

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.

* Asterisks indicate that the difference between an institution's average response in fall 2006 and spring 2010 is statistically significant at or below the 0.05 level.

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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 (-) |

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

* Asterisks indicate that the difference between an institution's average response in fall 2006 and spring 2010 is statistically significant at or below the 0.05 level.

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.

* Asterisks indicate that the difference between an institution's average response in fall 2006 and spring 2007 is statistically significant at or below the 0.05 level.

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> |
| 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 (-) |

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

* Asterisks indicate that the difference between an institution's average response in fall 2006 and spring 2007 is statistically significant at or below the 0.05 level.

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.

* 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 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> |
| 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 |

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 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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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> | | |
| 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 * |

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

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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 * |

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

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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 <i>Avg/SD</i> <i>n</i> | Other 13 Large Institutions [e] <i>Avg/SD</i> <i>n</i> | All Other Institutions <i>Avg/SD</i> <i>n</i> | Institution Avg. Minus Other Large Institutions Avg. | Institution Avg. Minus All Other Institutions Avg. |
| 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 |

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.

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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> | | |
| 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.

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 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 (+) |

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? | 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 |
| Good Practice Scale | <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> |
| 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*.