruction leader | 1.4 | 5.4 |

TABLE 14

Statistically Significant Estimated Net Effects of Selected Involvements on Outcomes of the Iowa Experience for First-Year Students (Ns = 1156-1377)^a

| Perceived Contribution of Iowa Experience to: | | | | | | | |
|--|--|--|--|--|---|---|--|
| Specific Involvement | (1) Cumulative Grade Point Average ^b | (2) Satisfaction with Iowa Education ^b | (3) Number of Times Binge Drank in Two-Week Period ^c | (4) Growth in General/Liberal Arts Education ^d | (5) Growth in Career/Professional Preparation ^d | (6) Personal/Interpersonal Growth ^d | (7) Overall/Composite Growth ^b |
| Participated in courses in common | | | | .141 (5.6) | | .186 (7.3) | .146 (5.7) |
| Participated in a living-learning community | .146 (5.7) | | -.292 (-11.5) | | | | |
| Belonged to a fraternity or sorority | | | .143 (5.6) | | | | |
| Held a leadership position on campus | | | | | | .285 (11.2) | |
| Been a member of the honors program | .792 (28.6) | | -.120 (-4.8) | | | | |
| Participated in intercollegiate football or basketball | | .229 (9.0) | | | .361 (14.0) | .350 (13.7) | .299 (11.8) |
| Participated in an intercollegiate sport other than football or basketball | | | | | | | |
| Worked on a research project with faculty outside of class | .209 (8.3) | | | .271 (8.6) | .234 (9.2) | | .251 (9.8) |

TABLE 14 First-Year Students (continued)

| Perceived Contribution of Iowa Experience to: | | | | | | | |
|---|--|---|--|--|---|--|---|
| Specific Involvement | (1) Cumulative Grade Point Average ^b | (2) Satisfact ion with Iowa Educati on ^b | (3) Number of Times Binge Drank in Two-Week Period ^c | (4) Growth in General/ Liberal Arts Education ^d | (5) Growth in Career/ Professional Preparation ^d | (6) Personal/ Interpersonal Growth ^d | (7) Overall/ Composite Growth ^b |
| Served as a resident assistant | | | | | | | |
| Served as a peer educator | | | | | | | |
| Served as an orientation leader | | | | | | | |
| Participated in an internship or co-op experience | | | | | | | |
| Participated in leadership training | | | | | | .314 (12.3) | |
| Participated in first-year seminar | | | | .128 (5.0) | .124 (4.9) | .138 (5.4) | .152 (6.0) |
| Took the college transition course | | | | | | | |
| Participated in a study abroad program for credit | | | | | | | |
| Participated in a debate or lecture on current social or political issues | .143 (5.7) | | | .203 (8.1) | | | |
| Participated in a racial or cultural awareness workshop | | | -.280 (11.0) | .332 (13.0) | | .264 (10.4) | .250 (9.9) |

TABLE 14 First-Year Students (continued)

| Perceived Contribution of Iowa Experience to: | | | | | | | |
|--|---|--|---|---|---|--|---|
| Specific Involvement | (1) Cumulative Grade Point Average ^b | (2) Satisfac tion with Iowa Education ^b | (3) Number of Times Binge Drank in Two- Week Period ^c | (4) Growth in General/ Liberal Arts Education ^d | (5) Growth in Career/ Professional Preparation ^d | (6) Personal/ Interpersonal Growth ^d | (7) Overall/ Composit e Growth ^b |
| Participated in career exploration activities | | | | .263 (10.4) | .305 (11.9) | .260 (10.3) | .310 (12.2) |
| Participated in intramural sports | | .169 (6.6) | .246 (9.6) | | .162 (6.4) | .171 (6.8) | .141 (5.6) |
| Tutored or taught other students | .189 (7.4) | | | | | .251 (9.9) | .207 (8.2) |
| Was a teaching assistant or supplemental instruction leader | | | | | | | |

^a Only statistically significant (reliable) estimated effects are shown. The top number is the effect size, which is the statistically-adjusted mean difference between involvement and non-involvement as a fraction of the standard deviation of the outcome variable. Effect sizes of .10 or larger are worthy of attention. A positive effect size indicates an estimated net advantage for that specific involvement on the outcome measure, while a negative effect size indicates a disadvantage. The bottom number (in parentheses) is the effect size converted to a percentile point advantage or disadvantage, depending on the sign.

^b Statistical controls introduced for: sex, race/ethnicity, ACT composite score, high school grades, graduate degree plans, Iowa was student's first choice for college, a scale consisting of 11 measures of high school involvement, whether or not one worked in high school, whether or not one was receiving financial aid at Iowa, place of residence at Iowa (campus housing, fraternity or sorority, off-campus residence within three miles of campus, off-campus residence more than three miles from campus), intended or actual major (natural or mathematical sciences, social sciences, arts and humanities, nursing, engineering, business, journalism or communications, other), mother's and father's education, and a 36-item composite measure of the perceived impact of one's high school experience.

^c Binge drank refers to any time a student consumed five alcoholic beverages on one occasion. Statistical controls introduced for all variables in superscript "b" plus a parallel measure of drinking behavior in high school.

^d Statistical controls introduced for all variables in superscript "b" except that a parallel measure of the perceived impact of high school was matched with each respective outcome.

TABLE 15

Statistically Significant Estimated Net Effects of Selected Involvements on Outcomes of the Iowa Experience for Seniors (Ns = 1279-1513)^a

Perceived Contribution of Iowa Experience to:

| Specific Involvement | (1) Cumulative Grade Point Average ^b | (2) Satisfaction with Iowa Education ^b | (3) Number of Times Binge Drank in Two-Week Period ^c | (4) Growth in General/ Liberal Arts Education ^d | (5) Growth in Career/ Professional Preparation ^d | (6) Personal/ Interpersonal Growth ^d | (7) Overall/ Composite Growth ^b |
|--|--|--|--|---|--|--|---|
| Participated in courses in common | | | | | | | |
| Participated in a living-learning community | | | | | | .165 (6.5) | |
| Belonged to a fraternity or sorority | -.174 (-6.9) | | .192 (7.4) | | | .246 (9.6) | .149 (5.9) |
| Held a leadership position on campus | .133 (5.2) | | | | | .249 (9.8) | .134 (5.2) |
| Been a member of the honors program | .806 (29.1) | | -.214 (-8.5) | | | | |
| Participated in intercollegiate football or basketball | | | | | | | |
| Participated in an intercollegiate sport other than football or basketball | -.225 (-8.9) | | | | | .207 (8.1) | |
| Worked on a research project with a faculty member outside of class | .328 (12.7) | | | .185 (7.3) | .214 (8.5) | .375 (14.6) | .216 (8.5) |

TABLE 15 Seniors (continued)

| Perceived Contribution of Iowa Experience to: | | | | | | | |
|---|--|--|--|---|--|--|---|
| Specific Involvement | (1) Cumulative Grade Point Average ^b | (2) Satisfaction with Iowa Education ^b | (3) Number of Times Binge Drank in Two-Week Period ^c | (4) Growth in General/ Liberal Arts Education ^d | (5) Growth in Career/ Professional Preparation ^d | (6) Personal/ Interpersonal Growth ^d | (7) Overall/ Composite Growth ^b |
| Served as a resident assistant | | | | | | | |
| Served as a peer educator | | | -.171 (-6.8) | | .197 (7.8) | .231 (9.1) | |
| Served as an orientation leader | | | | | | .406 (15.7) | |
| Participated in an internship or co-op experience | .209 (8.3) | .139 (5.5) | .100 (4.0) | .191 (7.6) | .259 (10.2) | .177 (7.0) | .220 (8.7) |
| Participated in leadership training | | | | | | .247 (9.7) | |
| Participated in a first-year seminar | | | | | | | |
| Took the college transition course | | | | | | | |
| Participated in a senior capstone seminar | .183 (7.2) | | | | .151 (6.0) | .165 (6.5) | |
| Participated in a study abroad program for credit | | | | .160 (6.4) | | | |

| TABLE 15 Seniors (continued) | | | | | | | |
|---|--|--|--|--|---|---|--|
| Perceived Contribution of Iowa Experience to: | | | | | | | |
| Specific Involvement | (1) Cumulative Grade Point Average ^b | (2) Satisfaction with Iowa Education ^b | (3) Number of Times Binge Drank in Two-Week Period ^c | (4) Growth in General/Liberal Arts Education ^d | (5) Growth in Career/Professional Preparation ^d | (6) Personal/Interpersonal Growth ^d | (7) Overall/Composite Growth ^b |
| Participated in a debate or lecture on current social or political issues | | | | .249 (9.8) | | .196 (7.7) | .190 (7.5) |
| Participated in a racial or cultural awareness workshop | | | -.172 (-6.8) | .204 (8.1) | | .323 (12.6) | .175 (6.9) |
| Participated in career exploration activities | | | | .325 (12.6) | .345 (13.5) | .305 (11.9) | .363 (14.1) |
| Participated in intramural sports | -.106 (-4.1) | | .230 (9.1) | | | | |
| Tutored or taught other students | .216 (8.5) | | -.143 (-5.7) | .139 (5.5) | .208 (8.2) | .205 (8.1) | |
| Was a teaching assistant or supplemental instruction leader | .379 (14.8) | | | | .318 (12.4) | | |

^a Only statistically significant (reliable) estimated effects are shown. The top number is the effect size, which is the statistically-adjusted mean difference between involvement and non-involvement as a fraction of the standard deviation of the outcome measure. Effect sizes of .10 or larger are considered worthy of attention. A positive effect size indicates an estimated net advantage for that specific involvement on the outcome measure, while a negative effect size indicates a disadvantage. The bottom number (in parentheses) is the effect size converted to a percentile point advantage or disadvantage, depending on the sign.

^b Statistical controls introduced for: sex, race/ethnicity, ACT composite score, high school grades, graduate degree plans, Iowa was student's first choice for college, a scale consisting of 11 measures of high school involvement, whether or not one worked in high school, whether or not one was receiving financial aid at Iowa, place of residence at Iowa (campus housing, fraternity or sorority, off-campus residence within three miles of campus, off-campus residence more than three miles from campus), intended or actual major (natural or mathematical sciences, social sciences, arts and humanities, nursing, engineering, education, business, journalism or communications, other), mother's and father's education, and a 36-item composite measure of the perceived impact of one's high school experience.

^c Binge drank refers to any time a student consumed five alcoholic beverages on one occasion. Statistical controls introduced for all variables in superscript "b" plus a parallel measure of drinking behavior in high school.

^d Statistical controls introduced for all variables in superscript "b" except that a parallel measure of the perceived impact of high school was matched with each respective outcome.

TABLE 16

Estimated Net Effects of "Binge Drinking" Behavior on University of Iowa
Grade Point Average For First-Year and Senior Students

| | Number of Times Having Five or More Alcoholic Drinks on One Occasion in a Typical Two-Week Period ^{a, b} | | | |
|--------------------------------|--|-------------------|---------------------------|-------------------------|
| | Once vs. None | Twice vs. None | Three to Five vs. None | Six or More vs. None |
| First-Year Students (N = 1300) | -.014 (NS) | -.085 (NS) | -.095* (-5.6) | -.284** (-16.4) |
| Senior Students (N = 1494) | -.063 (NS) | -.081* (-5.9) | -.144** (-10.4) | -.203** (-14.5) |

^a The top number is the statistically-adjusted Iowa grade point average deficit associated with "binge drinking." For example, first-year students who reported "binge drinking" six or more times in a typical two-week period had Iowa grade point averages that were .284 of a grade lower than those who reported not "binge drinking." The bottom number (in parentheses) is the grade point disadvantage associated with "binge drinking" levels converted to percentile points. Percentages of the sample in each "binge drinking" category were: First-Year Students—None = 30.7, Once = 15.4, Twice = 17.9, Three to Five = 25.4, Six or More = 10.5; Senior Students—None = 21.1, Once = 16.2, Twice = 19.9, Three to Five = 29.5, Six or More = 13.4.

^b Statistical controls introduced for: sex, race/ethnicity, ACT composite score, high school grades, graduate degree plans, Iowa was student's first choice for college, a scale consisting of 11 measures of high school involvement, whether or not one worked in high school, whether or not one was receiving financial aid at Iowa, whether or not one transferred to Iowa, place of residence at Iowa (campus housing, fraternity or sorority, off-campus residence within three miles of campus, off-campus residence more than three miles from campus), intended or actual major (natural or mathematical sciences, social sciences, arts and humanities, nursing, engineering, education, business, journalism or communications, other), mother's and father's education, and a 36-item composite measure of the perceived impact of one's high school experience.

* Statistically significant (reliable) at .05.

** Statistically significant (reliable) at .01.

(NS) Statistically non-significant (probably a chance finding).

TABLE 17

Sex Differences in the Estimated Effects of "Binge Drinking" Behavior on University of Iowa
Grade Point Average For First-Year and Senior Students

| | Number of Times Having Five or More Alcoholic Drinks on One Occasion in a Typical Two-Week Period ^{a, b} | | | |
|----------------------------|--|-------------------|---------------------------|-------------------------|
| | Once vs. None | Twice vs. None | Three to Five vs. None | Six or More vs. None |
| <u>First-Year Students</u> | | | | |
| Men (N = 517) | -.040 (NS) | .000 (NS) | -.040 (NS) | -.262* (-14.9) |
| Women (N = 868) | -.004 (NS) | -.142* (-8.5) | -.149* (-8.8) | -.318* (-18.5) |
| <u>Senior Students</u> | | | | |
| Men (N = 609) | .017 (NS) | -.016 (NS) | -.104 (NS) | -.169* (-11.5) |
| Women (N = 960) | -.116* (-8.9) | -.121* (-9.3) | -.181* (-13.7) | -.199* (-15.0) |

^a The top number is the statistically-adjusted Iowa grade point average deficit associated with "binge drinking." For example, male first-year students who reported "binge drinking" six or more times in a typical two-week period had Iowa grade point averages that were .262 of a grade lower than those who reported not "binge drinking." The bottom number (in parentheses) is the grade point disadvantage associated with "binge drinking" levels converted to percentile points. Percentages of the sample in each "binge drinking" category for First-Year Students were: Men—None = 27.4, Once = 14.0, Twice = 15.9, Three to Five = 28.4, Six or More = 14.4; Women—None = 33.4, Once = 16.5, Twice = 19.5, Three to Five = 23.0, Six or More = 7.5. Percentages of the sample in each "binge drinking" category for Senior Students were: Men—None = 16.0, Once = 15.2, Twice = 18.1, Three to Five = 31.9, Six or more = 18.8; Women—None = 25.7, Once = 17.1, Twice = 21.5, Three to Five = 27.2, Six or More = 8.5.

^b Statistical controls introduced for: race/ethnicity, ACT composite score, high school grades, graduate degree plans, Iowa was student's first choice for college, a scale consisting of 11 measures of high school involvement, whether or not one worked in high school, whether or not one was receiving financial aid at Iowa, whether or not one transferred to Iowa, place of residence at Iowa (campus housing, fraternity or sorority, off-campus residence within three miles of campus, off-campus residence more than three miles from campus), intended or actual major (natural or mathematical sciences, social sciences, arts and humanities, nursing, engineering, education, business, journalism or communications, other), mother's and father's education, and a 36-item composite measure of the perceived impact of one's high school experience.

* Statistically significant (reliable) at .01. (NS) Statistically non-significant (probably a chance finding).

TABLE 18Estimated Effects of Various College Involvements on Exposure to Good Practice in Undergraduate Education for UI First-Year Students^a

| | Courses in Common | | Living-learning Communities | | First Year Seminars | | College Transition Course | | Greek Membership | | Honors Programs | |
|---|-------------------|-----------------|-----------------------------|-----------------|---------------------|-----------------|---------------------------|-----------------|------------------|-----------------|-----------------|-----------------|
| | I ^b | II ^c | I ^b | II ^c | I ^b | II ^c | I ^b | II ^c | I ^b | II ^c | I ^b | II ^c |
| Good Practices | | | | | | | | | | | | |
| Hours spent per week involved in co-curricular activities other than intramural or intercollegiate sports | | | .287** | .201** | .145* | | | | .527** | .552** | | |
| | | | (11.2) | (8.1) | (5.7) | | | | (20.0) | (20.9) | | |
| Hours spent per week reading for pleasure during the current semester | | | | | | | | | | | | |
| Hours spent per week volunteering or doing community service (non-class) during the current semester | | | .238** | .163** | .179** | .131** | | | .478** | .495** | | |
| | | | (9.3) | (6.4) | (7.0) | (5.2) | | | (18.3) | (18.8) | | |
| Hours spent preparing for class in a typical week during the current semester | .177** | .162** | .178** | | | | | | | | .374** | .337** |
| | (7.0) | (6.4) | (7.0) | | | | | | | | (14.6) | (13.2) |
| Number of assigned books and readings completed this academic year | | | | | .156* | .160* | | | | | | |
| | | | | | (6.2) | (6.4) | | | | | | |
| Number of essay exams completed this academic year | | | | | .202** | .202** | | | | | .242** | .247** |
| | | | | | (8.1) | (8.1) | | | | | (9.5) | (9.7) |
| Number of term papers and written reports completed this academic year | | | | | .165* | .177* | | | | | | |
| | | | | | (6.5) | (7.0) | | | | | | |
| Quality of non-classroom contact with faculty | | | | | | | | | | | | |
| Instructor use of higher-order questioning techniques | .173** | .188** | | | | | | | | | -.146* | |
| | (6.8) | (7.4) | | | | | | | | | (-5.7) | |

TABLE 18 First-Year Students (continued)

| | Courses in Common | | Living-learning Communities | | First Year Seminars | | College Transition Course | | Greek Membership | | Honors Programs | |
|---|-------------------|-----------------|-----------------------------|-----------------|---------------------|-----------------|---------------------------|-----------------|------------------|-----------------|-----------------|-----------------|
| | I ^b | II ^c | I ^b | II ^c | I ^b | II ^c | I ^b | II ^c | I ^b | II ^c | I ^b | II ^c |
| Good Practices | | | | | | | | | | | | |
| Faculty interest in teaching and student development | | | | | | | | | | | | |
| Frequency of contact with faculty | | | | | | | | | .181* | .160* | | |
| | | | | | | | | | (7.2) | (6.4) | | |
| Frequency of contact with student affairs professionals | .231** | .222** | .184** | .162** | | | | | | | | |
| | (9.1) | (8.8) | (7.3) | (6.4) | | | | | | | | |
| Overall quality of faculty teaching | | | .186** | .154* | .145* | | | | | | | |
| | | | (7.4) | (6.1) | (5.7) | | | | | | | |
| Frequency of feedback received from faculty | | | | | | | | | | | | |
| Overall diversity experiences and interactions | | | | | | | | | | | | |
| Integration of ideas through class activities and assignments | .139* | .142* | | | | | | | | | | |
| | (5.5) | (5.6) | | | | | | | | | | |
| Students' perceptions of institutional academic challenge | .156** | .151** | | | | | .154* | .126* | | | | |
| | (6.2) | (6.0) | | | | | (6.1) | (5.0) | | | | |
| Degree to which student perceives college environment is supportive | .118* | .116* | | | | | | | | | | |
| | (4.6) | (4.5) | | | | | | | | | | |
| Positive influence of interactions and relationships with peers | | | | | | | | | | | | |
| Academically-meaningful out-of-class experiences | .118* | | | | | | | | | | | |
| | (4.6) | | | | | | | | | | | |

TABLE 18 First-Year Students (continued)

| | Frequency of Binge Drinking in a Two-week Period | | | | | | | | | | | |
|---|--|-----------------|----------------|-----------------|-----------------|-----------------|---------------------------------|-----------------|-------------------------------|-----------------|----------------|-----------------|
| | Research w/ Faculty | | Once vs Never | | Twice vs. Never | | Three to Five Times vs Never | | Six or More Times vs Never | | | |
| | I ^b | II ^c | I ^b | II ^c | I ^b | II ^c | I ^b | II ^c | I ^b | II ^c | I ^b | II ^c |
| Good Practices | | | | | | | | | | | | |
| Hours spent per week involved in co-curricular activities other than intramural or intercollegiate sports | .218* | | | -.199* | | | -.267** | | -.163* | -.321** | | -.229* |
| | (8.6) | | | (-7.5) | | | (-10.5) | | (-6.5) | (-12.6) | | (-9.0) |
| Hours spent per week reading for pleasure during the current semester | | | | | | | | | | | | -.221* |
| | | | | | | | | | | | | (-8.7) |
| Hours spent per week volunteering or doing community service (non-class) during the current semester | .298** | .208** | | | | | | | | -.248** | | |
| | (11.7) | (8.2) | | | | | | | | (-9.8) | | |
| Hours spent preparing for class in a typical week during the current semester | | | | | | | | | | | | |
| Number of assigned books and readings completed this academic year | .210* | .199* | | | | | | | | | | |
| | (8.3) | (7.9) | | | | | | | | | | |
| Number of essay exams completed this academic year | | | | | | .141* | .185* | | | | | |
| | | | | | | (5.6) | (7.3) | | | | | |
| Number of term papers and written reports completed this academic year | .232* | .247* | | | | | | | | | | |
| | (9.0) | (9.8) | | | | | | | | | | |
| Quality of non-classroom contact with faculty | .459** | .451** | | | | -.138* | -.164* | | | | | |
| | (17.6) | (17.4) | | | | (-5.5) | (-6.5) | | | | | |
| Instructor use of higher-order questioning techniques | | | | | | .160* | .230** | | | | .207* | .283** |
| | | | | | | (6.4) | (9.1) | | | | (8.2) | (11.1) |

TABLE 18 First-Year Students (continued)

| | Frequency of Binge Drinking in a Two-week Period | | | | | | | | | | | |
|---|--|------------------|----------------|------------------|-----------------|------------------|---------------------------------|------------------|-------------------------------|-----------------|------------------|--|
| | Research w/ Faculty | | Once vs Never | | Twice vs. Never | | Three to Five Times vs Never | | Six or More Times vs Never | | | |
| | I ^b | II ^c | I ^b | II ^c | I ^b | II ^c | I ^b | II ^c | I ^b | II ^c | | |
| Good Practices | | | | | | | | | | | | |
| Faculty interest in teaching and student development | | | | | | | | | | | | |
| Frequency of contact with faculty | .319** (12.5) | .284** (11.2) | | | | | | | | | | |
| Frequency of contact with student affairs professionals | .203* (8.0) | .187* (7.4) | | | | | | | | | .206* (8.1) | |
| Overall quality of faculty teaching | | | | | | | | -.157* (-6.2) | -.178* (-7.0) | | | |
| Frequency of feedback received from faculty | .189* (7.5) | .200* (7.9) | | | | | | | | | | |
| Overall diversity experiences and interactions | .288** (11.3) | .281** (11.1) | | | | .177* (7.0) | | | | | | |
| Integration of ideas through class activities and assignments | | | | | | -.144* (-5.7) | | | | | | |
| Students' perceptions of institutional academic challenge | | | | .197* (7.8) | | .203** (8.0) | | .228** (9.0) | .371** (14.5) | | .367** (14.3) | |
| Degree to which student perceives college environment is supportive | | | | .260** (10.3) | | | | | .214** (8.5) | .250** (9.9) | .389** (15.1) | |
| Positive influence of interactions and relationships with peers | .256** (10.1) | .236* (9.2) | | | | | | | | .188* (7.4) | .257** (10.1) | |
| Academically-meaningful out-of-class experiences | .333** (13.0) | .202** (8.0) | | .202* (8.0) | | | | | .160* (6.4) | | .193* (7.8) | |

TABLE 18 First-Year Students (continued)

^a Only statistically significant (reliable) estimated effects are shown. The top number is the effect size, which is the statistically-adjusted mean difference between involvement and non-involvement as a fraction of the standard deviation of the outcome variable. Effect sizes of .10 or larger are worthy of attention. A positive effect size indicates an estimated net advantage for that specific involvement on the outcome measure, while a negative effect size indicates a disadvantage. The bottom number (in parentheses) is the effect size converted to a percentile point advantage or disadvantage, depending on the sign.

^b Statistical controls introduced for: sex, race, ethnicity, ACT composite score, high school grades, graduate degree plans, University of Iowa (UI) was student's first choice for college, a scale consisting of 11 measures of high school involvement, whether or not one worked in high school, whether or not one was receiving financial aid at UI, place of resident at UI (campus housing, fraternity or sorority, off-campus residence within three miles of campus, off-campus residence more than three miles from campus), intended or actual major (natural or mathematical sciences, social sciences, arts and humanities, nursing, engineering, business, journalism or communications, other), hours worked per week on and off-campus, mother's and father's education, and a 36-item composite measure of the perceived impact of one's high school experience.

^c Statistical controls introduced for all variables in superscript "b" plus all other involvements.

* Statistically-significant at $p < .05$

** Statistically-significant at $p < .01$

TABLE 19Estimated Effects of Various College Involvements on Exposure to Good Practice in Undergraduate Education for UI Seniors^a

| | Courses in Common | | Living-learning Communities | | First Year Seminars | | College Transition Course | | Greek Membership | | Honors Programs | |
|---|-------------------|-----------------|-----------------------------|-----------------|---------------------|-----------------|---------------------------|-----------------|------------------|-----------------|-----------------|-----------------|
| | I ^b | II ^c | I ^b | II ^c | I ^b | II ^c | I ^b | II ^c | I ^b | II ^c | I ^b | II ^c |
| Good Practices | | | | | | | | | | | | |
| Hours spent per week involved in co-curricular activities other than intramural or intercollegiate sports (student organizations or government, campus publications, arts and/or music organizations, etc.) | | | .289** | .222** | .231** | .148* | .186* | | .386** | .395** | | |
| | | | (11.3) | (8.8) | (9.2) | (5.7) | (7.3) | | (14.0) | (15.3) | | |
| Hours spent per week reading for pleasure during the current semester | | | | | | | -.180* | -.175* | | | | |
| | | | | | | | (-5.7) | (-6.9) | | | | |
| Hours spent per week volunteering or doing community service (non-class) during the current semester | | | | | | | | | .294** | .296** | | |
| | | | | | | | | | (11.5) | (11.5) | | |
| Hours spent preparing for class in a typical week during the current semester | | | | | | | -.176* | -.184* | | | .276** | .243** |
| | | | | | | | (-7.0) | (-7.2) | | | (10.9) | (9.5) |
| Number of assigned books and readings completed this academic year | | | | | | | | | | | .170** | .175** |
| | | | | | | | | | | | (6.8) | (6.9) |
| Number of essay exams completed this academic year | | | | | | | | | | | | |
| Number of term papers and written reports completed this academic year | | | | | | | | | | | | |
| Quality of non-classroom contact with faculty | | | | | | | | | | | .270** | .210** |
| | | | | | | | | | | | (10.6) | (8.3) |
| Instructor use of higher-order questioning techniques | | | | | | | | | | | | |

TABLE 19 Seniors (continued)

| Good Practices | Courses in Common | | Living-learning Communities | | First Year Seminars | | College Transition Course | | | Greek Membership | | Honors Programs | |
|---|-------------------|-----------------|-----------------------------|------------------|---------------------|-------------------|---------------------------|-----------------|----------------|------------------|-----------------|-----------------|----------------|
| | I ^b | II ^c | I ^b | II ^c | I ^b | II ^c | I ^b | II ^c | I ^b | II ^c | I ^b | II ^c | |
| Faculty interest in teaching and student development | | | | | -.155* | -.172* | | | | | | | |
| | | | | | (-6.0) | (-6.8) | | | | | | | |
| Frequency of contact with faculty | .199** (7.9) | .163** (6.4) | .237** (9.3) | .184* (7.2) | | | | | | | | | |
| Frequency of contact with student affairs professionals | .253** (9.9) | .209** (8.0) | .404** (15.7) | .337** (13.2) | .187** (7.4) | .300** (11.8) | | | | .260** (10.3) | .211** (8.3) | | |
| Overall quality of faculty teaching | | | | | -.195** (-7.7) | -.196** (-7.7) | | | | | | | |
| Frequency of feedback received from faculty | | | | | | | | | | | | .168** (6.6) | .148* (5.8) |
| Overall diversity experiences and interactions | | | .296** (11.6) | | | | | | | | | .128* (5.0) | |
| Integration of ideas through class activities and assignments | | | | | | | | | | | | | |
| Students' perceptions of institutional academic challenge | | | | | | | | | | | | | |
| Degree to which student perceives college environment is supportive | | | | | | | | | | | | | |
| Positive influence of interactions and relationships with peers | | | | | | | | | | .205** (8.1) | .187** (7.4) | | |
| Academically-meaningful out-of-class experiences | | | | | | | | | | .152* (5.9) | .149* (5.8) | .120* (4.8) | |

TABLE 19 Seniors (continued)

| | Frequency of Binge Drinking in a Two-week Period | | | | | | | | | | | |
|---|--|------------------|----------------|-----------------|-----------------|-----------------|---------------------------------|-----------------|-------------------------------|-----------------|--|--|
| | Research w/ Faculty | | Once vs Never | | Twice vs. Never | | Three to Five Times vs Never | | Six or More Times vs Never | | | |
| | I ^b | II ^c | I ^b | II ^c | I ^b | II ^c | I ^b | II ^c | I ^b | II ^c | | |
| Good Practices | | | | | | | | | | | | |
| Hours spent per week involved in co-curricular activities other than intramural or intercollegiate sports | .210** (8.3) | .189** (7.5) | | | | | | | | | | |
| Hours spent per week reading for pleasure during the current semester | | | | | | | | | | | | |
| Hours spent per week volunteering or doing community service (non-class) during the current semester | .159* (6.3) | .153* (6.1) | | | | | | | | | | |
| Hours spent preparing for class in a typical week during the current semester | .173** (6.8) | .135* (5.3) | | | | | | | | | | |
| Number of assigned books and readings completed this academic year | | | | | | | | | | | | |
| Number of essay exams completed this academic year | | | | | | | | | | | | |
| Number of term papers and written reports completed this academic year | | | | | | | | | | | | |
| Quality of non-classroom contact with faculty | .557** (21.1) | .535** (20.3) | | | | | | | | | | |
| Instructor use of higher-order questioning techniques | .164** (6.5) | .152* (6.1) | | | | | | | | | | |
| | | | | | | | | | | | | |

TABLE 19 (continued)

| | Frequency of Binge Drinking in a Two-week Period | | | | | | | | | | | |
|---|--|------------------|----------------|-----------------|-----------------|-----------------|---------------------------------|-----------------|-------------------------------|-----------------|--|--|
| | Research w/ Faculty | | Once vs Never | | Twice vs. Never | | Three to Five Times vs Never | | Six or More Times vs Never | | | |
| | I ^b | II ^c | I ^b | II ^c | I ^b | II ^c | I ^b | II ^c | I ^b | II ^c | | |
| Good Practices | | | | | | | | | | | | |
| Faculty interest in teaching and student development | .187** (7.4) | .200* (7.9) | | | | | | | | | | |
| Frequency of contact with faculty | .541** (20.7) | .512** (19.6) | | | | | | | | | | |
| Frequency of contact with student affairs professionals | .255** (10.0) | .222** (8.8) | | | | | | | | | | |
| Overall quality of faculty teaching | .129* (5.1) | .135* (5.3) | | | | | | | | | | |
| Frequency of feedback received from faculty | .230** (9.1) | .203** (8.0) | | | | | | | | | | |
| Overall diversity experiences and interactions | .185** (7.3) | .148* (5.8) | | | | | | | | | | |
| Integration of ideas through class activities and assignments | | | | | | | | | | | | |
| Students' perceptions of institutional academic challenge | | | | | | | | | | | | |
| Degree to which student perceives college environment is supportive | .267** (10.5) | .264** (10.4) | | | .232** (9.2) | | .348** (13.5) | | .199* (7.9) | | | |
| Positive influence of interactions and relationships with peers | .208** (8.2) | .208** (8.2) | | | .170* (6.8) | | .156* (6.1) | | | | | |
| Academically-meaningful out-of-class experiences | .203** (8.1) | .193** (7.6) | | | | | | | | | | |

TABLE 19 Seniors (continued)

^a Only statistically significant (reliable) estimated effects are shown. The top number is the effect size, which is the statistically-adjusted mean difference between involvement and non-involvement as a fraction of the standard deviation of the outcome variable. Effect sizes of .10 or larger are worthy of attention. A positive effect size indicates an estimated net advantage for that specific involvement on the outcome measure, while a negative effect size indicates a disadvantage. The bottom number (in parentheses) is the effect size converted to a percentile point advantage or disadvantage, depending on the sign.

^b Statistical controls introduced for: sex, race, ethnicity, ACT composite score, high school grades, graduate degree plans, University of Iowa (UI) was student's first choice for college, a scale consisting of 11 measures of high school involvement, whether or not one worked in high school, whether or not one was receiving financial aid at UI, place of resident at UI (campus housing, fraternity or sorority, off-campus residence within three miles of campus, off-campus residence more than three miles from campus), intended or actual major (natural or mathematical sciences, social sciences, arts and humanities, nursing, engineering, business, journalism or communications, other), hours worked per week on and off-campus, mother's and father's education, and a 36-item composite measure of the perceived impact of one's high school experience.

^c Statistical controls introduced for all variables in superscript "b" plus all other involvements.

* Statistically-significant at $p < .05$

** Statistically-significant at $p < .01$

Appendix A [on-line survey questions]



Survey of the Undergraduate Experience

Hawk Sign In

Thanks for coming to complete the UI Undergraduate Experience Survey

- This survey shouldn't take long to complete, but if you need to, you can stop and come back any time you want.
- Remember, completing this survey will make you eligible to win prizes including a travel voucher, an iPod, and others.

Hawk ID Login

[Hawk ID:](#)

[Password:](#)

Links to Common Questions

- [Don't know your hawkid?](#)
- [Forgot your password?](#)
- [More hawkid information...](#)



Survey of the Undergraduate Experience

Instructions : Please attempt to provide all the information requested that applies to your experience at the University of Iowa. There are no "right" or "wrong" responses, and your responses will be kept completely confidential; so please respond to each question as candidly as you can. The information you provide will help us improve undergraduate life at the University of Iowa. When you have completed the survey, your name will be entered into the prize drawing.

We are inviting you to participate in an important research study. The purpose of the study is to improve the quality of undergraduate education. This study is being conducted for the University of Iowa by the Center for Research on Undergraduate Education. We are collecting information about the nature of the current undergraduate experience. We are inviting you to participate in a survey of undergraduate academic and nonacademic experiences because you are an undergraduate student at the University of Iowa and your unique perspective will provide us with valuable information.

If you agree to participate, we would like you to complete the survey that follows. The survey asks about your academic and social involvement at Iowa, your evaluation of campus services and perceptions of the quality of the education you are receiving, comparison of your high school and university experiences, and demographic information such as your major, your parents' level of education, your residence at the University of Iowa, and your intended highest academic degree. The survey also asks about your use of alcohol when you were in high school and at the University of Iowa. If you are under 21 years of age, you will be disclosing illegal behaviors. You may skip any questions you do not wish to answer. Completing the survey will take about 25-30 minutes of your time. Once you complete your survey please press the "done" button. Doing so will save your responses on the web server hosting the survey.

I agree to participate

I do not agree to participate



Survey of the Undergraduate Experience

Instructions : Please attempt to provide all the information requested that applies to your experience at the University of Iowa. There are no “right” or “wrong” responses, and your responses will be kept completely confidential; so please respond to each question as candidly as you can. The information you provide will help us improve undergraduate life at the University of Iowa. When you have completed the survey, your name will be entered into the prize drawing.

1. Was the University of Iowa your. . .

- First choice?
- Second choice?
- Third choice?
- Other

2. What is the highest level of education that each of your parents/guardians completed?

| | Mother/Guardian | Father/Guardian |
|---|----------------------------------|-----------------------|
| Did not finish high school | <input type="radio"/> | <input type="radio"/> |
| High school graduate/GED | <input type="radio"/> | <input type="radio"/> |
| Attended college but did not receive a degree | <input type="radio"/> | <input type="radio"/> |
| Vocational/technical certificate or diploma | <input type="radio"/> | <input type="radio"/> |
| Associate or other 2-year degree | <input type="radio"/> | <input type="radio"/> |
| Bachelor’ s or other 4-year degree | <input type="radio"/> | <input type="radio"/> |
| Master’ s degree (M.A., M.S., M.B.A.) | <input checked="" type="radio"/> | <input type="radio"/> |
| Law (J.D.) | <input type="radio"/> | <input type="radio"/> |
| Doctorate (Ph.D., Ed.D., M.D.) | <input type="radio"/> | <input type="radio"/> |

3. During your last year in high school, how often did you engage in each of the following activities?

| | Very Often | Often | Occasionally | Rarely | Never |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Studying/doing homework by yourself | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Studying/doing homework with friends | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Socializing with friends | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Talking with teachers outside of class | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Working for pay | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Community service/volunteer work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | | |
|--|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| g. Exercising/sports | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Participating in extracurricular activities (student government, student clubs, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Using a computer for research or homework | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. Using a computer for recreation (communicating with friends, games, surfing, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. Reading for pleasure | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l. Drinking alcoholic beverages | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| m. Participating in faith-based activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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Survey of the Undergraduate Experience

4. What is the highest academic degree you intend to earn in your lifetime?

- Bachelor' s degree (B.A., B.S., etc.)
- Master' s degree (M.A., M.S., M.B.A., etc.)
- Law (J.D.)
- Doctorate (Ph.D., Ed.D., M.D.)

5. Have you received and/or are you now receiving financial aid (e.g. loans, scholarships, grants, work-study)?

- Yes
- No

6. Which of the following best describes where you are currently living while attending the University of Iowa?

- Residence hall or other campus housing (not a fraternity or sorority)
- Fraternity or sorority house
- Off-campus residence (house, apartment, etc.) within 3 miles of the institution
- Off-campus residence (house, apartment, etc.) more than 3 miles from the institution

7. Overall, how satisfied are you with the education you are receiving at the University of Iowa?

- Very satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Very dissatisfied

8. Which of the following best describes your major, or if you have not declared a major, your intended major? If you have or intend to have more than one major and they fall in more than one of the categories listed below, please mark all that apply.

- Fine Arts and Humanities (e.g., English, art or art history, music, theatre arts, philosophy, religion, Spanish, history)
- Natural and Mathematical Sciences (e.g., biological sciences, math, physics, computer science, speech pathology and audiology, statistics)
- Social Sciences (e.g., anthropology, economics, psychology, political science)
- Nursing
- Engineering
- Education
- Business (e.g., accounting, finance, marketing, management)
- Journalism/Communications
- Other



Survey of the Undergraduate Experience

9. During the current semester, about how many hours do you spend in a typical week. . .

| | 0 Hours | 1-5 Hours | 6-10 Hours | 11-15 Hours | 16-20 Hours | 21-25 Hours | 26-30 Hours | > 30 Hours |
|---|-----------------------|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Working on campus for pay? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Working off campus for pay? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Participating in co-curricular activities other than intramural or intercollegiate sports (student organizations or government, campus publications, arts and/or music organizations, etc.)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Reading for pleasure (unassigned books, magazines, newspapers, the internet, etc.)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Participating in community service or other volunteer activities not related to a class? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Using a computer for academic work or coursework? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Using a computer for recreational purposes (communicating with friends, games, surfing the internet, etc.)? | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

10. Below are some activities in which students often participate while in college. Indicate if you have or have not had each experience during your time at the University of Iowa.

| | Yes | No |
|--|-----------------------|-----------------------|
| a. Participated in "courses in common" or some other formal program where groups of students take two or more classes together | <input type="radio"/> | <input type="radio"/> |
| b. Participated in a living-learning community where your residence was connected to an academic program | <input type="radio"/> | <input type="radio"/> |
| c. Belonged to a fraternity or sorority | <input type="radio"/> | <input type="radio"/> |
| d. Held a leadership position in a student club, campus organization, residence hall, or fraternity/sorority | <input type="radio"/> | <input type="radio"/> |
| e. Been a member of the honors program | <input type="radio"/> | <input type="radio"/> |
| f. Participated in intercollegiate football or basketball | <input type="radio"/> | <input type="radio"/> |
| g. Participated in an intercollegiate sport other than football or basketball | <input type="radio"/> | <input type="radio"/> |
| h. Worked on a research project with a faculty member outside of course or program requirements | <input type="radio"/> | <input type="radio"/> |
| i. Served as a resident assistant | <input type="radio"/> | <input type="radio"/> |
| j. Served as a peer educator | <input type="radio"/> | <input type="radio"/> |
| k. Served as a student orientation leader | <input type="radio"/> | <input type="radio"/> |
| l. Participated in an internship or co-op experience | <input type="radio"/> | <input type="radio"/> |
| m. Participated in a leadership-training program | <input type="radio"/> | <input type="radio"/> |
| n. Participated in a First-Year Seminar | <input type="radio"/> | <input type="radio"/> |

- o. Took the College Transition Course
- p. Participated in a seminar designed specifically for seniors (e.g., Senior Capstone)
- q. Participated in a study abroad program for academic credit
- r. Participated in a debate or lecture on a current political/social issue
- s. Participated in a racial or cultural awareness workshop
- t. Participated in activities that helped you explore career options
- u. Participated in intramural sports
- v. Tutored or taught other students
- w. Undergraduate teaching assistant or supplemental instruction leader

| | |
|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> |

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Survey of the Undergraduate Experience

11. Think back over a typical two-week period when you were in high school. How many times did you have 5 or more “drinks” . . .(a “drink” is a 12-ounce can of beer, a four-ounce glass of wine, 1 wine cooler, 1 shot of liquor, or 1 mixed drink) on one occasion?

- 0 times
- 1 times
- 2 times
- 3-5 times
- 6 or more times

12. Think back over a typical two-week period at the University of Iowa. How many times did you have 5 or more “drinks” . . .(a “drink” is a 12-ounce can of beer, a four-ounce glass of wine, 1 wine cooler, 1 shot of liquor, or 1 mixed drink) on one occasion?

- 0 times
- 1 times
- 2 times
- 3-5 times
- 6 or more times

13. Indicate the number of courses or activities in which you have participated or taken part during your time at the University of Iowa. (0, 1, 2, 3, 4 or More)

- a. Courses focusing on diverse cultures and perspectives (e.g., African American Studies, Latino Studies)
- b. Courses focusing on women’ s/gender studies
- c. Courses focusing on issues of equality or social justice
- d. Courses that had a community service component connected to class work

| | 0 | 1 | 2 | 3 | 4 or More |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

14. How would you rate the service provided by the following University of Iowa units?

- Academic Advising Center
- Career Center
- University Counseling Services
- Financial Aid Office
- Student Health
- Student Disability Services

| | Excellent | Good | Fair | Poor | No Contact |
|--------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Academic Advising Center | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Career Center | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| University Counseling Services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Financial Aid Office | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student Health | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student Disability Services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Support Service Program

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

Collegiate Student Services Office

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

Registrar

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

Residence Services

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

Cashier' s Office

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

Information Technology Services

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

Libraries

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

Other:

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

If you have comments on the services listed above (or others), please share them in the box below.

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Survey of the Undergraduate Experience

15. Below are statements about your contact and interactions with teachers at the University of Iowa. Indicate your level of agreement/disagreement with each.

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. My nonclassroom interactions with teachers have had a positive influence on my personal growth, values, and attitudes. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. My nonclassroom interactions with teachers have had a positive influence on my intellectual growth and interest in ideas. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. My nonclassroom interactions with teachers have had a positive influence on my career goals and aspirations. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Since coming to this institution, I have developed a close, personal relationship with at least one teacher. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. I am satisfied with the opportunities to meet and interact informally with teachers. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

16. Below are statements about experiences you may have had in class at the University of Iowa. Indicate how often you have experienced each.

| | Very Often | Often | Occasionally | Rarely | Never |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Teachers ask challenging questions in class. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Teachers ask me to show how a particular course concept could be applied to an actual problem or situation. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Teachers ask me to point out any fallacies in basic ideas, principles, or points of view presented in the course. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Teachers ask me to argue for or against a particular point of view. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Teachers challenge my ideas in class. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Students challenge each other's ideas in class. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. I worked harder than I thought I would to meet a teacher's standards or expectations. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

17. Below are statements about your views of teachers' interest in teaching and students. Indicate your level of agreement/disagreement with each.

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Most teachers with whom I have had contact at the University of Iowa . . . | | | | | |
| a. are genuinely interested in students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- b. are interested in helping students grow in more than just academic areas.
- c. are outstanding teachers.
- d. are genuinely interested in teaching.
- e. are willing to spend time outside of class to discuss issues of interest and importance to students.

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

18. How frequently have you interacted with *teachers* at the University of Iowa as described below?

- a. Discussed assignments
- b. Discussed ideas from your reading or classes
- c. Talked about career concerns or plans
- d. Worked on activities other than coursework (committees, orientation, student life activities, etc.)
- e. Discussed other issues (e.g., a personal matter)

| | Very Often | Often | Sometimes | Rarely | Never |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Discussed assignments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Discussed ideas from your reading or classes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Talked about career concerns or plans | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Worked on activities other than coursework (committees, orientation, student life activities, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Discussed other issues (e.g., a personal matter) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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Survey of the Undergraduate Experience

19. How frequently have you interacted with student affairs professionals at the University of Iowa (residence hall staff, career counselor, student union or campus activities staff, etc.) or academic advisors as described below?

| | Very Often | Often | Sometimes | Rarely | Never |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Discussed ideas from your reading or classes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Talked about career concerns or plans | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Worked on activities other than coursework (committees, orientation, student life activities, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Discussed other issues (e.g., a personal matter) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

20. Below are statements about teacher skill/clarity as well as preparation and organization in teaching. For the most part, taking into consideration all of the teachers with whom you've interacted at the University of Iowa, how often have you experienced each?

| | Very Often | Often | Sometimes | Rarely | Never |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Teachers give clear explanations. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Teachers make good use of examples and illustrations to explain difficult points. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Teachers effectively review and summarize the material. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Teachers interpret abstract ideas and theories clearly. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Teachers give assignments that help in learning the course material. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Presentation of material is well organized. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Teachers are well prepared for class. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Class time is used effectively. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Course goals and requirements are clearly explained. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. Teachers have a good command of what they are teaching. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

21. Below are statements about receiving feedback from teachers about your learning in the classroom. How often have you experienced each at the University of Iowa?

| | Very Often | Often | Sometimes | Rarely | Never |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Teachers inform me of my level of performance in the class. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Teachers check to see if I have learned the material well before going on to new material. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| c. Teachers provide timely written feedback on my performance (my papers, projects, etc.). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Teachers provide timely oral feedback on my performance (my papers, projects, student conferences, comments in class, etc.). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

22. How often have you had the following experiences while attending the University of Iowa?

| | Very Often | Sometimes Often | Rarely | Never |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Had serious conversations with students of a race or ethnicity different from your own | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Encountered diverse perspectives (e.g., different race, religious, gender, or political beliefs) in class discussions and/or assignments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Encountered diverse perspectives in other places around campus (e.g., administrative offices, student activities, public forums, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Made friends with a student whose race was different from yours | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Made friends with a student from another country | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Had serious discussions with other students about different lifestyles and customs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Had serious discussions with other students about major social issues such as racial diversity, human rights, equality, or justice | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Had serious discussions with students whose religious beliefs were different from your own. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Had serious discussions with students whose political opinions were different from your own | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. Had serious discussions with students whose philosophy of life or personal values were different from your own | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. Been encouraged to make contact with students from different economic, social, and racial or ethnic backgrounds | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l. Had serious discussions with faculty or student affairs staff whose political, social, or religious opinions were different from your own | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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23. During a typical week of this academic year, approximately how many hours did you spend preparing for class (studying, reading, doing library research, writing, rehearsing, and other activities related to your academic program)?

- 0 Hours
- 1-5 Hours
- 6-10 Hours
- 11-15 Hours
- 16-20 Hours
- 21-25 Hours
- 26-30 Hours
- More than 30 Hours

24. So far during this academic year, about how many assigned textbooks, books, or book-length packs of course readings have you read?

- None
- Between 1 and 4
- Between 5 and 10
- Between 11 and 20
- More than 20

25. So far during this academic year, about how many essay exams have you completed?

- None
- Between 1 and 4
- Between 5 and 10
- Between 11 and 20
- More than 20

26. So far during this academic year, about how many term papers or other written reports have you completed?

- None
- Between 1 and 4
- Between 5 and 10
- Between 11 and 20
- More than 20

27. Below are descriptions of activities often emphasized in courses. Mark the response that best reflects the extent to which your overall coursework experience at the University of Iowa has emphasized these activities.

~~1/5~~ ~~Q...~~ ~~1/5~~

- a. Analyzing the basic elements of an idea or theory
- b. Synthesizing and organizing ideas and information
- c. Evaluating the soundness of an idea or argument
- d. Applying ideas or theories to everyday problems or new situations

| | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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28. Indicate your level of agreement/disagreement with each of the following statements.

- a. Students at the University of Iowa spend a lot of time studying and completing academic assignments.
- b. Academic work at the University of Iowa is challenging and requires serious intellectual effort.

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

29. Indicate your extent of agreement/disagreement with the following statements.

- a. The University of Iowa has provided the support I needed to succeed academically.
- b. The University of Iowa has helped me cope with my nonacademic responsibilities (work, family, etc.).
- c. My social life at the University of Iowa has been personally rewarding.
- d. Staff and administrative personnel at the University of Iowa (e.g., academic advisors, registrar, residence hall staff, career counselors) have been helpful and considerate.

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

30. Below are statements about experiences you may have had with other students at the University of Iowa. Indicate your level of agreement/disagreement with each.

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

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

31. Indicate the extent to which you agree/disagree with each of the following statements about your experiences at the University of Iowa.

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. My out-of-class experiences have helped me to connect what I have learned in the classroom with life events. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. My out-of-class experiences have helped me to translate knowledge and understanding from the classroom into action. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. My out-of-class experiences have had a positive influence on my intellectual growth and interest in ideas. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. My out-of-class experiences have had a positive influence on my personal growth, attitudes, and values. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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A. CONTRIBUTION OF HIGH SCHOOL EXPERIENCE: In the columns below on the LEFT, indicate the contribution that your experiences in high school made to your growth in each area.

B. CONTRIBUTION OF UI EXPERIENCE: In the columns below on the RIGHT, indicate the contribution that your experiences at the University of Iowa made to your growth in each area.

| A High School Contribution | | | | | B University of Iowa Contribution | | | | | |
|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Very Great | Great | Moderate(Avg.) | Little | None | | | | | | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 1. Developing original ideas or products | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 2. Improving thinking and reasoning skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 3. Committing to a life of learning and intellectual development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 4. Developing ethical standards and values | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 5. Developing problem-solving skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 6. Applying scientific knowledge and skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 7. Exercising my rights, responsibilities, and privileges as a citizen | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 8. Speaking effectively | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 9. Developing leadership skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10. Learning about career options | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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Survey of the Undergraduate Experience

Question Continued

A

High School
Contribution

B

University of Iowa
Contribution

| A | | | | | B | | | | | |
|--------------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| High School Contribution | | | | | University of Iowa Contribution | | | | | |
| Very Great | Great | Moderate(Avg.) | Little | None | None | Little | Moderate(Avg.) | Great | Very Great | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 11. Writing effectively | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 12. Appreciating literature and the fine arts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 13. Applying mathematics and statistics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 14. Awareness of environmental issues | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 15. Working as a team member | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 16. Getting along with people whose attitudes and opinions are different from mine | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 17. Understanding international issues | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 18. Setting clear goals | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 19. Developing a healthy lifestyle | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 20. Applying computer skills and related technology | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 21. Reading with speed and accuracy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 22. Developing self-confidence | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 23. Managing personal finances | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 24. Developing time management skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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Survey of the Undergraduate Experience

Question Continued

A

High School
Contribution

B

University of Iowa
Contribution

| A | | | | | B | | | | | |
|--------------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| High School Contribution | | | | | University of Iowa Contribution | | | | | |
| Very Great | Great | Moderate(Avg.) | Little | None | None | Little | Moderate(Avg.) | Great | Very Great | |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 25. Developing my religious values |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 26. Actively participating in volunteer work to support worthwhile causes |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 27. Interacting well with people from racial groups or cultures different from my own |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 28. Learning how to be a more responsible family member |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 29. Acquiring a broad general education |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 30. Developing job or work-related knowledge and skills |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 31. Developing a better understanding of myself |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 32. Learning how to acquire new knowledge on my own |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 33. Learning how to think creatively |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 34. Preparing for graduate or professional school |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 35. Developing the ability to apply and adopt knowledge to new situations |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 36. Listening effectively |

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Survey of the Undergraduate Experience

You have reached the end of the Survey of the Undergraduate Experience.

You do not have to complete the survey in one sitting. You can open the survey as many times as needed until you click Done. Once you click Done, you will not be able to open the survey again.

Select one of the following options:

Done

Save And Return Later

Return To Survey Now



Survey of the Undergraduate Experience

You have completed the Survey of the Undergraduate Experience.
Thank you for your participation .

| |
|--|
| Research on Iowa Student Experiences (RISE) |
|--|

Interview Protocol for First-Year Students

Please introduce yourself and tell us why you chose to enroll at The University of Iowa.

How has what you've experienced been different from what you expected? How has it been the same?

OR What did you expect being a student at Iowa would be like? Where did those expectations come from? How has what you've experienced been different than you expected? How has it been the same?

What have been some of the highlights of your experience? What have been some of the disappointments? What have you found most challenging?

Describe a typical week. How much time do you spend on 'academics'? [let them define] What non-academic activities are you involved in? How much time do you spend on them?

Tell me about your favorite class. What makes it your favorite?

How would you describe your interactions with faculty so far? With other students? With staff?

How would you describe yourself as a student so far? Successful? Challenged? Struggling? Confused? Adjusting? When you've needed help, where have you found it?

What have you learned so far about being a UI student and how have you learned that?

How would you describe to a prospective student the strengths and weaknesses of being a first-year student at Iowa?

OR What advice would you have to a prospective Iowa student?

OR What do you know now that you wish you'd known in August?

What else should we know about your experiences that will help us understand undergraduate life at Iowa?

Appendix C

Research on Iowa Student Experiences (RISE)

Interview Protocol for Senior Students

Please introduce yourself.

Why did you choose to enroll at The University of Iowa? Why have you stayed?

What have been some of the highlights of your experience? What have been some of the disappointments?

How would you describe the level of academic challenge here? In required courses outside your major? In your major field classes? What have you found most academically challenging?

Describe a typical day. How do you spend your time? How has that changed during your time here? How have your experiences changed over time?

Tell me about your favorite class. What makes it your favorite?

How would you describe your interactions with faculty? With other students? With staff?

What have you learned at UI about being a student and how did you learn that? How do students learn what they need to do here to succeed?

What's important at this institution? What does the UI value? Why do you think so?

If you could change anything about UI, what would you change? If you could change anything, what would you want to be sure didn't change.

Would you describe yourself as a typical UI student? Why or why not?

What else should we know about your experiences that will help us understand undergraduate life at Iowa?

Appendix D (Frequency Tables)

Research on Iowa Student Experiences (RISE) -- Percentages of Students by Year Per Response Category

Teacher Quality and Classroom Activities

| | Very Often | | Often | | Occasionally | | Rarely | | Never | |
|--|---------------------|---------|---------------------|---------|---------------------|---------|---------------------|---------|---------------------|---------|
| | Year in school | | Year in school | | Year in school | | Year in school | | Year in school | |
| | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors |
| Q84-Teachers ask challenging questions in class | 18.4% | 17.5% | 53.2% | 52.0% | 25.2% | 27.1% | 3.0% | 3.2% | 0.3% | 0.3% |
| Q85-Teachers ask me to show how a particular course concept could be applied to an actual problem or situation | 10.4% | 18.2% | 39.7% | 40.3% | 33.8% | 30.6% | 13.4% | 9.0% | 2.7% | 2.1% |
| Q86-Teachers ask me to point out any fallacies in basic ideas, principles, or points of view presented in the course | 9.9% | 13.3% | 36.1% | 34.2% | 34.6% | 35.2% | 15.0% | 14.0% | 4.3% | 3.2% |
| Q87-Teachers ask me to argue for or against a point of view | 16.4% | 13.6% | 38.9% | 30.9% | 30.3% | 35.2% | 10.3% | 17.2% | 4.3% | 3.1% |
| Q88-Teachers challenge my ideas in class | 12.1% | 10.4% | 37.1% | 31.5% | 33.0% | 39.0% | 14.2% | 16.5% | 3.5% | 2.5% |
| Q89-Student's challenge each other's ideas in class | 11.6% | 10.4% | 37.1% | 33.9% | 35.5% | 35.1% | 13.4% | 18.0% | 2.4% | 2.6% |
| Q90- I worked harder than I thought I would to meet a teacher's standards or expectations | 22.8% | 16.8% | 37.8% | 34.9% | 28.9% | 36.7% | 8.5% | 9.6% | 2.0% | 2.0% |
| Q91-Teachers are genuinely interested in students | 16.0% | 19.7% | 58.4% | 57.8% | 18.3% | 15.1% | 6.0% | 5.8% | 1.3% | 1.6% |
| Q92-Most teachers with whom I've had contact at UI are interested in helping students grow in more than academic areas | 12.6% | 13.5% | 42.8% | 44.3% | 31.1% | 27.4% | 11.2% | 11.9% | 2.3% | 2.9% |
| Q93-Most teachers with whom I've had contact at UI are outstanding teachers | 9.0% | 13.9% | 39.2% | 44.6% | 39.1% | 31.2% | 10.6% | 8.3% | 2.1% | 1.9% |
| Q94-Most teachers with whom I've had contact at UI are genuinely interested in teaching | 14.9% | 18.8% | 54.7% | 52.6% | 23.2% | 20.0% | 6.1% | 7.2% | 1.1% | 1.3% |
| Q95-Most teachers with whom I've had contact at UI are willing to spend time outside of class to discuss issues of interest and importance to students | 23.9% | 23.3% | 50.1% | 51.7% | 20.9% | 19.4% | 4.1% | 4.3% | 1.1% | 1.3% |
| Q96-Frequency interacted with teachers to discuss assignments | 8.6% | 12.5% | 32.3% | 35.0% | 43.6% | 41.3% | 11.6% | 10.3% | 4.0% | 0.9% |

Research on Iowa Student Experiences (RISE) -- Percentages of Students by Year Per Response Category

Teacher Quality and Classroom Activities continued

| | Very Often | | Often | | Occasionally | | Rarely | | Never | |
|---|---------------------|---------|---------------------|---------|---------------------|---------|---------------------|---------|---------------------|---------|
| | Year in school | | Year in school | | Year in school | | Year in school | | Year in school | |
| | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors |
| Q97-Frequency interacted with teachers to discuss ideas from reading or class | 8.5% | 8.4% | 26.6% | 23.7% | 33.7% | 36.4% | 20.6% | 25.7% | 10.7% | 5.9% |
| Q98-Frequency interacted with teachers to discuss career concerns and plans | 2.3% | 6.8% | 8.9% | 15.3% | 23.2% | 33.5% | 29.3% | 30.1% | 36.2% | 14.4% |
| Q99-Frequency interacted with teachers on non-coursework activities | 2.1% | 4.2% | 5.5% | 9.2% | 13.0% | 17.4% | 19.4% | 27.1% | 60.1% | 42.1% |
| Q100-Frequency interacted with teachers to discuss personal matters | 2.1% | 3.5% | 6.0% | 7.4% | 16.8% | 19.8% | 20.6% | 28.8% | 54.5% | 40.5% |
| Q105-Teachers give clear explanations | 8.1% | 9.7% | 54.9% | 60.6% | 33.5% | 27.4% | 3.3% | 2.1% | 0.3% | 0.1% |
| Q106-Teachers use examples to explain difficult points | 10.4% | 12.6% | 52.8% | 58.3% | 32.2% | 26.7% | 4.2% | 2.3% | 0.4% | 0.1% |
| Q107-Teachers make good use of examples and illustrations to explain difficult points | 11.2% | 10.0% | 46.1% | 48.8% | 34.2% | 35.8% | 7.7% | 4.8% | 0.8% | 0.6% |
| Q108-Teachers interpret abstract ideas and theories clearly | 7.8% | 8.9% | 40.7% | 45.3% | 42.2% | 39.3% | 8.5% | 6.3% | 0.7% | 0.3% |
| Q109- Teachers give assignments that help in learning course material | 12.4% | 11.4% | 48.5% | 48.5% | 32.5% | 36.0% | 5.9% | 3.9% | 0.7% | 0.2% |
| Q110-Presentation of material is well organized | 14.5% | 14.6% | 53.4% | 55.7% | 28.5% | 27.6% | 2.9% | 1.9% | 0.6% | 0.1% |
| Q111-Teachers are well prepared for class | 25.5% | 24.5% | 51.9% | 57.5% | 20.5% | 16.9% | 1.9% | 0.9% | 0.3% | 0.1% |
| Q112-Class time is used effectively | 20.5% | 16.1% | 49.4% | 55.6% | 26.7% | 25.3% | 2.8% | 2.8% | 0.6% | 0.2% |
| Q113-Course goals and requirements are clearly explained | 27.5% | 26.9% | 48.4% | 52.9% | 20.7% | 18.4% | 2.9% | 1.5% | 0.4% | 0.3% |
| Q114-Teachers have a good command of what they are teaching | 25.6% | 30.0% | 51.7% | 54.7% | 20.8% | 14.1% | 1.5% | 1.0% | 0.3% | 0.1% |

Research on Iowa Student Experiences (RISE) -- Percentages of Students by Year Per Response Category

Teacher Quality and Classroom Activities continued

| | Very Often | | Often | | Occasionally | | Rarely | | Never | |
|--|----------------|---------|----------------|---------|----------------|---------|----------------|---------|----------------|---------|
| | Year in school | | Year in school | | Year in school | | Year in school | | Year in school | |
| | First Year | | First Year | | First Year | | First Year | | First Year | |
| | Students | Seniors | Students | Seniors | Students | Seniors | Students | Seniors | Students | Seniors |
| Q115-Teachers inform me of my level of performance in the class | 5.0% | 7.5% | 25.7% | 32.3% | 37.8% | 40.5% | 25.1% | 17.5% | 6.5% | 2.3% |
| Q116-Teachers check to see if I have learned the material well before going on to new material | 3.2% | 3.6% | 14.5% | 18.8% | 33.9% | 38.8% | 36.1% | 31.3% | 12.2% | 7.6% |
| Q117-Teachers provide timely written feedback on my performance | 8.4% | 8.8% | 37.3% | 38.5% | 39.3% | 38.7% | 12.5% | 12.7% | 2.5% | 1.4% |
| Q118-Teachers provide timely oral feedback on my performance | 5.4% | 5.2% | 20.7% | 22.3% | 35.7% | 34.4% | 27.0% | 31.0% | 11.2% | 7.1% |

Research on Iowa Student Experiences (RISE) -- Percentages of Students by Year Per Response Category

Teacher Quality

| | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | |
|---|---------------------|---------|---------------------|---------|---------------------|---------|---------------------|---------|---------------------|---------|
| | Year in school | | Year in school | | Year in school | | Year in school | | Year in school | |
| | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors |
| Q91-Teachers are genuinely interested in students | 16.0% | 19.7% | 58.4% | 57.8% | 18.3% | 15.1% | 6.0% | 5.8% | 1.3% | 1.6% |
| Q92-Teachers are genuinely interested in helping students grow in more than academics | 12.6% | 13.5% | 42.8% | 44.3% | 31.1% | 27.4% | 11.2% | 11.9% | 2.3% | 2.9% |
| Q93-Teachers are outstanding | 9.0% | 13.9% | 39.2% | 44.6% | 39.1% | 31.2% | 10.6% | 8.3% | 2.1% | 1.9% |
| Q94-Teachers are genuinely interested in teaching | 14.9% | 18.8% | 54.7% | 52.6% | 23.2% | 20.0% | 6.1% | 7.2% | 1.1% | 1.3% |
| Q95-Teachers are willing to spend time outside of class on issues of interest to students | 23.9% | 23.3% | 50.1% | 51.7% | 20.9% | 19.4% | 4.1% | 4.3% | 1.1% | 1.3% |

Research on Iowa Student Experiences (RISE) -- Percentages of Students by Year Per Response Category

Nonclassroom Interactions with Teachers

| | Strongly Agree | | Agree | | Neutral | | Disagree | | Strongly Disagree | |
|--|----------------|---------|----------------|---------|----------------|---------|----------------|---------|-------------------|---------|
| | Year in school | | Year in school | | Year in school | | Year in school | | Year in school | |
| | First Year | | First Year | | First Year | | First Year | | First Year | |
| | Students | Seniors | Students | Seniors | Students | Seniors | Students | Seniors | Students | Seniors |
| Q79-My nonclassroom interactions with teachers have had a positive influence on my personal growth, values, and attitudes | 11.8% | 21.0% | 40.0% | 41.1% | 42.2% | 33.5% | 4.2% | 3.1% | 1.8% | 1.2% |
| Q80-My nonclassroom interactions with teachers have had a positive influence on my intellectual growth and interest in ideas | 11.3% | 22.2% | 44.7% | 45.5% | 39.2% | 28.8% | 3.2% | 2.1% | 1.6% | 1.4% |
| Q81-My nonclassroom interactions with teachers have had a positive influence on my career goals and aspirations | 10.1% | 21.0% | 34.3% | 40.1% | 48.1% | 33.7% | 5.5% | 3.9% | 1.9% | 1.3% |
| Q82-Since coming to this institution, I have developed a close personal relationship with at least one teacher | 5.8% | 19.2% | 15.9% | 26.0% | 33.0% | 22.8% | 27.1% | 19.4% | 18.1% | 12.6% |
| Q83-I am satisfied with the opportunities to meet and interact informally with teachers | 9.4% | 18.0% | 41.2% | 37.4% | 33.2% | 25.5% | 11.8% | 14.2% | 4.3% | 5.0% |

Research on Iowa Student Experiences (RISE) -- Percentages of Students by Year Per Response Category

Academic Activities

| | > 20 | | 11-20 | | 5-10 | | 1-4 | | 0 | |
|---|------------------------|---------|------------------------|---------|------------------------|---------|------------------------|---------|------------------------|---------|
| | Year in school | | Year in school | | Year in school | | Year in school | | Year in school | |
| | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors |
| Q132-Assigned books and readings have read this academic year | 5.1% | 7.4% | 31.8% | 19.3% | 43.5% | 39.4% | 18.9% | 31.2% | 0.6% | 2.7% |
| Q133-Essay exams completed this academic year | 0.9% | 1.9% | 10.5% | 8.7% | 23.4% | 21.4% | 46.7% | 52.8% | 18.6% | 15.2% |
| Q134-Term papers and written reports completed this academic year | 3.8% | 4.3% | 20.4% | 15.6% | 47.4% | 30.3% | 26.2% | 43.7% | 2.1% | 6.1% |

Research on Iowa Student Experiences (RISE) -- Percentages of Students by Year Per Response Category

Academic Skills

| | Very much | | Quite a bit | | Some | | Very little | |
|--|---------------------|---------|---------------------|---------|---------------------|---------|---------------------|---------|
| | Year in school | | Year in school | | Year in school | | Year in school | |
| | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors |
| Q135-Coursework emphasizes analyzing the basic elements of an idea or theory | 19.8% | 28.4% | 52.3% | 49.8% | 25.2% | 20.2% | 2.7% | 1.6% |
| Q136-Coursework emphasizes synthesizing and organizing ideas and information | 18.4% | 25.5% | 50.6% | 50.8% | 28.3% | 21.1% | 2.8% | 2.5% |
| Q137-Coursework emphasizes evaluating the soundness of an idea or argument | 20.2% | 18.5% | 45.3% | 40.8% | 29.1% | 32.9% | 5.3% | 7.8% |
| Q138-Coursework emphasizes applying ideas or theories to everyday problems or new situations | 16.9% | 25.0% | 40.8% | 38.8% | 34.2% | 28.9% | 8.2% | 7.3% |

Research on Iowa Student Experiences (RISE) -- Percentages of Students by Year Per Response Category

Academic Climate of UI

| | Strongly agree | | Agree | | Neutral | | Disagree | | Strongly disagree | |
|--|------------------------|---------|------------------------|---------|------------------------|---------|------------------------|---------|------------------------|---------|
| | Year in school | | Year in school | | Year in school | | Year in school | | Year in school | |
| | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors |
| Q139-Students at UI spend a lot of time studying and completing academic assignments | 9.8% | 8.5% | 51.3% | 49.8% | 26.0% | 30.0% | 10.6% | 10.2% | 2.3% | 1.5% |
| Q140-Academic work at UI is challenging and requires serious intellectual effort | 29.9% | 17.9% | 52.4% | 55.8% | 14.1% | 21.2% | 2.4% | 3.9% | 1.2% | 1.3% |
| Q141-UI has provided the support I needed to succeed academically | 13.4% | 14.3% | 56.4% | 57.3% | 23.2% | 21.4% | 6.2% | 5.8% | 0.9% | 1.2% |

Research on Iowa Student Experiences (RISE) -- Percentages of Students by Year Per Response Category

College Outcomes -- Cognitive Growth

| | Very Great | | Great | | Moderate (Average) | | Little | | None | |
|---|---------------------|---------|---------------------|---------|---------------------|---------|---------------------|---------|---------------------|---------|
| | Year in school | | Year in school | | Year in school | | Year in school | | Year in school | |
| | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors |
| Q156-Extent that HS experiences contributed to your growth in developing original ideas | 11.9% | 5.8% | 27.5% | 17.8% | 42.9% | 45.2% | 16.2% | 26.9% | 1.5% | 4.3% |
| Q157-Extent that UI experiences contributed to your growth in developing original ideas | 7.9% | 12.2% | 38.6% | 44.6% | 40.4% | 34.4% | 10.9% | 7.4% | 2.2% | 1.4% |
| Q158-Extent that HS experiences contributed to growth in thinking and reasoning skills | 10.9% | 6.2% | 30.4% | 25.4% | 43.2% | 46.5% | 14.6% | 20.2% | 0.9% | 1.7% |
| Q159-Extent that UI experiences contributed to growth in thinking and reasoning skills | 13.4% | 22.2% | 51.0% | 52.2% | 27.6% | 21.1% | 6.6% | 4.2% | 1.4% | 0.3% |
| Q164-Extent that HS experiences contributed to developing problem-solving skills | 12.1% | 8.0% | 35.0% | 27.6% | 41.9% | 46.3% | 9.9% | 16.4% | 1.2% | 1.7% |
| Q165-Extent that UI experiences contributed to developing problem-solving skills | 11.5% | 22.2% | 41.2% | 47.0% | 37.2% | 26.2% | 7.7% | 4.3% | 2.5% | 0.4% |
| Q166-Extent that HS experiences contributed to growth in applying scientific knowledge and skills | 8.8% | 6.2% | 29.5% | 23.7% | 41.8% | 42.8% | 18.0% | 24.2% | 1.9% | 3.1% |
| Q167-Extent that UI experiences contributed to growth in applying scientific knowledge and skills | 13.7% | 21.8% | 34.6% | 33.2% | 36.9% | 30.8% | 10.8% | 12.3% | 4.0% | 1.9% |
| Q170-Extent that HS experiences contributed to growth in speaking effectively | 14.7% | 11.7% | 28.5% | 25.5% | 37.6% | 37.9% | 17.2% | 21.4% | 2.0% | 3.5% |
| Q171-Extent that UI experiences contributed to growth in speaking effectively | 12.5% | 18.6% | 41.8% | 37.5% | 33.9% | 30.7% | 9.0% | 11.8% | 2.7% | 1.6% |
| Q176-Extent that HS experiences contributed to growth in writing effectively | 19.3% | 13.4% | 34.8% | 31.7% | 34.2% | 35.8% | 10.8% | 17.1% | 1.0% | 2.0% |
| Q177-Extent that UI experiences contributed to growth in writing effectively | 16.3% | 20.8% | 40.3% | 41.1% | 31.8% | 27.4% | 9.0% | 9.4% | 2.6% | 1.3% |
| Q178-Extent that HS experiences contributed to appreciating literature and the fine arts | 16.0% | 12.6% | 24.4% | 22.7% | 35.6% | 34.1% | 19.9% | 23.3% | 4.1% | 7.2% |
| Q179-Extent that UI experiences contributed to appreciating literature and the fine arts | 14.5% | 21.2% | 31.5% | 31.3% | 33.8% | 30.0% | 15.1% | 13.7% | 5.1% | 3.8% |
| Q180-Extent that HS experiences contributed to growth in applying mathematics and statistics | 13.3% | 8.8% | 28.9% | 27.7% | 41.3% | 38.2% | 14.4% | 21.1% | 2.2% | 4.2% |

Research on Iowa Student Experiences (RISE) -- Percentages of Students by Year Per Response Category

| | | | | | | | | | | |
|--|-------|-------|-------|-------|-------|-------|-------|-------|------|------|
| Q181-Extent that UI experiences contributed to growth in applying mathematics and statistics | 12.8% | 15.8% | 30.4% | 29.0% | 35.4% | 33.1% | 14.5% | 17.1% | 6.9% | 4.9% |
|--|-------|-------|-------|-------|-------|-------|-------|-------|------|------|

College Outcomes -- Intellectual Growth continued

| | Very Great | | Great | | Moderate (Average) | | Little | | None | |
|---|---------------------|---------|---------------------|---------|---------------------|---------|---------------------|---------|---------------------|---------|
| | Year in school | | Year in school | | Year in school | | Year in school | | Year in school | |
| | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors |
| Q182-Extent that HS experiences contributed to awareness of environmental issues | 5.4% | 3.4% | 16.4% | 13.7% | 39.7% | 39.2% | 30.4% | 34.0% | 8.1% | 9.7% |
| Q183-Extent that UI experiences contributed to Awareness of environmental issues | 7.3% | 11.8% | 25.3% | 29.9% | 36.4% | 34.8% | 22.0% | 18.4% | 9.0% | 5.2% |
| Q188-Extent that HS experiences contributed to understanding international issues | 5.7% | 3.8% | 17.2% | 10.2% | 40.7% | 33.5% | 30.6% | 40.5% | 5.8% | 12.0% |
| Q189-Extent that UI experiences contributed to understanding international issues | 10.1% | 17.2% | 30.4% | 35.6% | 37.0% | 30.0% | 17.7% | 14.0% | 4.9% | 3.1% |
| Q194-Extent that HS experiences contributed to ability to apply computer skills and technology | 13.0% | 8.5% | 30.7% | 22.5% | 38.6% | 40.1% | 14.8% | 23.2% | 2.8% | 5.7% |
| Q195-Extent that UI experiences contributed to ability to apply computer skills and technology | 15.6% | 27.5% | 33.3% | 37.6% | 35.1% | 25.1% | 11.7% | 8.0% | 4.3% | 1.8% |
| Q196-Extent that HS experiences contributed to ability to reading with speed and accuracy | 10.8% | 9.6% | 23.5% | 21.3% | 39.6% | 36.9% | 21.4% | 24.7% | 4.6% | 7.4% |
| Q197-Extent that UI experiences contributed to reading with speed and accuracy | 10.5% | 11.7% | 29.1% | 28.7% | 36.6% | 33.8% | 16.7% | 18.7% | 7.0% | 7.0% |
| Q212-Extent that HS experiences contributed to acquiring a broad general education | 21.1% | 15.5% | 33.9% | 29.4% | 34.6% | 38.9% | 8.7% | 13.5% | 1.7% | 2.8% |
| Q213-Extent that UI experiences contributed to acquiring a broad general education | 16.9% | 20.6% | 39.7% | 41.9% | 34.2% | 29.4% | 7.2% | 6.6% | 2.1% | 1.5% |
| Q218-Extent that HS experiences contributed to learning how to acquire new knowledge on own | 8.8% | 5.5% | 22.2% | 19.9% | 47.3% | 42.1% | 17.6% | 27.6% | 4.1% | 4.8% |
| Q219-Extent that UI experiences contributed to learning how to acquire new knowledge on own | 25.1% | 32.8% | 41.2% | 41.9% | 26.2% | 20.4% | 5.0% | 4.1% | 2.5% | 0.8% |
| Q220-Extent that HS experiences contributed to learning how to think creatively | 15.3% | 10.7% | 28.0% | 24.3% | 39.1% | 42.2% | 14.7% | 19.6% | 2.9% | 3.2% |
| Q221-Extent that UI experiences contributed to learning how to think creatively | 15.7% | 21.0% | 36.9% | 38.9% | 35.5% | 30.5% | 8.7% | 7.8% | 3.2% | 1.8% |
| Q224-Extent that HS experiences contributed to the ability to apply and adopt knowledge to new situations | 7.1% | 4.8% | 22.5% | 16.5% | 49.7% | 47.6% | 17.3% | 24.9% | 3.4% | 6.1% |

Research on Iowa Student Experiences (RISE) -- Percentages of Students by Year Per Response Category

| | | | | | | | | | | |
|---|-------|-------|-------|-------|-------|-------|------|------|------|------|
| Q225-Extent that UI experiences contributed to the ability to apply and adopt knowledge to new situations | 14.2% | 19.2% | 37.9% | 42.5% | 38.4% | 30.4% | 6.5% | 6.6% | 3.1% | 1.3% |
|---|-------|-------|-------|-------|-------|-------|------|------|------|------|

Research on Iowa Student Experiences (RISE) -- Percentages of Students by Year Per Response Category

Diversity Experiences

| | Very Often | | Often | | Occasionally | | Rarely | | Never | |
|--|---------------------|---------|---------------------|---------|---------------------|---------|---------------------|---------|---------------------|---------|
| | Year in school | | Year in school | | Year in school | | Year in school | | Year in school | |
| | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors |
| Q119-Frequency of serious conversations with students of a race or ethnicity different from own | 12.4% | 14.7% | 22.0% | 23.9% | 28.9% | 31.6% | 19.4% | 20.7% | 17.3% | 9.2% |
| Q120-Frequency of diverse perspectives in class discussion or assignments | 11.7% | 15.1% | 33.8% | 33.5% | 34.0% | 35.1% | 14.8% | 12.9% | 5.6% | 3.3% |
| Q121-Frequency of diverse perspectives encountered on campus (e.g., administrative offices, student activities, public forums, etc.) | 9.6% | 11.2% | 23.6% | 24.2% | 33.7% | 33.5% | 21.3% | 21.8% | 11.7% | 9.4% |
| Q122-Frequency made friends with a student whose race is different from own | 19.6% | 20.9% | 29.2% | 29.4% | 33.2% | 33.1% | 11.7% | 11.9% | 6.3% | 4.6% |
| Q123-Frequency made friends with a student from another country | 10.4% | 12.7% | 17.0% | 18.9% | 25.7% | 30.6% | 21.5% | 23.1% | 25.3% | 14.8% |
| Q124-Frequency of serious discussions with other students about different lifestyles and customs | 13.6% | 17.2% | 25.9% | 27.0% | 34.4% | 32.2% | 16.2% | 17.0% | 10.0% | 6.5% |
| Q125-Frequency of serious discussions with other students about major social issues such as racial diversity, human rights, equality, or justice | 12.8% | 17.7% | 24.0% | 24.8% | 30.1% | 28.3% | 20.4% | 20.5% | 12.7% | 8.7% |
| Q126-Frequency of serious discussions with students whose religious beliefs were different from own | 13.9% | 16.5% | 23.8% | 25.3% | 30.4% | 29.5% | 19.5% | 18.8% | 12.4% | 9.9% |
| Q127-Frequency of serious discussions with students whose political opinions were different from own | 16.4% | 21.4% | 24.4% | 28.5% | 31.8% | 28.9% | 16.7% | 14.6% | 10.7% | 6.7% |
| Q128-Frequency of serious discussions with students whose philosophy of life or personal values were different from own | 13.2% | 17.8% | 26.8% | 28.4% | 34.4% | 31.5% | 16.7% | 16.0% | 8.8% | 6.3% |
| Q129-Frequency encouraged to make contact with students from different economic, social, racial, ethnic backgrounds | 9.3% | 10.6% | 21.5% | 18.8% | 30.3% | 28.5% | 21.3% | 26.1% | 17.5% | 16.0% |
| Q130-Frequency of serious discussions with faculty and staff whose political, social, or religious opinions differed from own | 5.5% | 6.6% | 11.3% | 12.3% | 23.5% | 24.0% | 23.7% | 29.2% | 36.0% | 27.9% |

Research on Iowa Student Experiences (RISE) -- Percentages of Students by Year Per Response Category

Diversity Courses

| | 4 or more | | 3 | | 2 | | 1 | | 0 | |
|--|------------------------|---------|------------------------|---------|------------------------|---------|------------------------|---------|------------------------|---------|
| | Year in school | | Year in school | | Year in school | | Year in school | | Year in school | |
| | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors |
| Q62-Number of courses taken focusing on diverse cultures and perspectives | 0.3% | 12.5% | 1.1% | 7.6% | 6.4% | 17.1% | 23.6% | 26.0% | 68.5% | 36.9% |
| Q63-Number of courses taken focusing on women or gender studies | 0.1% | 2.4% | 0.1% | 3.1% | 1.8% | 9.3% | 11.0% | 23.2% | 87.1% | 62.1% |
| Q64-Number of courses taken focusing on equality or social justice | 0.3% | 7.1% | 0.8% | 5.2% | 5.0% | 14.5% | 23.6% | 26.0% | 70.3% | 47.2% |
| Q65-Number of courses taken that had a community service component connected to class work | 0.4% | 1.9% | 0.5% | 1.4% | 0.6% | 6.1% | 9.3% | 22.0% | 89.1% | 68.7% |

Research on Iowa Student Experiences (RISE) -- Percentages of Students by Year Per Response Category

College Experiences and Activities

| | Yes | | No | |
|---|---------------------|---------|---------------------|---------|
| | Year in school | | Year in school | |
| | First Year Students | Seniors | First Year Students | Seniors |
| Q37-Participated in courses in common | 32.5% | 25.6% | 67.5% | 74.4% |
| Q38-Participated in a living-learning community where your residence was connected to an academic program | 17.5% | 10.4% | 82.5% | 89.6% |
| Q39-Belonged to a fraternity or sorority | 16.4% | 17.4% | 83.6% | 82.6% |
| Q40-Held a leadership position in a student club, campus organization, residence hall, or fraternity/sorority | 13.4% | 36.9% | 86.6% | 63.1% |
| Q41-Been a member of the honors program | 34.4% | 49.3% | 65.6% | 50.7% |
| Q42-Participated in intercollegiate football or basketball | 6.5% | 4.8% | 93.5% | 95.2% |
| Q43-Participated in an intercollegiate sport other than football or basketball | 10.0% | 8.5% | 90.0% | 91.5% |
| Q44-Worked on a research project with a faculty member outside of course or program requirements | 8.8% | 24.2% | 91.2% | 75.8% |
| Q45-Served as a resident assistant | 1.0% | 2.6% | 99.0% | 97.4% |
| Q46-Served as a peer educator | 1.4% | 7.5% | 98.6% | 92.5% |
| Q47-Served as an orientation leader | 1.1% | 3.1% | 98.9% | 96.9% |
| Q48-Participated in an internship or co-op experience | 2.3% | 32.9% | 97.7% | 67.1% |
| Q49-Participated in a leadership training program | 4.4% | 10.3% | 95.6% | 89.7% |
| Q50-Participated in first-year seminar | 25.3% | 17.2% | 74.7% | 82.8% |
| Q51-Took the College Transitions course | 26.9% | 10.2% | 73.1% | 89.8% |
| Q52-Participated in a seminar designed specifically for seniors (e.g., Senior Capstone) | 0.8% | 12.2% | 99.2% | 87.8% |
| Q53-Participated in a study abroad program for academic credit | 1.1% | 14.3% | 98.9% | 85.7% |
| Q54-Participated in a debate or lecture on a current political/social issue | 12.2% | 16.4% | 87.8% | 83.6% |
| Q55-Participated in a racial or cultural awareness workshop | 6.3% | 11.9% | 93.7% | 88.1% |
| Q56-Participated in activities that helped you explore career options | 35.4% | 52.8% | 64.6% | 47.2% |
| Q57-Participated in intramural sports | 35.1% | 32.9% | 64.9% | 67.1% |
| Q58-Have tutored or taught other students | 14.6% | 22.1% | 85.4% | 77.9% |
| Q59-Have been an undergraduate teaching assistant or supplemental instruction leader | 1.4% | 5.4% | 98.6% | 94.6% |

Research on Iowa Student Experiences (RISE) -- Percentages of Students by Year Per Response Category

Interactions with Student Affairs Staff

| | Very Often | | Often | | Occasionally | | Rarely | | Never | |
|--|------------------------|---------|------------------------|---------|------------------------|---------|------------------------|---------|------------------------|---------|
| | Year in school | | Year in school | | Year in school | | Year in school | | Year in school | |
| | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors |
| Q102-Frequency interacted with student affairs to discuss career concerns or plans | 4.1% | 3.3% | 19.0% | 9.8% | 33.2% | 26.6% | 17.2% | 22.3% | 26.5% | 38.0% |
| Q103-Frequency interacted with student affairs on non-coursework activities | 2.6% | 3.4% | 8.9% | 5.7% | 17.2% | 11.1% | 18.0% | 18.3% | 53.3% | 61.5% |
| Q104-Frequency interacted with student affairs to discuss personal matters | 3.2% | 2.8% | 9.9% | 4.9% | 23.2% | 14.2% | 19.5% | 19.4% | 44.2% | 58.7% |

Research on Iowa Student Experiences (RISE) -- Percentages of Students by Year Per Response Category

Out of Class Experiences

| | Strongly agree | | Agree | | Neutral | | Disagree | | Strongly disagree | |
|--|----------------|---------|----------------|---------|----------------|---------|----------------|---------|-------------------|---------|
| | Year in school | | Year in school | | Year in school | | Year in school | | Year in school | |
| | First Year | | First Year | | First Year | | First Year | | First Year | |
| | Students | Seniors | Students | Seniors | Students | Seniors | Students | Seniors | Students | Seniors |
| Q142-UI has helped me cope with my nonacademic responsibilities | 4.1% | 5.2% | 19.6% | 18.7% | 47.7% | 42.2% | 21.0% | 23.8% | 7.5% | 10.0% |
| Q144-Staff at UI have been helpful and considerate | 15.2% | 12.2% | 52.0% | 48.1% | 26.4% | 28.2% | 5.0% | 8.1% | 1.4% | 3.4% |
| Q152-Out of class experiences help me connect classroom learning with life events | 7.2% | 15.3% | 45.4% | 48.1% | 34.1% | 28.0% | 11.4% | 6.7% | 1.8% | 1.9% |
| Q153-Out-of-class experiences help me translate knowledge and understanding from the classroom into action | 6.9% | 14.2% | 46.5% | 51.4% | 34.3% | 25.6% | 10.4% | 7.2% | 1.9% | 1.7% |
| Q154-Out of class experiences positively influenced my intellectual growth and interest in ideas | 12.5% | 24.7% | 53.3% | 54.3% | 27.7% | 17.2% | 5.1% | 2.9% | 1.4% | 0.9% |
| Q155-Out of class experiences positively influenced my personal growth, attitudes, values | 16.1% | 27.7% | 52.4% | 53.8% | 25.8% | 15.4% | 4.1% | 2.4% | 1.6% | 0.6% |

Research on Iowa Student Experiences (RISE) -- Percentages of Students by Year Per Response Category

Use of Time

| | >30 hrs | | 26-30 hrs | | 21-25 hrs | | 16-20 hrs | | 11-15 hrs | | 6-10 hrs | | 1-5 hrs | | 0 hrs | |
|--|----------------|---------|----------------|---------|----------------|---------|----------------|---------|----------------|---------|----------------|---------|----------------|---------|----------------|---------|
| | Year in school | | Year in school | | Year in school | | Year in school | | Year in school | | Year in school | | Year in school | | Year in school | |
| | First Year | | First Year | | First Year | | First Year | | First Year | | First Year | | First Year | | First Year | |
| | Students | Seniors | Students | Seniors | Students | Seniors | Students | Seniors | Students | Seniors | Students | Seniors | Students | Seniors | Students | Seniors |
| Q30-Hours per week working on campus for pay during the current semester | 0.1% | 1.2% | 0.2% | 0.8% | 0.4% | 1.9% | 2.3% | 12.7% | 5.8% | 11.3% | 7.0% | 9.6% | 3.3% | 4.7% | 81.0% | 57.8% |
| Q31-Hours per week working off campus for pay during the current semester | 0.4% | 7.2% | 0.5% | 4.7% | 1.3% | 6.4% | 2.6% | 9.3% | 2.5% | 6.5% | 4.3% | 7.0% | 6.1% | 5.4% | 82.3% | 53.5% |
| Q32-Hours per week in extracurricular activities during the current semester | 0.4% | 0.6% | 0.1% | 0.6% | 0.5% | 1.4% | 1.7% | 1.8% | 2.8% | 3.9% | 6.6% | 8.2% | 30.6% | 30.8% | 57.2% | 52.7% |
| Q33-Hours per week reading for pleasure during the current semester | 0.4% | 0.7% | 0.4% | 0.6% | 0.5% | 1.1% | 1.9% | 1.7% | 4.4% | 5.0% | 13.1% | 16.7% | 61.6% | 63.2% | 17.7% | 11.1% |
| Q34-Hours per week volunteering or doing community service (non-class) during the current semester | 0.0% | 0.3% | 0.1% | 0.2% | 0.2% | 0.4% | 0.7% | 0.9% | 1.2% | 1.5% | 3.9% | 5.7% | 31.7% | 38.0% | 62.2% | 53.0% |
| Q35-Hours per week using a computer for academics during the current semester | 3.1% | 5.7% | 4.4% | 4.0% | 6.6% | 6.2% | 13.2% | 13.0% | 22.2% | 19.9% | 30.1% | 30.2% | 19.8% | 20.5% | 0.6% | 0.4% |
| Q36-Hours per week using a computer for fun during the current semester | 7.3% | 5.0% | 5.1% | 2.7% | 8.5% | 5.9% | 14.8% | 9.6% | 20.3% | 17.0% | 25.6% | 26.4% | 18.0% | 31.5% | 0.3% | 1.9% |
| Q131-Hours spent preparing for class in a typical week during the current semester | 3.1% | 5.5% | 7.1% | 5.4% | 10.5% | 8.6% | 22.3% | 17.4% | 22.8% | 21.8% | 24.7% | 26.5% | 9.3% | 14.7% | 0.2% | 0.2% |

Research on Iowa Student Experiences (RISE) -- Percentages of Students by Year Per Response Category

Social Life and Friendships

| | Strongly agree | | Agree | | Neutral | | Disagree | | Strongly disagree | |
|---|----------------|---------|----------------|---------|----------------|---------|----------------|---------|-------------------|---------|
| | Year in school | | Year in school | | Year in school | | Year in school | | Year in school | |
| | First Year | | First Year | | First Year | | First Year | | First Year | |
| | Students | Seniors | Students | Seniors | Students | Seniors | Students | Seniors | Students | Seniors |
| Q143-My social life at UI has been personally rewarding | 28.9% | 30.2% | 43.0% | 44.7% | 17.4% | 16.8% | 7.3% | 5.4% | 3.3% | 2.9% |
| Q145-Have developed close, personal relationships with other students | 44.9% | 51.5% | 37.7% | 35.1% | 11.2% | 8.7% | 4.6% | 3.0% | 1.6% | 1.7% |
| Q146-Friendships with students have been personally satisfying | 42.4% | 48.3% | 39.7% | 38.3% | 12.2% | 9.6% | 4.3% | 2.0% | 1.4% | 1.7% |
| Q147-My interpersonal relationships with other students have had a positive influence on my personal growth, attitudes, and values | 35.3% | 45.3% | 42.2% | 38.5% | 16.2% | 12.8% | 4.3% | 1.8% | 2.0% | 1.6% |
| Q148-My interpersonal relationships with other students have had a positive influence on my intellectual growth and interest in ideas | 31.5% | 39.5% | 41.7% | 42.4% | 19.6% | 14.1% | 4.9% | 2.5% | 2.3% | 1.5% |
| Q149-Difficult to meet and make friends with other students | 7.1% | 5.0% | 17.3% | 14.0% | 19.4% | 14.7% | 29.8% | 33.4% | 26.3% | 32.9% |
| Q150-Few of the students I know would be willing to listen to me and help me if I had a personal problem | 8.8% | 6.0% | 18.4% | 12.6% | 19.1% | 15.7% | 29.2% | 35.1% | 24.5% | 30.6% |
| Q151-Most students at this institution have values and attitudes different from my own | 7.2% | 5.5% | 22.0% | 14.9% | 41.3% | 36.0% | 24.1% | 33.6% | 5.3% | 10.1% |

Research on Iowa Student Experiences (RISE) -- Percentages of Students by Year Per Response Category

Drinking Behavior

| | 6 or more times | | 3-5 times | | 2 times | | 1 time | | 0 times | |
|--|------------------------|---------|------------------------|---------|------------------------|---------|------------------------|---------|------------------------|---------|
| | Year in school | | Year in school | | Year in school | | Year in school | | Year in school | |
| | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors |
| Q60-Number of times drank 5 or more drinks within a two-week period in high school | 4.1% | 3.6% | 12.2% | 12.1% | 15.3% | 13.7% | 14.7% | 18.4% | 53.7% | 52.2% |
| Q61-Number of times drank 5 or more drinks within a two-week period in college | 10.5% | 13.5% | 25.4% | 29.2% | 17.9% | 19.7% | 15.4% | 16.1% | 30.7% | 21.5% |

Research on Iowa Student Experiences (RISE) -- Percentages of Students by Year Per Response Category

College Outcomes -- Personal Development

| | Very Great | | Great | | Moderate (Average) | | Little | | None | |
|--|---------------------|---------|---------------------|---------|---------------------|---------|---------------------|---------|---------------------|---------|
| | Year in school | | Year in school | | Year in school | | Year in school | | Year in school | |
| | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors |
| Q160-Extent that HS experiences contributed to a commitment to life long learning and intellectual development | 11.7% | 7.8% | 24.8% | 22.3% | 38.2% | 40.5% | 22.1% | 24.1% | 3.2% | 5.3% |
| Q161-Extent that UI experiences contributed to a commitment to life long learning and intellectual development | 16.5% | 24.4% | 43.6% | 44.2% | 31.0% | 24.8% | 7.0% | 5.5% | 1.9% | 1.0% |
| Q162-Extent that HS experiences contributed to developing ethical standards and values | 15.0% | 12.3% | 26.5% | 23.6% | 35.3% | 32.5% | 18.6% | 25.7% | 4.6% | 5.9% |
| Q163-Extent that UI experiences contributed to developing ethical standards and values | 10.9% | 16.3% | 31.7% | 35.6% | 37.4% | 33.3% | 14.7% | 11.7% | 5.3% | 3.0% |
| Q174-Extent that HS experiences contributed to learning about career options | 8.5% | 4.7% | 21.1% | 13.1% | 40.6% | 35.3% | 23.8% | 36.3% | 6.0% | 10.7% |
| Q175-Extent that UI experiences contributed to learning about career options | 19.2% | 22.6% | 34.8% | 37.0% | 33.3% | 26.8% | 9.3% | 10.4% | 3.4% | 3.1% |
| Q190-Extent that HS experiences contributed to ability to set clear goals | 14.3% | 8.3% | 28.9% | 22.3% | 40.6% | 41.3% | 13.3% | 23.2% | 3.0% | 4.9% |
| Q191-Extent that UI experiences contributed to ability to set clear goals | 15.6% | 16.9% | 39.3% | 40.9% | 32.7% | 32.2% | 9.4% | 7.6% | 2.9% | 2.5% |
| Q192-Extent that HS experiences contributed to developing a healthy lifestyle | 16.6% | 12.3% | 28.8% | 25.1% | 32.4% | 32.1% | 16.4% | 22.7% | 5.8% | 7.8% |
| Q193-Extent that UI experiences contributed to developing a healthy lifestyle | 12.2% | 12.3% | 27.9% | 27.2% | 33.6% | 34.0% | 18.4% | 19.4% | 7.9% | 7.1% |
| Q198-Extent that HS experiences contributed to developing self-confidence | 21.0% | 13.2% | 27.1% | 23.6% | 35.9% | 37.0% | 12.2% | 19.2% | 3.9% | 7.0% |
| Q199-Extent that UI experiences contributed to developing self-confidence | 16.4% | 20.3% | 31.9% | 35.5% | 33.1% | 29.8% | 11.6% | 9.8% | 7.0% | 4.6% |

Research on Iowa Student Experiences (RISE) -- Percentages of Students by Year Per Response Category

College Outcomes -- Personal Development continued

| | Very Great | | Great | | Moderate (Average) | | Little | | None | |
|--|---------------------|---------|---------------------|---------|---------------------|---------|---------------------|---------|---------------------|---------|
| | Year in school | | Year in school | | Year in school | | Year in school | | Year in school | |
| | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors |
| Q200-Extent that HS experiences contributed to ability to manage personal finances | 7.2% | 3.9% | 17.3% | 8.7% | 34.0% | 29.9% | 29.6% | 36.9% | 11.9% | 20.8% |
| Q201-Extent that UI experiences contributed to ability to manage personal finances | 20.3% | 20.4% | 30.4% | 26.9% | 25.9% | 23.3% | 14.5% | 16.3% | 8.9% | 13.0% |
| Q202-Extent that HS experiences contributed to developing time management skills | 11.2% | 7.3% | 21.2% | 18.6% | 36.3% | 34.2% | 23.8% | 28.9% | 7.5% | 10.9% |
| Q203-Extent that UI experiences contributed to developing time management skills | 25.6% | 26.7% | 35.7% | 35.4% | 25.4% | 23.6% | 8.6% | 9.4% | 4.7% | 4.9% |
| Q204-Extent that HS experiences contributed to developing my religious values | 14.2% | 11.2% | 16.5% | 14.2% | 22.5% | 20.4% | 17.7% | 22.1% | 29.2% | 32.0% |
| Q205-Extent that UI experiences contributed to developing my religious values | 5.2% | 6.0% | 14.4% | 12.2% | 26.4% | 21.8% | 22.6% | 27.3% | 31.4% | 32.7% |
| Q214-Extent that HS experiences contributed to developing work-related knowledge and skills | 10.2% | 3.4% | 21.6% | 14.1% | 41.1% | 39.7% | 20.3% | 32.9% | 6.9% | 9.9% |
| Q215-Extent that UI experiences contributed to developing work-related knowledge and skills | 14.3% | 29.2% | 35.8% | 36.6% | 32.2% | 24.3% | 11.8% | 6.6% | 5.9% | 3.3% |
| Q216-Extent that HS experiences contributed to developing a better understanding of self | 13.9% | 7.8% | 25.1% | 21.4% | 42.5% | 43.0% | 14.0% | 22.3% | 4.5% | 5.6% |
| Q217-Extent that UI experiences contributed to developing a better understanding of self | 24.3% | 32.9% | 36.8% | 36.7% | 28.5% | 21.6% | 7.4% | 6.6% | 3.0% | 2.2% |
| Q222-Extent that HS experiences contributed to preparing for graduate or professional school | 4.9% | 2.9% | 13.4% | 7.4% | 29.8% | 23.7% | 28.2% | 34.5% | 23.7% | 31.5% |
| Q223-Extent that UI experiences contributed to preparing for graduate or professional school | 17.2% | 23.2% | 32.2% | 34.8% | 31.4% | 26.8% | 11.0% | 10.5% | 8.1% | 4.7% |

Research on Iowa Student Experiences (RISE) -- Percentages of Students by Year Per Response Category

College Outcomes -- Interpersonal Development

| | Very Great | | Great | | Moderate (Average) | | Little | | None | |
|---|---------------------|---------|---------------------|---------|---------------------|---------|---------------------|---------|---------------------|---------|
| | Year in school | | Year in school | | Year in school | | Year in school | | Year in school | |
| | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors |
| Q168-Extent that HS experiences contributed to growth in exercising rights, responsibilities, and privileges as a citizen | 9.5% | 6.9% | 19.7% | 15.0% | 37.5% | 34.9% | 26.0% | 33.8% | 7.4% | 9.4% |
| Q169-Extent that UI experiences contributed to growth in exercising rights, responsibilities, and privileges as a citizen | 15.2% | 19.3% | 34.7% | 36.9% | 32.6% | 29.0% | 12.1% | 12.2% | 5.4% | 2.5% |
| Q172-Extent that HS experiences contributed to development of leadership skills | 27.6% | 18.2% | 30.2% | 25.9% | 27.7% | 28.7% | 11.9% | 21.1% | 2.6% | 6.1% |
| Q173-Extent that UI experiences contributed to development of leadership skills | 8.2% | 18.8% | 24.1% | 32.3% | 39.0% | 32.6% | 21.3% | 12.6% | 7.5% | 3.7% |
| Q184-Extent that HS experiences contributed to growth in working as a team member | 23.8% | 12.1% | 34.7% | 28.0% | 31.1% | 38.7% | 9.1% | 17.3% | 1.4% | 3.9% |
| Q185-Extent that UI experiences contributed to growth in working as a team member | 9.3% | 22.6% | 27.1% | 34.0% | 40.9% | 30.8% | 17.6% | 10.7% | 5.0% | 1.9% |
| Q186-Extent that HS experiences contributed to getting along with people whose attitudes and opinions are different | 15.5% | 10.1% | 29.0% | 20.5% | 36.3% | 36.7% | 15.8% | 26.2% | 3.5% | 6.4% |
| Q187-Extent that UI experiences contributed to getting along with people whose attitudes and opinions are different | 16.5% | 21.1% | 41.3% | 42.3% | 31.1% | 27.8% | 8.4% | 6.8% | 2.8% | 2.0% |
| Q206-Extent that HS experiences contributed to participating in volunteer work | 16.6% | 9.4% | 23.8% | 20.4% | 28.4% | 26.6% | 19.1% | 25.7% | 12.1% | 17.9% |
| Q207-Extent that UI experiences contributed to participating in volunteer work | 6.7% | 8.7% | 16.5% | 19.9% | 29.1% | 29.3% | 24.6% | 23.9% | 23.1% | 18.2% |

Research on Iowa Student Experiences (RISE) -- Percentages of Students by Year Per Response Category

College Outcomes -- Interpersonal Development continued

| | Very Great | | Great | | Moderate (Average) | | Little | | None | |
|---|---------------------|---------|---------------------|---------|---------------------|---------|---------------------|---------|---------------------|---------|
| | Year in school | | Year in school | | Year in school | | Year in school | | Year in school | |
| | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors |
| Q208-Extent that HS experiences contributed to interacting with people from other racial groups or cultures | 10.7% | 7.7% | 15.4% | 13.3% | 31.6% | 27.7% | 27.8% | 33.1% | 14.4% | 18.2% |
| Q209-Extent that UI experiences contributed to interacting with people from other racial groups or cultures | 11.7% | 15.3% | 29.6% | 29.5% | 35.4% | 34.5% | 16.4% | 16.5% | 6.9% | 4.2% |
| Q210-Extent that HS experiences contributed to learning to be a more responsible family member | 11.1% | 6.3% | 20.8% | 14.8% | 37.6% | 35.1% | 18.8% | 26.5% | 11.6% | 17.4% |
| Q211-Extent that UI experiences contributed to learning to be a more responsible family member | 12.0% | 11.5% | 26.1% | 23.2% | 32.7% | 28.3% | 16.0% | 19.5% | 13.2% | 17.5% |
| Q226-Extent that HS experiences contributed to ability to listen effectively | 13.5% | 10.8% | 28.0% | 25.5% | 42.3% | 40.8% | 13.0% | 18.5% | 3.2% | 4.5% |
| Q227-Extent that UI experiences contributed to ability to listen effectively | 19.8% | 20.2% | 37.4% | 40.7% | 33.6% | 30.2% | 6.1% | 7.1% | 3.1% | 1.7% |

Research on Iowa Student Experiences (RISE) -- Percentages of Students by Year Per Response Category

Satisfaction with University of Iowa

| | Total | First Year Students | Seniors |
|--|-------------|------------------------|---------|
| UI Ranked as first choice | 2,306 (73%) | 999 | 1307 |
| Satisfied with UI education | 2,679 (85%) | Seniors | 1599 |
| Not Satisfied with UI education | 100 (3.1%) | 41 | 59 |
| Neither satisfied nor dissatisfied with UI education | 311 (9.9%) | 172 | 139 |

Research on Iowa Student Experiences (RISE) -- Percentages of Students by Year Per Response Category

Rating of Service of University Offices

| | Excellent | | Good | | Fair | | Poor | | No contact | |
|--|---------------------|---------|---------------------|---------|---------------------|---------|---------------------|---------|---------------------|---------|
| | Year in school | | Year in school | | Year in school | | Year in school | | Year in school | |
| | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors |
| Q66-Rating of service by Academic Advising | 30.2% | 9.2% | 46.6% | 34.4% | 16.7% | 31.3% | 3.6% | 15.0% | 2.9% | 10.1% |
| Q67-Rating of service by Career Center | 9.1% | 12.6% | 28.7% | 30.8% | 9.7% | 17.9% | 1.1% | 5.1% | 51.4% | 33.5% |
| Q68-Rating of service by University Counseling | 6.1% | 5.2% | 14.9% | 12.3% | 6.7% | 11.1% | 2.1% | 3.8% | 70.2% | 67.6% |
| Q69-Rating of service by Financial Aid | 8.6% | 7.2% | 26.0% | 33.2% | 16.8% | 25.4% | 4.8% | 6.5% | 43.8% | 27.6% |
| Q70-Rating of service by Student Health | 16.2% | 11.0% | 29.4% | 31.8% | 16.3% | 24.5% | 6.1% | 12.2% | 31.9% | 20.6% |
| Q71-Rating of service by Student Disability Services | 4.3% | 3.2% | 9.0% | 5.9% | 4.8% | 4.6% | 0.4% | 1.1% | 81.4% | 85.2% |
| Q72-Rating of service by the Support Service Program | 5.0% | 2.5% | 11.3% | 6.9% | 5.2% | 6.3% | 0.5% | 0.8% | 78.0% | 83.6% |
| Q73-Rating of service by the Registrar | 11.9% | 8.5% | 39.4% | 46.6% | 19.2% | 27.3% | 1.3% | 4.9% | 28.2% | 12.7% |
| Q731-Rating of service by the Collegiate Student Services Office | 2.9% | 1.3% | 9.9% | 5.2% | 5.5% | 5.4% | 0.5% | 0.8% | 81.2% | 87.3% |
| Q74-Rating of service by Residence Services | 13.6% | 5.3% | 45.5% | 31.7% | 18.9% | 20.7% | 5.2% | 4.5% | 16.9% | 37.9% |
| Q75-Rating of service by the Cashiers Office | 11.3% | 9.3% | 32.9% | 41.1% | 14.5% | 24.4% | 2.3% | 3.3% | 39.0% | 22.0% |
| Q76-Rating of service by Information Technology | 16.2% | 18.0% | 32.9% | 43.3% | 11.0% | 16.5% | 2.9% | 2.5% | 36.9% | 19.8% |
| Q77-Rating of service by the Libraries | 26.1% | 29.9% | 48.7% | 52.0% | 14.3% | 13.1% | 1.5% | 1.9% | 9.4% | 3.1% |
| Q78-Rating of service by other UI units | 7.0% | 4.0% | 16.6% | 10.9% | 6.3% | 8.0% | 0.7% | 0.9% | 69.4% | 76.1% |

Research on Iowa Student Experiences (RISE) -- Percentages of Students by Year Per Response Category

High School Involvement

| | Very Often | | Often | | Occasionally | | Rarely | | Never | |
|---|---------------------|---------|---------------------|---------|---------------------|---------|---------------------|---------|---------------------|---------|
| | Year in school | | Year in school | | Year in school | | Year in school | | Year in school | |
| | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors | First Year Students | Seniors |
| Q4-In HS, engaged in studying by self | 24.8% | 30.7% | 31.9% | 28.3% | 26.1% | 25.7% | 15.5% | 13.4% | 1.8% | 1.9% |
| Q5-In HS, engaged in studying with friends | 4.1% | 5.5% | 14.3% | 13.6% | 34.0% | 32.5% | 35.3% | 36.0% | 12.4% | 12.5% |
| Q6-In HS, engaged in socializing with friends | 58.6% | 57.1% | 30.2% | 31.0% | 9.3% | 9.8% | 1.8% | 1.9% | 0.0% | 0.1% |
| Q7-In HS, engaged in talking with teachers outside of class | 10.3% | 10.6% | 26.9% | 24.1% | 37.8% | 35.6% | 20.4% | 25.0% | 4.5% | 4.8% |
| Q8-In HS, engaged in working for pay | 28.6% | 32.6% | 30.4% | 32.0% | 18.5% | 18.2% | 11.4% | 9.2% | 11.1% | 8.0% |
| Q9-In HS, engaged in volunteering/community service | 9.0% | 8.9% | 19.8% | 17.1% | 32.3% | 31.9% | 26.9% | 28.7% | 12.1% | 13.4% |
| Q10-In HS, engaged in exercising/playing sports | 43.3% | 44.9% | 24.9% | 24.6% | 19.4% | 17.4% | 9.5% | 9.7% | 2.9% | 3.4% |
| Q11-In HS, engaged in extracurricular activities | 34.1% | 33.9% | 23.2% | 19.4% | 20.5% | 19.5% | 14.1% | 15.8% | 8.1% | 11.4% |
| Q12-In HS, engaged in using a computer for homework | 46.1% | 40.4% | 34.0% | 30.2% | 15.6% | 20.2% | 4.1% | 6.6% | 0.2% | 2.7% |
| Q13-In HS, engaged in using a computer for fun | 53.8% | 44.4% | 26.9% | 27.6% | 13.4% | 16.4% | 5.4% | 7.4% | 0.5% | 4.2% |
| Q14-In HS, engaged in reading for pleasure | 12.1% | 16.7% | 18.6% | 19.2% | 28.1% | 27.6% | 29.4% | 27.2% | 11.8% | 9.4% |
| Q15-In HS, engaged in drinking alcoholic beverages | 7.5% | 8.7% | 15.7% | 18.7% | 22.3% | 24.9% | 19.0% | 16.2% | 35.5% | 31.5% |
| Q16-In HS, engaged in faith-based activities | 8.9% | 8.2% | 15.5% | 14.6% | 23.9% | 23.0% | 24.5% | 24.2% | 27.2% | 30.1% |