

Table 1
Fall 2008 through Spring 2012
Outcome Measures
Augustana College

How much did your students change over four years of college? Outcome Measure	Averages and Frequencies for Augustana College		Spring 2012 Avg. Minus Fall 2008 Avg. [a]		
	End of 4th Year (Spring 2012)	Start of 1st Year (Fall 2008)	Augustana College	Other 32 Small Institutions [b]	All Other Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Effect Size [c]</i>	<i>Effect Size</i>	<i>Effect Size</i>
CAAP Critical Thinking score	63.38 / 4.49 53	60.55 / 5.11 53	* 0.58 Large (+)	0.30 Small (+)	0.35 Medium (+)
Need for Cognition score	3.63 / 0.67 125	3.43 / 0.57 125	* 0.31 Medium (+)	0.33 Medium (+)	0.33 Medium (+)
Miville-Guzman Universality-Diversity Scale - Full Scale score	4.80 / 0.62 120	4.60 / 0.65 120	* 0.30 Medium (+)	0.11 Small (+)	0.11 Small (+)
Defining Issues Test 2 - N2 score	44.31 / 13.48 67	33.87 / 13.93 67	* 0.76 Very Large (+)	0.50 Large (+)	0.51 Large (+)
Ryff Scales of Psychological Well-Being - Total score	4.85 / 0.51 120	4.58 / 0.52 120	* 0.51 Large (+)	0.29 Small (+)	0.30 Small (+)
Socially Responsible Leadership Scale - Total score	4.25 / 0.42 124	4.01 / 0.44 124	* 0.56 Large (+)	0.32 Medium (+)	0.35 Medium (+)
Academic motivation	3.55 / 0.63 126	3.57 / 0.59 126	-0.04 No Change	-0.23 Small (-)	-0.25 Small (-)
Openness to diversity and challenge	3.94 / 0.74 125	3.92 / 0.64 125	0.02 No Change	-0.08 No Change	-0.10 Small (-)
Political and social involvement	2.66 / 0.63 126	2.69 / 0.54 126	-0.04 No Change	-0.13 Small (-)	-0.14 Small (-)
Positive attitude toward literacy	3.28 / 0.73 125	3.23 / 0.74 125	0.07 No Change	0.09 No Change	0.07 No Change

NOTE: Comparison reports only include students who participated in both assessment sessions.

* Asterisks indicate that the difference between an institution's average response in fall 2008 and spring 2012 is statistically significant at or below the 0.05 level.

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	End of 4th Year (Spring 2012)	Start of 1st Year (Fall 2008)	Augustana College	Other 32 Small Institutions [b]	All Other Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Effect Size [c]</i>	<i>Effect Size</i>	<i>Effect Size</i>
Contribution to the arts	1.59 / 0.74 126	1.69 / 0.74 126	-0.14 Small (-)	-0.11 Small (-)	-0.11 Small (-)
Contribution to the sciences	1.71 / 0.86 124	1.81 / 0.79 124	-0.13 Small (-)	-0.22 Small (-)	-0.22 Small (-)

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Table 2
Fall 2008 through Spring 2009
Outcome Measures
Augustana College

How much did your students change over the first year of college? Outcome Measure	Averages and Frequencies for Augustana College		Spring 2009 Avg. Minus Fall 2008 Avg. [d]		
	End of 1st Year (Spring 2009)	Start of 1st Year (Fall 2008)	Augustana College	Other 33 Small Institutions [e]	All Other Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Effect Size [c]</i>	<i>Effect Size</i>	<i>Effect Size</i>
CAAP Critical Thinking score	61.59 / 5.03 140	60.39 / 4.95 140	* 0.24 Small (+)	0.05 No Change	0.07 No Change
Need for Cognition score	3.45 / 0.62 291	3.43 / 0.59 291	0.03 No Change	0.02 No Change	0.01 No Change
Miville-Guzman Universality-Diversity Scale - Full Scale score	4.59 / 0.68 279	4.59 / 0.66 279	0.00 No Change	-0.04 No Change	-0.06 No Change
Defining Issues Test 2 - N2 score	42.97 / 15.37 161	35.46 / 14.51 161	* 0.50 Large (+)	0.26 Small (+)	0.26 Small (+)
Ryff Scales of Psychological Well-Being - Total score	4.55 / 0.55 281	4.55 / 0.50 281	-0.02 No Change	-0.01 No Change	-0.02 No Change
Socially Responsible Leadership Scale - Total score	4.08 / 0.42 289	4.00 / 0.40 289	* 0.19 Small (+)	0.04 No Change	0.04 No Change
Academic motivation	3.43 / 0.60 290	3.58 / 0.54 290	* -0.25 Small (-)	-0.33 Medium (-)	-0.34 Medium (-)
Openness to diversity and challenge	3.75 / 0.67 290	3.88 / 0.61 290	* -0.20 Small (-)	-0.22 Small (-)	-0.22 Small (-)
Political and social involvement	2.54 / 0.59 290	2.62 / 0.50 290	-0.15 Small (-)	-0.17 Small (-)	-0.16 Small (-)
Positive attitude toward literacy	3.34 / 0.75 290	3.26 / 0.75 290	0.10 No Change	-0.01 No Change	-0.01 No Change

NOTE: Comparison reports only include students who participated in both assessment sessions.

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Table 2
Fall 2008 through Spring 2009
Outcome Measures
Augustana College

How much did your students change over the first year of college? Outcome Measure	Averages and Frequencies for Augustana College		Spring 2009 Avg. Minus Fall 2008 Avg. [d]		
	End of 1st Year (Spring 2009)	Start of 1st Year (Fall 2008)	Augustana College	Other 33 Small Institutions [e]	All Other Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Effect Size [c]</i>	<i>Effect Size</i>	<i>Effect Size</i>
Contribution to the arts	1.83 / 0.81 290	1.76 / 0.78 290	0.09 No Change	-0.04 No Change	-0.03 No Change
Contribution to the sciences	1.85 / 0.83 287	1.83 / 0.81 287	0.03 No Change	-0.13 Small (-)	-0.12 Small (-)

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Table 3
Spring 2009 through Spring 2012
Outcome Measures
Augustana College

How much did your students change from the end of the 1st year of college to the end of the 4th year? Outcome Measure	Averages and Frequencies for Augustana College		Spring 2012 Avg. Minus Spring 2009 Avg. [f]		
	End of 4th Year (Spring 2012)	End of 1st Year (Spring 2009)	Augustana College	Other 32 Small Institutions [b]	All Other Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Effect Size [c]</i>	<i>Effect Size</i>	<i>Effect Size</i>
CAAP Critical Thinking score	63.26 / 4.65 47	61.43 / 5.12 47	0.37 Medium (+)	0.26 Small (+)	0.30 Small (+)
Need for Cognition score	3.65 / 0.67 106	3.42 / 0.68 106	0.34 Medium (+)	0.30 Medium (+)	0.30 Medium (+)
Miville-Guzman Universality-Diversity Scale - Full Scale score	4.84 / 0.65 105	4.66 / 0.72 105	0.27 Small (+)	0.15 Small (+)	0.17 Small (+)
Defining Issues Test 2 - N2 score	44.37 / 13.75 56	41.74 / 15.46 56	0.18 Small (+)	0.27 Small (+)	0.27 Small (+)
Ryff Scales of Psychological Well-Being - Total score	4.86 / 0.52 106	4.64 / 0.53 106	0.43 Medium (+)	0.28 Small (+)	0.29 Small (+)
Socially Responsible Leadership Scale - Total score	4.26 / 0.44 106	4.14 / 0.44 106	0.28 Small (+)	0.28 Small (+)	0.30 Medium (+)
Academic motivation	3.57 / 0.60 106	3.48 / 0.67 106	0.13 Small (+)	0.07 No Change	0.09 No Change
Openness to diversity and challenge	3.94 / 0.76 106	3.77 / 0.77 106	0.22 Small (+)	0.12 Small (+)	0.10 Small (+)
Political and social involvement	2.67 / 0.63 104	2.67 / 0.59 104	0.01 No Change	0.04 No Change	0.02 No Change
Positive attitude toward literacy	3.24 / 0.75 105	3.28 / 0.82 105	-0.06 No Change	0.13 Small (+)	0.12 Small (+)

NOTE: Comparison reports only include students who participated in both assessment sessions.

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Table 3
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 Outcome Measures
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How much did your students change from the end of the 1st year of college to the end of the 4th year? Outcome Measure	Averages and Frequencies for Augustana College		Spring 2012 Avg. Minus Spring 2009 Avg. [f]		
	End of 4th Year (Spring 2012)	End of 1st Year (Spring 2009)	Augustana College	Other 32 Small Institutions [b]	All Other Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Effect Size [c]</i>	<i>Effect Size</i>	<i>Effect Size</i>
Contribution to the arts	1.58 / 0.74 104	1.80 / 0.86 104	-0.27 Small (-)	-0.08 No Change	-0.07 No Change
Contribution to the sciences	1.64 / 0.81 103	1.81 / 0.79 103	-0.21 Small (-)	-0.08 No Change	-0.08 No Change

NOTE: Comparison reports only include students who participated in both assessment sessions.

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Table 4
Spring 2012
Good Practice Scales
Augustana College

What level of good practices did your students report during their fourth year at your institution?	Averages and Frequencies			Comparisons for Augustana College	
	Augustana College	Other 32 Small Institutions [b]	All Other Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus All Other Institutions Avg.
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>		
Good teaching and high-quality interactions with faculty	80.1 / 10.6 127	77.7 / 12.2 3,946	75.3 / 12.8 6,076	2.5 *	4.9 *
Faculty interest in teaching and student development	83.2 / 13.2 127	81.7 / 15.6 3,944	78.4 / 16.8 6,073	1.5	4.9 *
Prompt feedback	71.1 / 15.2 127	67.6 / 17.0 3,941	65.1 / 17.5 6,073	3.5 *	6.0 *
Quality of nonclassroom interactions with faculty	83.4 / 18.1 127	77.8 / 19.0 3,942	75.0 / 20.1 6,073	5.6 *	8.4 *
Teaching clarity and organization	79.6 / 11.1 127	78.6 / 12.7 3,946	76.9 / 13.1 6,073	1.1	2.8 *
Academic challenge and high expectations	70.2 / 11.4 127	69.7 / 11.1 3,886	67.3 / 11.7 6,016	0.6	2.9 *
Academic challenge and effort	64.3 / 11.5 127	61.0 / 12.0 3,914	59.9 / 12.1 6,051	3.3 *	4.5 *
Frequency of higher-order exams and assignments	72.8 / 16.8 127	75.1 / 17.0 3,934	70.5 / 19.0 6,065	-2.3	2.3
Challenging classes and high faculty expectations	71.5 / 16.0 127	72.5 / 16.6 3,947	69.2 / 17.4 6,075	-1.1	2.3
Integrating ideas, information, and experiences	75.1 / 14.5 127	75.3 / 14.1 3,876	73.5 / 14.5 6,002	-0.1	1.7

Scores on the Good Practice scales have been converted to a 0-100 point scale.

Differences computed directly from this table may vary from listing due to rounding.

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Table 4
Spring 2012
Good Practice Scales
Augustana College

What level of good practices did your students report during their fourth year at your institution?	Averages and Frequencies			Comparisons for Augustana College	
	Augustana College	Other 32 Small Institutions [b]	All Other Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus All Other Institutions Avg.
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>		
Diversity experiences	44.0 / 19.5 127	49.5 / 18.5 3,939	46.7 / 18.7 6,071	-5.4 *	-2.7
Meaningful interactions with diverse peers-I	41.5 / 18.8 127	46.8 / 18.3 3,881	44.0 / 18.4 6,012	-5.3 *	-2.6
Meaningful interactions with diverse peers-II	49.1 / 25.7 125	55.4 / 24.3 3,925	52.3 / 24.7 6,051	-6.3 *	-3.2
NSSE Deep learning	69.0 / 16.4 127	71.1 / 15.5 3,920	68.7 / 15.7 6,057	-2.1	0.2
Higher-order learning	78.5 / 19.4 127	79.6 / 18.0 3,918	78.2 / 18.5 6,055	-1.2	0.3
Integrative learning	65.0 / 18.4 127	67.9 / 17.7 3,921	64.8 / 18.1 6,058	-2.8	0.2
Reflective learning	62.9 / 23.2 127	65.0 / 22.8 3,911	62.7 / 23.0 6,047	-2.1	0.2
Frequency of interactions with faculty/staff	47.6 / 19.8 126	45.9 / 20.2 3,858	43.7 / 20.4 5,986	1.7	3.9 *
Frequency of interactions with faculty	58.3 / 21.1 127	55.0 / 22.1 3,917	52.0 / 22.5 6,053	3.3	6.3 *
Frequency of interactions with student affairs staff	39.0 / 25.7 126	38.6 / 25.7 3,924	37.2 / 25.6 6,055	0.4	1.8

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What level of good practices did your students report during their fourth year at your institution?	Averages and Frequencies			Comparisons for Augustana College	
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	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>		
Interactions with peers	77.7 / 13.8 127	74.2 / 14.9 3,935	73.7 / 14.9 6,066	3.5 *	4.0 *
Co-curricular involvement	36.1 / 23.6 127	29.0 / 25.4 3,899	27.3 / 24.9 6,033	7.1 *	8.8 *
Degree of positive peer interactions	82.9 / 14.5 127	79.7 / 15.9 3,935	79.4 / 15.9 6,066	3.1 *	3.4 *
Cooperative learning	66.3 / 18.4 126	61.3 / 20.0 3,927	61.7 / 20.1 6,056	5.0 *	4.5 *
Negative interactions with diverse peers	13.6 / 15.1 125	19.5 / 19.1 3,926	18.3 / 18.3 6,052	-5.9 *	-4.6 *
Course-related diversity experiences	36.3 / 23.0 127	39.8 / 25.4 3,945	35.4 / 25.0 6,074	-3.5	0.9

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Table 5
Spring 2009
Good Practice Scales
Augustana College

What level of good practices did your students report during their first year at your institution? Good Practice Scale	Averages and Frequencies			Comparisons for Augustana College	
	Augustana College	Other 33 Small Institutions [e]	All Other Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus All Other Institutions Avg.
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>		
Good teaching and high-quality interactions with faculty	73.2 / 11.6 295	72.8 / 12.7 4,176	69.3 / 13.4 7,763	0.4	3.9 *
Faculty interest in teaching and student development	79.4 / 16.5 295	79.3 / 15.8 4,176	75.1 / 17.0 7,764	0.1	4.4 *
Prompt feedback	61.7 / 18.2 294	60.9 / 19.3 4,174	57.0 / 19.7 7,760	0.7	4.6 *
Quality of nonclassroom interactions with faculty	66.7 / 17.5 295	67.2 / 19.4 4,177	63.1 / 20.2 7,773	-0.5	3.5 *
Teaching clarity and organization	76.8 / 12.4 294	76.0 / 13.5 4,175	73.2 / 14.3 7,761	0.9	3.7 *
Academic challenge and high expectations	67.0 / 10.6 294	64.4 / 11.9 4,172	61.8 / 12.0 7,741	2.6 *	5.3 *
Academic challenge and effort	62.7 / 10.4 300	58.8 / 12.0 4,232	57.5 / 11.9 7,932	3.9 *	5.1 *
Frequency of higher-order exams and assignments	71.2 / 15.7 295	68.8 / 17.8 4,168	64.7 / 18.9 7,757	2.3 *	6.5 *
Challenging classes and high faculty expectations	69.3 / 15.8 295	66.8 / 18.0 4,178	62.6 / 18.7 7,768	2.5 *	6.6 *
Integrating ideas, information, and experiences	68.5 / 13.8 294	67.3 / 14.8 4,155	64.6 / 15.0 7,700	1.2	3.8 *

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Table 5
Spring 2009
Good Practice Scales
Augustana College

What level of good practices did your students report during their first year at your institution? Good Practice Scale	Averages and Frequencies			Comparisons for Augustana College	
	Augustana College	Other 33 Small Institutions [e]	All Other Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus All Other Institutions Avg.
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>		
Diversity experiences	41.1 / 17.3 294	45.9 / 18.3 4,166	42.8 / 18.2 7,755	-4.8 *	-1.7
Meaningful interactions with diverse peers-I	39.6 / 17.0 295	44.0 / 18.0 4,175	41.0 / 17.9 7,755	-4.5 *	-1.4
Meaningful interactions with diverse peers-II	43.9 / 23.5 289	49.8 / 25.2 4,147	46.7 / 25.2 7,731	-5.9 *	-2.8
NSSE Deep learning	63.5 / 15.9 299	64.6 / 15.9 4,178	61.4 / 16.3 7,803	-1.1	2.1 *
Higher-order learning	73.4 / 18.7 299	73.7 / 19.1 4,177	71.2 / 19.7 7,801	-0.3	2.2
Integrative learning	58.5 / 17.9 299	59.1 / 18.4 4,183	55.7 / 18.7 7,809	-0.6	2.8 *
Reflective learning	58.5 / 22.0 298	61.6 / 22.7 4,173	57.8 / 23.3 7,780	-3.2 *	0.7
Frequency of interactions with faculty/staff	39.5 / 19.0 293	38.6 / 19.9 4,142	37.6 / 19.9 7,690	0.8	1.9
Frequency of interactions with faculty	42.3 / 21.8 300	43.8 / 21.6 4,235	41.6 / 21.7 7,945	-1.5	0.7
Frequency of interactions with student affairs staff	37.1 / 23.6 293	34.6 / 24.5 4,154	34.5 / 24.3 7,734	2.5	2.6

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Table 5
Spring 2009
Good Practice Scales
Augustana College

What level of good practices did your students report during their first year at your institution? Good Practice Scale	Averages and Frequencies			Comparisons for Augustana College	
	Augustana College	Other 33 Small Institutions [e]	All Other Institutions	Institution Avg. Minus Other Small Institutions Avg.	Institution Avg. Minus All Other Institutions Avg.
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>		
Interactions with peers	69.6 / 14.7 292	68.1 / 16.6 4,170	67.1 / 16.5 7,762	1.5	2.5 *
Co-curricular involvement	32.4 / 25.9 297	24.7 / 22.9 4,221	22.7 / 22.2 7,903	7.7 *	9.7 *
Degree of positive peer interactions	74.2 / 15.4 292	73.5 / 17.9 4,170	72.6 / 17.9 7,762	0.7	1.6
Cooperative learning	56.5 / 19.0 292	55.9 / 19.8 4,164	55.3 / 20.2 7,746	0.6	1.2
Negative interactions with diverse peers	16.8 / 17.7 289	18.2 / 19.5 4,151	18.5 / 19.5 7,735	-1.4	-1.7
Course-related diversity experiences	14.8 / 16.2 295	15.6 / 17.7 4,177	13.2 / 17.1 7,778	-0.8	1.5

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Table 6
Spring 2009 and Spring 2012
Good Practice Scales
Augustana College

What was the difference in the level of good practices that your students reported in their fourth year of college compared to their first year of college?	Averages and Frequencies for Augustana College		Spring 2012 Avg. Minus Spring 2009 Avg. [f]		
	During 4th Year (Spring 2012)	During 1st Year (Spring 2009)	Augustana College	Other 32 Small Institutions [b]	All Other Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Effect Size [c]</i>	<i>Effect Size</i>	<i>Effect Size</i>
Good Practice Scale					
Good teaching and high-quality interactions with faculty	80.3 / 10.6 106	74.9 / 12.5 106	* 0.47 Medium (+)	0.38 Medium (+)	0.36 Medium (+)
Faculty interest in teaching and student development	83.5 / 13.2 106	80.9 / 18.1 106	0.16 Small (+)	0.12 Small (+)	0.09 No Change
Prompt feedback	70.9 / 15.5 106	64.8 / 18.1 106	* 0.36 Medium (+)	0.39 Medium (+)	0.40 Medium (+)
Quality of nonclassroom interactions with faculty	83.7 / 18.3 106	68.5 / 18.9 106	* 0.81 Very Large (+)	0.58 Large (+)	0.54 Large (+)
Teaching clarity and organization	79.8 / 11.6 105	78.0 / 13.1 105	0.14 Small (+)	0.17 Small (+)	0.18 Small (+)
Academic challenge and high expectations	70.6 / 11.2 106	68.6 / 10.9 106	0.18 Small (+)	0.42 Medium (+)	0.38 Medium (+)
Academic challenge and effort	64.8 / 10.9 107	64.7 / 10.4 107	0.00 No Change	0.13 Small (+)	0.11 Small (+)
Frequency of higher-order exams and assignments	73.2 / 16.3 106	73.9 / 15.6 106	-0.04 No Change	0.36 Medium (+)	0.25 Small (+)
Challenging classes and high faculty expectations	71.8 / 16.3 106	70.2 / 15.9 106	0.10 No Change	0.31 Medium (+)	0.29 Small (+)
Integrating ideas, information, and experiences	75.4 / 14.7 106	69.2 / 14.0 106	* 0.43 Medium (+)	0.54 Large (+)	0.55 Large (+)

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Table 6
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	During 4th Year (Spring 2012)	During 1st Year (Spring 2009)	Augustana College	Other 32 Small Institutions [b]	All Other Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Effect Size [c]</i>	<i>Effect Size</i>	<i>Effect Size</i>
Good Practice Scale					
Diversity experiences	44.1 / 19.8 106	42.7 / 18.1 106	0.07 No Change	0.20 Small (+)	0.17 Small (+)
Meaningful interactions with diverse peers-I	41.6 / 18.9 106	41.0 / 18.0 106	0.04 No Change	0.16 Small (+)	0.12 Small (+)
Meaningful interactions with diverse peers-II	48.8 / 26.4 103	46.5 / 24.1 103	0.09 No Change	0.23 Small (+)	0.19 Small (+)
NSSE Deep learning	69.1 / 16.4 107	63.9 / 16.7 107	* 0.31 Medium (+)	0.42 Medium (+)	0.40 Medium (+)
Higher-order learning	78.7 / 19.6 107	73.8 / 19.3 107	0.25 Small (+)	0.32 Medium (+)	0.32 Medium (+)
Integrative learning	65.0 / 18.3 107	59.6 / 18.5 107	* 0.29 Small (+)	0.49 Medium (+)	0.45 Medium (+)
Reflective learning	63.0 / 23.2 107	57.9 / 22.6 107	0.22 Small (+)	0.16 Small (+)	0.16 Small (+)
Frequency of interactions with faculty/staff	47.4 / 19.7 104	42.6 / 20.6 104	0.24 Small (+)	0.38 Medium (+)	0.31 Medium (+)
Frequency of interactions with faculty	58.6 / 20.4 107	45.6 / 22.7 107	* 0.60 Large (+)	0.53 Large (+)	0.48 Medium (+)
Frequency of interactions with student affairs staff	38.5 / 26.2 104	40.1 / 24.8 104	-0.06 No Change	0.18 Small (+)	0.11 Small (+)

NOTE: Comparison reports only include students who participated in both assessment sessions.

* Asterisks indicate that the difference between an institution's average response in spring 2009 and spring 2012 is statistically significant at or below the 0.05 level.

Table 6
Spring 2009 and Spring 2012
Good Practice Scales
Augustana College

What was the difference in the level of good practices that your students reported in their fourth year of college compared to their first year of college? Good Practice Scale	Averages and Frequencies for Augustana College		Spring 2012 Avg. Minus Spring 2009 Avg. [f]		
	During 4th Year (Spring 2012)	During 1st Year (Spring 2009)	Augustana College	Other 32 Small Institutions [b]	All Other Institutions
	<i>Avg/SD</i> <i>n</i>	<i>Avg/SD</i> <i>n</i>	<i>Effect Size [c]</i>	<i>Effect Size</i>	<i>Effect Size</i>
Interactions with peers	77.4 / 14.4 104	72.3 / 15.3 104	* 0.34 Medium (+)	0.25 Small (+)	0.27 Small (+)
Co-curricular involvement	36.0 / 24.5 107	40.3 / 27.3 107	-0.16 Small (-)	0.06 No Change	0.05 No Change
Degree of positive peer interactions	76.3 / 16.1 104	76.3 / 16.1 104	0.00 No Change	0.00 No Change	0.00 No Change
Cooperative learning	66.4 / 18.8 104	59.4 / 18.6 104	* 0.38 Medium (+)	0.23 Small (+)	0.27 Small (+)
Negative interactions with diverse peers	13.7 / 15.3 103	16.0 / 16.4 103	-0.14 Small (-)	0.10 Small (+)	0.06 No Change
Course-related diversity experiences	34.9 / 22.7 106	16.4 / 19.4 106	* 0.88 Very Large (+)	1.15 Very Large (+)	1.07 Very Large (+)

NOTE: Comparison reports only include students who participated in both assessment sessions.

* Asterisks indicate that the difference between an institution's average response in spring 2009 and spring 2012 is statistically significant at or below the 0.05 level.

Table 7
Spring 2009 and Spring 2012
High Levels of Good Practice Scales
Augustana College

What proportion of your students reported high levels of good practices? [g] Good Practice Scale	During 4th Year of College (Spring 2012)			During 1st Year of College (Spring 2009)		
	Augustana College	Other 32 Small Institutions [b]	All Other Institutions	Augustana College	Other 32 Small Institutions	All Other Institutions
Good teaching and high-quality interactions with faculty	65%	60%	52%	40%	43%	33%
Faculty interest in teaching and student development	80%	76%	68%	74%	71%	60%
Prompt feedback	39%	34%	29%	26%	24%	19%
Quality of nonclassroom interactions with faculty	76%	65%	59%	36%	40%	33%
Teaching clarity and organization	70%	68%	62%	59%	59%	51%
Academic challenge and high expectations	38%	33%	27%	25%	20%	14%
Academic challenge and effort	15%	13%	11%	13%	9%	8%
Frequency of higher-order exams and assignment	52%	60%	50%	48%	44%	36%
Challenging classes and high faculty expectations	47%	51%	43%	41%	39%	31%
Integrating ideas, information, and experiences	59%	54%	49%	34%	31%	25%
Diversity experiences	5%	10%	8%	3%	7%	5%
Meaningful interactions with diverse peers-I	4%	8%	6%	3%	6%	4%
Meaningful interactions with diverse peers-II	22%	28%	24%	13%	22%	18%
NSSE Deep learning	46%	45%	40%	27%	28%	22%
Higher-order learning	69%	69%	66%	50%	56%	50%
Integrative learning	30%	33%	27%	16%	18%	14%
Reflective learning	33%	37%	34%	24%	32%	26%

Table 7
Spring 2009 and Spring 2012
High Levels of Good Practice Scales
Augustana College

What proportion of your students reported high levels of good practices? [g] Good Practice Scale	During 4th Year of College (Spring 2012)			During 1st Year of College (Spring 2009)		
	Augustana College	Other 32 Small Institutions [b]	All Other Institutions	Augustana College	Other 32 Small Institutions	All Other Institutions
Frequency of interactions with faculty/staff	10%	9%	8%	3%	5%	4%
Frequency of interactions with faculty	28%	24%	21%	12%	12%	11%
Frequency of interactions with student affairs staff	11%	12%	11%	6%	7%	7%
Interactions with peers	69%	56%	55%	37%	39%	36%
Co-curricular involvement	5%	6%	5%	8%	4%	3%
Degree of positive peer interactions	75%	69%	68%	50%	53%	50%
Cooperative learning	33%	26%	27%	17%	17%	17%
Negative interactions with diverse peers	1%	2%	2%	1%	2%	2%
Course-related diversity experiences	9%	13%	10%	2%	2%	2%

Notes

[a] The effect sizes listed in the table are Cohen's d values. These are calculated as the mean score from spring 2012 minus the mean score from fall 2008, divided by the pooled standard deviation of the fall and spring data.

[b] Comparisons are based on the 17 institutions in the 2006 cohort, excluding community colleges; the eight institutions in the 2007 cohort; and the 22 institutions in the 2008 Cohort, excluding community colleges. Small institutions include Allegheny College, Alma College, Alverno College, Augustana College, Bard College, Bennington College, Blackburn College, Brandeis University, Carleton College, Coe College, College of the Holy Cross, Columbia College, Connecticut College, Drew University, Franklin College, Gustavus Adolphus College, Hamilton College, Hampshire College, Hobart and William Smith Colleges, Hope College, Lasell College, Marlboro College, New College of Florida, Oxford College of Emory University, Prescott College, Ripon College, Vassar College, Wabash College (in 2006, 2007, & 2008 cohorts), Warren Wilson College, Wheelock College, and Whittier College. Large institutions include Butler University, Delaware State University, Fairfield University, Millersville University, North Carolina A&T State University, Salem State University, San José State University, University of Kentucky, University of Michigan, University of North Carolina Wilmington, University of Notre Dame, University of Rhode Island (2007 & 2008 cohorts), and Worcester Polytechnic Institute.

[c] Guide to interpreting effect sizes: 0.1 = small effect size, 0.3 = medium effect size, 0.5 = large effect size, and 0.7 = very large effect size. The guide to interpreting effect sizes is based on the National Survey of Student Engagement's revised Cohen's d interpretations, see http://nsse.iub.edu/pdf/effect_size_guide.pdf.

[d] The effect sizes listed in the table are Cohen's d values. These are calculated as the mean score from spring 2009 minus the mean score from fall 2008, divided by the pooled standard deviation of the fall and spring data.

[e] Comparisons are based on the 44 institutions in the 2006, 2007, and 2008 cohorts of the study, excluding community colleges. Institutions that participated in multiple cohorts are counted once for each year they participated. Small institutions include Allegheny College, Alma College, Alverno College, Augustana College, Bard College, Bennington College, Blackburn College, Brandeis University, Carleton College, Coe College, College of the Holy Cross, Columbia College, Connecticut College, Drew University, Franklin College, Gustavus Adolphus College, Hamilton College, Hampshire College (2 cohorts), Hobart and William Smith Colleges, Hope College, Lasell College, Marlboro College, New College of Florida, Oxford College of Emory University, Prescott College, Ripon College, Vassar College, Wabash College (3 cohorts), Warren Wilson College, Wheelock College, and Whittier College. Large institutions include Butler University, Delaware State University, Fairfield University, Millersville University, North Carolina A&T State University, Salem State University, San José State University, University of Kentucky, University of Michigan, University of North Carolina Wilmington, University of Notre Dame, University of Rhode Island (2 cohorts), and Worcester Polytechnic Institute.

[f] The effect sizes listed in the table are Cohen's d values. These are calculated as the mean score from spring 2012 minus the mean score from spring 2009, divided by the pooled standard deviation of the spring 2009 and spring 2012 data.

[g] We classify students with benchmark scores of 75 or greater on a good practice as experiencing high levels of that good practice. We calculate benchmark scores on a 100-point scale. A benchmark score of 100 means that a student gave the highest possible response on every question on a scale, such as *strongly agree, very often, or very much*. A benchmark of 67 on a good practice scale means that your students typically choose 3 or *often* from four alternatives ranging from 1=*never* to 4=*very often*.