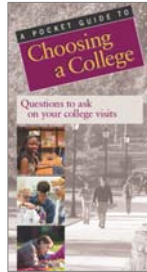


The Student Experience in Brief: Guilford College



Each year the National Survey of Student Engagement (NSSE) asks first-year and senior students at hundreds of colleges and universities to reflect on the time they devote to various learning activities. The topics explored are linked to previous research on student success in college.

Results from NSSE can provide prospective students with insights into how they might learn and develop at a given college. To help in the college exploration process, NSSE developed *A Pocket Guide to Choosing a College* to provide students and parents key questions to ask during campus visits.



The following responses were provided by 643 randomly selected Guilford College students on the 2010 NSSE survey.

Academic Challenge

To what degree is studying and spending time on academic work emphasized?

87% of FY students feel that this institution places substantial emphasis on academics.¹

Do faculty hold students to high standards?

68% of FY students frequently work harder than they thought they could to meet faculty expectations.²

How much time do students spend on homework each week?

34% of FY students spend more than 15 hours per week preparing for class. 12% spend 5 hours or less.

What types of thinking do assignments require?

First-year students report substantial emphasis on the following activities:

- Memorizing facts, ideas, or methods: 55%
- Analyzing basic elements of an idea or theory: 82%
- Synthesizing and organizing ideas: 79%
- Making judgments about value of information: 77%
- Applying theories or concepts: 77%

How much writing is expected?

17% of FY students write more than 10 papers between 5 and 19 pages and 31% have written a paper more than 20 pages in length.

How much reading is expected during the school year?

45% of FY students read more than 10 assigned books and packs of course readings. 14% read fewer than 5.

Do exams require students to do their best work?

51% of FY students report that their exams strongly challenge them to do their best work.³

Active Learning

How often are topics from class discussed outside of the classroom?

65% of FY students frequently discuss readings or ideas from coursework outside of class.

Do students work together on projects – inside and outside of class?

51% of FY students frequently work with other students on projects in class, 49% work with peers on assignments outside of class.

How often do students make class presentations?

53% of FY students report that they make frequent presentations in class.

How many students participate in community-based projects in regular courses?

15% of FY students frequently participate in service-learning or community-based projects during a given year. 54% never took part in such activities.

How many students apply their classroom learning to real life through internships or off-campus field experiences?

By their senior year, 53% of students have participated in some form of practicum, internship, field experience, co-op, or clinical assignment.

Do students have opportunities to tutor or teach other students?

20% of seniors frequently assist their fellow students by tutoring or teaching.

Student-Faculty Interaction

Are faculty members accessible and supportive?

58% of FY students say their faculty are available, helpful and sympathetic.

How many students work on research projects with faculty?

By their senior year, 18% of students have done research with a faculty member.

Do students receive prompt feedback on academic performance?

82% of FY students indicate that they frequently get prompt verbal or written feedback from faculty members.

Note: FY= First-Year student SR= Senior student

How often do students talk with advisors or faculty members about their career plans?

89% of seniors at least occasionally discuss career plans with faculty.⁴ 11% never talk with faculty members about career plans.

Do students and faculty members work together on committees and projects outside of course work?

51% of FY students at least occasionally spend time with faculty members on activities other than coursework.



Enriching Educational Experiences

What types of honors courses, learning communities, and other distinctive programs are offered?

During their first year, 10% of students participate in a learning community. By their senior year, 37% of students have taken an independent study class.

How often do students interact with peers with different social, political, or religious views?

60% of FY students say they frequently have serious conversations with students who are different from themselves in terms of their religious, political, or personal beliefs.

How often do students interact with peers from different racial or ethnic backgrounds?

62% of FY students frequently have serious conversations with those of a different race.

How many students study in other countries?

By their senior year, 29% of students have studied abroad.

Do students participate in activities that enhance their spirituality?

32% of FY students frequently engage in spiritually enhancing activities such as worship, meditation, or prayer.

What percentage of students participate in community service?

By the time they are seniors, 61% of students have participated in community service or volunteer work.

Supportive Campus Environment

How well do students get along with other students?

55% of FY students report that their peers are friendly, supportive, and help them feel as if they belong.

Are students satisfied with their overall educational experience?

88% of FY students report a favorable image of this institution; 86% of seniors would choose this school again if they could start their college career over.

How much time do students devote to co-curricular activities?

11% of FY students spend more than 15 hours a week participating in co-curricular activities. 45% spend no time participating in co-curricular activities.

How well do students get along with administrators and staff?

41% of FY students find the administrative personnel and offices helpful, considerate, and flexible.

To what extent does the school help students deal with their academic and social needs?

83% of FY students feel that this institution has a substantial commitment to their academic success. 51% feel well-supported by the institution regarding their social needs.

A Pocket Guide to Choosing a College is available at nsse.iub.edu/html/pocket_guide.cfm

Notes:

1. "Substantial" emphasis is defined by combining the responses to values of "Very much" and "Quite a bit."
2. "Frequently" is defined by combining the responses to values of "Very often" and "Often."
3. "Strongly challenge" is defined by combining response values of "6" and "7" on a one-to-seven point scale where 1 is "Very little" and 7 is "Very much."
4. "Occasionally" is defined by combining the responses to values of "Very often," "Often," and "Sometimes."

Data source: National Survey of Student Engagement 2010



Indiana University Center for Postsecondary Research
1900 East Tenth Street, Suite 419
Bloomington, IN 47406-7512

Phone: 812-856-5824
Fax: 812-856-5150
E-mail: nsse@indiana.edu
Web: nsse.iub.edu

	Guilford College		Writing Consortium		Guilford Peers		NSSE 2010	
	FY	SR	FY	SR	FY	SR	FY	SR
Response Rate^a								
Overall	60%		32%		41%		32%	
By class	62%	57%	30%	34%	40%	42%	30%	33%
NSSE sample size ^b	606	469	67,453	77,462	5,425	4,702	559,030	584,845
Sampling Error^c								
Overall	2.5%		0.4%		1.2%		0.1%	
By class	3.1%	3.9%	0.6%	0.5%	1.6%	1.7%	0.2%	0.2%
Number of respondents ^b	375	268	19,987	25,991	2,159	1,989	165,571	195,253
Total population	606	469	71,155	81,466	5,425	4,702	587,712	615,737
Student Characteristics^d								
<i>Mode of Completion</i>								
Paper	0%	0%	1%	1%	0%	0%	1%	1%
Web	100%	100%	99%	99%	100%	100%	99%	99%
<i>Enrollment Status^e</i>								
Full-time	82%	87%	97%	84%	98%	92%	95%	83%
Less than full-time	18%	13%	3%	16%	2%	8%	5%	17%
<i>Gender^e</i>								
Female	58%	60%	65%	61%	68%	69%	64%	64%
Male	42%	40%	35%	39%	32%	31%	36%	36%
<i>Race/Ethnicity</i>								
Am. Indian/Native American	0%	0%	1%	1%	1%	0%	1%	1%
Asian/Asian Am./Pacific Isl.	2%	0%	5%	4%	5%	2%	7%	5%
Black/African American	19%	17%	8%	8%	6%	3%	9%	8%
White (non-Hispanic)	61%	63%	70%	70%	74%	81%	66%	68%
Mexican/Mexican American	0%	1%	3%	4%	2%	1%	3%	3%
Puerto Rican	0%	1%	1%	1%	1%	1%	1%	1%
Other Hispanic or Latino	5%	1%	3%	3%	2%	1%	3%	3%
Multiracial	3%	3%	3%	2%	3%	2%	3%	3%
Other	3%	2%	1%	1%	2%	1%	1%	1%
I prefer not to respond	6%	11%	4%	6%	5%	7%	5%	6%
<i>International Student</i>	4%	3%	5%	4%	6%	3%	6%	5%
<i>Place of Residence</i>								
On-campus ^f	65%	26%	67%	10%	82%	29%	67%	16%
<i>Transfer Status</i>								
Transfer students	15%	41%	7%	42%	6%	31%	9%	43%
<i>Age</i>								
Non-traditional (24 or older)	24%	42%	4%	36%	4%	23%	7%	36%
Traditional (less than 24)	76%	58%	96%	64%	96%	77%	93%	64%

^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.

^f Students who identified their residence as "dormitory or other campus housing" or "fraternity or sorority house."

Interpreting the Benchmark Comparisons Report

To focus discussions about the importance of student engagement and to guide institutional improvement efforts, NSSE created five Benchmarks of Effective Educational Practice: Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, and Supportive Campus Environment. This Benchmark Comparisons Report compares the performance of your institution with your selected peers or consortium. In addition, page 9 provides two other comparisons between your school and (a) above-average institutions with benchmarks in the top 50% of all NSSE institutions and (b) high-performing institutions with benchmarks in the top 10% of all NSSE institutions. These displays allow you to determine if the engagement of your typical student differs in a statistically significant, meaningful way from the average student in these comparison groups. They also provide more insight into how the student experience varies on your campus and in comparison groups. Additional details regarding how benchmarks are created can be found on the NSSE Web site.

nsse.iub.edu/links/institutional_reporting

Class and Sample

Means are reported for first-year students and seniors. Institution-reported class levels are used. All randomly selected students are included in these analyses. Students in targeted or locally administered oversamples are not included.

Statistical Significance

Benchmarks with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, denoting one of three significance levels ($p < .05$, $p < .01$, and $p < .001$). The smaller the significance level, the smaller the likelihood that the difference is due to chance. Please note that statistical significance does not guarantee that the result is substantive or important. Large sample sizes (as with the NSSE project) tend to produce more statistically significant results even though the magnitude of mean differences may be inconsequential. Consult effect sizes to judge the practical meaning of the results.

Effect Size^a

Effect size indicates the practical significance of the mean difference. It is calculated by dividing the mean difference by the pooled standard deviation. In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large. A positive sign indicates that your institution's mean was greater, thus showing an affirmative result for the institution. A negative sign indicates the institution lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention.

Mean

The mean is the weighted arithmetic average of the student level benchmark scores.

Benchmark Description & Survey Items

A description of the benchmark and the individual items used in its creation is provided.

Level of Academic Challenge (LAC)

Mean Comparisons

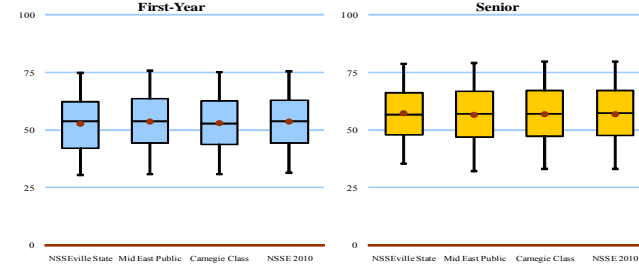
Class	NSSEville State				Mid East Public				Carnegie Class				NSSE 2010			
	Mean *	Mean *	Sig. ^b	Effect Size ^c	Mean *	Mean *	Sig. ^b	Effect Size ^c	Mean *	Mean *	Sig. ^b	Effect Size ^c	Mean *	Mean *	Sig. ^b	Effect Size ^c
First-Year	52.8	53.8		-.07	57.2	56.6		.05	53.1	53.1		-.02	53.7	53.7		-.06
Senior	57.2	56.6		.05	53.1	56.9		.02	57.0	57.0		.01	57.0	57.0		.01

* Weighted by grade and enrollment status (plus institutional size for comparisons).

^a $p < .05$ ^b $p < .001$ (2-tailed).

^c Mean difference divided by the pooled standard deviation.

Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

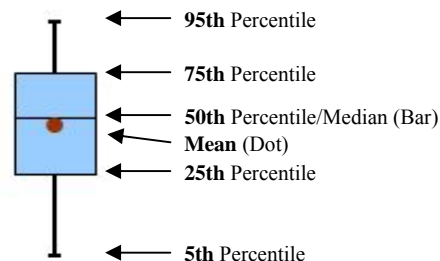
Level of Academic Challenge (LAC) Items

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, doing homework or lab work, 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 emphasizes: Analysis of the basic elements of an idea, experience or theory
- Coursework emphasizes: Synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizes: Making of judgments about the value of information, arguments, or methods
- Coursework emphasizes: Applying 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 emphasizes: Spending significant amount of time studying and on academic work.

Box and Whiskers Key

A box and whiskers chart is a concise way to summarize the variation of student benchmark scores. This display compares the distribution of scores at your institution, in percentile terms, with that of your comparison groups. The ends of the whiskers show the 5th and 95th percentile scores, while the box is bounded by the 25th and 75th percentiles. The bar inside the box indicates the median score, and the dot shows the mean score.



^a See *Contextualizing NSSE Effect Sizes* at nsse.iub.edu/pdf/effect_size_guide.pdf for additional information.

Level of Academic Challenge (LAC)

Mean Comparisons

Guilford College compared with:

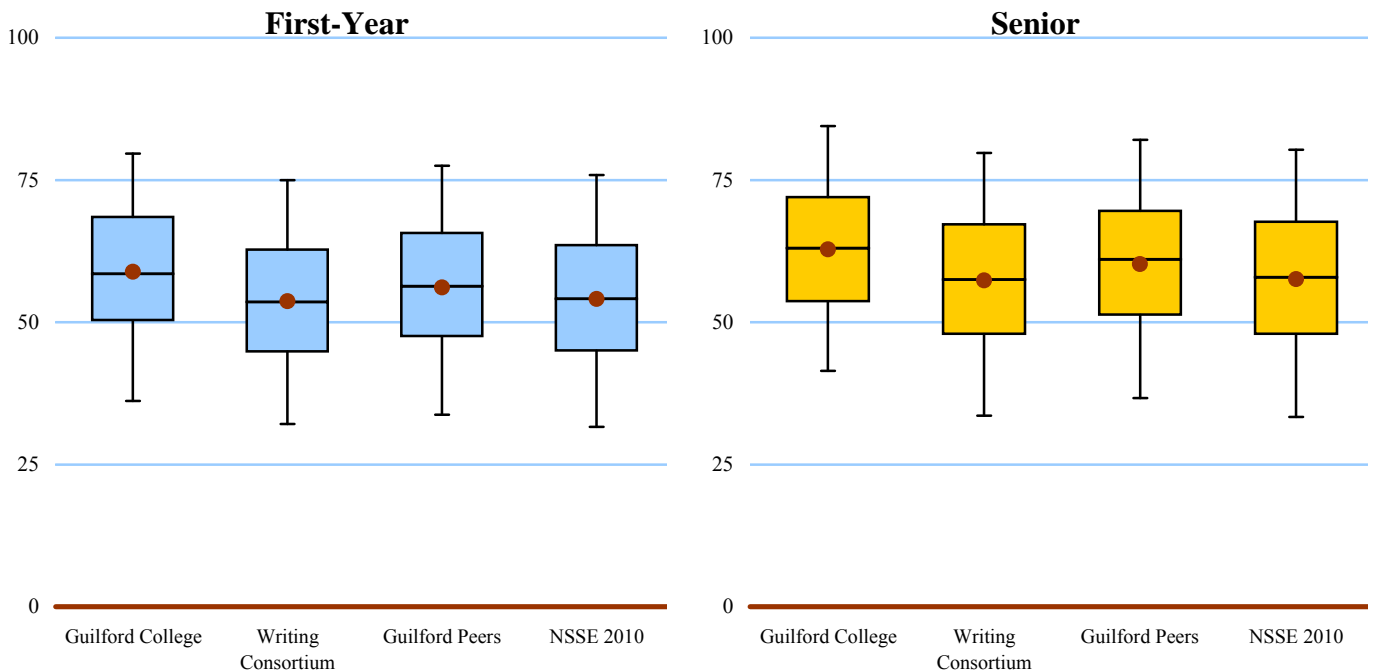
Class	Guilford College		Writing Consortium			Guilford Peers			NSSE 2010		
	Mean ^a		Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	58.8		53.7	***	.39	56.1	***	.21	54.1	***	.35
Senior	62.7		57.3	***	.39	60.2	**	.19	57.5	***	.36

^a Weighted by gender and enrollment status (and by institution size for comparison groups).

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

^c Mean difference divided by the pooled standard deviation.

Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

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- Number of assigned textbooks, books, or book-length packs of course readings
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- Coursework emphasizes: **Synthesis** and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizes: **Making of judgments** about the value of information, arguments, or methods
- Coursework emphasizes: **Applying** 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 emphasizes: Spending significant amount of time studying and on academic work

Active and Collaborative Learning (ACL)

Mean Comparisons

Guilford College compared with:

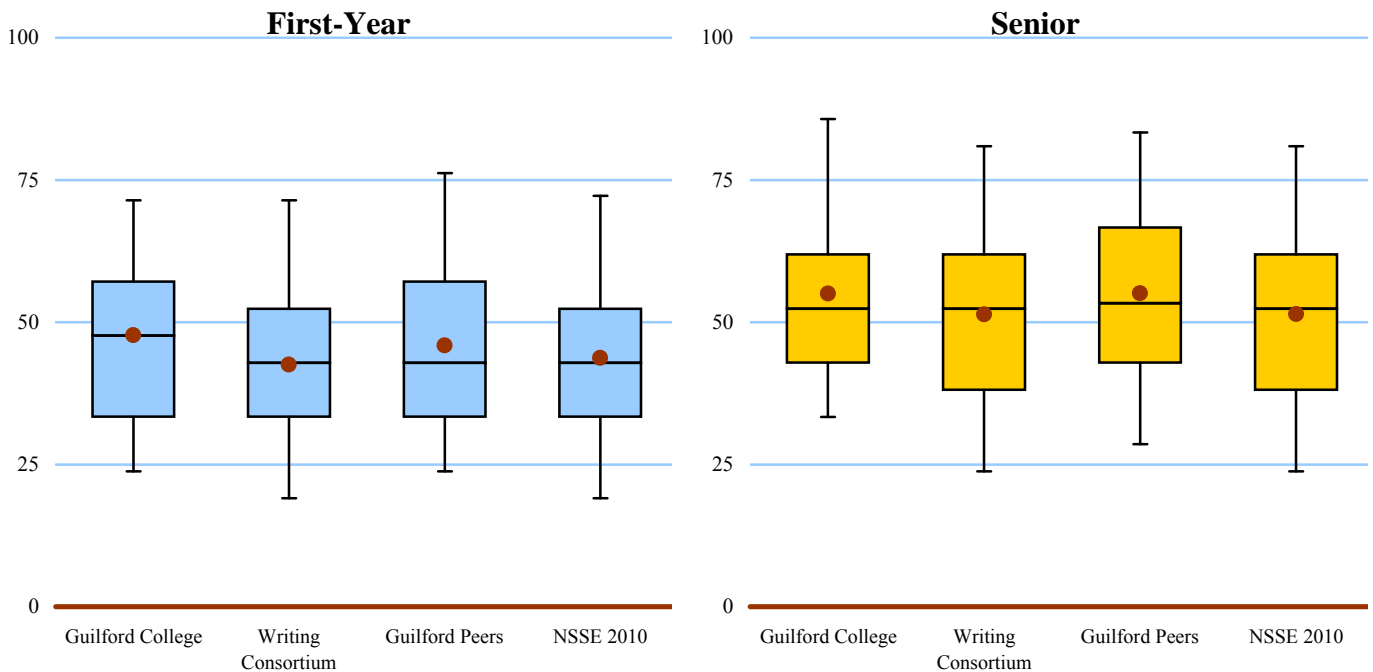
Class	Guilford College Mean ^a	Writing Consortium			Guilford Peers			NSSE 2010		
		Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	47.7	42.5	***	.31	45.9	*	.11	43.7	***	.24
Senior	55.0	51.4	***	.21	55.1		-.01	51.4	***	.20

^a Weighted by gender and enrollment status (and by institution size for comparison groups).

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

^c Mean difference divided by the pooled standard deviation.

Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

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 (paid or voluntary)
- Participated in a community-based project (e.g., service learning) as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

Student-Faculty Interaction (SFI)

Mean Comparisons

Guilford College compared with:

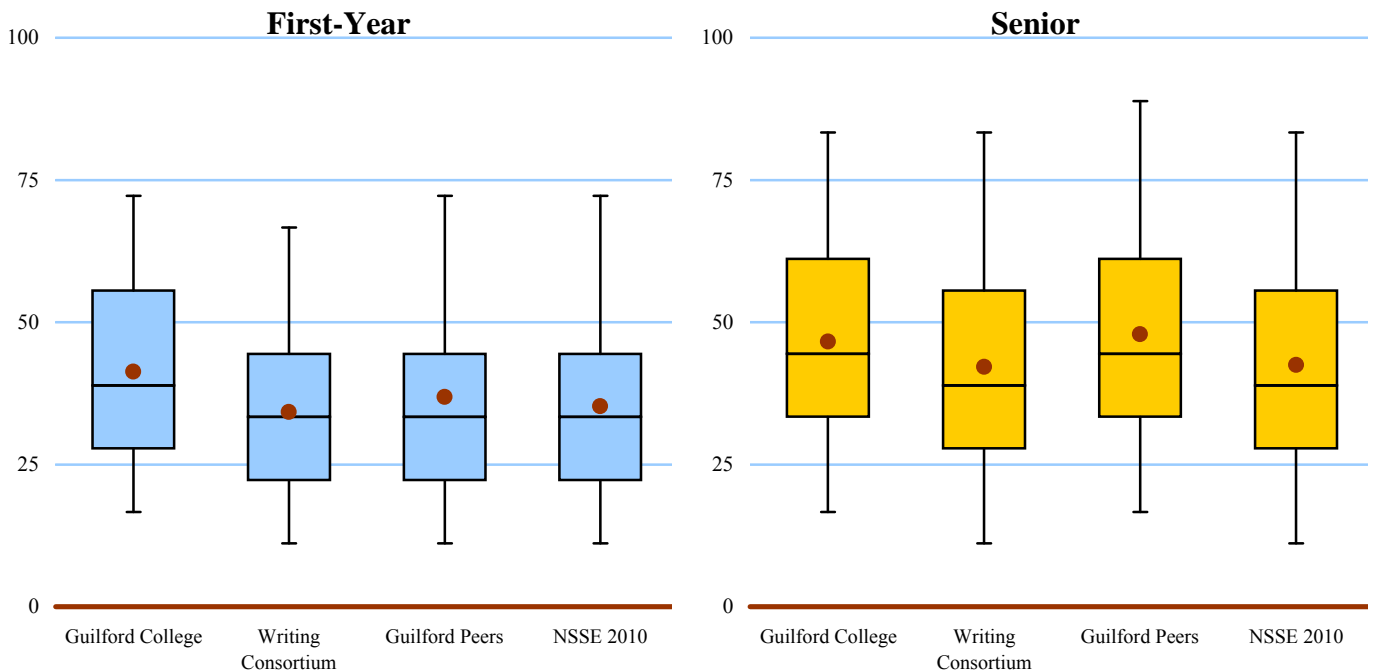
Class	Guilford College		Writing Consortium			Guilford Peers			NSSE 2010		
	Mean ^a		Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	41.3		34.2	***	.39	36.8	***	.25	35.2	***	.33
Senior	46.5		42.1	***	.21	47.9		-.06	42.4	**	.20

^a Weighted by gender and enrollment status (and by institution size for comparison groups).

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

^c Mean difference divided by the pooled standard deviation.

Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

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 on a research project with a faculty member outside of course or program requirements

Enriching Educational Experiences (EEE)

Mean Comparisons

Guilford College compared with:

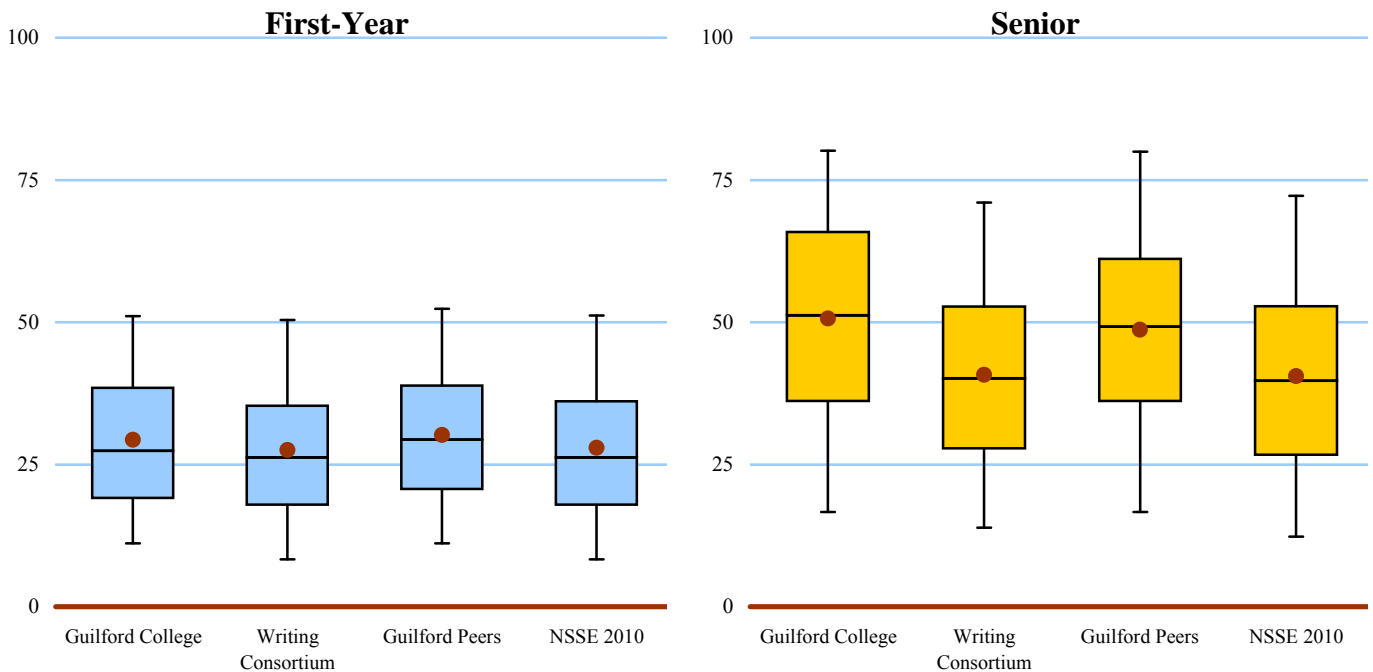
Class	Guilford College		Writing Consortium			Guilford Peers		NSSE 2010			
	Mean ^a		Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	29.3		27.5	*	.14	30.1		-.06	27.9		.11
Senior	50.6		40.7	***	.56	48.7		.10	40.5	***	.55

^a Weighted by gender and enrollment status (and by institution size for comparison groups).

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

^c Mean difference divided by the pooled standard deviation.

Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

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.

- Hours spent participating in co-curricular activities (organizations, campus publications, student gov., social fraternity or sorority, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework and 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 than your own
- Using electronic medium (e.g., listserv, chat group, Internet, instant messaging, etc.) 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

Supportive Campus Environment (SCE)

Mean Comparisons

Guilford College compared with:

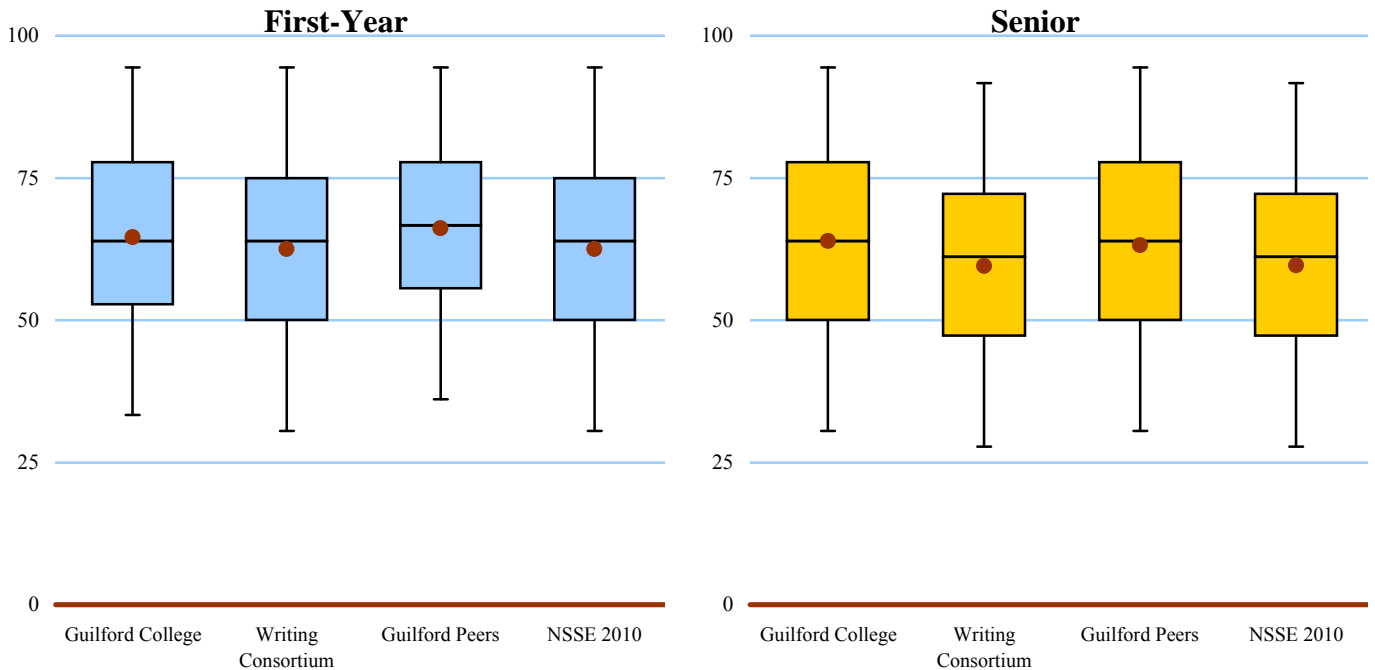
Class	Guilford College		Writing Consortium			Guilford Peers			NSSE 2010		
	Mean ^a		Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	64.6		62.5	*	.11	66.1		-.09	62.5	*	.11
Senior	63.9		59.5	***	.23	63.2		.04	59.6	***	.22

^a Weighted by gender and enrollment status (and by institution size for comparison groups).

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

^c Mean difference divided by the pooled standard deviation.

Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

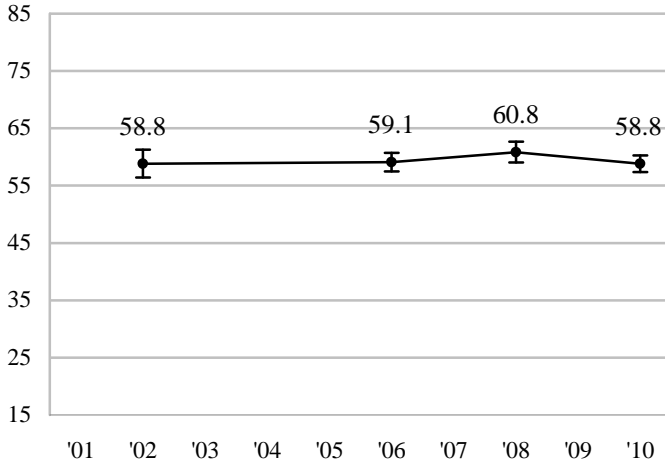
Supportive Campus Environment (SCE) Items

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.

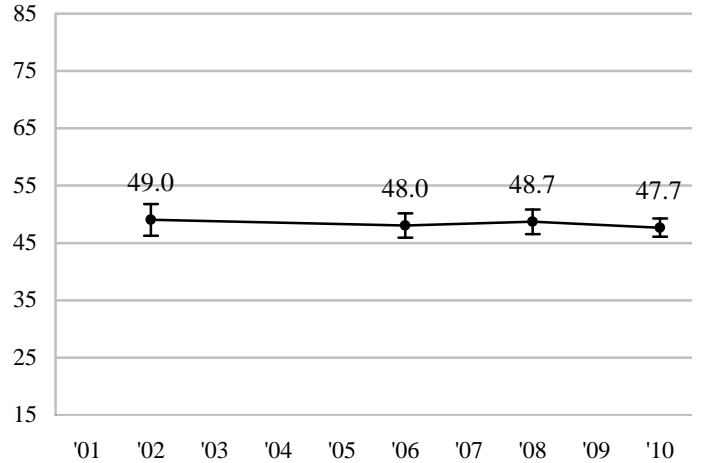
- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality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

First-Year Students

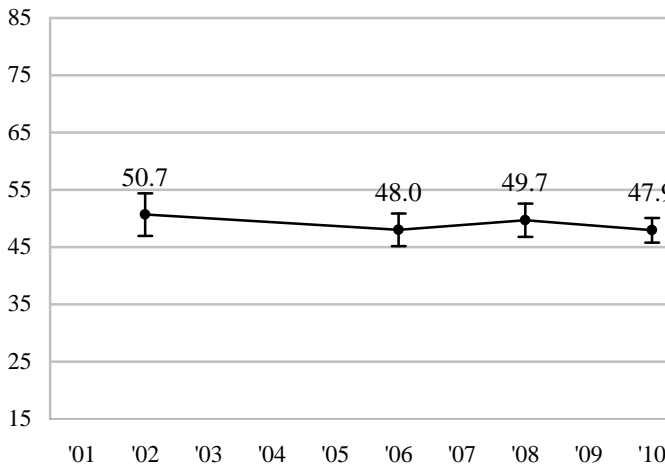
Level of Academic Challenge (LAC)



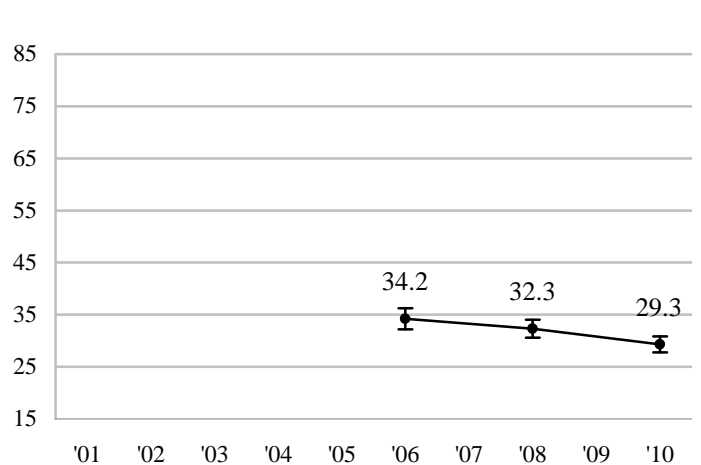
Active and Collaborative Learning (ACL)



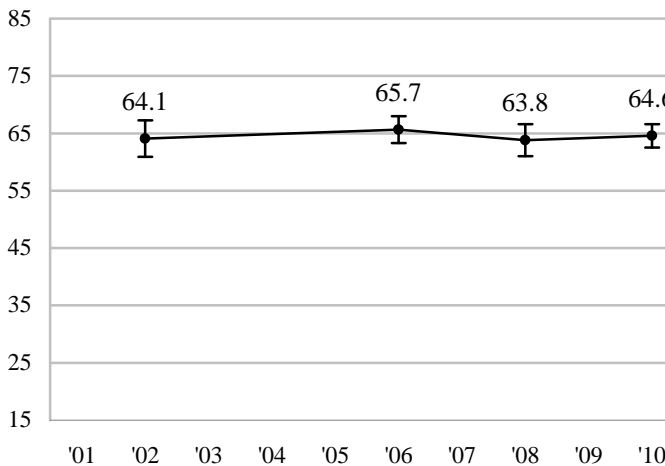
Student-Faculty Interaction (SFC)^b



Enriching Educational Experiences (EEE)^c



Supportive Campus Environment (SCE)

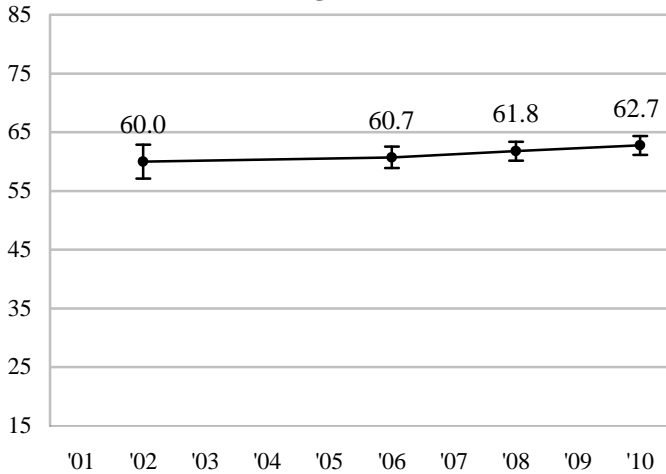


Notes:

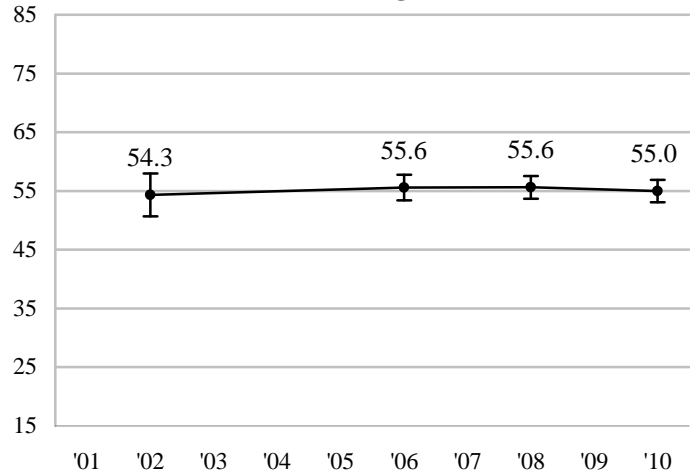
- a. Recalculated benchmark scores are charted for all years of participation since 2001. See page 5 for detailed statistics. For more information and recommendations for analyzing multi-year NSSE data, consult the *Multi-Year Data Analysis Guide*. nsse.iub.edu/pdf/NSSE_Multi-Year_Data_Analysis_Guide.pdf
- b. For institutions with 2001-2003 data, due to a change to the 'research with faculty' item in 2004, 'SFC' (a version of 'SFI' that does not include that item) is charted on this page. Statistics for both versions are provided on page 5.
- c. 2001-2003 'EEE' scores are not provided because response options for several 'EEE' items were altered in 2004, and thus scores are incompatible with those of later years.

Seniors

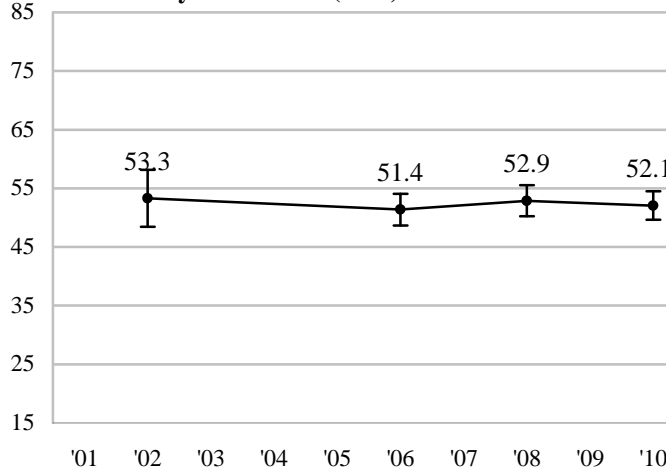
Level of Academic Challenge (LAC)



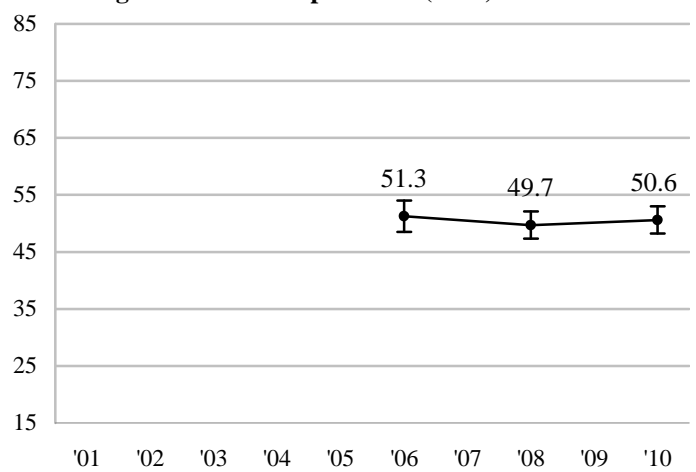
Active and Collaborative Learning (ACL)



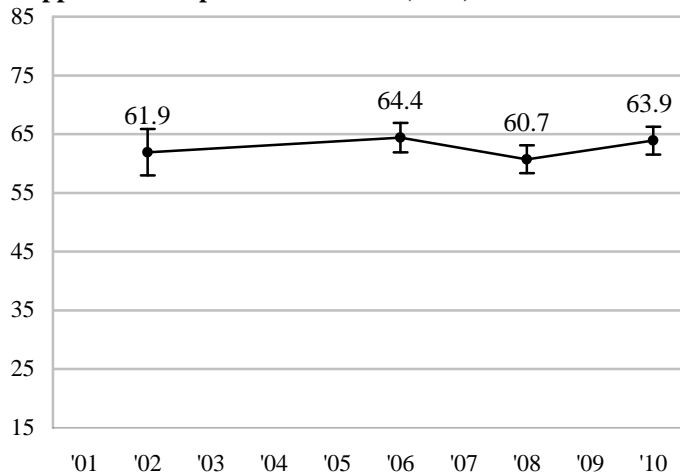
Student-Faculty Interaction (SFC)^b



Enriching Educational Experiences (EEE)^c



Supportive Campus Environment (SCE)



Notes:

- a. Recalculated benchmark scores are charted for all years of participation since 2001. See page 7 for detailed statistics. For more information and recommendations for analyzing multi-year NSSE data, consult the *Multi-Year Data Analysis Guide*. nsse.iub.edu/pdf/NSSE_Multi-Year_Data_Analysis_Guide.pdf
- b. For institutions with 2001-2003 data, due to a change to the 'research with faculty' item in 2004, 'SFC' (a version of 'SFI' that does not include that item) is charted on this page. Statistics for both versions are provided on page 7.
- c. 2001-2003 'EEE' scores are not provided because response options for several 'EEE' items were altered in 2004, and thus scores are incompatible with those of later years.