

Table 1
Fall 2006 through Spring 2010
Outcome Measures

University of North Carolina-Wilmington

How much did your students change over four years of college? Outcome Measure	Averages and Frequencies for University of North Carolina-Wilmington		Spring 2010 Avg. Minus Fall 2006 Avg. [a]			
	End of 4th Year (Spring 2010)	Start of 1st Year (Fall 2006)	University of North Carolina-Wilmington	Other 5 Large Institutions [b]	All Other Institutions	
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Effect Size [c]</i>	<i>Effect Size</i>	<i>Effect Size</i>	
CAAP Critical Thinking score	63.55 / 4.96 29	62.38 / 4.44 29	0.24 Small (+)	0.47 Medium (+)	0.46 Medium (+)	
Need for Cognition score	3.57 / 0.60 70	3.34 / 0.57 70	*	0.38 Medium (+)	0.27 Small (+)	0.31 Medium (+)
Miville-Guzman Universality-Diversity Scale - Full Scale score	4.58 / 0.62 70	4.53 / 0.65 70		0.08 No Change	0.12 Small (+)	0.14 Small (+)
Defining Issues Test 2 - N2 score	42.70 / 11.78 41	28.44 / 14.46 41	*	1.07 Very Large (+)	0.57 Large (+)	0.57 Large (+)
Ryff Scales of Psychological Well-Being - Total score	4.80 / 0.51 70	4.56 / 0.52 70	*	0.48 Medium (+)	0.24 Small (+)	0.30 Medium (+)
Socially Responsible Leadership Scale - Total score	4.18 / 0.36 70	3.99 / 0.45 70	*	0.47 Medium (+)	0.38 Medium (+)	0.37 Medium (+)
Academic motivation	3.38 / 0.59 71	3.44 / 0.56 71		-0.09 No Change	-0.49 Medium (-)	-0.35 Medium (-)
Openness to diversity and challenge	3.64 / 0.61 71	3.85 / 0.55 71	*	-0.35 Medium (-)	-0.13 Small (-)	-0.12 Small (-)
Political and social involvement	2.58 / 0.61 71	2.67 / 0.47 71		-0.18 Small (-)	-0.18 Small (-)	-0.12 Small (-)
Positive attitude toward literacy	3.11 / 0.85 71	3.18 / 0.77 71		-0.08 No Change	0.05 No Change	0.06 No Change

NOTE: Comparison reports only include students who participated in both assessment sessions.

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	End of 4th Year (Spring 2010)	Start of 1st Year (Fall 2006)	University of North Carolina-Wilmington	Other 5 Large Institutions [b]	All Other Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Effect Size [c]</i>	<i>Effect Size</i>	<i>Effect Size</i>
Contribution to the arts	1.64 / 0.69 71	1.77 / 0.70 71	-0.18 Small (-)	-0.14 Small (-)	-0.16 Small (-)
Contribution to the sciences	1.85 / 0.92 70	1.75 / 0.71 70	0.12 Small (+)	-0.29 Small (-)	-0.28 Small (-)

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Table 2
Fall 2006 through Spring 2007
Outcome Measures

University of North Carolina-Wilmington

How much did your students change over the first year of college? Outcome Measure	Averages and Frequencies for University of North Carolina-Wilmington		Spring 2007 Avg. Minus Fall 2006 Avg. [d]		
	End of 1st Year (Spring 2007)	Start of 1st Year (Fall 2006)	University of North Carolina-Wilmington	Other 13 Large Institutions [e]	All Other Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Effect Size [c]</i>	<i>Effect Size</i>	<i>Effect Size</i>
CAAP Critical Thinking score	62.84 / 3.93 50	62.56 / 4.00 50	0.07 No Change	0.09 No Change	0.07 No Change
Need for Cognition score	3.32 / 0.55 115	3.33 / 0.54 115	-0.01 No Change	0.00 No Change	0.01 No Change
Miville-Guzman Universality-Diversity Scale - Full Scale score	4.49 / 0.78 114	4.52 / 0.69 114	-0.04 No Change	-0.08 No Change	-0.06 No Change
Defining Issues Test 2 - N2 score	34.00 / 14.83 58	28.16 / 14.51 58	0.39 Medium (+)	0.24 Small (+)	0.27 Small (+)
Ryff Scales of Psychological Well-Being - Total score	4.53 / 0.58 114	4.52 / 0.55 114	0.01 No Change	-0.03 No Change	-0.02 No Change
Socially Responsible Leadership Scale - Total score	4.06 / 0.37 115	4.04 / 0.40 115	0.04 No Change	0.04 No Change	0.05 No Change
Academic motivation	3.31 / 0.58 114	3.49 / 0.50 114	-0.33 Medium (-)	-0.37 Medium (-)	-0.34 Medium (-)
Openness to diversity and challenge	3.73 / 0.70 114	3.85 / 0.65 114	-0.17 Small (-)	-0.22 Small (-)	-0.22 Small (-)
Political and social involvement	2.62 / 0.57 115	2.70 / 0.45 115	-0.15 Small (-)	-0.16 Small (-)	-0.16 Small (-)
Positive attitude toward literacy	3.08 / 0.85 114	3.16 / 0.71 114	-0.11 Small (-)	-0.01 No Change	-0.01 No Change

NOTE: Comparison reports only include students who participated in both assessment sessions.

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Fall 2006 through Spring 2007
Outcome Measures
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How much did your students change over the first year of college? Outcome Measure	Averages and Frequencies for University of North Carolina-Wilmington		Spring 2007 Avg. Minus Fall 2006 Avg. [d]		
	End of 1st Year (Spring 2007)	Start of 1st Year (Fall 2006)	University of North Carolina-Wilmington	Other 13 Large Institutions [e]	All Other Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Effect Size [c]</i>	<i>Effect Size</i>	<i>Effect Size</i>
Contribution to the arts	1.73 / 0.77 115	1.83 / 0.78 115	-0.13 Small (-)	-0.01 No Change	-0.02 No Change
Contribution to the sciences	1.85 / 0.89 113	1.84 / 0.72 113	0.02 No Change	-0.11 Small (-)	-0.11 Small (-)

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Table 3
Spring 2007 through Spring 2010
Outcome Measures

University of North Carolina-Wilmington

How much did your students change from the end of the 1st year of college to the end of the 4th year? Outcome Measure	Averages and Frequencies for University of North Carolina-Wilmington		Spring 2010 Avg. Minus Spring 2007 Avg. [f]		
	End of 4th Year (Spring 2010)	End of 1st Year (Spring 2007)	University of North Carolina-Wilmington	Other 5 Large Institutions [b]	All Other Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Effect Size [c]</i>	<i>Effect Size</i>	<i>Effect Size</i>
CAAP Critical Thinking score	63.76 / 4.58 21	62.67 / 3.90 21	0.25 Small (+)	0.38 Medium (+)	0.32 Medium (+)
Need for Cognition score	3.53 / 0.61 57	3.33 / 0.59 57	0.34 Medium (+)	0.29 Small (+)	0.32 Medium (+)
Miville-Guzman Universality-Diversity Scale - Full Scale score	4.56 / 0.63 57	4.50 / 0.78 57	0.09 No Change	0.20 Small (+)	0.20 Small (+)
Defining Issues Test 2 - N2 score	42.07 / 11.43 34	31.96 / 14.16 34	0.77 Very Large (+)	0.25 Small (+)	0.24 Small (+)
Ryff Scales of Psychological Well-Being - Total score	4.78 / 0.49 57	4.53 / 0.54 57	0.47 Medium (+)	0.24 Small (+)	0.28 Small (+)
Socially Responsible Leadership Scale - Total score	4.19 / 0.35 57	4.02 / 0.38 57	0.45 Medium (+)	0.31 Medium (+)	0.30 Small (+)
Academic motivation	3.37 / 0.58 57	3.24 / 0.61 57	0.21 Small (+)	0.06 No Change	0.10 No Change
Openness to diversity and challenge	3.60 / 0.62 57	3.74 / 0.71 57	-0.21 Small (-)	0.11 Small (+)	0.11 Small (+)
Political and social involvement	2.58 / 0.59 58	2.66 / 0.60 58	-0.14 Small (-)	-0.01 No Change	0.05 No Change
Positive attitude toward literacy	3.09 / 0.85 57	3.14 / 0.94 57	-0.06 No Change	0.15 Small (+)	0.15 Small (+)

NOTE: Comparison reports only include students who participated in both assessment sessions.

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Table 3
Spring 2007 through Spring 2010
Outcome Measures
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How much did your students change from the end of the 1st year of college to the end of the 4th year? Outcome Measure	Averages and Frequencies for University of North Carolina-Wilmington		Spring 2010 Avg. Minus Spring 2007 Avg. [f]		
	End of 4th Year (Spring 2010)	End of 1st Year (Spring 2007)	University of North Carolina-Wilmington	Other 5 Large Institutions [b]	All Other Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Effect Size [c]</i>	<i>Effect Size</i>	<i>Effect Size</i>
Contribution to the arts	1.65 / 0.67 58	1.78 / 0.75 58	-0.18 Small (-)	-0.01 No Change	-0.06 No Change
Contribution to the sciences	1.79 / 0.87 56	1.84 / 0.85 56	-0.06 No Change	-0.10 Small (-)	-0.07 No Change

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Table 4
Spring 2010
Good Practice Scales

University of North Carolina-Wilmington

What level of good practices did your students report during their fourth year at your institution? Good Practice Scale	Averages and Frequencies			Comparisons for University of North Carolina-Wilmington	
	University of North Carolina-Wilmington	Other 5 Large Institutions [b]	All Other Institutions	Institution Avg. Minus Other Large Institutions Avg.	Institution Avg. Minus All Other Institutions Avg.
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>		
Good teaching and high-quality interactions with faculty	74.0 / 12.7 71	71.5 / 12.3 893	75.4 / 12.4 2,137	2.4	-1.5
Faculty interest in teaching and student development	78.1 / 16.1 71	73.7 / 16.4 892	78.6 / 16.1 2,135	4.4 *	-0.5
Prompt feedback	64.9 / 16.3 71	59.8 / 18.3 893	64.5 / 17.9 2,137	5.1 *	0.5
Quality of nonclassroom interactions with faculty	74.0 / 18.5 71	68.8 / 21.1 893	74.4 / 20.1 2,136	5.2 *	-0.4
Teaching clarity and organization	74.6 / 13.8 71	75.3 / 12.3 892	77.7 / 12.2 2,136	-0.7	-3.1 *
Academic challenge and high expectations	61.6 / 9.8 71	62.7 / 11.3 893	66.4 / 11.6 2,138	-1.1	-4.7 *
Academic challenge and effort	53.2 / 11.9 71	55.3 / 11.4 893	58.4 / 11.9 2,138	-2.1	-5.2 *
Frequency of higher-order exams and assignments	64.4 / 16.3 71	64.3 / 18.8 893	69.6 / 18.5 2,134	0.2	-5.2 *
Challenging classes and high faculty expectations	62.7 / 15.7 71	63.5 / 17.1 892	68.1 / 17.1 2,135	-0.8	-5.3 *
Integrating ideas, information, and experiences	69.7 / 11.9 71	70.4 / 14.7 892	73.1 / 14.4 2,137	-0.8	-3.5 *

Scores on the Good Practice scales have been converted to a 0-100 point scale.

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

* Asterisks indicate that the difference between an institution's average score and the average score of the comparison group is statistically significant at or below the 0.05 level.

Table 4
Spring 2010
Good Practice Scales

University of North Carolina-Wilmington

What level of good practices did your students report during their fourth year at your institution? Good Practice Scale	Averages and Frequencies			Comparisons for University of North Carolina-Wilmington	
	University of North Carolina-Wilmington	Other 5 Large Institutions [b]	All Other Institutions	Institution Avg. Minus Other Large Institutions Avg.	Institution Avg. Minus All Other Institutions Avg.
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>		
Diversity experiences	43.1 / 19.4 71	44.1 / 17.5 893	46.6 / 18.5 2,136	-1.0	-3.5
Meaningful interactions with diverse peers-I	40.9 / 18.7 71	41.3 / 17.1 893	44.0 / 18.1 2,138	-0.4	-3.1
Meaningful interactions with diverse peers-II	47.7 / 25.9 71	49.8 / 23.9 891	51.8 / 24.5 2,130	-2.1	-4.2
NSSE Deep learning	63.0 / 12.6 71	64.2 / 15.0 893	67.9 / 15.4 2,140	-1.2	-4.8 *
Higher-order learning	70.9 / 17.6 71	74.3 / 18.8 893	76.9 / 18.6 2,139	-3.4	-6.0 *
Integrative learning	57.9 / 14.6 71	58.7 / 17.2 893	63.8 / 18.0 2,140	-0.7	-5.9 *
Reflective learning	61.0 / 20.6 71	59.9 / 21.6 893	62.6 / 22.2 2,138	1.1	-1.5
Frequency of interactions with faculty/staff	42.5 / 19.3 71	37.0 / 19.1 892	41.7 / 19.9 2,133	5.5 *	0.7
Frequency of interactions with faculty	49.1 / 20.4 71	42.6 / 21.0 892	49.7 / 22.2 2,139	6.5 *	-0.6
Frequency of interactions with student affairs staff	37.1 / 26.4 71	32.6 / 24.2 892	35.4 / 25.0 2,133	4.5	1.7

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	University of North Carolina-Wilmington	Other 5 Large Institutions [b]	All Other Institutions	Institution Avg. Minus Other Large Institutions Avg.	Institution Avg. Minus All Other Institutions Avg.
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>		
Interactions with peers	73.2 / 12.8 71	73.1 / 14.1 892	74.1 / 14.2 2,132	0.1	-0.8
Co-curricular involvement	20.3 / 17.2 71	22.2 / 21.2 892	25.6 / 22.8 2,135	-1.9	-5.3
Degree of positive peer interactions	79.8 / 13.8 71	79.4 / 15.2 892	80.1 / 15.2 2,132	0.4	-0.3
Cooperative learning	62.8 / 16.9 71	58.2 / 19.1 891	59.0 / 19.4 2,132	4.6	3.8
Negative interactions with diverse peers	17.0 / 13.3 71	16.7 / 15.8 891	17.6 / 17.4 2,130	0.3	-0.5
Course-related diversity experiences	18.1 / 18.4 71	30.6 / 22.7 891	36.0 / 24.2 2,135	-12.5 *	-18.0 *

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Table 5
Spring 2007
Good Practice Scales

University of North Carolina-Wilmington

What level of good practices did your students report during their first year at your institution? Good Practice Scale	Averages and Frequencies			Comparisons for University of North Carolina-Wilmington	
	University of North Carolina-Wilmington	Other 13 Large Institutions [e]	All Other Institutions	Institution Avg. Minus Other Large Institutions Avg.	Institution Avg. Minus All Other Institutions Avg.
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>		
Good teaching and high-quality interactions with faculty	68.1 / 10.8 115	65.1 / 13.2 3,496	69.4 / 13.5 7,899	3.0 *	-1.3
Faculty interest in teaching and student development	73.6 / 13.0 115	70.0 / 17.1 3,499	75.2 / 17.1 7,902	3.6 *	-1.6
Prompt feedback	54.1 / 17.2 115	52.5 / 19.4 3,496	57.2 / 19.8 7,897	1.7	-3.1
Quality of nonclassroom interactions with faculty	62.2 / 17.5 115	58.4 / 20.3 3,514	63.2 / 20.2 7,921	3.8 *	-1.0
Teaching clarity and organization	72.6 / 11.8 115	69.8 / 14.6 3,495	73.3 / 14.3 7,896	2.8 *	-0.7
Academic challenge and high expectations	57.9 / 10.2 115	58.7 / 11.5 3,481	62.0 / 12.0 7,883	-0.7	-4.1 *
Academic challenge and effort	53.0 / 10.1 115	56.1 / 11.7 3,589	57.8 / 11.9 8,056	-3.1 *	-4.7 *
Frequency of higher-order exams and assignments	61.5 / 18.2 114	59.9 / 19.1 3,498	65.0 / 18.9 7,893	1.6	-3.5
Challenging classes and high faculty expectations	59.3 / 16.4 115	57.7 / 18.4 3,500	62.9 / 18.7 7,905	1.5	-3.6 *
Integrating ideas, information, and experiences	61.1 / 13.0 115	61.6 / 14.7 3,455	64.8 / 15.0 7,840	-0.5	-3.7 *

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Table 5
Spring 2007
Good Practice Scales

University of North Carolina-Wilmington

What level of good practices did your students report during their first year at your institution? Good Practice Scale	Averages and Frequencies			Comparisons for University of North Carolina-Wilmington	
	University of North Carolina-Wilmington	Other 13 Large Institutions [e]	All Other Institutions	Institution Avg. Minus Other Large Institutions Avg.	Institution Avg. Minus All Other Institutions Avg.
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>		
Diversity experiences	41.2 / 17.3 115	39.2 / 17.4 3,498	42.7 / 18.2 7,891	1.9	-1.6
Meaningful interactions with diverse peers-I	39.2 / 16.1 115	37.4 / 17.1 3,499	40.9 / 17.9 7,906	1.8	-1.7
Meaningful interactions with diverse peers-II	45.4 / 25.5 114	43.0 / 24.7 3,492	46.5 / 25.2 7,861	2.4	-1.1
NSSE Deep learning	58.5 / 14.4 115	57.7 / 16.0 3,510	61.5 / 16.3 7,917	0.7	-3.0 *
Higher-order learning	67.4 / 19.6 115	68.5 / 20.1 3,509	71.3 / 19.7 7,915	-1.1	-4.0 *
Integrative learning	51.4 / 17.0 115	51.9 / 18.3 3,511	55.8 / 18.7 7,923	-0.5	-4.5 *
Reflective learning	58.4 / 20.6 115	53.2 / 23.2 3,492	57.8 / 23.2 7,893	5.2 *	0.6
Frequency of interactions with faculty/staff	35.8 / 18.0 115	36.5 / 20.0 3,459	37.7 / 20.0 7,830	-0.7	-1.9
Frequency of interactions with faculty	40.0 / 18.4 115	39.1 / 21.8 3,599	41.6 / 21.8 8,069	0.9	-1.6
Frequency of interactions with student affairs staff	32.4 / 23.9 115	34.6 / 24.1 3,489	34.6 / 24.3 7,868	-2.2	-2.2

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Spring 2007
Good Practice Scales

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What level of good practices did your students report during their first year at your institution? Good Practice Scale	Averages and Frequencies			Comparisons for University of North Carolina-Wilmington	
	University of North Carolina-Wilmington	Other 13 Large Institutions [e]	All Other Institutions	Institution Avg. Minus Other Large Institutions Avg.	Institution Avg. Minus All Other Institutions Avg.
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>		
Interactions with peers	67.2 / 16.7 114	65.9 / 16.4 3,501	67.2 / 16.5 7,895	1.3	0.0
Co-curricular involvement	17.9 / 19.0 115	20.6 / 21.3 3,571	23.2 / 22.5 8,025	-2.7	-5.3 *
Degree of positive peer interactions	73.3 / 18.5 114	71.5 / 17.8 3,501	72.6 / 17.8 7,895	1.8	0.7
Cooperative learning	48.7 / 18.3 115	54.8 / 20.7 3,490	55.4 / 20.2 7,878	-6.2 *	-6.8 *
Negative interactions with diverse peers	19.7 / 20.0 114	18.9 / 19.6 3,492	18.4 / 19.5 7,865	0.8	1.3
Course-related diversity experiences	8.6 / 17.4 115	10.6 / 15.9 3,514	13.3 / 17.1 7,919	-2.0	-4.7 *

Scores on the Good Practice scales have been converted to a 0-100 point scale.

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Table 6
Spring 2007 and Spring 2010
Good Practice Scales

University of North Carolina-Wilmington

What was the difference in the level of good practices that your students reported in their fourth year of college compared to their first year of college?	Averages and Frequencies for University of North Carolina-Wilmington		Spring 2010 Avg. Minus Spring 2007 Avg. [f]		
	During 4th Year (Spring 2010)	During 1st Year (Spring 2007)	University of North Carolina-Wilmington	Other 5 Large Institutions [b]	All Other Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Effect Size [c]</i>	<i>Effect Size</i>	<i>Effect Size</i>
Good Practice Scale					
Good teaching and high-quality interactions with faculty	73.6 / 12.5 58	70.1 / 11.0 58	0.29 Small (+)	0.34 Medium (+)	0.39 Medium (+)
Faculty interest in teaching and student development	77.3 / 16.6 58	75.2 / 10.6 58	0.15 Small (+)	0.00 No Change	0.07 No Change
Prompt feedback	64.1 / 15.7 58	55.5 / 19.4 58	0.49 Medium (+)	0.37 Medium (+)	0.41 Medium (+)
Quality of nonclassroom interactions with faculty	74.4 / 18.6 58	65.5 / 15.7 58	0.51 Large (+)	0.48 Medium (+)	0.56 Large (+)
Teaching clarity and organization	74.1 / 13.7 58	74.3 / 12.6 58	-0.01 No Change	0.19 Small (+)	0.20 Small (+)
Academic challenge and high expectations	61.1 / 9.6 58	57.5 / 11.3 58	0.34 Medium (+)	0.21 Small (+)	0.36 Medium (+)
Academic challenge and effort	52.7 / 10.8 58	52.6 / 10.3 58	0.01 No Change	-0.20 Small (-)	0.01 No Change
Frequency of higher-order exams and assignments	64.0 / 16.2 58	60.8 / 17.6 58	0.19 Small (+)	0.10 Small (+)	0.24 Small (+)
Challenging classes and high faculty expectations	62.1 / 15.5 58	58.5 / 18.1 58	0.21 Small (+)	0.19 Small (+)	0.27 Small (+)
Integrating ideas, information, and experiences	69.1 / 12.5 58	61.0 / 14.0 58	0.60 Large (+)	0.54 Large (+)	0.58 Large (+)

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Table 6
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Good Practice Scales

University of North Carolina-Wilmington

What was the difference in the level of good practices that your students reported in their fourth year of college compared to their first year of college?	Averages and Frequencies for University of North Carolina-Wilmington		Spring 2010 Avg. Minus Spring 2007 Avg. [f]		
	During 4th Year (Spring 2010)	During 1st Year (Spring 2007)	University of North Carolina-Wilmington	Other 5 Large Institutions [b]	All Other Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Effect Size [c]</i>	<i>Effect Size</i>	<i>Effect Size</i>
Good Practice Scale					
Diversity experiences	43.7 / 20.0 58	41.8 / 18.0 58	0.10 No Change	0.14 Small (+)	0.22 Small (+)
Meaningful interactions with diverse peers-I	41.6 / 19.2 58	39.7 / 16.2 58	0.11 Small (+)	0.09 No Change	0.17 Small (+)
Meaningful interactions with diverse peers-II	48.1 / 26.3 58	46.1 / 26.4 58	0.08 No Change	0.18 Small (+)	0.23 Small (+)
NSSE Deep learning	63.3 / 13.1 58	57.3 / 15.5 58	0.41 Medium (+)	0.31 Medium (+)	0.41 Medium (+)
Higher-order learning	71.0 / 18.5 58	66.2 / 20.1 58	0.24 Small (+)	0.26 Small (+)	0.33 Medium (+)
Integrative learning	58.0 / 14.7 58	50.3 / 17.9 58	0.47 Medium (+)	0.34 Medium (+)	0.46 Medium (+)
Reflective learning	61.7 / 21.4 58	57.1 / 20.6 58	0.22 Small (+)	0.11 Small (+)	0.15 Small (+)
Frequency of interactions with faculty/staff	44.1 / 19.0 58	36.9 / 19.8 58	0.37 Medium (+)	0.20 Small (+)	0.36 Medium (+)
Frequency of interactions with faculty	51.1 / 20.0 58	40.5 / 19.7 58	0.53 Large (+)	0.35 Medium (+)	0.49 Medium (+)
Frequency of interactions with student affairs staff	38.4 / 27.2 58	34.0 / 25.4 58	0.17 Small (+)	0.04 No Change	0.17 Small (+)

NOTE: Comparison reports only include students who participated in both assessment sessions.

* Asterisks indicate that the difference between an institution's average response in spring 2007 and spring 2010 is statistically significant at or below the 0.05 level.

Table 6
Spring 2007 and Spring 2010
Good Practice Scales

University of North Carolina-Wilmington

What was the difference in the level of good practices that your students reported in their fourth year of college compared to their first year of college? Good Practice Scale	Averages and Frequencies for University of North Carolina-Wilmington		Spring 2010 Avg. Minus Spring 2007 Avg. [f]		
	During 4th Year (Spring 2010)	During 1st Year (Spring 2007)	University of North Carolina-Wilmington	Other 5 Large Institutions [b]	All Other Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Effect Size [c]</i>	<i>Effect Size</i>	<i>Effect Size</i>
Interactions with peers	72.8 / 12.9 58	70.3 / 13.8 58	0.19 Small (+)	0.27 Small (+)	0.26 Small (+)
Co-curricular involvement	21.2 / 17.2 58	17.2 / 18.5 58	0.22 Small (+)	-0.01 No Change	0.04 No Change
Degree of positive peer interactions	76.9 / 15.4 58	76.9 / 15.4 58	0.00 No Change	0.00 No Change	0.00 No Change
Cooperative learning	64.1 / 16.7 58	50.6 / 18.8 58	0.75 Very Large (+)	0.18 Small (+)	0.20 Small (+)
Negative interactions with diverse peers	17.8 / 13.7 58	17.8 / 20.0 58	0.00 No Change	0.12 Small (+)	0.15 Small (+)
Course-related diversity experiences	18.4 / 18.1 58	7.6 / 13.4 58	0.67 Large (+)	1.13 Very Large (+)	1.16 Very Large (+)

NOTE: Comparison reports only include students who participated in both assessment sessions.

* Asterisks indicate that the difference between an institution's average response in spring 2007 and spring 2010 is statistically significant at or below the 0.05 level.

Table 7
Spring 2007 and Spring 2010
High Levels of Good Practice Scales
University of North Carolina-Wilmington

What proportion of your students reported high levels of good practices? [g] Good Practice Scale	During 4th Year of College (Spring 2010)			During 1st Year of College (Spring 2007)		
	University of North Carolina-Wilmington	Other 5 Large Institutions [b]	All Other Institutions	University of North Carolina-Wilmington	Other 5 Large Institutions	All Other Institutions
Good teaching and high-quality interactions with faculty	51%	39%	52%	21%	25%	34%
Faculty interest in teaching and student development	68%	56%	68%	57%	55%	64%
Prompt feedback	28%	20%	29%	11%	13%	19%
Quality of nonclassroom interactions with faculty	58%	46%	58%	22%	24%	32%
Teaching clarity and organization	58%	56%	63%	48%	49%	54%
Academic challenge and high expectations	10%	15%	25%	6%	10%	13%
Academic challenge and effort	4%	6%	9%	4%	6%	7%
Frequency of higher-order exams and assignments	31%	37%	48%	32%	30%	35%
Challenging classes and high faculty expectations	31%	30%	40%	21%	23%	29%
Integrating ideas, information, and experiences	39%	42%	49%	17%	18%	23%
Diversity experiences	7%	4%	8%	3%	3%	5%
Meaningful interactions with diverse peers-I	4%	3%	6%	2%	3%	4%
Meaningful interactions with diverse peers-II	24%	21%	24%	20%	17%	18%
NSSE Deep learning	20%	27%	37%	16%	17%	21%
Higher-order learning	52%	57%	63%	37%	48%	50%
Integrative learning	11%	17%	26%	9%	9%	13%
Reflective learning	24%	29%	34%	20%	25%	28%

Table 7
 Spring 2007 and Spring 2010
 High Levels of Good Practice Scales
 University of North Carolina-Wilmington

What proportion of your students reported high levels of good practices? [g] Good Practice Scale	During 4th Year of College (Spring 2010)			During 1st Year of College (Spring 2007)		
	University of North Carolina-Wilmington	Other 5 Large Institutions [b]	All Other Institutions	University of North Carolina-Wilmington	Other 5 Large Institutions	All Other Institutions
Frequency of interactions with faculty/staff	8%	4%	6%	3%	2%	3%
Frequency of interactions with faculty	14%	11%	18%	6%	5%	8%
Frequency of interactions with student affairs staff	13%	8%	10%	7%	5%	6%
Interactions with peers	46%	54%	56%	38%	39%	40%
Co-curricular involvement	0%	2%	3%	2%	2%	3%
Degree of positive peer interactions	62%	67%	70%	51%	55%	56%
Cooperative learning	27%	20%	21%	6%	16%	15%
Negative interactions with diverse peers	0%	1%	1%	1%	1%	1%
Course-related diversity experiences	3%	7%	11%	3%	1%	1%

Notes

[a] The effect sizes listed in the table are Cohen's d values. These are calculated as the mean score from spring 2010 minus the mean score from fall 2006, divided by the pooled standard deviation of the fall and spring data.

[b] Comparisons are based on the 17 institutions in the 2006 cohort, excluding community colleges. Small institutions include Alma College, Bard College, Coe College, Columbia College, Connecticut College, Gustavus Adolphus College, Hamilton College, Hampshire College, Hope College, Wabash College, and Whittier College. Large institutions include Butler University, University of Kentucky, University of Michigan, University of North Carolina Wilmington, University of Notre Dame, and San José State University.

[c] Guide to interpreting effect sizes: 0.1 = small effect size, 0.3 = medium effect size, 0.5 = large effect size, and 0.7 = very large effect size. The guide to interpreting effect sizes is based on the National Survey of Student Engagement's revised Cohen's d interpretations, see http://nsse.iub.edu/pdf/effect_size_guide.pdf.

[d] The effect sizes listed in the table are Cohen's d values. These are calculated as the mean score from spring 2007 minus the mean score from fall 2006, divided by the pooled standard deviation of the fall and spring data.

[e] Comparisons are based on the 45 institutions in the 2006, 2007, and 2008 cohorts of the study, excluding community colleges. Institutions that participated in multiple cohorts are counted once for each year they participated. Small institutions include Allegheny College, Alma College, Alverno College, Augustana College, Bard College, Bennington College, Brandeis University, Carleton College, Coe College, College of the Holy Cross, Columbia College, Connecticut College, Drew University, Franklin College, Gustavus Adolphus College, Hamilton College, Hampshire College (2 cohorts), Hobart and William Smith Colleges, Hope College, Lasell College, Marlboro College, New College of Florida, Oxford College of Emory University, Ripon College, Wabash College (3 cohorts), Warren Wilson College, Wheelock College, and Whittier College. Large institutions include Butler University, Delaware State University, Fairfield University, Millersville University, North Carolina A&T State University, Salem State College, San José State University, University of Kentucky, University of Michigan, University of North Carolina Wilmington, University of Notre Dame, University of Rhode Island (2 cohorts), and Worcester Polytechnic Institute.

[f] The effect sizes listed in the table are Cohen's d values. These are calculated as the mean score from spring 2010 minus the mean score from spring 2007, divided by the pooled standard deviation of the spring 2007 and spring 2010 data.

[g] We classify students with benchmark scores of 75 or greater on a good practice as experiencing high levels of that good practice. We calculate benchmark scores on a 100-point scale. A benchmark score of 100 means that a student gave the highest possible response on every question on a scale, such as *strongly agree*, *very often*, or *very much*. A benchmark of 67 on a good practice scale means that your students typically choose 3 or *often* from four alternatives ranging from 1=*never* to 4=*very often*.