

	Guilford College		CTCL		Carnegie Peers		NSSE 2006	
	FY	SR	FY	SR	FY	SR	FY	SR
Response Rate^a								
Overall	47%		53%		47%		34%	
By class	51%	44%	53%	52%	46%	48%	33%	36%
NSSE sample size ^b	366	486	8,336	6,561	44,823	37,036	392,592	360,201
Sampling Error^c								
Overall	3.5%		0.8%		0.4%		0.2%	
By class	5.0%	5.0%	1.0%	1.2%	0.5%	0.5%	0.2%	0.2%
Number of respondents ^b	188	215	4,443	3,407	20,826	17,608	131,061	128,518
Total population	366	488	8,694	6,581	50,359	38,768	590,995	552,133
Student Characteristics^d								
<i>Mode of Completion</i>								
Paper	0%	0%	2%	5%	3%	4%	4%	7%
Web	100%	100%	98%	95%	97%	96%	96%	93%
<i>Class Level^e</i>	47%	53%	57%	43%	54%	46%	50%	50%
<i>Enrollment Status^e</i>								
Full-time	100%	100%	99%	98%	98%	95%	95%	86%
Less than full-time	0%	0%	1%	2%	2%	5%	5%	14%
<i>Gender^e</i>								
Female	62%	72%	62%	65%	64%	65%	64%	64%
Male	38%	28%	38%	35%	36%	35%	36%	36%
<i>Race/Ethnicity</i>								
Am. Indian/Native American	0%	1%	0%	0%	1%	1%	1%	1%
Asian/Asian Am./Pacific Isl.	2%	2%	4%	3%	5%	4%	5%	4%
Black/African American	5%	16%	3%	3%	4%	3%	6%	6%
White (non-Hispanic)	71%	64%	78%	79%	77%	79%	74%	74%
Mexican/Mexican American	1%	0%	1%	1%	1%	1%	2%	2%
Puerto Rican	1%	0%	0%	0%	0%	0%	1%	1%
Other Hispanic or Latino	1%	1%	1%	1%	2%	1%	2%	2%
Multiracial	3%	2%	3%	3%	2%	2%	2%	2%
Other	3%	2%	1%	2%	1%	1%	1%	2%
I prefer not to respond	13%	13%	8%	8%	7%	8%	6%	7%
<i>International Student</i>	4%	2%	5%	4%	5%	5%	5%	5%
<i>Place of Residence</i>								
On-campus	96%	18%	93%	48%	88%	47%	71%	20%
Off-campus	4%	82%	7%	52%	12%	53%	29%	80%
<i>Transfer Status</i>								
Transfer students	0%	51%	5%	14%	5%	19%	9%	39%
<i>Age</i>								
Non-traditional (24 or older)	0%	48%	1%	7%	2%	13%	6%	31%
Traditional (less than 24)	100%	52%	99%	93%	98%	87%	94%	69%

^a Response rate (number of respondents divided by sample size) is adjusted for non-deliverable mailing addresses, students for whom contact information was not available, and other students who were sampled yet unavailable during the survey administration.

^b This report is based on information from all randomly selected students for both your institution and your comparison institutions. Targeted and locally administered oversamples (i.e., non-randomly selected students) are not included in this report.

^c Sampling error is an estimate of the margin by which the *true* score for your institution on a given item could differ from the reported score. To interpret the sampling error, assume that 60% of your students reply "very often" to a particular item. If the sampling error is +/-5%, then the true population value is most likely between 55% and 65%.

^d Percent of total respondents within each category. These results are *not* weighted.

^e Institution-reported data. This information was used to weight your Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.

Here are some key findings from your 2006 NSSE report.

To see all your results, review the NSSE 2006 Institutional Report we sent in August to Thomas Coaxum, Institutional Research and Assessment.

Respondent Characteristics

Your reports are based on students randomly selected from all your eligible first-year students and seniors (except where a census administration was conducted). The following display shows how many students responded to the survey, response rates, sampling errors and percent female and full-time. To more accurately represent your overall student population, NSSE responses are weighted to compensate for lower response rates of men and part-time students. The female and full-time proportions of your population are presented in parentheses.

	Number of Respondents	Response Rate	Sampling Error	% Female Resp. (Pop.)	% Full-time Resp. (Pop.)
First-Year Students	188	51%	+/- 5%	62% (53%)	100% (100%)
Seniors	215	44%	+/- 5%	72% (64%)	100% (100%)

Benchmarks of Effective Educational Practice

This display compares your first-year and senior benchmark (BM) scores (100-point scales) with those of three reference groups: (a) your selected peers or consortium¹, (b) your selected Carnegie type¹, and (c) all NSSE 2006 institutions. The '+' symbol indicates a score that is statistically higher than the respective comparison group ($p < .05$), the '-' symbol indicates a score statistically lower than the comparison group, and a blank space indicates no significant difference. See your Benchmark Comparisons report for the actual scores.

	First-Year comparisons				Senior comparisons			
	BM Score	Select Peers	Carn. Type	NSSE 2006	BM Score	Select Peers	Carn. Type	NSSE 2006
Level of Academic Challenge (LAC) <i>Challenging intellectual and creative work is central to student learning. Institutions promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.</i>	59		+	+	61			+
Active and Collaborative Learning (ACL) <i>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 on academic work prepares students for the difficult problems they will encounter after college.</i>	48		+	+	56			+
Student-Faculty Interaction (SFI) <i>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.</i>	42	+	+	+	47	-		+
Enriching Educational Experiences (EEE) <i>Complementary learning opportunities enhance academic programs. Diversity experiences, technology, internships, community service, and senior capstone courses improve communication skills and provide opportunities to integrate and apply knowledge.</i>	34		+	+	51	-		+
Supportive Campus Environment (SCE) <i>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.</i>	66			+	64		+	+

Notes

¹ Lists of your selected peers, consortium, and selected Carnegie Classification institutions can be found in the Respondent Characteristics section of your NSSE 2006 Institutional Report.

NSSE 2006 Item Comparisons

Benchmark scores indicate how engaged your students are in each of the five areas of effective educational practice. By examining individual items, you can better understand what contributes to this level of performance. Even for a benchmark on which your institution performed well, there may be specific items that contribute to the measure where your institution could improve.

This section features the five areas where your first-year and senior students scored the highest and the five areas where they scored the lowest, *in relation to students at your selected peer or consortium institutions.*² While these items were chosen to represent the largest percentage differences, they may not be the most important to your institutional mission or current program or policy goals. We encourage you to review your *NSSE 2006 Institutional Report* for additional results of specific interest to your campus.

Highest Performing Areas

	Item #	BM ³	Percent of students who...	Guilford College	Select Peers	Carn. Type	NSSE 2006
First-Year Students	2c.	LAC	Said courses emphasized synthesizing ideas into new complex relationships ⁶	85%	75%	72%	65%
	3d.	LAC	Wrote more than 4 papers or reports between 5 and 19 pages	72%	47%	45%	33%
	1t.	ACL	Discussed ideas from readings or classes with others outside of class ⁴	78%	68%	62%	55%
	1u.	EEE	Had serious conversations w/ students of another race or ethnicity ⁴	71%	57%	51%	49%
	10c.	EEE	Said the institution substantially encourages contacts among diverse peers ⁶	78%	62%	56%	52%
Seniors	2e.	LAC	Said courses emphasized applying theories or concepts to new situations ⁶	89%	83%	82%	79%
	1b.	ACL	Made a class presentation ⁴	76%	69%	64%	61%
	1g.	ACL	Worked with other students on projects during class ⁴	45%	39%	40%	46%
	1u.	EEE	Had serious conversations w/ students of another race or ethnicity ⁴	66%	59%	52%	52%
	10c.	EEE	Said the institution substantially encourages contacts among diverse peers ⁶	72%	56%	47%	44%

Lowest Performing Areas

	Item #	BM ³	Percent of students who...	Guilford College	Select Peers	Carn. Type	NSSE 2006
First-Year Students	9a.	LAC	Spent more than 10 hours/week preparing for class (studying, etc.)	63%	72%	63%	54%
	10a.	LAC	Said the institution emphasizes studying and academic work ⁶	80%	84%	83%	78%
	1h.	ACL	Worked with classmates outside of class to prepare class assignments ⁴	51%	53%	44%	40%
	7b.	EEE	Participated in community service or volunteer work	40%	50%	42%	37%
	8c.	SCE	Positively rated their relationships with admin. personnel and offices ⁵	59%	65%	59%	54%
Seniors	1o.	SFI	Talked about career plans with a faculty member or advisor ⁴	45%	59%	54%	41%
	7a.	EEE	Did a practicum, internship, field exp., clinical assgmt	56%	70%	65%	53%
	7b.	EEE	Participated in community service or volunteer work	62%	76%	70%	59%
	7f.	EEE	Had a study abroad experience	25%	45%	32%	14%
	9d.	EEE	Spent more than 5 hours/week participating in co-curricular activities	30%	46%	40%	24%

Notes

² Only the 41 items that comprise the five benchmarks are used for this report. Highest and lowest items are those with the greatest percentage differences from your selected peers/consortium.

³ LAC=Level of Academic Challenge; ACL=Active and Collaborative Learning; SFI=Student Faculty Interaction; EEE=Enriching Educational Experiences; SCE=Supportive Campus Environment

⁴ Combination of students responding 'very often' or 'often'

⁵ Rated at least 5 on a 7-point scale

⁶ Combination of students responding 'very much' or 'quite a bit'

Level of Academic Challenge (LAC)

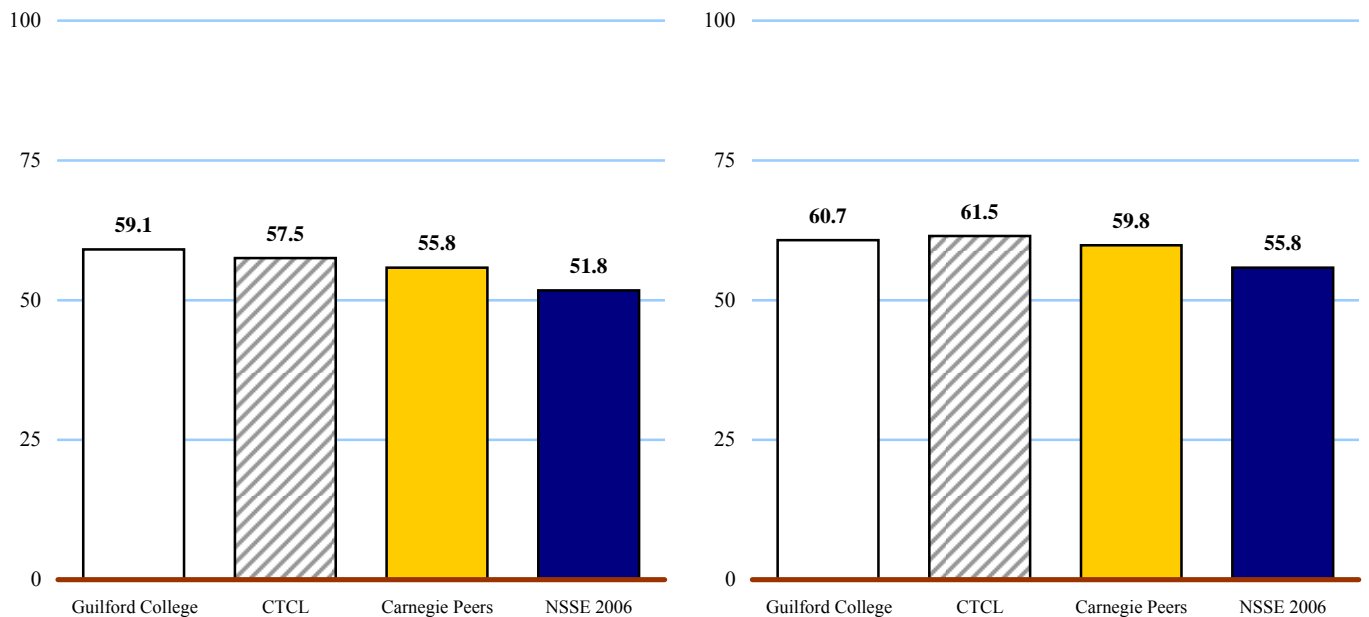
Benchmark Comparisons

Guilford College compared with:

Class	Guilford College	CTCL			Carnegie Peers			NSSE 2006		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	59.1	57.5			55.8	*	.25	51.8	***	.55
Senior	60.7	61.5			59.8			55.8	***	.35

First-Year

Senior



Level of Academic Challenge (LAC) Items

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.

- Preparing for class (studying, reading, writing, rehearsing, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages
- Coursework emphasizing analysis of the basic elements of an idea, experience or theory
- Coursework emphasizing synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizing the making of judgments about the value of information, arguments, or methods
- Coursework emphasizing application of theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizing time studying and on academic work

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by comparison group standard deviation.

Active and Collaborative Learning (ACL)

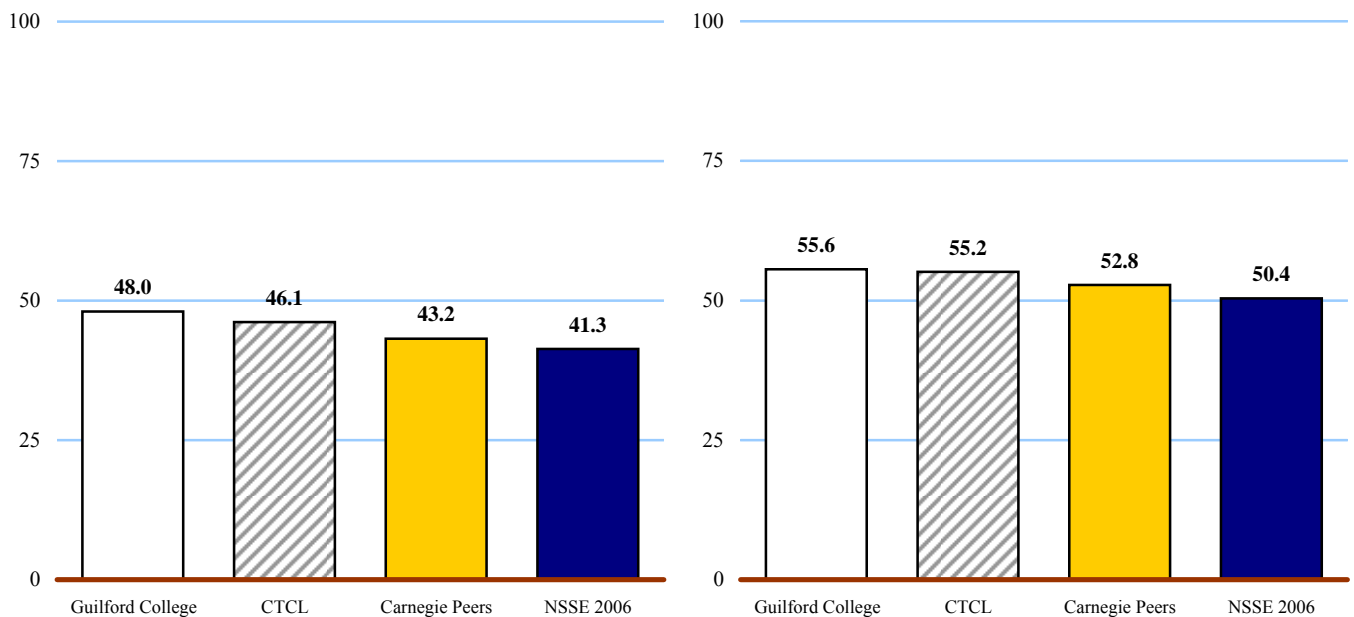
Benchmark Comparisons

Guilford College compared with:

Class	Guilford College	CTCL			Carnegie Peers			NSSE 2006		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	48.0	46.1			43.2	**	.32	41.3	***	.42
Senior	55.6	55.2			52.8			50.4	**	.31

First-Year

Senior



Active and Collaborative Learning (ACL) Items

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.

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students
- Participated in a community-based project as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by comparison group standard deviation.

Student-Faculty Interaction (SFI)

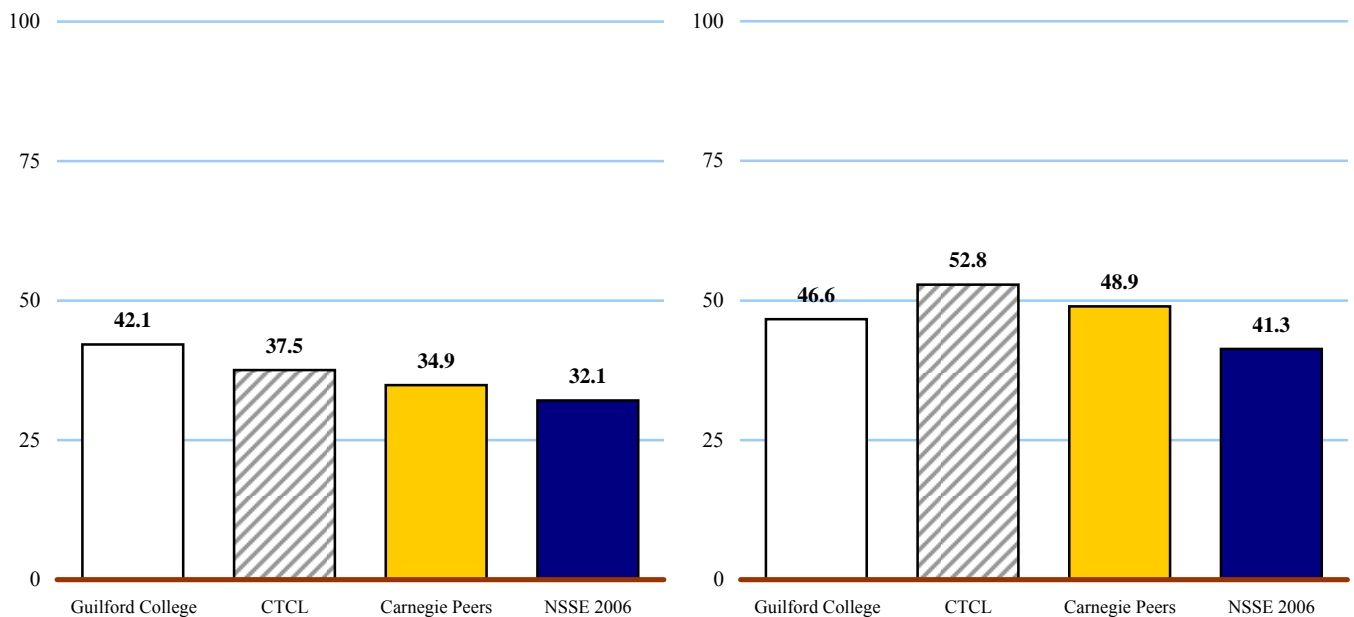
Benchmark Comparisons

Guilford College compared with:

Class	Guilford College	CTCL			Carnegie Peers			NSSE 2006		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	42.1	37.5	*	.26	34.9	***	.41	32.1	***	.57
Senior	46.6	52.8	**	-.30	48.9			41.3	**	.26

First-Year

Senior



Student-Faculty Interaction (SFI) Items

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.

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Received prompt written or oral feedback from faculty on your academic performance
- Worked with a faculty member on a research project outside of course or program requirements

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by comparison group standard deviation.

Enriching Educational Experiences (EEE)

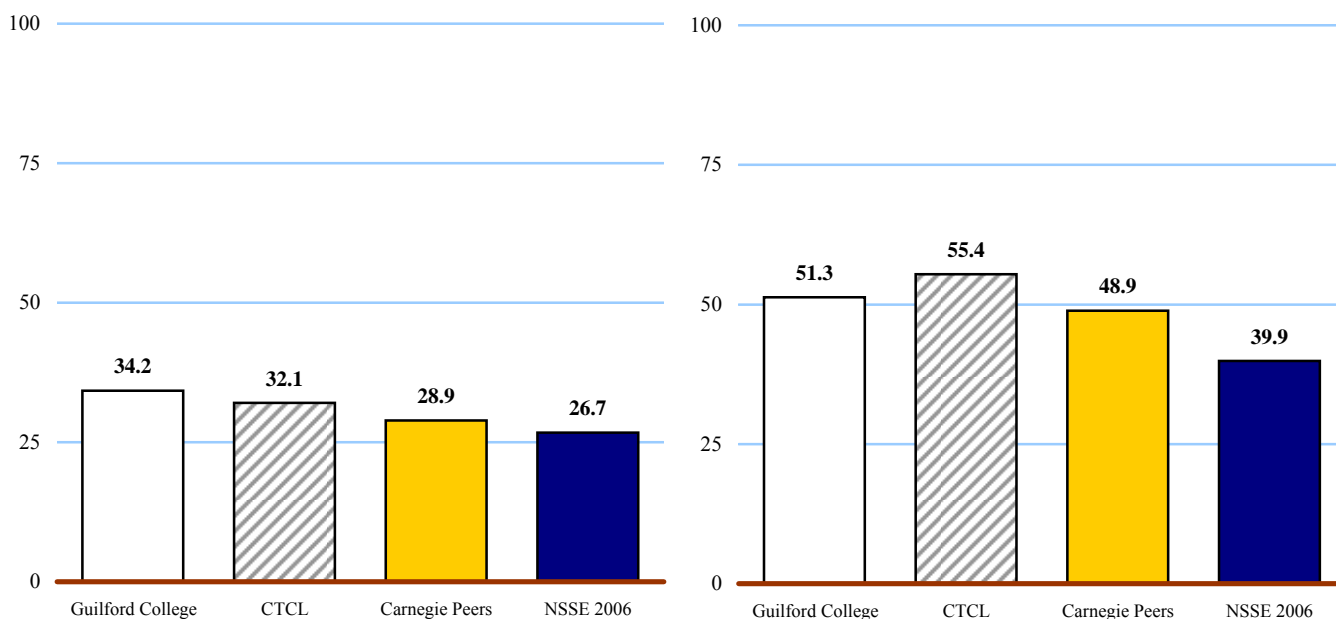
Benchmark Comparisons

Guilford College compared with:

Class	Guilford College	CTCL			Carnegie Peers			NSSE 2006		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	34.2	32.1			28.9	***	.41	26.7	***	.57
Senior	51.3	55.4	*	-.24	48.9			39.9	***	.63

First-Year

Senior



Enriching Educational Experiences (EEE) Items

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.

- Participating in co-curricular activities (organizations, publications, student government, sports, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework & study abroad
- Independent study or self-designed major
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity
- Using electronic technology to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Participate in a learning community or some other formal program where groups of students take two or more classes together

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by comparison group standard deviation.

Supportive Campus Environment (SCE)

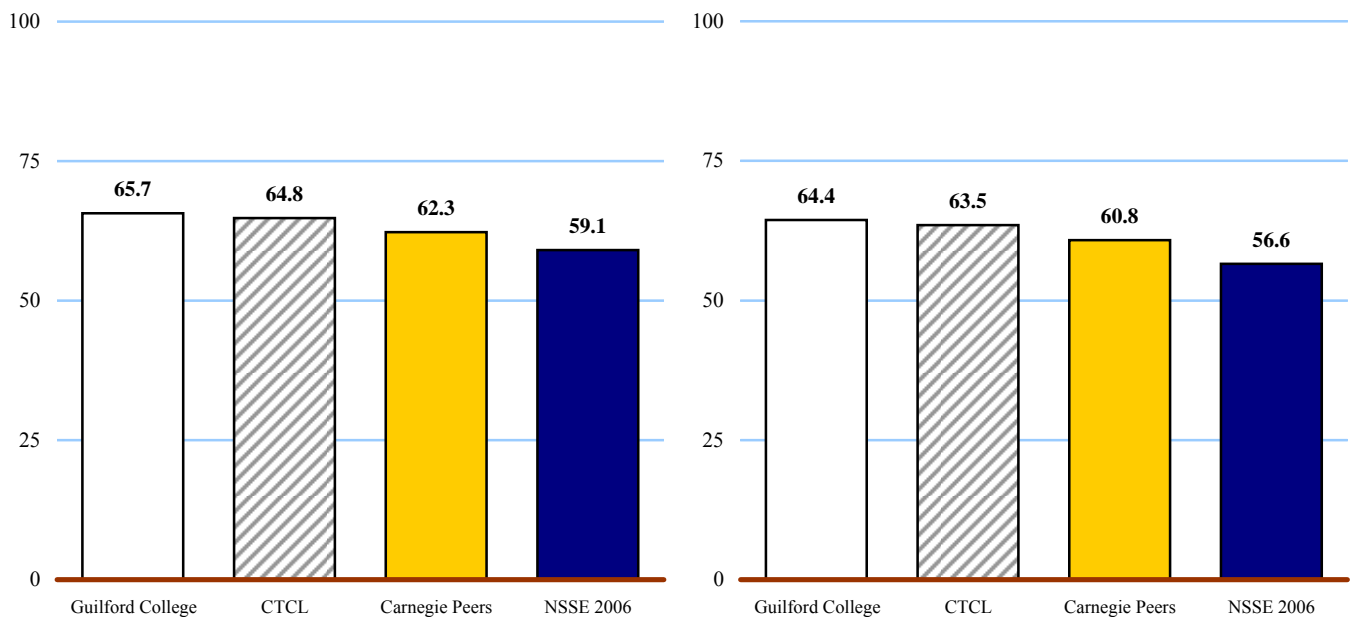
Benchmark Comparisons

Guilford College compared with:

Class	Guilford College	CTCL			Carnegie Peers			NSSE 2006		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	65.7	64.8			62.3			59.1	***	.36
Senior	64.4	63.5			60.8	*	.20	56.6	***	.41

First-Year

Senior



Supportive Campus Environment (SCE) Items

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.

- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by comparison group standard deviation.