

Level of Academic Challenge (LAC)

Mean Comparisons

St. Andrews Presbyterian College compared with:

Class	SAPC		Southeast Private			Carnegie Class		NSSE 2011		Effect Size ^c	
	Mean ^a		Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a		Sig ^b
First-Year	52.4		55.3		-.21	53.2		-.06	53.7		-.10
Senior	64.2		59.6	*	.33	58.0	**	.44	57.4	**	.48

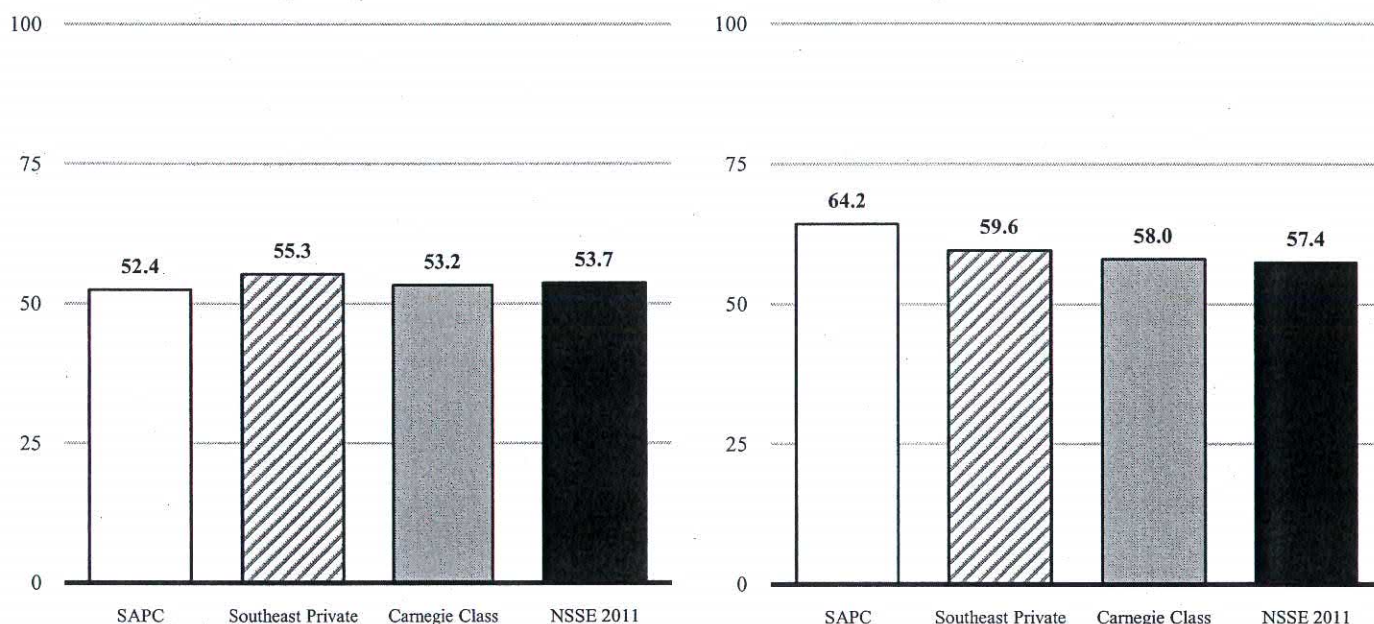
^a Weighted by gender and enrollment status (and by institution size for comparison groups).

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

^c Mean difference divided by the pooled standard deviation.

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.

- Hours spent 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, between 5 and 19 pages, and 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

Active and Collaborative Learning (ACL)

Mean Comparisons

St. Andrews Presbyterian College compared with:

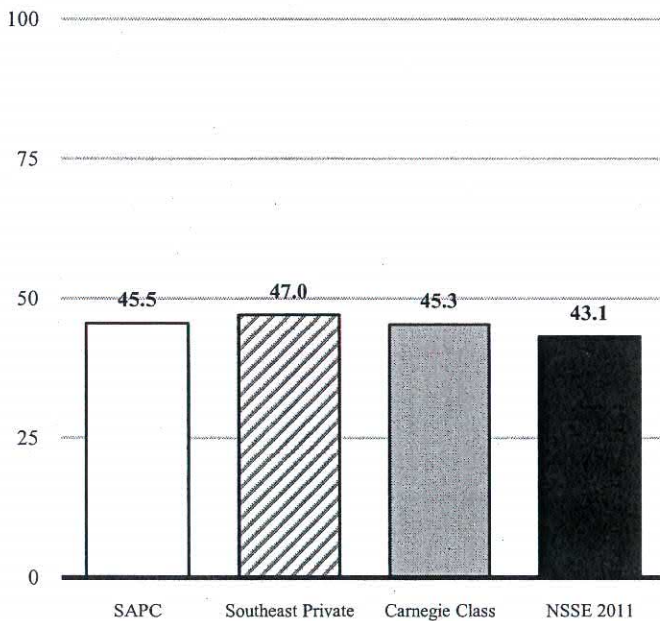
Class	SAPC	Southeast Private			Carnegie Class			NSSE 2011		Effect Size ^c
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	
First-Year	45.5	47.0		-.08	45.3		.01	43.1		.14
Senior	61.9	53.8	**	.45	53.7	**	.45	51.3	***	.60

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

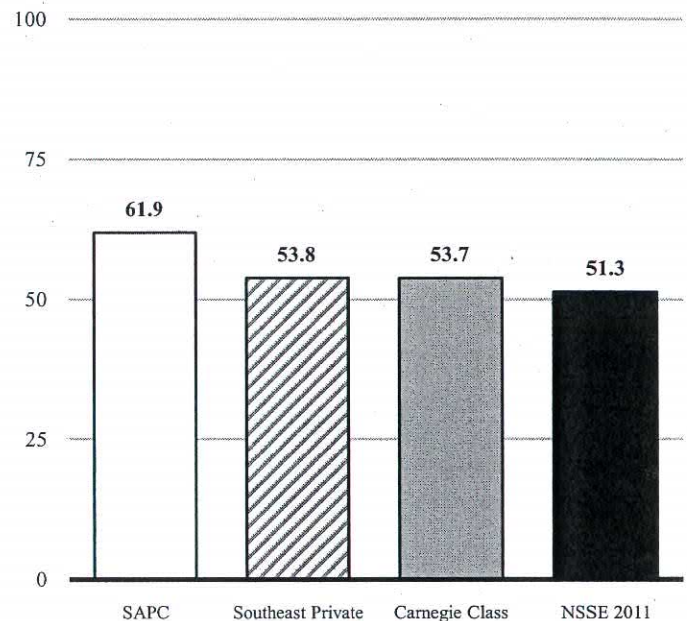
^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

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 (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

St. Andrews Presbyterian College compared with:

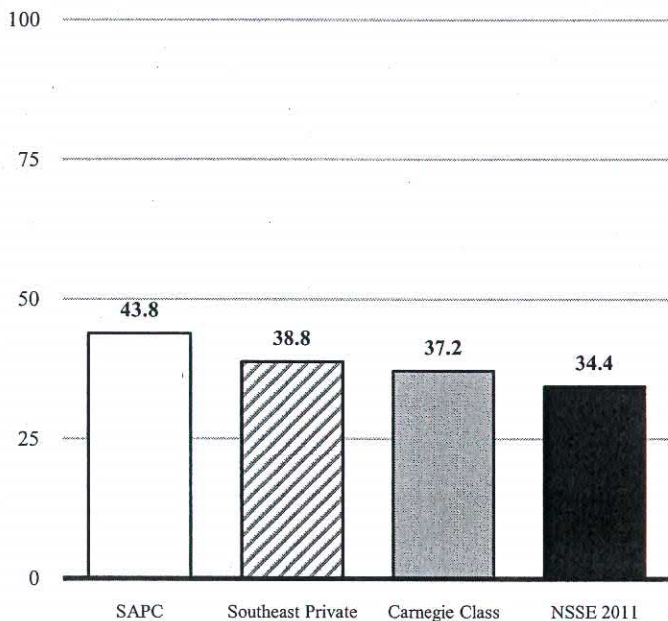
Class	SAPC	Southeast Private			Carnegie Class			NSSE 2011		Effect Size ^c
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	
First-Year	43.8	38.8		.26	37.2	*	.35	34.4	**	.51
Senior	60.0	47.1	***	.58	44.9	***	.70	41.9	***	.85

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

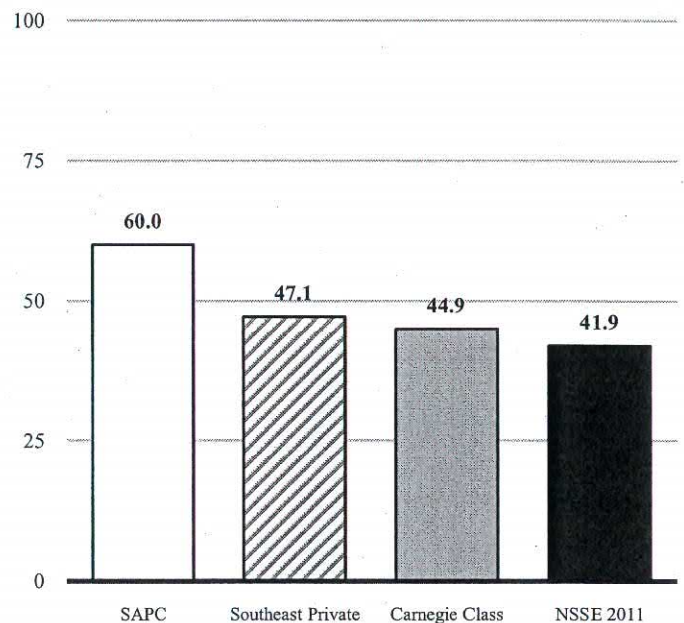
^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

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

Enriching Educational Experiences (EEE)

Mean Comparisons

St. Andrews Presbyterian College compared with:

Class	SAPC	Southeast Private			Carnegie Class			NSSE 2011		Effect Size ^c
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	
First-Year	35.1	29.8	*	.38	26.9	***	.58	27.8	**	.55
Senior	54.9	43.5	***	.59	40.1	***	.80	40.4	***	.79

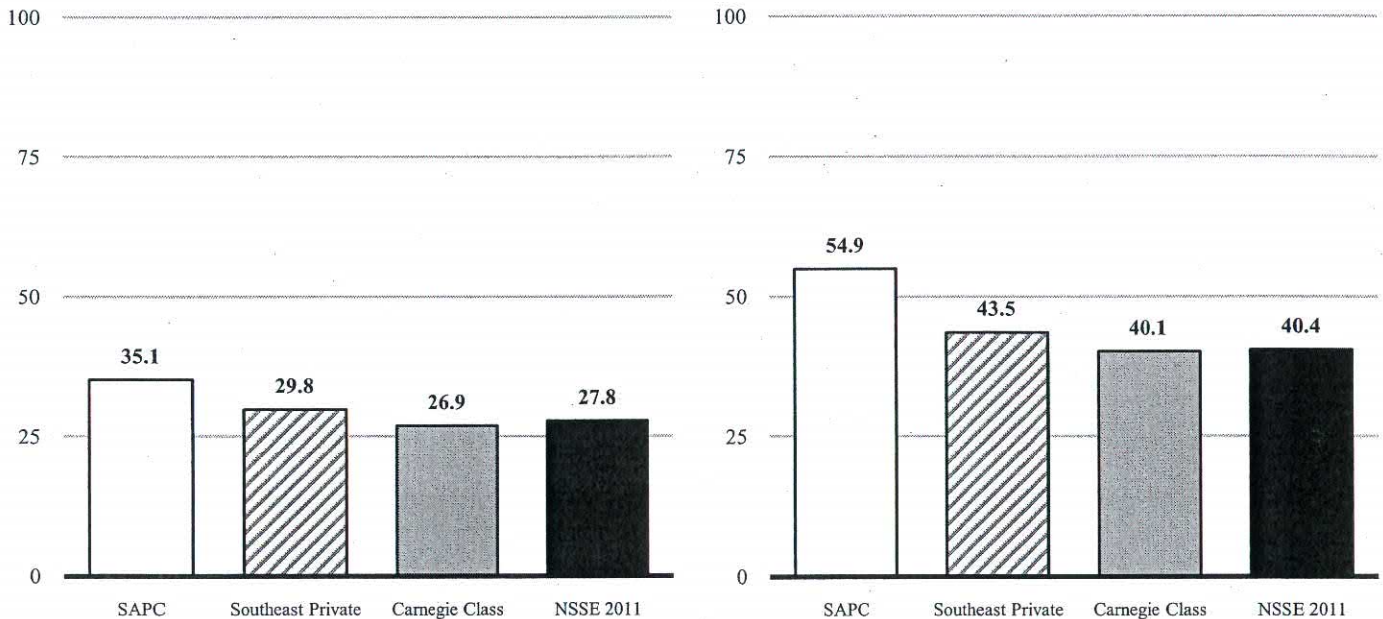
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^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

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.

- 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

St. Andrews Presbyterian College compared with:

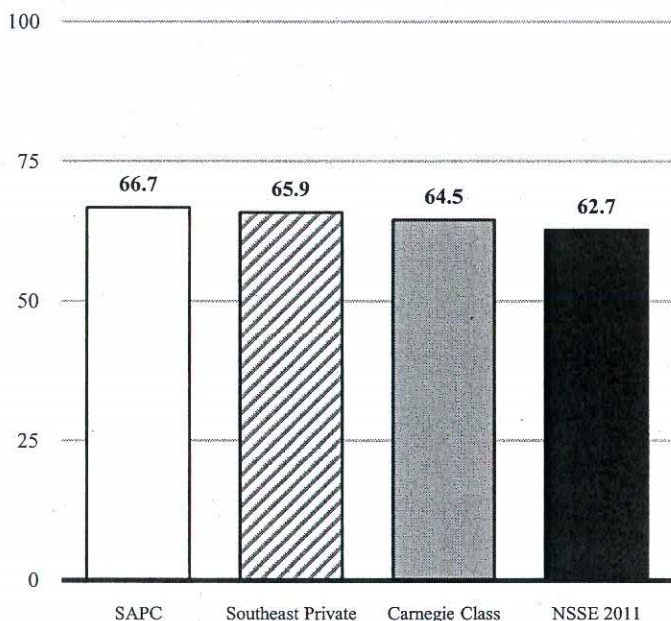
Class	SAPC		Southeast Private			Carnegie Class			NSSE 2011	
	Mean ^a		Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b
First-Year	66.7		65.9		.04	64.5		.11	62.7	
Senior	73.0		64.1	**	.45	62.9	**	.52	59.1	***

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

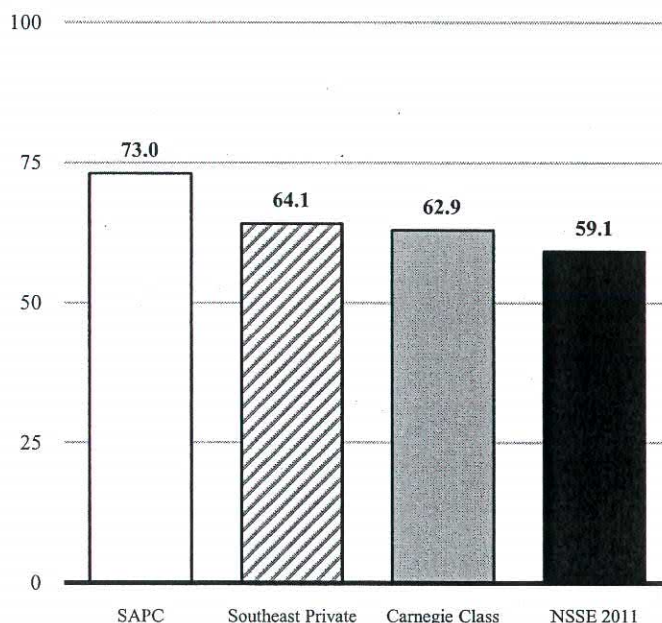
^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

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