Active and Collaborative Learning (ACL)

Benchmark Comparisons

<table>
<thead>
<tr>
<th>Class</th>
<th>UNK Mean</th>
<th>Selected Peers Mean</th>
<th>Effect Size</th>
<th>Carnegie Peers Mean</th>
<th>Effect Size</th>
<th>NSSE 2007 Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year</td>
<td>40.1</td>
<td>39.6</td>
<td>.03</td>
<td>42.6</td>
<td>** -.15</td>
<td>41.2</td>
</tr>
<tr>
<td>Senior</td>
<td>52.3</td>
<td>48.7</td>
<td>*** .21</td>
<td>52.0</td>
<td>.01</td>
<td>50.1</td>
</tr>
</tbody>
</table>

**Active and Collaborative Learning (ACL) Items**

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

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

* Weighted by gender, enrollment status, and institutional size.

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

c Mean difference divided by comparison group standard deviation.