



**2010 National Survey of Student Engagement  
UNC Asheville Executive Summary**



UNIVERSITY of NORTH CAROLINA  
ASHEVILLE

**November 2010**

## About the 2010 National Survey of Student Engagement (NSSE)

The National Survey of Student Engagement (NSSE) is an annual survey of first-year and senior students that helps colleges and universities assess effective student learning and engagement on their campuses. The 2010 NSSE surveyed 393,630 students at 595 four-year colleges and universities in the United States and Canada. At UNC Asheville, 308 freshman and 399 seniors participated. The overall response rate for the 2010 NSSE was 32%. UNC Asheville's NSSE 2010 response rate was 53%.

## What does the NSSE measure?

The NSSE is a questionnaire in which students report on academic and co-curricular activities. For example, students are asked about how often they participated in class, wrote and rewrote papers, and attended campus events. Items used on the survey represent empirically confirmed "good practices" in undergraduate education.

## Why does UNC Asheville participate?

UNC Asheville is committed to providing an excellent public liberal arts experience for all our students. NSSE results are one type of data we use to evaluate our progress toward this goal. At present, NSSE results are part of the process for assessment of the Integrated Liberal Studies program, our award-winning approach to general education. NSSE data are also an integral part of UNC Asheville's strategic planning process, a campus-wide enterprise in which we seek to clearly articulate our curricular and co-curricular goals.

## Five Benchmarks of Effective Educational Practice

NSSE uses five Benchmarks of Effective Educational Practice: Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, and Supportive Campus Environment. Each benchmark score is derived from a series of conceptually related survey items. (See Table 2 for a list of the items.) These scaled scores are then used to calculate the benchmark value for each student. The mean is used as an institution's benchmark score.

## Comparison Groups

UNC Asheville chose three comparison groups to determine if the engagement of our first-year and senior students differs significantly from the average student in each comparison group. The three comparison groups are: participating COPLAC institutions (n= 16), participating institutions that are in the Baccalaureate Colleges - Arts and Sciences Carnegie class (n=102) and all of the NSSE 2010 participant institutions from the United States (n=563).

NSSE researchers used t-tests to determine the probability that the mean scores for UNC Asheville survey items and benchmark scores differed significantly from those of the comparison groups. Probability values are reported as  $p < .05$ ,  $p < .01$  and  $p < .001$ . Because the total number of students surveyed in this study was very large, slight differences between means can result in statistically significant differences ( $p < .05$ ).

To help interpret whether deviations from the comparison groups are meaningful, effect sizes were also calculated. The effect size is a measure of the practical significance of the mean difference (i.e. is the difference sufficiently strong to warrant attention). In practice, NSSE researchers recommend that an effect size of 0.2 be treated as small, 0.5 as moderate, and 0.8 as large.

Summary tables in this report include symbols for statistical significance (either +++, ++, + or ---, --, - which correspond to  $p < .001$ ,  $p < .01$ ,  $p < .05$ , respectively) as well as values for the effect size. Comparisons where the mean scores for UNC Asheville were significantly higher are indicated with green shading, and where significantly lower are indicated with orange

shading. Effect sizes that are  $\leq 0.2$  or  $\geq -0.2$  are shown in bold. Both significance level and effect size should be used when interpreting the results.

### **How do the benchmarks for UNC Asheville compare to the benchmarks of comparison groups? (See: Table 1)**

*Level of Academic Challenge:* The benchmark scores for UNC Asheville are no different than, or are statistically higher than those for all comparison groups except one: UNC Asheville first-year students compared to first-year students at participating schools within our Carnegie class. Effect sizes for all comparisons are small (between -0.2 and 0.2). Therefore, even though some differences are statistically significant, *the differences between the mean scores for UNC Asheville and the comparison groups are small and may have little practical significance.*

*Active and Collaborative Learning:* The benchmark scores for UNC Asheville are equal to or significantly higher than those for all comparison groups. *Because no effect sizes were greater than or equal to 0.2, the practical differences between the mean scores are minor for this benchmark and may have little practical significance.*

*Student-Faculty Interaction:* The mean benchmark score for UNC Asheville *seniors* is *significantly higher than that of COPLAC peers and the NSSE sample, with effect sizes of 0.29 and 0.35, respectively.* All other comparisons indicate that the mean benchmark score for UNC Asheville is similar to the average student in the comparison groups.

*Enriching Educational Experiences:* The comparison between the mean benchmark score for *first-year students* at UNC Asheville is *significantly lower than that for the Carnegie class comparison group* with an effect size of -0.27. Other mean benchmark comparisons that were significantly different did not have effect sizes large enough to be noteworthy ( $<0.20$ ).

*Supportive Campus Environment:* The *senior* benchmark score for UNC Asheville was *significantly lower* than the average scores for all of the comparison groups. One comparison group, Carnegie class, showed a small to medium effect size of -0.29.

### **Institutional Strengths**

*Student-Faculty Interactions:* NSSE engagement measures of student-faculty interactions indicate that students at UNC Asheville interact in meaningful ways with faculty. Table 2 shows the individual items used to compute benchmark scores along with mean comparisons between UNC Asheville and the comparison groups and can be used to determine which items contributed to the mean benchmark score differences. Based on the results, *seniors at UNC Asheville were more likely to discuss grades or assignments with an instructor, to discuss ideas from readings or classes with faculty members outside of class, and to work on a research project with a faculty member outside of course or program requirements.*

### **Areas for Improvement**

*Enriching Educational Experiences:* On average, UNC Asheville *first-year students and seniors* were *less likely to participate in co-curricular activities* (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.). Compared to the average senior at participating Carnegie peer schools, UNC Asheville *seniors* were *less likely to report that the institutional environment encourages contact among students from different economic, social, and racial or ethnic backgrounds.* UNC Asheville *first-year students* were also *less likely to report that they participated in a learning community or a similar academic program* when compared to the average student in comparison groups.

*Supportive Campus Environment for Seniors:* On average, UNC Asheville *seniors* were *less likely to report quality relationships with other students and with UNC Asheville administrative personnel and offices* when compared to seniors from the comparison groups. UNC Asheville seniors were *less likely to report that the UNC Asheville environment provided support for students to thrive socially.* Seniors also were *less likely to report that UNC Asheville helped them cope with non-academic responsibilities such as work, family etc.*

**Table 1**  
**2010 Benchmark Report**

*UNC Asheville Benchmark compared with:*

**Benchmark**

**Level of Academic Challenge (LAC)**

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

**Active and Collaborative Learning (ACL)**

Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.

**Student-Faculty Interaction (SFI)**

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

**Enriching Educational Experiences (EEE)**

Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

**Supportive Campus Environment (SCE)**

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

		First-Year			Senior		
		Carnegie			Carnegie		
		COPLAC	Class	NSSE 10	COPLAC	Class	NSSE 10
Sig <sup>a</sup>	Effect Size <sup>b</sup>	+++	-	+	++		+++
		0.19	-0.14	0.10	0.14	0.00	0.19
Sig <sup>a</sup>	Effect Size				+		++
		0.05	-0.07	0.06	0.12	0.04	0.15
Sig <sup>a</sup>	Effect Size		-		+++		+++
		0.02	-0.12	-0.01	<b>0.29</b>	0.09	<b>0.35</b>
Sig <sup>a</sup>	Effect Size		---	-	+	---	+++
		-0.10	<b>-0.27</b>	-0.10	0.12	-0.19	0.18
Sig <sup>a</sup>	Effect Size				-	---	--
		0.11	-0.10	0.06	-0.12	<b>-0.29</b>	-0.15

<sup>a</sup> Statistical Significance: Benchmark differences that are larger than would be expected by chance alone are shaded in green or orange

UNCA benchmark difference is positive. 3 significance levels: +++, ++, + (p<.001, p<.01, p<.05)

UNCA benchmark difference is negative. 3 significance levels: ---, --, - (p<.001, p<.01, p<.05)

<sup>b</sup> Effect Size: Practical significance of the benchmark difference (.2 = small, .5 = moderate, .8 = large)

## Table 2 - NSSE 2010 Benchmark Item Comparisons

### Level of Academic Challenge (LAC) Benchmark



		UNCA					UNCA 2010 compared with:								
		2000	2001	2004	2007	2010	COPLAC			Carnegie Class			NSSE 2010		
Class		Mean <sup>a</sup>	Mean <sup>a</sup>	Mean <sup>a</sup>	Mean <sup>a</sup>	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
FY			54.6	57.3	54.4	55.5	53.0	***	.19	57.2	*	-.14	54.1	*	.10
SR			58.2	59.5	60.2	60.3	58.3	**	.14	60.4		.00	57.5	***	.19

### LAC Benchmark Score

#### Benchmark Items

*In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often*

#### 1. Academic and Intellectual Experiences

r.	Worked harder than you thought you could to meet an instructor's standards or expectations	FY	2.38	2.46	2.55	2.53	2.63	2.62	.01	2.76	**	-.16	2.73	*	-.12
		SR	2.72	2.59	2.82	2.83	2.82	2.76	.07	2.80		.02	2.79		.04

*During the current school year, how much has your coursework emphasized the following mental activities? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much*

#### 2. Mental Activities

b.	<b>Analyzing</b> the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	FY	3.07	3.20	3.43	3.27	3.28	3.14	**	.18	3.27		.01	3.15	**	.17
		SR	3.11	3.38	3.40	3.41	3.41	3.33		.10	3.39		.03	3.29	**	.15
c.	<b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FY	2.79	3.01	3.16	3.02	3.08	2.89	***	<b>.23</b>	3.05		.03	2.94	**	.17
		SR	2.94	3.11	3.33	3.30	3.30	3.17	**	.16	3.22		.10	3.10	***	<b>.24</b>
d.	<b>Making judgments</b> about the value of info., arguments, or methods, such as examining how others gathered and interpreted data and assessing	FY	2.75	2.82	3.03	2.98	2.99	2.90		.10	3.02		-.05	2.94		.05
		SR	2.70	2.96	3.09	3.11	3.08	3.05		.04	3.11		-.03	3.05		.04
e.	<b>Applying</b> theories or concepts to practical problems or in new situations	FY	2.85	3.13	3.18	3.01	3.08	3.00		.09	3.12		-.06	3.08		-.01
		SR	2.98	3.22	3.28	3.24	3.26	3.22		.05	3.29		-.04	3.26		.01

*During the current school year, about how much reading and writing have you done? 1=None, 2=1-4, 3=5-10, 4=11-20, 5=More than 20*

#### 3. Reading and Writing

a.	Number of assigned textbooks, books, or book-length packs of course readings	FY	3.73	3.49	3.87	3.61	3.48	3.33	*	.15	3.54		-.06	3.27	***	<b>.21</b>
		SR	3.32	3.30	3.37	3.34	3.38	3.31		.07	3.42		-.04	3.21	**	.17
c.	Number of written papers or reports of <b>20 pages or more</b>	FY	1.11	1.09	1.13	1.18	1.15	1.29	***	<b>-.20</b>	1.30	***	<b>-.21</b>	1.32	***	<b>-.23</b>
		SR	1.66	1.54	1.50	1.54	1.58	1.62		-.04	1.73	***	<b>-.20</b>	1.65		-.09

<sup>a</sup> Weighted by gender and enrollment status (and size for comparisons).

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by pooled SD

		UNCA					UNCA 2010 compared with:								
		2000	2001	2004	2007	2010	COPLAC			Carnegie Class			NSSE 2010		
Class		Mean <sup>a</sup>	Mean <sup>a</sup>	Mean <sup>a</sup>	Mean <sup>a</sup>	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
d.	Number of written papers or reports <b>between 5 and 19 pages</b>	FY		2.64	2.58	2.49	2.51	2.23	***	<b>.35</b>	2.46	.06	2.27	***	<b>.29</b>
	SR		2.79	2.69	2.77	2.84	2.60	***	<b>.26</b>	2.75	.10	2.55	***	<b>.29</b>	
e.	Number of written papers or reports of <b>fewer than 5 pages</b>	FY	3.82	3.21	3.46	3.28	3.30	3.08	***	<b>.21</b>	3.21	.08	3.03	***	<b>.26</b>
	SR	3.39	3.07	3.14	3.21	3.28	3.07	***	.18	3.13	*	.12	3.00	***	<b>.24</b>

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

1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=More than 30 hrs/wk

9. Time Usage

a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	FY	3.44	4.25	3.97	3.89	4.15	4.18	-.02	4.45	***	-.18	4.21	-.04
	SR	3.54	4.18	4.07	4.51	4.30	4.46	-.09	4.49	*	-.11	4.29	.01	

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

1=Very little, 2=Some, 3=Quite a bit, 4=Very much

10. Institutional Environment

a.	Spending significant amounts of time studying and on academic work	FY	3.12	3.15	3.10	2.93	3.06	3.12	-.08	3.24	***	<b>-.25</b>	3.16	*	-.14
	SR	3.26	3.19	3.16	3.21	3.21	3.19	.03	3.23	-.03	3.16	.06			

<sup>a</sup> Weighted by gender and enrollment status (and size for comparisons).

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by pooled SD

## Active and Collaborative Learning (ACL) Benchmark

		UNCA					UNCA 2010 compared with:								
		2000	2001	2004	2007	2010	COPLAC			Carnegie Class			NSSE 2010		
Class		Mean <sup>a</sup>	Mean <sup>a</sup>	Mean <sup>a</sup>	Mean <sup>a</sup>	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
	FY		43.8	45.8	46.9	44.6	43.7		.05	45.8	-.07		43.7		.06
	SR		50.3	52.8	53.2	54.0	52.0	*	.12	53.4	.04		51.4	**	.15

### ACL Benchmark Score

#### Benchmark Items

*In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often*

#### 1. Academic and Intellectual Experiences

		FY	2001	2004	2007	2010	COPLAC	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Carnegie Class	Sig <sup>b</sup>	Effect Size <sup>c</sup>	NSSE 2010	Sig <sup>b</sup>	Effect Size <sup>c</sup>	
a.	Asked questions in class or contributed to class discussions	FY	2.89	2.99	2.96	3.04	3.00	2.87	**	.16	3.04	-.05		2.85	***	.18
		SR	3.26	3.16	3.34	3.21	3.40	3.18	***	<b>.26</b>	3.32	*	.10	3.12	***	<b>.32</b>
b.	Made a class presentation	FY	2.01	2.12	2.23	2.34	2.35	2.28		.09	2.35	.01		2.29		.08
		SR	2.92	2.87	2.87	2.91	2.96	2.80	***	.19	2.88	.09		2.79	***	.18
g.	Worked with other students on projects <b>during class</b>	FY	2.32	2.44	2.32	2.43	2.44	2.43		.01	2.41	.03		2.46		-.02
		SR	2.35	2.42	2.24	2.50	2.49	2.54		-.06	2.49	.01		2.56		-.07
h.	Worked with classmates <b>outside of class</b> to prepare class assignments	FY	2.18	2.34	2.38	2.50	2.50	2.52		-.02	2.57	-.07		2.45		.06
		SR	2.60	2.59	2.65	2.64	2.67	2.78	*	-.12	2.75	-.09		2.78	*	-.11
j.	Tutored or taught other students (paid or voluntary)	FY	1.65	1.71	1.62	1.67	1.53	1.62		-.12	1.70	***	<b>-.20</b>	1.70	***	<b>-.20</b>
		SR	1.81	1.68	1.83	1.91	1.86	1.87		.00	1.98	*	-.11	1.86		.00
k.	Participated in a community-based project (e.g. service learning) as part of a regular course	FY	1.78	1.89	2.21	1.85	1.53	1.53		.00	1.62	-.10		1.60		-.08
		SR	1.66	1.78	1.95	1.93	1.81	1.73		.09	1.77	.05		1.74		.08
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	FY	2.70	2.92	3.00	2.95	2.94	2.84	*	.12	2.88	.07		2.77	***	<b>.20</b>
		SR	2.97	2.97	3.19	3.05	3.09	2.98	*	.13	2.99	*	.12	2.90	***	<b>.22</b>

<sup>a</sup> Weighted by gender and enrollment status (and size for comparisons).

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by pooled SD

# Student-Faculty Interaction (SFI) Benchmark

UNCA					UNCA 2010 compared with:									
					COPLAC			Carnegie Class			NSSE 2010			
					Effect Size <sup>c</sup>		Effect Size <sup>c</sup>		Effect Size <sup>c</sup>					
Class	2000	2001	2004	2007	2010	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
			36.8	37.0	35.0	34.6		.02	37.3	*	-.12	35.2		-.01
			47.9	49.9	49.9	43.8	***	<b>.29</b>	47.9		.09	42.4	***	<b>.35</b>

## SFI Benchmark Score

### Benchmark Items

*In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often*

#### 1. Academic and Intellectual Experiences

n. Discussed grades or assignments with an instructor	FY	2.44	2.58	2.75	2.67	2.69	2.62		.08	2.74		-.05	2.65		.04
	SR	2.84	2.85	3.02	2.98	3.04	2.85	***	<b>.22</b>	2.91	**	.15	2.84	***	<b>.23</b>
o. Talked about career plans with a faculty member or advisor	FY	2.12	2.19	2.31	2.25	2.11	2.17		-.06	2.23	*	-.13	2.22	*	-.12
	SR	2.47	2.45	2.70	2.69	2.59	2.47	*	.12	2.64		-.05	2.43	**	.17
p. Discussed ideas from your readings or classes with faculty members outside of class	FY	1.68	1.81	1.93	1.99	1.91	1.89		.02	2.01		-.11	1.89		.02
	SR	2.06	2.15	2.32	2.35	2.45	2.15	***	<b>.32</b>	2.28	***	.18	2.09	***	<b>.39</b>
q. Received prompt written or oral feedback from faculty on your academic performance	FY	2.34	2.66	2.80	2.78	2.93	2.72	***	<b>.26</b>	2.82	*	.13	2.70	***	<b>.27</b>
	SR	2.93	3.02	3.01	2.98	2.99	2.88	**	.14	2.95		.05	2.83	***	<b>.20</b>
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FY	1.55	1.65	1.72	1.74	1.58	1.65		-.08	1.74	***	-.18	1.66		-.10
	SR	1.73	1.84	2.12	1.99	1.94	1.88		.07	2.06	*	-.12	1.85		.10

*Which of the following have you done or do you plan to do before you graduate from your institution? (Recoded: 0=Have not decided, Do not plan to do, Plan to do; 1=Done. Thus, the mean is the proportion responding "Done" among all valid respondents.)*

#### 7. Enriching Educational Experiences

d. Work on a research project with a faculty member outside of course or program requirements	FY			.03	.06	.02	.04	*	-.10	.05	*	-.10	.05	**	-.13
	SR			.25	.32	.32	.21	***	<b>.26</b>	.26	*	.14	.19	***	<b>.32</b>

<sup>a</sup> Weighted by gender and enrollment status (and size for comparisons).

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by pooled SD

## Enriching Educational Experiences (EEE) Benchmark

		UNCA					UNCA 2010 compared with:								
		2000	2001	2004	2007	2010	COPLAC		Carnegie Class			NSSE 2010			
Class		Mean <sup>a</sup>	Mean <sup>a</sup>	Mean <sup>a</sup>	Mean <sup>a</sup>	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
	FY			29.7	29.4	26.5	27.8		-.10	30.0	***	<b>-.27</b>	27.9	*	-.10
	SR			46.8	43.9	43.8	41.6	*	.12	47.4	***	-.19	40.5	***	.18

### EEE Benchmark Score

#### Benchmark Items

*In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often*

#### 1. Academic and Intellectual Experiences

1.	Internet, instant messaging, etc.) to discuss or complete an assignment	FY	2.25	2.57	2.80	2.64	2.59	2.56	.02	2.58	.00	2.64	-.06		
		SR	2.23	2.70	2.81	2.72	2.90	2.80	.10	2.77	*	.13	2.88	.02	
u.	Had serious conversations with students of a different race or ethnicity than your own	FY	2.49	2.68	2.57	2.58	2.59	2.65	-.06	2.71	*	-.12	2.61	-.02	
		SR	2.43	2.44	2.60	2.34	2.52	2.67	**	-.16	2.70	***	-.18	2.68	**
v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	FY	2.65	3.20	3.15	3.05	2.88	2.81	.06	2.83	.04	2.69	***	.19	
		SR	2.63	2.91	2.88	2.79	2.74	2.78	-.04	2.82	-.08	2.72	.02		

*Which of the following have you done or do you plan to do before you graduate from your institution? (Recoded: 0=Have not decided, Do not plan to do, Plan to do; 1=Done. Thus, the mean is the proportion responding "Done" among all valid respondents.)*

#### 7. Enriching Educational Experiences

a.	Practicum, internship, field experience, co-op experience, or clinical assignment	FY			.02	.07	.06	.06	-.01	.07	-.05	.07	-.05			
		SR			.54	.53	.54	.53	.03	.59	-.09	.50	.08			
b.	Community service or volunteer work	FY			.57	.52	.33	.38	-.09	.43	**	-.19	.40	*	-.13	
		SR			.70	.67	.61	.61	-.02	.67	*	-.13	.60	.01		
c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	FY			.06	.06	.06	.15	***	<b>-.27</b>	.13	***	<b>-.23</b>	.17	***	<b>-.30</b>
		SR			.17	.22	.21	.25	-.09	.26	*	-.11	.27	**	-.12	
e.	Foreign language coursework	FY			.28	.34	.30	.23	**	.17	.36	*	-.11	.21	***	<b>.23</b>
		SR			.73	.71	.70	.45	***	<b>.51</b>	.59	***	<b>.24</b>	.40	***	<b>.61</b>
f.	Study abroad	FY			.02	.02	.01	.02	-.06	.02	-.05	.03	**	-.11		
		SR			.23	.22	.17	.16	.03	.30	***	<b>-.27</b>	.14	.08		

<sup>a</sup> Weighted by gender and enrollment status (and size for comparisons).

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by pooled SD

		UNCA					UNCA 2010 compared with:								
		2000	2001	2004	2007	2010	COPLAC			Carnegie Class			NSSE 2010		
Class		Mean <sup>a</sup>	Mean <sup>a</sup>	Mean <sup>a</sup>	Mean <sup>a</sup>	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
g.	Independent study or self-designed major			.02	.01	.01	.03	**	-.11	.03	***	-.12	.04	***	-.16
				.22	.20	.20	.21		-.02	.26	**	-.15	.17		.08
h.	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)			.01	.01	.02	.01		.04	.02		-.02	.02		-.04
				.57	.52	.52	.35	***	<b>.36</b>	.50		.04	.33	***	<b>.40</b>

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

1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=More than 30 hrs/wk

9. Time Usage

d.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	FY	1.90	2.14	2.03	2.17	1.94	2.42	***	<b>-.31</b>	2.63	***	<b>-.41</b>	2.29	***	<b>-.22</b>
		SR	1.52	1.99	2.11	1.98	1.85	2.20	***	<b>-.22</b>	2.55	***	<b>-.40</b>	2.13	***	-.18

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

1=Very little, 2=Some, 3=Quite a bit, 4=Very much

10. Institutional Environment

c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FY	2.78	2.90	2.88	2.66	2.71	2.72		-.01	2.81		-.10	2.74		-.02
		SR	2.45	2.43	2.62	2.38	2.41	2.56	**	-.15	2.62	***	<b>-.21</b>	2.57	**	-.16

<sup>a</sup> Weighted by gender and enrollment status (and size for comparisons).

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by pooled SD

## Supportive Campus Environment (SCE) Benchmark

UNCA					<i>UNCA 2010 compared with:</i>									
					COPLAC			Carnegie Class			NSSE 2010			
Class	Mean <sup>a</sup>	Mean <sup>a</sup>	Mean <sup>a</sup>	Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	
FY		62.0	67.1	59.7	63.5	61.5		.11	65.3		-.10	62.5		.06
SR		57.8	62.9	58.2	56.8	59.1	*	-.12	62.1	***	<b>-.29</b>	59.6	**	-.15

### SCE Benchmark Score

#### Benchmark Items

*Select the circle that best represents the quality of your relationships with people at your institution.*

*1=Unfriendly, Unsupportive, Sense of alienation to 7=Friendly, Supportive, Sense of belonging*

### 8. Quality of Relationships

a. Relationships with <b>other students</b>		FY	5.52	5.70	5.69	5.46	5.35	5.46		-.08	5.59	**	-.18	5.49		-.10
		SR	5.65	5.45	5.87	5.43	5.36	5.58	**	-.17	5.67	***	<b>-.25</b>	5.65	***	<b>-.23</b>
<i>1=Unavailable, Unhelpful, Unsympathetic to 7=Available, Helpful, Sympathetic</i>																
b. Relationships with <b>faculty members</b>		FY	5.42	5.60	6.04	5.58	5.52	5.30	**	.17	5.54		-.02	5.27	***	.19
		SR	5.98	5.78	6.03	6.00	5.73	5.59	*	.11	5.76		-.02	5.49	***	.19
<i>1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible</i>																
c. Relationships with <b>administrative personnel and offices</b>		FY	4.67	4.87	5.27	4.28	4.84	4.78		.04	4.97		-.09	4.82		.02
		SR	4.60	4.70	4.89	4.09	4.27	4.65	***	<b>-.23</b>	4.74	***	<b>-.29</b>	4.69	***	<b>-.26</b>

### 10. Institutional Environment

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

*1=Very little, 2=Some, 3=Quite a bit, 4=Very much*

b. Providing the support you need to help you succeed academically		FY	3.06	3.18	3.30	3.06	3.19	3.09	*	.13	3.24		-.06	3.10		.11
		SR	3.08	2.99	3.23	3.13	3.04	3.00		.05	3.14	*	-.13	2.98		.07
d. Helping you cope with your non-academic responsibilities (work, family, etc.)		FY	1.94	2.12	2.27	2.14	2.27	2.23		.05	2.36		-.10	2.30		-.03
		SR	1.74	1.90	2.03	1.94	1.88	1.98	*	-.11	2.11	***	<b>-.24</b>	2.04	**	-.16
e. Providing the support you need to thrive socially		FY	2.38	2.43	2.51	2.38	2.60	2.48	*	.13	2.58		.02	2.54		.07
		SR	2.00	1.98	2.19	2.12	2.10	2.22	*	-.13	2.32	***	<b>-.24</b>	2.28	***	-.19

<sup>a</sup> Weighted by gender and enrollment status (and size for comparisons).

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed).

<sup>c</sup> Mean difference divided by pooled SD