NSSE 2001 Report
Improving the College Experience: National Benchmarks of Effective Educational Practice

University of Hawai‘i at Hilo
Baccalaureate Colleges - Liberal Arts
What is the NSSE?

(pronounced “nessie”)

- College student survey that assesses the extent to which students engage in educational practices associated with high levels of learning and development

- NSSE is supported by a grant from The Pew Charitable Trusts

- Co-sponsored by The Carnegie Foundation for the Advancement of Teaching and The Pew Forum on Undergraduate Learning
Good Educational Practices

“Seven principles of good practice in undergraduate education” (Chickering and Gamson, 1987)

- Student-faculty contact
- Cooperation among students
- Active learning
- Prompt feedback
- Time on task
- High expectations
- Respect for diverse talents and ways of learning
What Really Matters in College: Engagement

“The research is unequivocal: students who are actively involved in both academic and out-of-class activities gain more from the college experience than those who are not so involved.”

Ernest T. Pascarella & Patrick T. Terenzini, How College Affects Students
NSSE developed five indicators, or benchmarks, of effective educational practices to represent the multi-dimensional nature of student engagement at the institutional, sector, and national levels.
NSSE Benchmark Data

- 208 student respondents from UH Hilo
- 470 different four-year colleges and universities from surveys conducted in spring 2000 and 2001
- Institutions from 49 states, Washington, DC & Puerto Rico
- Data from more than 105,000 first-year and senior students
### Interpreting the Means Summary Report

**Variables**

<table>
<thead>
<tr>
<th>Variable Names</th>
<th>Your College</th>
<th>Liberal Arts</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Mean</td>
<td>Sig*</td>
</tr>
<tr>
<td><strong>COLLEGE ACTIVITIES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suportive Campus Environments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emphasize: Providing the support you need to help you succeed academically</td>
<td>ENVSUPRT</td>
<td>1st Yr.</td>
<td>2.96</td>
</tr>
<tr>
<td>Emphasize: Helping you cope with your non-academic responsibilities (work, family, etc.)</td>
<td>ENVNCAD</td>
<td>1st Yr.</td>
<td>1.87</td>
</tr>
<tr>
<td>Emphasize: Providing the support you need to thrive socially</td>
<td>ENVSOC</td>
<td>1st Yr.</td>
<td>2.21</td>
</tr>
<tr>
<td>Quality: Relationships with other students</td>
<td>ENVSTU</td>
<td>1st Yr.</td>
<td>1.72</td>
</tr>
<tr>
<td>Quality: Relationships with faculty members</td>
<td>ENVPAC</td>
<td>1st Yr.</td>
<td>1.21</td>
</tr>
<tr>
<td>Quality: Relationships with administrative personnel and offices</td>
<td>ENVADM</td>
<td>1st Yr.</td>
<td>1.72</td>
</tr>
</tbody>
</table>

**Statistical Significance**

- *Significant at the 0.05 level

**Class**

- 1 = never, 2 = occasionally, 3 = often, 4 = very often

**Effect Size**

- Cohen’s d
**Interpreting the Means Summary Report**

**Variables:** Items from NSSE’s survey instrument, *The College Student Report*, appear in the left column.

**Variable Names:** The name of each variable appears in the second column to help facilitate reference to our institutional data file and summary statistics for any additional analysis.

**Mean:** A mean is an arithmetic average of all responses on a particular item. Means are provided for our institution, Carnegie 2000 Classification, and for the NSSE 2001 national sample.

**Class:** Responses to each item are reported for first-year students and seniors.

**Effect Size:** Effect size indicates the “practical significance” of the magnitude of the mean difference. It is calculated by dividing the mean difference by the mean standard deviation of the comparison group with which the institution is being compared (Carnegie classification or NSSE 2001). To illustrate, an effect size of .2 is considered small, .5 is moderate, and .8 is large. A positive sign indicates that our 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. An exception to this interpretation is the “coming to class unprepared” item (p. 1 of *The Report*) where a negative sign is preferred (i.e., fewer students reporting coming to class unprepared).

**Statistical Significance:** Mean comparisons were conducted between our institution score and the scores of the Carnegie classification and NSSE 2001 comparison groups. Mean differences that are significant at the p<.001 level are indicated by an asterisk (*) in the significance column. This indicates there is a 99.9% chance that the mean difference is not due to chance or random error. The p<.001 level is necessary for Carnegie class and NSSE 2001 comparisons because with such large sample sizes it is fairly easy to produce statistically significant differences at less stringent levels.
Level of Academic Challenge

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. Activities and conditions:

- Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)
- Worked harder than you thought you could to meet an instructor’s standards or expectations
- 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 between 5 and 19 pages
- Number of written papers or reports fewer than 5 pages
- Coursework emphasizes: Analyzing the basic elements of an idea, experience or theory
- Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences
- Coursework emphasizes: Making judgments about the value of information, arguments, or methods
- Coursework emphasizes: Applying theories or concepts to practical problems or in new situations
- Campus environment emphasizes spending significant amounts of time studying and on academic work
## Level of Academic Challenge (UH Hilo First-Year Students)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Your College</th>
<th>Bac-Liberal Arts</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Mean</td>
<td>Sig^a</td>
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<td>--------------------------------------</td>
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</tr>
<tr>
<td>Variable</td>
<td>Var. Name</td>
<td>Class</td>
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<tr>
<td>Level of Academic Challenge</td>
<td>ACADPR01</td>
<td>1st Yr.</td>
<td>3.28</td>
</tr>
<tr>
<td>Hours spent in typical week:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 = 0; 2 = 1-5; 3 = 6-10; 4 = 11-15; 5 = 16-20; 6 = 21-25; 7 = 26-30; 8 = over 30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Number of assigned textbooks, books, or book-length packets of course reading</td>
<td>READASGN</td>
<td>1st Yr.</td>
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<tr>
<td>Number of written papers or reports of 20 pages or more</td>
<td>WRITEMOR</td>
<td>1st Yr.</td>
<td>1.28</td>
</tr>
<tr>
<td>Number of written papers or reports between 5 and 19 pages</td>
<td>WRITEMID</td>
<td>1st Yr.</td>
<td>2.16</td>
</tr>
<tr>
<td>Number of written papers or reports of fewer than 5 pages</td>
<td>WRITESML</td>
<td>1st Yr.</td>
<td>2.84</td>
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</table>

**Interpreting these results**
## Level of Academic Challenge (UH Hilo First-Year Students)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Var. Name</th>
<th>Class</th>
<th>Your College</th>
<th>Bac-Liberal Arts</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mean</td>
<td>Mean</td>
<td>Sig</td>
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<tr>
<td>Level of Academic Challenge</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Analyzing the basic element of an idea, experience or theory</td>
<td>ANALYZE</td>
<td>1st Yr.</td>
<td>2.93</td>
<td>3.30</td>
<td>*</td>
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<tr>
<td>Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships</td>
<td>SYNTHESZ</td>
<td>1st Yr.</td>
<td>2.70</td>
<td>3.03</td>
<td>*</td>
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<tr>
<td>Making judgments about the value of information, arguments, or methods</td>
<td>EVALUATE</td>
<td>1st Yr.</td>
<td>2.65</td>
<td>2.92</td>
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<tr>
<td>Applying theories or concepts to practical problems or in new situations</td>
<td>APPLYING</td>
<td>1st Yr.</td>
<td>2.72</td>
<td>3.04</td>
<td>*</td>
</tr>
<tr>
<td>Spending significant amounts of time studying and on academic work</td>
<td>ENV SCHOL</td>
<td>1st Yr.</td>
<td>2.92</td>
<td>3.27</td>
<td>*</td>
</tr>
<tr>
<td>Worked harder than you thought you could to meet an instructor's standards or expectations</td>
<td>WORKHARD</td>
<td>1st Yr.</td>
<td>2.36</td>
<td>2.61</td>
<td></td>
</tr>
</tbody>
</table>

1 = very little; 2 = some; 3 = quite a bit; 4 = very much

1 = never; 2 = sometimes; 3 = often; 4 = very often

**Interpreting these results**
Level of Academic Challenge (UH Hilo First-Year Students)

Benchmark Mean

- UH Hilo: 46.6
- Bac-Liberal Arts: 57.2
- National: 52.9
## Level of Academic Challenge (UH Hilo Seniors)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Var. Name</th>
<th>Class</th>
<th>Your College</th>
<th>Bac-Liberal Arts</th>
<th>National</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mean</td>
<td>Mean  Sig* Effect Size</td>
<td>Mean  Sig* Effect Size</td>
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<tr>
<td><strong>COLLEGE ACTIVITIES</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Level of Academic Challenge</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4.22</td>
<td>4.51</td>
<td>4.10</td>
</tr>
<tr>
<td>Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)</td>
<td>ACADPR01</td>
<td>Senior</td>
<td>4.22</td>
<td>4.51</td>
<td>4.10</td>
</tr>
<tr>
<td>Hours spent in typical week:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 = 0; 2 = 1-5; 3 = 6-10; 4 = 11-15; 5 = 16-20; 6 = 21-25; 7 = 26-30; 8 = over 30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of assigned textbooks, books, or book-length packets of course reading</td>
<td>READASGN</td>
<td>Senior</td>
<td>3.20</td>
<td>3.65 * -0.45</td>
<td>3.28</td>
</tr>
<tr>
<td>Number of written papers or reports of 20 pages or more</td>
<td>WRITEMOR</td>
<td>Senior</td>
<td>1.70</td>
<td>1.72</td>
<td>1.64</td>
</tr>
<tr>
<td>Number of written papers or reports between 5 and 19 pages</td>
<td>WRITEMID</td>
<td>Senior</td>
<td>2.49</td>
<td>2.90 * -0.44</td>
<td>2.66</td>
</tr>
<tr>
<td>Number of written papers or reports of fewer than 5 pages</td>
<td>WRITESML</td>
<td>Senior</td>
<td>2.92</td>
<td>3.18</td>
<td>3.12</td>
</tr>
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Interpreting these results
## Level of Academic Challenge (UH Hilo Seniors)

<table>
<thead>
<tr>
<th>Task Description</th>
<th>Code</th>
<th>Senior Average</th>
<th>Range</th>
<th>1 = never; 2 = sometimes; 3 = often; 4 = very often</th>
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</thead>
<tbody>
<tr>
<td>Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships</td>
<td>SYNTHESZ</td>
<td>3.06</td>
<td>3.25</td>
<td>3.04</td>
</tr>
<tr>
<td>Making judgments about the value of information, arguments, or methods</td>
<td>EVALUATE</td>
<td>3.04</td>
<td>3.05</td>
<td>2.92</td>
</tr>
<tr>
<td>Applying theories or concepts to practical problems or in new situations</td>
<td>APPLYING</td>
<td>3.17</td>
<td>3.19</td>
<td>3.16</td>
</tr>
<tr>
<td>Spending significant amounts of time studying and on academic work</td>
<td>ENVSCHOL</td>
<td>3.02</td>
<td>3.30</td>
<td>3.12</td>
</tr>
<tr>
<td>Worked harder than you thought you could to meet an instructor's standards or expectations</td>
<td>WORKHARD</td>
<td>2.78</td>
<td>2.71</td>
<td>2.67</td>
</tr>
</tbody>
</table>
Level of Academic Challenge
(UH Hilo Seniors)

<table>
<thead>
<tr>
<th></th>
<th>Benchmark Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH Hilo</td>
<td>57</td>
</tr>
<tr>
<td>Bac-Liberal Arts</td>
<td>60.5</td>
</tr>
<tr>
<td>National</td>
<td>56.6</td>
</tr>
</tbody>
</table>
Active and Collaborative Learning

Active and Collaborative Learning

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

- 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 reading or classes with others outside of class (students, family members, co-workers, etc.)
Active and Collaborative Learning

<table>
<thead>
<tr>
<th>Benchmark Mean</th>
<th>First-Year Students</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>40.9</td>
<td>49.7</td>
</tr>
<tr>
<td>Doc/Res-Ext</td>
<td>39.2</td>
<td>47.2</td>
</tr>
<tr>
<td>Doc/Res-Int</td>
<td>40.5</td>
<td>50.2</td>
</tr>
<tr>
<td>Master’s</td>
<td>42.4</td>
<td>52.1</td>
</tr>
<tr>
<td>Bac-Lib Arts</td>
<td>44</td>
<td>51.1</td>
</tr>
<tr>
<td>Bac-Gen</td>
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## Active and Collaborative Learning
*(UH Hilo First-Year Students)*

<table>
<thead>
<tr>
<th>Variable</th>
<th>Var. Name</th>
<th>Class</th>
<th>Mean</th>
<th>Mean Sig</th>
<th>Effect Size</th>
<th>Mean</th>
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<td>COLLEGE ACTIVITIES</td>
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<tr>
<td>Active and Collaborative Learning</td>
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</tr>
<tr>
<td>Asked questions in class or contributed to</td>
<td>CLQUEST</td>
<td>1st Yr.</td>
<td>2.48</td>
<td>3.02</td>
<td>* -0.66</td>
<td>2.79</td>
<td></td>
<td></td>
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<tr>
<td>class discussions</td>
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<td></td>
</tr>
<tr>
<td>Made a class presentation</td>
<td>CLPRESEN</td>
<td>1st Yr.</td>
<td>2.23</td>
<td>2.22</td>
<td></td>
<td>2.18</td>
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</tr>
<tr>
<td>Worked with other students on projects during</td>
<td>CLASSGRP</td>
<td>1st Yr.</td>
<td>2.50</td>
<td>2.33</td>
<td></td>
<td>2.42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>class</td>
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<td></td>
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</tr>
<tr>
<td>Worked with classmates outside of class to</td>
<td>OCCGRP</td>
<td>1st Yr.</td>
<td>2.24</td>
<td>2.51</td>
<td></td>
<td>2.35</td>
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<tr>
<td>prepare class assignments</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Tutored or taught other students (paid or</td>
<td>TUTOR</td>
<td>1st Yr.</td>
<td>1.58</td>
<td>1.70</td>
<td></td>
<td>1.63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>voluntary)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Participated in a community-based project as</td>
<td>COMMPROJ</td>
<td>1st Yr.</td>
<td>1.39</td>
<td>1.43</td>
<td></td>
<td>1.37</td>
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</tr>
<tr>
<td>part of a regular course</td>
<td></td>
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</tr>
<tr>
<td>Discussed ideas from your readings or classes</td>
<td>OOCIDEAS</td>
<td>1st Yr.</td>
<td>0.61</td>
<td>1.95</td>
<td>* -0.41</td>
<td>1.74</td>
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<td></td>
</tr>
<tr>
<td>with others outside of class (students,</td>
<td></td>
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<td>family members, coworkers, etc.)</td>
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<td></td>
</tr>
</tbody>
</table>

*1 = never; 2 = sometimes; 3 = often; 4 = very often*

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Interpreting these results...
Active and Collaborative Learning (UH Hilo First-Year Students)
# Active and Collaborative Learning (UH Hilo Seniors)

## COLLEGE ACTIVITIES

### Active and Collaborative Learning

<table>
<thead>
<tr>
<th>Variable</th>
<th>Var. Name</th>
<th>Class</th>
<th>Your College</th>
<th>Bac-Liberal Arts</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>Made a class presentation</td>
<td>CLPRESEN</td>
<td>Senior</td>
<td>2.68</td>
<td>2.83</td>
<td>2.79</td>
</tr>
<tr>
<td>Worked with other students on projects during class</td>
<td>CLASSGRP</td>
<td>Senior</td>
<td>2.44</td>
<td>2.38</td>
<td>2.51</td>
</tr>
<tr>
<td>Worked with classmates outside of class to prepare class assignments</td>
<td>OCCGRP</td>
<td>Senior</td>
<td>2.62</td>
<td>2.72</td>
<td>2.73</td>
</tr>
<tr>
<td>Tutored or taught other students (paid or voluntary)</td>
<td>TUTOR</td>
<td>Senior</td>
<td>1.99</td>
<td>1.98</td>
<td>1.82</td>
</tr>
<tr>
<td>Participated in a community-based project as part of a regular course</td>
<td>COMMPROJ</td>
<td>Senior</td>
<td>1.75</td>
<td>1.61</td>
<td>1.57</td>
</tr>
<tr>
<td>Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)</td>
<td>OCCIDEAS</td>
<td>Senior</td>
<td>3.03</td>
<td>2.32</td>
<td>2.03</td>
</tr>
</tbody>
</table>

*1 = never; 2 = sometimes; 3 = often; 4 = very often*
Active and Collaborative Learning (UH Hilo Seniors)

Benchmark Mean

- UH Hilo: 50.3
- Bac-Liberal Arts: 52.1
- National: 49.7
Student Interactions with Faculty Members

Students see first-hand 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. Activities:

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your reading 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 feedback from faculty on your academic performance
- Worked with a faculty member on a research project
Student Interactions with Faculty Members

Benchmark Mean

First-Year Students
- National: 35.1
- Doc/Res-Ext: 31.6
- Doc/Res-Int: 33.3
- Master's: 34.2
- Bac-Lib Arts: 39.7
- Bac-Gen: 36.3

Seniors
- National: 42.9
- Doc/Res-Ext: 38.4
- Doc/Res-Int: 39.4
- Master's: 41.7
- Bac-Lib Arts: 50.6
- Bac-Gen: 44.1
## Student Interactions with Faculty Members
(UH Hilo First-Year Students)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Code</th>
<th>1st Yr. 1</th>
<th>1st Yr. 2</th>
<th>FACGRADE 1</th>
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<tr>
<td>Discussed grades or assignments with an instructor</td>
<td>FACGRADE</td>
<td>2.41</td>
<td>2.68</td>
<td>2.56</td>
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<td>Talked about career plans with a faculty member or advisor</td>
<td>FACPLANS</td>
<td>1.86</td>
<td>2.19</td>
<td>* -0.39</td>
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<tr>
<td>Discussed ideas from your readings or classes with faculty members outside of class</td>
<td>FACIDEAS</td>
<td>1.67</td>
<td>1.95</td>
<td>* -0.34</td>
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<tr>
<td>Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)</td>
<td>FACOTHER</td>
<td>1.52</td>
<td>1.69</td>
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<tr>
<td>Received prompt feedback from faculty on your academic performance (written or oral)</td>
<td>FACFEED</td>
<td>2.82</td>
<td>2.81</td>
<td>* -0.62</td>
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<tr>
<td>Work on a research project with a faculty member outside of course or program requirements</td>
<td>OOCIDEAS</td>
<td>32.0% yes**</td>
<td>29.2% yes</td>
<td></td>
</tr>
</tbody>
</table>

**Means not available for this item - Only "Undecided", "No", and "Yes" frequencies.

---

**Interpreting these results**
Student Interactions with Faculty Members (UH Hilo First-Year Students)

Benchmark Mean

UH Hilo: 31.1
Bac-Liberal Arts: 39.7
National: 35.1
# Student Interactions with Faculty Members
(UH Hilo Seniors)

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<thead>
<tr>
<th>College Activities</th>
<th>FACGRADE</th>
<th>Senior Average</th>
<th>FACPLANS</th>
<th>Senior Average</th>
<th>FACIDEAS</th>
<th>Senior Average</th>
<th>FACOTHER</th>
<th>Senior Average</th>
<th>FACIDEAS</th>
<th>Senior Average</th>
<th>FACGRADE</th>
<th>Senior Average</th>
<th>FACFEED</th>
<th>Senior Average</th>
<th>FACIDEAS</th>
<th>Senior Average</th>
<th>FACIDEAS</th>
<th>Senior Average</th>
<th>FACIDEAS</th>
<th>Senior Average</th>
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<tr>
<td>Discussed grades or assignments with an instructor</td>
<td>FACGRADE</td>
<td>Senior</td>
<td>2.88</td>
<td>2.92</td>
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<td>FACPLANS</td>
<td>Senior</td>
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<td>* -0.33</td>
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<td>Discussed ideas from your readings or classes with faculty members outside of class</td>
<td>FACIDEAS</td>
<td>Senior</td>
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</tr>
<tr>
<td>Received prompt feedback from faculty on your academic performance (written or oral)</td>
<td>FACFEED</td>
<td>Senior</td>
<td>2.80</td>
<td>2.98</td>
<td>2.80</td>
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</tr>
<tr>
<td>Work on a research project with a faculty member outside of course or program requirements</td>
<td>OOCIDEAS</td>
<td>Senior</td>
<td>34.6% yes **</td>
<td>30% yes</td>
<td>23.3% yes</td>
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</tr>
</tbody>
</table>

**Means not available, just frequencies for "Undecided", "No" and "Yes".

**Interpreting these results**
Student Interactions with Faculty Members (Your College Seniors)

- **UH Hilo**: 46.8
- **Bac-Liberal Arts**: 50.6
- **National**: 42.9

Benchmarks are compared for different institutions.
Enriching Educational Experiences

Complementary learning opportunities inside and outside the classroom augment the academic program. Experiencing diversity teaches students valuable things about themselves and other cultures. Used appropriately, technology facilitates learning and promotes collaboration between peers and instructors. Internships, community service, and senior capstone courses provide students with opportunities to synthesize, integrate, and apply their knowledge. Such experiences make learning more meaningful and, ultimately, more useful because what students know becomes a part of who they are. Activities and conditions:

- Talking with students with different religious beliefs, political opinions, or values
- Talking with students of a different race or ethnicity
- An institutional climate that encourages contact among students from different economic, social, and racial or ethnic backgrounds
- Using electronic technology to discuss or complete assignments

Participating in:
- Internships or field experiences
- Community service or volunteer work
- Foreign language coursework
- Study abroad
- Independent study or self-designed major
- Culminating senior experience
- Co-curricular activities
Enriching Educational Experiences

Benchmark Mean

First-Year Students
- National: 55.4
- Doc/Res-Ext: 55.3
- Doc/Res-Int: 54.1
- Bac-Lib Arts: 52.9
- Bac-Gen: 53.1
- Master's: 64

Seniors
- National: 54.6
- Doc/Res-Ext: 47.6
- Doc/Res-Int: 45
- Bac-Lib Arts: 45.5
- Bac-Gen: 56
- Master's: 59.9

Legend:
- National
- Doc/Res-Ext
- Doc/Res-Int
- Bac-Lib Arts
- Bac-Gen
- Master's
### Enriching Educational Experience (UH Hilo First-Year Students)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Var. Name</th>
<th>Class</th>
<th>Mean</th>
<th>Mean</th>
<th>Sig*b</th>
<th>Effect Size</th>
<th>Mean</th>
<th>Sig*b</th>
<th>Effect Size</th>
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</thead>
<tbody>
<tr>
<td><strong>COLLEGE ACTIVITIES</strong></td>
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<tr>
<td>Had serious conversations with students of a</td>
<td>DIVRSTUD</td>
<td>1st Yr.</td>
<td>2.95</td>
<td>2.80</td>
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<td>different race or ethnicity than your own</td>
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<td>1st Yr.</td>
<td>2.95</td>
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<td>DIFFSTUD</td>
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<tr>
<td>differ from you in terms of their religious</td>
<td>ITACADEM</td>
<td>1st Yr.</td>
<td>2.91</td>
<td>2.69</td>
<td>*</td>
<td>-0.55</td>
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<td>beliefs, political opinions, or personal values</td>
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<td>Used an electronic medium (list-serv, chat</td>
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<td>group, Internet, etc.) to discuss or complete</td>
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<tr>
<td><strong>Hours spent in typical week:</strong></td>
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<tr>
<td>1 = very little; 2 = some; 3 = quite a bit;</td>
<td>1 = 0; 2</td>
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<td>4 = very much</td>
<td>3 = 6-10; 4 = 11-15; 5 = 16-20; 6 = 21-25; 7 = 26-30; 8 = over 30</td>
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<td>Participating in co-curricular activities</td>
<td>COCURRE01</td>
<td>1st Yr.</td>
<td>1.83</td>
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<tr>
<td>(organizations, campus publications, student</td>
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<td>government, social fraternity/sorority,</td>
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<tr>
<td>intercollegiate/intramural sports, etc.)</td>
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<tr>
<td><strong>Emphasize:</strong> Encouraging contact among</td>
<td>ENVDIVRS</td>
<td>1st Yr.</td>
<td>2.91</td>
<td>2.65</td>
<td></td>
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<td>2.54</td>
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<td>students from different economic, social, and</td>
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*Interpreting these results*
# Enriching Educational Experience
(UH Hilo First-Year Students)
Frequency Distributions

<table>
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<tr>
<th>Variable</th>
<th>Var. Name</th>
<th>Class</th>
<th>Count</th>
<th>Col %</th>
<th>Count</th>
<th>Col %</th>
<th>Count</th>
<th>Col %</th>
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<tbody>
<tr>
<td><strong>COLLEGE ACTIVITIES</strong></td>
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<tr>
<td>Enriching Educational Experience</td>
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<td></td>
</tr>
<tr>
<td>Practicum, internship, field experience, co-op experience, or clinical assignment</td>
<td>INTERN</td>
<td>1st Yr.</td>
<td>Undecided</td>
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<td>23.8%</td>
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<td>16.4%</td>
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<td>61.6%</td>
<td>4696</td>
<td>80.3%</td>
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<td>61</td>
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<td>4614</td>
<td>79.0%</td>
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<td>Foreign language coursework</td>
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<td>55.0%</td>
<td>3563</td>
<td>61.0%</td>
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<td>Study abroad</td>
<td>STUDYABR</td>
<td>1st Yr.</td>
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<td>36</td>
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<td>No</td>
<td>23</td>
<td>23.0%</td>
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<td>41</td>
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<td>3101</td>
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<td>Independent study or self-designed major</td>
<td>INDSTUDY</td>
<td>1st Yr.</td>
<td>Undecided</td>
<td>44</td>
<td>44.4%</td>
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<td>42.9%</td>
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<td>33.9%</td>
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<td>16.2%</td>
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<td>23.2%</td>
<td>5746</td>
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<tr>
<td>Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)</td>
<td>SENIORX</td>
<td>1st Yr.</td>
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<td>40</td>
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<td>35.7%</td>
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<td>23</td>
<td>23.2%</td>
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<td>7.6%</td>
<td>4496</td>
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<td>Yes</td>
<td>36</td>
<td>36.4%</td>
<td>3310</td>
<td>56.7%</td>
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Enriching Educational Experiences (UH Hilo First-Year Students)
## Enriching Educational Experiences
(UH Hilo Seniors)

<table>
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<tr>
<th>Variable</th>
<th>Var. Name</th>
<th>Class</th>
<th>Mean</th>
<th>Mean Sig</th>
<th>Effect Size</th>
<th>Mean</th>
<th>Sig*</th>
<th>Effect Size</th>
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<td><strong>COLLEGE ACTIVITIES</strong></td>
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</tr>
<tr>
<td>Had serious conversations with students of a different race or ethnicity than your own</td>
<td>DIVRSTUD</td>
<td>Senior</td>
<td>3.16</td>
<td>2.74</td>
<td>* 0.44</td>
<td>2.64</td>
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<td></td>
</tr>
<tr>
<td>Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values</td>
<td>DIFFSTUD</td>
<td>Senior</td>
<td>2.93</td>
<td>3.04</td>
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<td>2.84</td>
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<td></td>
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<tr>
<td>Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment</td>
<td>ITACADEM</td>
<td>Senior</td>
<td>2.60</td>
<td>2.71</td>
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<td>2.71</td>
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<tr>
<td><strong>Hours spent in typical week:</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participating in co-curricular activities (organizations, campus publications, student government, social fraternity/sorority, intercollegiate/intramural sports, etc.)</td>
<td>COCURR01</td>
<td>Senior</td>
<td>1.63</td>
<td>2.63</td>
<td>* -0.63</td>
<td>2.21</td>
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<td></td>
</tr>
<tr>
<td>Emphasize: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds</td>
<td>ENVDIVRS</td>
<td>Senior</td>
<td>2.91</td>
<td>2.42</td>
<td>* 0.50</td>
<td>2.33</td>
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<td>* 0.32</td>
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*Interpreting these results*
## COLLEGE ACTIVITIES

### Enriching Educational Experience

<table>
<thead>
<tr>
<th>Variable</th>
<th>Var. Name</th>
<th>Class</th>
<th>Count</th>
<th>Col %</th>
<th>Count</th>
<th>Col %</th>
<th>Count</th>
<th>Col %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum, internship, field experience, co-op experience, or clinical assignment</td>
<td>INTERN</td>
<td>Senior</td>
<td>Undecided</td>
<td>20</td>
<td>18.7%</td>
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<td>5.0%</td>
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<td>No</td>
<td>22</td>
<td>20.6%</td>
<td>1365</td>
<td>21.7%</td>
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<tr>
<td></td>
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<td></td>
<td>Yes</td>
<td>65</td>
<td>60.7%</td>
<td>4599</td>
<td>73.3%</td>
<td>26952</td>
</tr>
<tr>
<td>Community service or volunteer work</td>
<td>VOLUNTER</td>
<td>Senior</td>
<td>Undecided</td>
<td>11</td>
<td>10.4%</td>
<td>344</td>
<td>5.5%</td>
<td>3383</td>
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<tr>
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<td>70.8%</td>
<td>4646</td>
<td>74.3%</td>
<td>23364</td>
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<td>Foreign language coursework</td>
<td>FORLANG</td>
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<td>Undecided</td>
<td>11</td>
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<td>34.6%</td>
<td>3796</td>
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<td>Study abroad</td>
<td>STUDYABR</td>
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<td>Undecided</td>
<td>22</td>
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<td>12.1%</td>
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<td>33.7%</td>
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<tr>
<td>Independent study or self-designed major</td>
<td>INDS TUDY</td>
<td>Senior</td>
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<td>18</td>
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<td>43.4%</td>
<td>3355</td>
<td>53.7%</td>
<td>23767</td>
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<td>42</td>
<td>39.6%</td>
<td>2646</td>
<td>42.3%</td>
<td>10823</td>
</tr>
<tr>
<td>Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)</td>
<td>SENIORX</td>
<td>Senior</td>
<td>Undecided</td>
<td>30</td>
<td>28.3%</td>
<td>292</td>
<td>4.7%</td>
<td>3121</td>
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<td>No</td>
<td>23</td>
<td>21.7%</td>
<td>1462</td>
<td>23.3%</td>
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<td>Yes</td>
<td>53</td>
<td>50.0%</td>
<td>4510</td>
<td>72.0%</td>
<td>20798</td>
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</table>
Enriching Educational Experiences (UH Hilo Seniors)

Benchmark Mean

- UH Hilo: 53.5
- Bac-Liberal Arts: 56
- National: 47.6
Supportive Campus Environment

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. Conditions:

- Campus environment provides 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
Supportive Campus Environment

![Bar chart showing benchmark means for different student groups and years.](chart_image)

- **First-Year Students**
  - National: 60.2
  - Doc/Res-Ext: 56.1
  - Doc/Res-Int: 56.9
  - Master’s: 64.3
  - Bac-Lib Arts: 63.1
  - Bac-Gen: 56.8

- **Seniors**
  - National: 56.8
  - Doc/Res-Ext: 51.2
  - Doc/Res-Int: 52.9
  - Master’s: 56.8
  - Bac-Lib Arts: 61.7
  - Bac-Gen: 59.9
## Supportive Campus Environments
### (UH Hilo First-Year Students)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Var. Name</th>
<th>Class</th>
<th>Mean</th>
<th>Bac-Liberal Arts Mean</th>
<th>Sig*</th>
<th>Effect Size</th>
<th>National Mean</th>
<th>Sig*</th>
<th>Effect Size</th>
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<tbody>
<tr>
<td><strong>COLLEGE ACTIVITIES</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emphasize: Providing the support you need to help you succeed academically</td>
<td>ENVSUPRT</td>
<td>1st Yr.</td>
<td>2.87</td>
<td>3.19</td>
<td>*</td>
<td>-0.42</td>
<td>3.00</td>
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<td>Emphasize: Helping you cope with your non-academic responsibilities (work, family, etc.)</td>
<td>ENVNACAD</td>
<td>1st Yr.</td>
<td>2.15</td>
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<td>-0.35</td>
<td>2.08</td>
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<td>-0.35</td>
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<td>Emphasize: Providing the support you need to thrive socially</td>
<td>ENVSOCAL</td>
<td>1st Yr.</td>
<td>2.30</td>
<td>2.46</td>
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<td>2.33</td>
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<td></td>
</tr>
<tr>
<td>Quality: Relationships with other students</td>
<td>ENVSTU</td>
<td>1st Yr.</td>
<td>5.65</td>
<td>5.80</td>
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<td></td>
<td>5.69</td>
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<td>Quality: Relationships with faculty members</td>
<td>ENVFAC</td>
<td>1st Yr.</td>
<td>5.19</td>
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<tr>
<td>Quality: Relationships with administrative personnel and offices</td>
<td>ENVADM</td>
<td>1st Yr.</td>
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</table>

*Interpreting these results*
Supportive Campus Environment (UH Hilo First-Year Students)

![Bar chart showing benchmark means for UH Hilo, Bac-Liberal Arts, and National.]

- UH Hilo: 58.7
- Bac-Liberal Arts: 64.3
- National: 60.2
Supportive Campus Environments  
(UH Hilo Seniors)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Var. Name</th>
<th>Class</th>
<th>Mean</th>
<th>Mean</th>
<th>Sig*</th>
<th>Effect Size</th>
<th>Mean</th>
<th>Sig*</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLLEGE ACTIVITIES</td>
<td>1 = very little; 2 = some; 3 = quite a bit; 4 = very much</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suportive Campus Environments</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emphasize: Providing the support you need to help you succeed academically</td>
<td>ENVSUPRT</td>
<td>Senior</td>
<td>2.89</td>
<td>3.11</td>
<td></td>
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</tr>
<tr>
<td>Emphasize: Helping you cope with your non-academic responsibilities (work, family, etc.)</td>
<td>ENVNACAD</td>
<td>Senior</td>
<td>2.11</td>
<td>2.06</td>
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<td>1.87</td>
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<td>Emphasize: Providing the support you need to thrive socially</td>
<td>ENVSOCAL</td>
<td>Senior</td>
<td>2.37</td>
<td>2.27</td>
<td></td>
<td>2.09</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 = unfriendly, unsupportive, sense of alienation to 7 = friendly, supportive, sense of belonging</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Quality: Relationships with other students</td>
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<td>5.84</td>
<td>5.80</td>
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<td>5.93</td>
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<td>5.52</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1 = unhelpful, inconsiderate, rigid to 7 = helpful, considerate, flexible</td>
<td></td>
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</tr>
<tr>
<td>Quality: Relationships with administrative personnel and offices</td>
<td>ENVADM</td>
<td>Senior</td>
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<td>4.81</td>
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<td>4.56</td>
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Interpreting these results
Supportive Campus Environment (UH Hilo Seniors)

Benchmark Mean

- UH Hilo: 62.4
- Bac-Liberal Arts: 61.7
- National: 56.8
# UH Hilo Benchmark Scores (First-Year Students)

<table>
<thead>
<tr>
<th>Level of Academic Challenge</th>
<th>Benchmark Score</th>
<th>Score Difference</th>
<th>Standard Deviation</th>
<th>Standard Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>46.6</td>
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<td>4.4</td>
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<td>52.9</td>
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<td>4.5</td>
<td>-1.4</td>
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</table>

<table>
<thead>
<tr>
<th>Active and Collaborative Learning</th>
<th>Benchmark Score</th>
<th>Score Difference</th>
<th>Standard Deviation</th>
<th>Standard Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>38.2</td>
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<td>3.9</td>
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<table>
<thead>
<tr>
<th>Student Interactions With Faculty Members</th>
<th>Benchmark Score</th>
<th>Score Difference</th>
<th>Standard Deviation</th>
<th>Standard Score</th>
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</thead>
<tbody>
<tr>
<td>31.1</td>
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<td>-1.7</td>
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<td>35.1</td>
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<td>5.3</td>
<td>-0.8</td>
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<table>
<thead>
<tr>
<th>Enriching Educational Experiences</th>
<th>Benchmark Score</th>
<th>Score Difference</th>
<th>Standard Deviation</th>
<th>Standard Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>58.7</td>
<td>64.0</td>
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<td>7.7</td>
<td>-0.7</td>
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<td>55.4</td>
<td>3.3</td>
<td>7.8</td>
<td>0.4</td>
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<table>
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<th>Supportive Campus Environment</th>
<th>Benchmark Score</th>
<th>Score Difference</th>
<th>Standard Deviation</th>
<th>Standard Score</th>
</tr>
</thead>
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<tr>
<td>58.7</td>
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<td>4.7</td>
<td>-1.2</td>
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| Number of Institutions | 84 | 465 |
## UH Hilo Benchmark Scores (Seniors)

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<th>Your College</th>
<th>Comparative Group Statistics</th>
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<td>Bac-Liberal Arts</td>
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<td><strong>Level of Academic Challenge</strong></td>
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</tr>
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</tr>
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<td><strong>Student Interactions With Faculty Members</strong></td>
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<td>50.6</td>
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<tr>
<td><strong>Enriching Educational Experiences</strong></td>
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<td>56.0</td>
</tr>
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<td><strong>Supportive Campus Environment</strong></td>
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<td>61.7</td>
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<table>
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<tr>
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<td>Standard Deviation</td>
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<tr>
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<td>0.1</td>
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<td>Benchmark Score Difference</td>
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<td>0.6</td>
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<tr>
<td>Standard Deviation</td>
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<td>4.5</td>
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<tr>
<td>Standard Score</td>
<td>-0.4</td>
<td>0.1</td>
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<tr>
<td>Benchmark Score Difference</td>
<td>-3.8</td>
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<tr>
<td>Standard Deviation</td>
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<tr>
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<td>0.6</td>
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<td>Benchmark Score Difference</td>
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<td>Standard Score</td>
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<td>0.8</td>
</tr>
<tr>
<td>Benchmark Score Difference</td>
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<td>Standard Deviation</td>
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Number of Institutions: 85 (Bac-Liberal Arts) 467 (National)
## Your College Benchmark Deciles

<table>
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<tr>
<th>Benchmark Deciles</th>
<th>Bac-Liberal Arts</th>
<th>National</th>
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<tbody>
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<td>27.6</td>
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<tr>
<td>Student Interactions With Faculty</td>
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<tr>
<td><strong>Seniors</strong></td>
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<td><strong>National Bac-Liberal Arts</strong></td>
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<td>Supportive Campus Environment</td>
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<td>57.2</td>
</tr>
</tbody>
</table>

Shading represents Your College benchmark results.
Using Benchmark Data

- Discover current levels of engagement (institution, major field, year in school)
- Determine if current levels are satisfactory (criterion reference, normative or peer comparison)
- Target areas for improvement
- Modify programs and policies accordingly
- Teach students what is required to “succeed”
- Monitor student and institutional performance
Campus Uses for Benchmark Data

- Gauge status on campus priorities
- Assess student growth (first to senior years)
- Assess campus progress over time
- Encourage dialogue about good practice
- Link with other data to test hypotheses, evaluate programs
- Improve curricula, instruction, services
How Do I Find Out More?

Your Institution’s Representative
brendanh@hawaii.edu

NSSE Website
www.iub.edu/~nsse