



# NSSE

National Survey of  
Student Engagement

## Promoting Engagement for All Students: The Imperative to Look Within

2008 Results



National Survey  
of Student Engagement

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*“One of the best aspects of my education experience thus far has been seeing how different subjects of study have so much in common. I am seeing common themes in a diverse range of classes, and I love that my educational experience here will be such an integral one.”*

— Senior student, Elizabethtown College

**Cover Images**

Front Cover  
Left—College of Charleston  
Right—Jacksonville University

Back Cover  
Left—Austin College  
Center—Georgia Institute of Technology  
Right—University of Michigan

The National Survey of Student Engagement (NSSE) documents dimensions of quality in undergraduate education and provides information and assistance to colleges, universities, and other organizations to improve student learning. Its primary activity is annually surveying college students to assess the extent to which they engage in educational practices associated with high levels of learning and development.



Delaware Valley College



## The Power of a Big Idea

Like the speaker who “needs no introduction,” NSSE may well have achieved an eminence that requires no foreword. The acronym is everywhere: on institutional Web sites and the lips of parents and students selecting a college; the pages of *USA TODAY*, the *Chronicle of Higher Education*, *Change* magazine, and *The New York Times*; the 2006 report from the National Commission on the Future of Higher Education, and now on the template for the Voluntary System of Accountability being developed by several education associations. In fact, go to Google and you’ll find “about 299,000” entries that deal with NSSE.

Reading back over reports from the past decade, as I did when invited to write this piece, is downright dizzying. In 1998, the idea of a tool that would provide a new lens on the undergraduate experience was a gleam in the eye of a planning group convened by The Pew Charitable Trusts. By 2000, after a smaller pilot-study year, 276 campuses had signed on. Since then, the original instrument has not only been refined and supplemented, it has spawned a substantial family tree: the Community College Survey of Student Engagement, another focused on law students, a newer one examining the experience of beginning college students, and—my favorite for reasons that will be clear below—a survey of faculty.

In addition, an incredibly hard-working staff has produced two major volumes based on NSSE use and data, made scores of presentations, consulted with hundreds of campuses, and written a long list of research and psychometric studies. As reported in the pages that follow, 769 institutions participated in 2008,



Alma College

bringing the total to more than 1,300 colleges and universities since NSSE’s inception. In short, in an enterprise—I mean higher education—famous for its molasses-like pace in adopting new ways, NSSE is an amazing success story.

Stepping back from this rush of activity and development, it’s worth remembering that NSSE is also a story about the power of a big idea to change the way we think and talk, to alter our expectations and our practices. To put this in a personal context, I sometimes find myself reflecting back on my own undergraduate years several decades ago. They were great. The teachers were eloquent and often charismatic; my fellow students were smart and stimulating. I loved my courses, I loved the campus, I practically lived in the library, and, well, I think I turned out alright. But the questions on NSSE would have been from Mars for me. I was never asked to write multiple drafts of a paper, to do a collaborative research project, make a class presentation, connect themes from one course with what I was learning in another, engage in service-learning or undergraduate

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research... experiences that are, increasingly (though still not sufficiently) part of the landscape of undergraduate education on many campuses. Of course this sea change has many sources, and many people, projects, movements, and organizations have contributed to it. But NSSE has made a special contribution by taking the general concept of student engagement and giving it legs and language. Oh, yes, and scores.

Students aren’t the only ones who benefit from engagement. If NSSE is to be a vehicle for improvement—not just a source of alternative data—institutions of higher education, and especially faculty (by which I mean the full range of professionals involved in instruction, including student affairs staff and librarians as well as discipline-based faculty) need to be engaged. In fact, it’s intriguing to think about how the NSSE benchmarks—Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, and Supportive Campus Environment—might apply not only to students but to faculty and institutions. For instance, an engaged campus (or department or program) would be one in which everyone embraces the challenge of continually doing better for students.



Radford University

An engaged campus is one in which people actively collaborate to understand more about the student experience and work together to design better approaches and programs. It’s one where faculty seek out student perspectives on their own learning, and see them as critical voices in the ongoing conversation about quality.

Summing up, engagement means creating habits of mind. It requires a campus environment in which educators are actively involved in asking questions about the experience of their students, talking together about the impact of that experience on what students know and can do, demanding more of themselves and their students, digging deeper, trying new approaches, asking why and how, and always learning from their own experience as educators.

Happily, this kind of engagement among educators is on the rise. In the circles I run in, it often comes flying the flag of the scholarship of teaching and learning. Faculty from a wide range of disciplines and fields in all kinds of institutions are now treating their classrooms as sites for inquiry, consulting the pedagogical literature, systematically exploring their students’ learning, and doing so in ways that not only improve their own classrooms, but can inform the work of colleagues as well. In this context, one might see NSSE as an instance of the scholarship of teaching and learning beyond the level of the classroom—part

of a larger commitment to improvement driven by evidence and understanding.

In both higher education and K–12 settings, the view that evidence should guide reform is, in fact, commonplace today. But reform turns out not to be so easy. Even the best information (begging the question of what “best” looks like) does not create change all by itself. Data from studies of how people learn may feel too far afield and too general to catalyze local action. Institution-level data, though closer to home, may not easily connect with what faculty care about in their departments or programs or with the methods and questions valued by their field. And at the same time, faculty exploring their own students’ learning in their own classrooms may lack the sense of larger context (such as: what happens to those students when they move to the next course in the sequence) needed to make meaning of what they’re seeing and to think about what might be done differently or better.

And here is where NSSE can be so helpful—in filling out what I’ll call “the missing middle” between general, aggregate data and findings and particular classroom-based evidence and insights. Especially when catalyzed by the use of the Faculty Survey of Student Engagement—which brings into view in a very concrete, immediate way the extent to which faculty promote the activities through which students can be effectively engaged. NSSE findings

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are grist for educators to come together around issues and opportunities at the often missing but powerful middle level of the program, department, or cluster of courses (like learning communities). Indeed, this year’s annual NSSE report focuses on questions about variations in the kind and degree of engagement across the campus that are perfect prompts for this kind of deliberation and initiative.

Again, gathering data is not enough to make this happen. Campuses must create occasions where people can (yes) engage with the data and with one another, and ask what this or that new finding tells them about what to do in their own setting, how the first-year experience can be strengthened, whether it makes sense to add further service-learning opportunities, and so forth. The beauty of NSSE is that it provides a window into



local practice in ways that people can act on together to make a larger difference.

In this spirit, I'd like to argue for a special opportunity where NSSE and the scholarship of teaching and learning come together. During the past decade the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) has involved more than 200 campuses; a good number of those overlap with the NSSE-user universe. But it's not at all clear that the two

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conversations have found one another. Thus, I like to imagine what might happen when individuals studying their own classrooms are invited to join others who are looking at larger patterns in the student experience as captured through NSSE and its family of instruments. And, of course, their deliberations are likely to be even better if informed by work going on in the



Hamline University

## Toward a Nuanced View of Institutional Quality

I vividly recall my introduction to NSSE. It was 1999. George Kuh was visiting The Carnegie Foundation for the Advancement of Teaching to present tantalizing findings from NSSE's pilot study involving some 13 institutions. All of us around the table felt great enthusiasm for a project that showed such promise for advancing the assessment and improvement of undergraduate education, while also refocusing the discussion of college quality squarely on teaching and learning (and away from reputation, resources, and the characteristics of entering students). Enthusiasm and promise notwithstanding, in those early days there were serious doubts as to whether NSSE would catch on and prove sustainable. In retrospect, it's hard to believe there could ever have been any doubt. From today's vantage point NSSE is a remarkable success story, with more than 1,300 institutions having participated since 2000. That success reflects in equal measure the tireless efforts of Kuh and the NSSE staff, the wise counsel of the National Advisory Board, as well as genuine commitment to evidence-based improvement on the part of many hundreds of institutional personnel—presidents, provosts, deans, faculty members, institutional researchers, student affairs staff, admissions staff, and others.



Texas A&M University—Corpus Christi

In both my previous and present work, I have frequently been reminded of the strong tendency in higher education to focus attention at the institutional level and to make comparisons between institutions. But we need to remember the complexity of our institutions and of the individuals who make them up, and in so doing we must resist reductionism. We must look within.

### The Imperative to Look Within

U.S. higher education is marked by a pronounced diversity of institutional types, missions, programs, and student populations. Reflecting this diversity, viewbooks, Web sites, admission letters, and convocation addresses frequently call attention to and dramatize institutional distinctiveness. Thus it is perhaps not surprising that we tend to think of educational quality as an institutional attribute, and of one college as offering a uniformly better or worse education than another. This is of course reinforced by national rankings of “best colleges” and their illusory precision: if one school stands at number 70 among national universities, for example, we are tempted to believe that all who attend will enjoy a superior education to those attending number 71, 75, 80, or 100. The current policy discourse about accountability and transparency, with calls for standard measures of institutional performance and tools to facilitate comparisons, comports with and encourages the conception of quality as a uniform institutional attribute.

Though it may be appealing, both research and individual experience belie this notion of uniform quality. A robust finding from decades of research on college students holds that student experiences and outcomes are more varied among students within institutions than among institutions. The statistical explanation is a bit complex, but almost anyone who attended college has first-hand experience that bears this out. Ask a college graduate if she experienced the same level of quality throughout her college career—between departments, between instructors, or from one week, month, or semester to the next. Ask as well whether all of her peers experienced the institution the same way that she did, with respect to quality of undergraduate education, sense of support or belonging, and so on. Without hesitation, most if not all will report that quality was variable. This is the experiential analogue of the generalized research finding: college quality is not uniform within institutions—it's uneven and variable. It's lumpy.

The point is not that measuring institutional performance is pointless or that institutional comparisons are meaningless, but that we must take care about the inferences we draw from the observed differences. To be sure, some institutions outperform others with respect to various aggregate quality measures—including the NSSE benchmarks—and differences in institutional averages are meaningful. The inferential mistake is to assume that the differences observed between (hypothetical) *average* students apply to *all* students.

In the pages that follow, we illustrate this phenomenon using NSSE's five Benchmarks of Effective Educational Practice.



## Director's Message (continued)

We show that for almost all of the benchmarks, less than 10 percent of the total variation in effective educational practices is attributable to institutions. The lion's share of the variation is among students, within institutions. What this means is that restricting attention to the institutional differences overlooks most of the variation, and amounts to studying the tip of the iceberg. In urging NSSE users and other readers of this report to "look within," we call attention to the rest of the iceberg.

### What does it mean to look at the rest of the iceberg? It means examining variation in the student experience within an institution.

What does it mean to look at the rest of the iceberg? It means examining variation in the student experience within an institution. How do experiences differ by major or by groups of related majors? By demographic or enrollment subgroups? Or to look at it another way, who are the least engaged students (for example, the bottom quarter of the distribution within an institution), and what can be done to improve their experience so as to narrow the gap between an institution's least and most engaged students?

Another implication of looking within is that even high-performing institutions as identified by average benchmark scores have work to do to improve the experience of all students. This point is clearly illustrated by examining the bottom quartile benchmark scores for students at institutions that NSSE has identified as "Top 10%" performers based on institutional averages. With only one exception, the 25th percentile benchmark score (that is, the highest score among students in the bottom quarter) at these top performing institutions matches or trails the median for all students in NSSE 2008 (see Table 1).



Albright College



Northern Arizona University

### Promoting Success in the First Year of College

Another important aspect of looking within involves careful analysis of entering students to identify those who may need special intervention to ensure engagement and success. Information from the Beginning College Survey of Student Engagement (BCSSE), which is typically administered to entering students before classes begin, can be used to assess students' propensity for engagement in college with an eye to early identification of those who may be at risk for low engagement. Similarly, previous findings of compensatory effects of engagement for underprepared students mean that special efforts should be made to promote educationally effective activities for this population. Illustrations of these analyses appear in the *Selected Results* section.

### Writing Matters

Looking within also involves focusing attention on particular domains of teaching and learning. Developing students' writing ability is a goal shared by virtually all colleges and universities. A collaboration between NSSE and The Council of Writing Program Administrators resulted in a set of supplemental

*"Using NSSE and FSSE can be an important element in developing strategies to help all students achieve learning outcomes essential for them to address the challenges of a 21<sup>st</sup> century, globally interdependent world."*

— Alma R. Clayton-Pedersen, Vice President, Office of Education and Institutional Renewal, Association of American Colleges and Universities

questions about how writing is taught and how students approach the task of writing, and we asked these questions of a subset of NSSE respondents. As reported in detail in *Selected Results*, the findings reveal both the widespread use of a number of best practices in the teaching of writing, as well as several areas where there is room for improvement. We also document systematic relationships between good practices in writing instruction and NSSE measures of deep learning. These are important findings that can be used to improve the development of written expression on all campuses.

### Concluding Thoughts

As I write this message, nearly nine months have passed since I succeeded George Kuh as NSSE's director. Assuming leadership of a successful project is a mixed blessing. On the plus side, the really hard work has already been done: systems have been developed to ensure the smooth operation of a very complex enterprise, a capable and dedicated staff is in place, the quality of our work is well-established, and we have a solid base of committed users as well as a steady stream of newcomers. On the other side, I face the challenge of sustaining our record of innovation, advancing our work without sacrificing our core strengths. Mindful of the adage "if it ain't broke, don't fix it," I am spending much of my first year observing how we do what we do and learning from the NSSE staff. That said, some ideas

about future directions are beginning to take shape. More on this in the *Looking Ahead* section of this report.

NSSE is a powerful and increasingly important tool for assessing and improving the quality of undergraduate education and enriching the national discourse about college quality. As we enter our second decade of this important work, I welcome suggestions and feedback from NSSE veterans as well as novices.

Alexander C. McCormick  
Director, National Survey of Student Engagement  
Associate Professor, Indiana University School of Education

*"I think one of the most important aspects of Buffalo State College is that I was a person to so many people, not a number. Being a friend, a colleague, a tutor, a confidant, a team member, etc., helped me become an individual and get to know myself and grow as an adult. Having a name is key to having a willingness and ambition to learn."*

— Senior student, Buffalo State College (SUNY)

**Table 1: Bottom Quartile Benchmark Scores for Students at Top-Performing Institutions Compared with Median Scores for All NSSE 2008<sup>a</sup> Students**

Benchmark	Bottom Quartile at Top 10% Institutions		NSSE 2008 Median
<b>Level of Academic Challenge</b>			
First-Year	52	<	53
Senior	54	<	57
<b>Active and Collaborative Learning</b>			
First-Year	38	<	42
Senior	48	=	48
<b>Student-Faculty Interaction</b>			
First-Year	28	<	33
Senior	39	=	39
<b>Enriching Educational Experiences</b>			
First-Year	23	<	26
Senior	43	>	40
<b>Supportive Campus Environment</b>			
First-Year	56	<	61
Senior	56	<	58

<sup>a</sup> Limited to U.S. NSSE institutions

## Quick Facts

### Survey

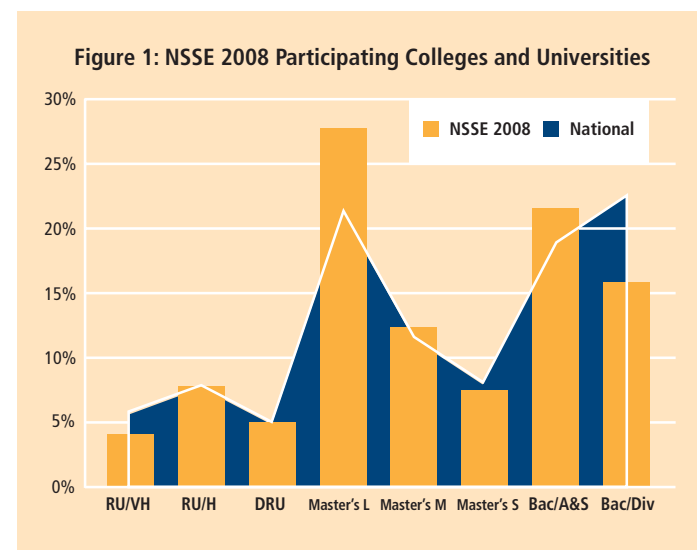
The NSSE survey is available in paper and Web versions and takes about 15 minutes to complete. To view the survey, go to: [www.nsse.iub.edu/html/survey\\_instruments\\_2008.cfm](http://www.nsse.iub.edu/html/survey_instruments_2008.cfm).

### Objectives

Provide data to colleges and universities to assess and improve undergraduate education, inform state accountability and accreditation efforts, and facilitate national and sector benchmarking efforts, among others.

### Partners

Established in 2000 with a grant from The Pew Charitable Trusts and sponsored by The Carnegie Foundation for the Advancement of Teaching. Support for research and development projects from Lumina Foundation for Education, the Center of Inquiry in the Liberal Arts at Wabash College, Teagle Foundation, and the National Postsecondary Education Cooperative.



#### Carnegie 2005 Basic Classifications

<b>RU/VH</b>	Research Universities (very high research activity)
<b>RU/H</b>	Research Universities (high research activity)
<b>DRU</b>	Doctoral/Research Universities
<b>Master's L</b>	Master's Colleges and Universities (larger programs)
<b>Master's M</b>	Master's Colleges and Universities (medium programs)
<b>Master's S</b>	Master's Colleges and Universities (smaller programs)
<b>Bac/A&amp;S</b>	Baccalaureate Colleges—Arts & Sciences
<b>Bac/Div</b>	Baccalaureate Colleges—Diverse Fields

Percentages are based on U.S. institutions that belong to one of the eight Carnegie classifications above.

[www.carnegiefoundation.org/classifications/](http://www.carnegiefoundation.org/classifications/)

### Audiences

College and university administrators, faculty members, advisors, student life staff, students, governing boards, institutional researchers, higher education scholars, accreditors, government agencies, prospective students and their families, high school counselors, and journalists.

### Participating Colleges and Universities

Since its launch in 2000, more than 1,300 four-year colleges and universities have participated in NSSE, with 769 in 2008. Participating institutions generally mirror the national distribution of the 2005 Basic Carnegie Classification (Figure 1).

### Participation Agreement

Participating colleges and universities agree that NSSE will use the data in the aggregate for national and sector reporting purposes and other undergraduate improvement initiatives. Colleges and universities can use their own data for institutional purposes. Results specific to each college or university and identified as such will not be made public except by mutual agreement.

### Administration

Indiana University Center for Postsecondary Research in cooperation with the Indiana University Center for Survey Research.

### Data Sources

Randomly selected first-year and senior students from hundreds of baccalaureate-granting institutions. Supplemented by other information such as institutional records, results from other surveys, and data from the Integrated Postsecondary Education Data System (IPEDS).

### Validity & Reliability

The NSSE survey was designed by experts and extensively tested to ensure validity and reliability and to minimize nonresponse bias and mode effects. For more information visit the NSSE Web site at [www.nsse.iub.edu/2008\\_Institutional\\_Report/index.cfm](http://www.nsse.iub.edu/2008_Institutional_Report/index.cfm).

### Response Rates

In 2008, the average institutional response rate was 37%. The average for Web-only institutions (39%) exceeded that of institutions that used the paper administration mode (32%).

### Consortia & State or University Systems 2000–2008

American Association of State Colleges & Universities  
 American Democracy Project  
 Arts Consortium  
 Associated New American Colleges  
 Association of American Universities Data Exchange  
 Association of Independent Colleges of Art and Design  
 Association of Independent Technical Universities  
 Bringing Theory to Practice  
 California State University  
 Canadian Consortium  
 Canadian Research Universities  
 Catholic Colleges & Universities  
 City University of New York  
 Colleges That Change Lives  
 Committee on Institutional Cooperation  
 Concordia Universities  
 Connecticut State Universities  
 Council for Christian Colleges & Universities  
 Council of Independent Colleges  
 Council of Public Liberal Arts Colleges  
 Flashlight Group  
 Hispanic Serving Institutions  
 Historically Black Colleges and Universities  
 Indiana University  
 Information Literacy Consortium  
 Jesuit Colleges and Universities  
 Kentucky Council on Postsecondary Education  
 Lutheran Colleges and Universities  
 Mid-Atlantic Private Colleges  
 Military Academy Consortium  
 Mission Engagement Consortium for Independent Colleges  
 New Jersey Public Universities  
 North Dakota University System  
 Online Educators Consortium  
 Ontario Universities  
 Penn State University System  
 Pennsylvania State System of Higher Education  
 Private Liberal Arts Colleges and Universities  
 South Dakota Public Universities  
 State University of New York  
 Teagle Grant Consortium  
 Teagle Integrated Learning Consortium  
 Tennessee Publics  
 Texan A&M University System  
 Texas Six  
 University of Hawai'i  
 University of Maine  
 University of Maryland  
 University of Massachusetts  
 University of Missouri  
 University of North Carolina  
 University of Texas  
 University of Wisconsin Comprehensives  
 University System of Georgia  
 Urban Universities  
 Women's Colleges  
 Work Colleges

### Consortia & State or University Systems

Groups of institutions and state and university systems may add additional custom questions and receive group comparisons. Some groups agree to share student-level responses among member institutions.

### Participation Cost & Benefits

The annual NSSE survey is supported by institutional participation fees. Institutions pay a fee ranging from \$1,800 to \$7,800 determined by undergraduate enrollment. Participation benefits include: uniform third-party survey administration; customizable survey recruiting materials; a student-level data file of all survey respondents; comprehensive reporting of results with frequencies, means, and benchmark scores using three self-selected comparison groups; special reports for executive leadership and prospective students; and resources for interpreting data and translating them into practice.

### Current Initiatives

The NSSE Institute for Effective Educational Practice is collaborating with the Center of Inquiry in the Liberal Arts, Wabash National Study of Liberal Arts Education, Penn State's Spencer Foundation-funded "Parsing the First Year of College" project, the Council of Independent Colleges Collegiate Learning Assessment consortium, and Teagle Foundation initiatives to advance "Value-Added Assessment of Student Learning" and explore the relationships between measures of student engagement from NSSE and a wide range of indicators of student learning.

### Benchmarks of Effective Educational Practice

- Level of Academic Challenge
- Active and Collaborative Learning
- Student-Faculty Interaction
- Enriching Educational Experiences
- Supportive Campus Environment

[www.nsse.iub.edu/pdf/nsse\\_benchmarks.pdf](http://www.nsse.iub.edu/pdf/nsse_benchmarks.pdf)

### Other Programs & Services

Beginning College Survey of Student Engagement (BCSSE), Faculty Survey of Student Engagement (FSSE), Law School Survey of Student Engagement (LSSSE), NSSE Institute workshops and Webinars, faculty and staff retreats, consulting, state system reports, data sharing, and special analyses.



## Selected Results: Looking Within



Indiana State University

The selected results reported in this section are based on almost 380,000 randomly sampled students attending 722 U.S. baccalaureate-granting institutions who completed NSSE in spring 2008. We also draw upon several sets of experimental questions appended to the Web version of the survey and given to a subset of the 2008 respondents. We feature three themes.

The first theme—*Looking Within*—examines the large and often unexamined variation that exists among students, even those attending the same institution. We show how little difference actually exists between institutions and illustrate variation among students by way of case studies using real data from two NSSE institutions. Then we analyze two important current issues, the experiences of transfer students and the engagement of students taking courses delivered primarily online.

The second theme—*Promoting Success in the First Year*—draws from the BCSSE survey, including the valuable BCSSE-NSSE longitudinal data, and a set of experimental questions about a student’s plans to persist at the institution. It also examines the experiences of underprepared students, i.e., those assigned to developmental or basic skills courses in their first year.

The third theme—*Writing Matters*—draws on core survey items and a promising new set of questions about the writing process administered experimentally in 2008. While NSSE measures the quantity of student writing, the additional questions assessed the quality of the writing process, including best practices in student writing and in the ways faculty assign and teach writing in their courses.

*“At Spring Arbor University, our NSSE results have forced us to face hard facts we sometimes didn’t like. But they have also pointed the direction to effective change.”*

— Betty J. Overton-Adkins, Vice President for Academic Affairs, Spring Arbor University

### Promising/Disappointing Findings

#### Promising Findings

- Currently, 85% of entering first-year students intend to graduate from the institution at which they are currently enrolled.
- Nearly two-thirds of first-year students and three-fourths of seniors at least sometimes discussed ideas from their readings or classes with faculty members outside of class.
- More than 40% of first-year students and 60% of seniors report having done community service or volunteer work.
- Writing more in college is positively related to active and collaborative learning, student-faculty interaction, and deep learning. It is also positively related to students’ gains in learning and development.
- Faculty who encourage writing multiple drafts are also likely to emphasize deep approaches to learning.
- Courses delivered primarily online seem to stimulate students’ level of intellectual challenge and educational gains.

#### Disappointing Findings

- Only about one-half (56%) of first-year students who expected to frequently<sup>1</sup> discuss grades/assignments with an instructor reported doing so.
- Nearly a quarter of first-year students and one out of five seniors reported that they frequently<sup>1</sup> came to class without completing readings or assignments.
- Only 57% of first-year students and half of seniors receive substantial<sup>2</sup> encouragement from their institutions to interact with students of different economic, social, and racial or ethnic backgrounds.
- Seniors who transferred to their current institution were less engaged on four out of five benchmarks.
- Just half of engineering students (53%) reported frequently<sup>1</sup> receiving prompt feedback from faculty compared to well over 60% in other fields.
- Among first-generation students, about half of both first-year students and seniors did not participate in any co-curricular activities (such as campus organizations or publications, student government, etc.).

Notes

<sup>1</sup>Frequently = Often or Very often

<sup>2</sup>Substantial = Quite a bit or Very much

### To Understand Student Engagement, Look Within

Consider the spread of a group of student scores such as NSSE benchmarks or item responses. Scores that span a wide range of values have more variation than scores that are bunched close together. NSSE collects responses from individual students who attend different institutions. So with these two levels of data, student and institution, the total variation of NSSE scores has two components:

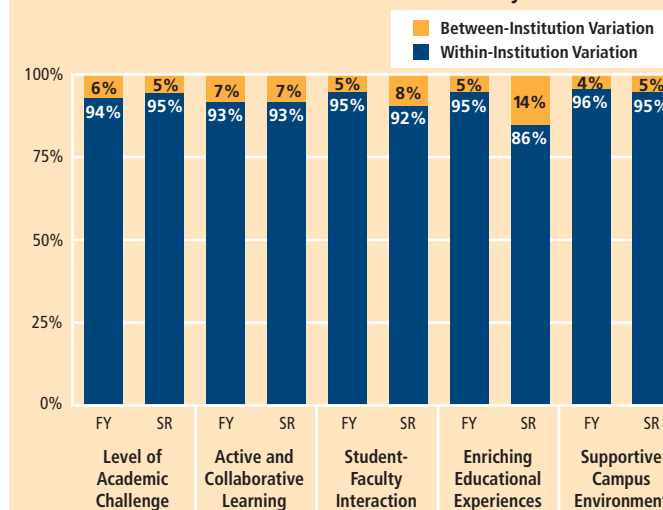
- (1) Within-institution variation is how much *student* scores vary within institutions, and
- (2) Between-institution variation is how much average *institutional* scores differ from one another.

Consistent with past research, NSSE has found that within-institution variation far exceeds between-institution variation, meaning that students *attending the same institution* differ from each other a lot more than the average student at that institution differs from those at other institutions. To illustrate, Figure 2 shows that most of the difference in engagement scores is at the student level. Indeed, with one exception, the amount of between-institution variation is from 4% to 8% of the total variation.

*“As we enter a new era focused on learning outcomes, NSSE will become even more important as a critical tool for diagnosis and improvement”*

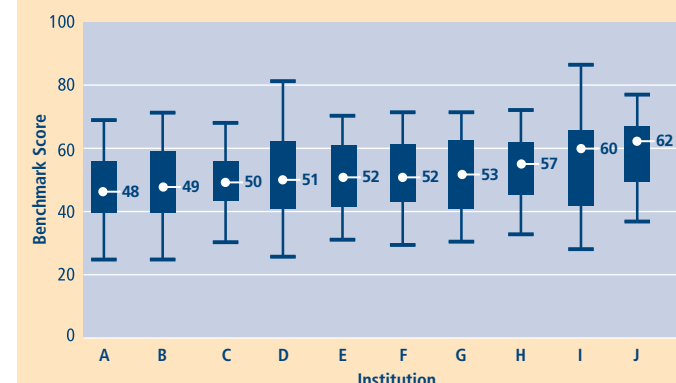
— George L. Mehaffy, Vice President for Academic Leadership and Change, American Association of State Colleges and Universities

Figure 2: Between- and Within-Institution Share of Total Variation for NSSE Benchmarks by Class



The chart in Figure 3 displays the distribution level of academic challenge scores for first-year students enrolled at ten Master’s-L institutions (see page 32 for details on this type of chart). The institutions are arranged left to right by their median score, from a low of 48 to a high of 62—a between-institution range of 14 points. Yet, the size of the boxes (representing the middle 50% of scores at an institution) and the span of the whiskers (90% of scores at an institution) tell an additional story. First, it’s clear by the span of these figures that the level of academic challenge varies considerably within each institution, and that the dispersion is greater at some institutions than others. For example, compare institutions C and D. Their median scores show a mere one point difference, but institution D has a much greater range than institution C. The lowest scoring students at D are well below those at C, but the highest scoring students at D are also far above those at C.

Figure 3: First-Year Level of Academic Challenge Percentile Distributions for Ten Master’s-L Institutions



	A	B	C	D	E	F	G	H	I	J
N	280	324	135	439	262	134	229	202	101	81
95th	70	73	69	81	71	72	72	73	86	77
75th	56	59	56	62	61	61	63	62	66	67
Median	48	49	50	51	52	52	53	57	60	62
25th	40	40	44	41	42	44	41	46	42	50
5th	25	25	31	26	32	30	31	34	29	37

NSSE data make it possible to consider the experiences of *all* students, not just the average student. So in this section we emphasize the importance of disaggregating an institution’s data to examine the patterns of engagement. In the following pages we present two case studies using real data to illustrate how an institution might go about analyzing the variation in student engagement. These are followed by two brief studies on the 2008 data, bringing to light additional variables that are worth a look when examining institutional results, including transfer students and students taking a higher proportion of courses online.

## Selected Results: Looking Within (continued)

### Case Studies

This part of the *Looking Within* story features two case studies based on *real data* from two NSSE 2008 institutions given fictitious names, Constitution University and Homestate College. These cases demonstrate how institutions might examine variation among students with subgroup analysis, and consider how the quality of learning experiences differs among their students. In the first case, we compare students' views of the campus environment within two valuable first year programs. In the second, we show how enriching educational experiences may be unremarkable in comparison to the institution's peers, but look quite different among seniors majoring in different fields.

#### Case #1 – Supportive Environment at “Constitution University”

We analyzed views of the campus environment among 360 first-year students at a large doctoral institution we call Constitution University. The students were affiliated with one of three groups: 15% in the Honors Program, 14% in the Educational Opportunity Program (EOP) for underrepresented and economically disadvantaged students, and 71% labeled “All Other Students.”

As expected, SAT scores for Honors program students were higher than for the other groups and these students were most likely to live on campus (Table 2). EOP students were more ethnically diverse and more were first-generation (i.e., neither parent had a baccalaureate degree).

**Table 2: First-Year Student Characteristics by Affiliation at Constitution University**

Characteristics	Honors	Educational Opportunity	All Other Students
Percent first-generation	25%	50%	39%
Percent students of color	54%	81%	56%
Percent living on campus	71%	56%	41%
Median SAT	1950	1510	1590

Figure 4 shows the distribution of supportive campus environment (SCE) scores for each of the three groups in “box and whiskers” format. Clearly, EOP students were more favorable about the campus environment, suggesting that they were well supported at Constitution University. Notice that the 25th percentile score for EOP students equals the median score for Honors students (line A), and the median for EOP nears the 75th percentile for the Other group (line B). In other words, 75% of EOP students scored higher than half of the Honors students, and nearly half of EOP students scored as well as the top quarter of the Other group.

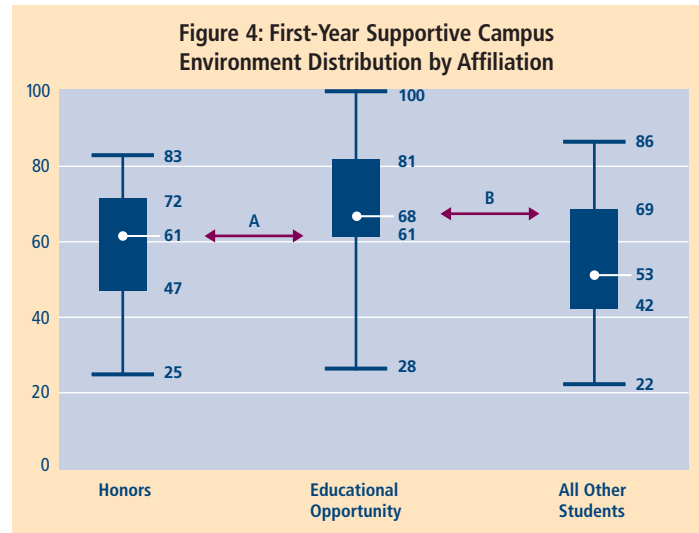


Table 3 shows how the three groups responded to the questions that make up the Supportive Campus Environment score. EOP students reported substantially more academic, non-academic, and social support, and also claimed better relationships with other students and with administrative personnel. Relationships with faculty were comparable for the three groups.

**Table 3: Differences in Supportive Campus Environment Items by Affiliation**

Items	Honors	Educational Opportunity	All Other Students
Campus provides substantial <sup>a</sup> academic support	75%	85%	70%
Campus provides substantial <sup>a</sup> support to help you cope with your non-academic responsibilities (work, family, etc.)	33%	65%	30%
Campus provides substantial <sup>a</sup> support for social needs	39%	70%	38%
Very positive <sup>b</sup> relationships with other students	65%	71%	51%
Very positive <sup>b</sup> relationships with faculty members	33%	35%	35%
Very positive <sup>b</sup> relationships with administrative personnel and offices	23%	43%	24%

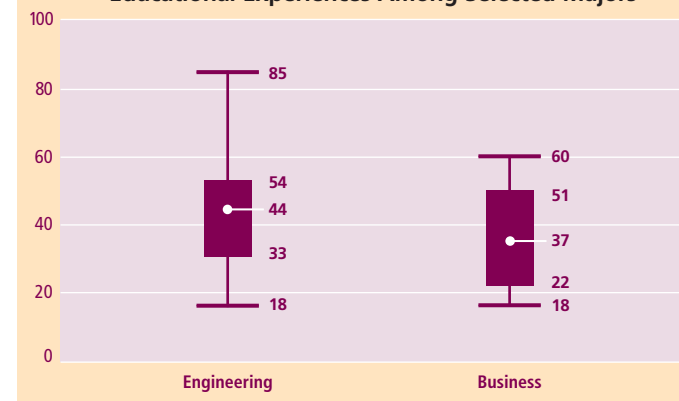
<sup>a</sup> “Very much” or “Quite a bit”  
<sup>b</sup> Rated at least a 6 on the 7-point scale

This portrayal of within-institution variation of a benchmark score can be replicated with other benchmarks and scales to improve understanding of the experiences of different student groups and the effect of different programs.

#### Case #2 – Enriching Activities at “Homestate College”

Next, we examined the enriching educational experiences (EEE) of 460 seniors attending a public institution we call Homestate College (HC). Although Homestate College’s average EEE score is comparable to that of its peers, considerable variation exists among their students. For example, disciplinary differences in engagement are common, and opportunities for some enriching experiences (e.g., study abroad, internships) may vary by major. For purposes of illustration, we examined seniors majoring in engineering and business, though differences existed among other fields (Figure 5). Not only are these two majors’ distributions dissimilar (engineers being more dispersed), but many business students appear to be less engaged in enriching experiences than their engineering counterparts.

**Figure 5: Homestate College Seniors’ Enriching Educational Experiences Among Selected Majors**



For a deeper understanding of the lower results for business majors, it helps to examine the individual items that make up the benchmark (Table 4). For instance, business students at HC participated less in internships, learning communities, and culminating senior experiences, and had less frequent serious conversations with ethnically diverse students. These findings could generate useful discussions about new policies or programs at the business school.

**Table 4: Participation in Selected Enriching Activities by Major**

	Engineering	Business
Had frequent <sup>a</sup> serious conversations with students of another ethnicity	75%	58%
Practicum, internship, field experience, etc. <sup>b</sup>	65%	46%
Participated in a learning community <sup>b</sup>	22%	4%
Culminating senior experience <sup>b</sup>	40%	21%

<sup>a</sup> Percent responding “Often” or “Very often”  
<sup>b</sup> Percent responding “Done”

It turns out that business and engineering students at HC differed in terms of gender, living in a residence hall, and transfer status (Table 5), differences which can be related to the benchmark scores. While business majors participated less often in enriching activities than engineering majors, this difference was no longer significant after controlling for student background characteristics. However, this does not mean that the business school should not consider expanding opportunities for enriching experiences, in recognition of the needs of its distinctive student population.

**Table 5: Background Characteristics by Major at Homestate College**

	Female	Transfer	On-Campus Residence
Business	46%	58%	17%
Engineering	23%	32%	44%

On average, senior business majors at all 2008 NSSE institutions reported fewer enriching activities than majors in several other academic disciplines, including engineering—though the differences between business and engineering appear to be smaller when examined across all institutions. Although major is the lens used to view engagement results in this analysis, campuses should consider their own educational contexts before embarking on a study of their own. Many factors besides major could be important to understanding variability in benchmark results in a given institution.



Grand View College



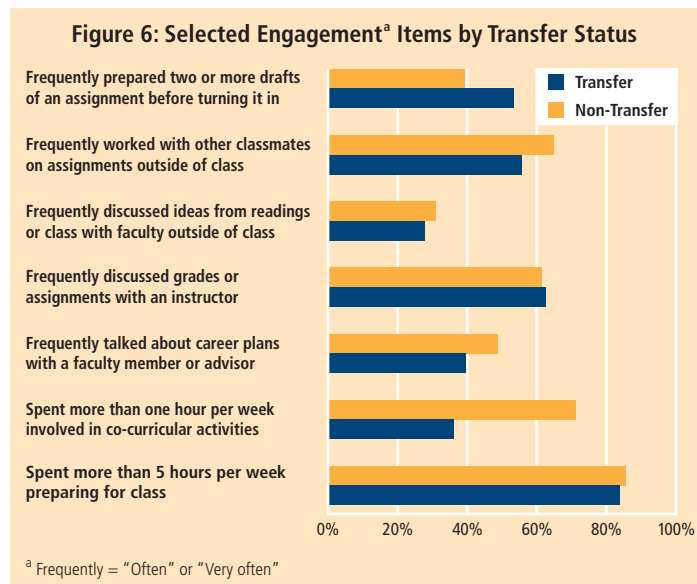
## Selected Results: Looking Within (continued)

### Transfer Students

This section explores the experiences of transfer students from all NSSE 2008 U.S. institutions. Transfers are an often overlooked group, and attending more than one institution is increasingly common. Indeed, more than 40% of seniors responding to NSSE started at a different institution. Understanding the experiences of this large subpopulation should be of keen interest to faculty and administrators.

Compared to “native” seniors, transfers were older, less likely to live on campus, more likely to work off campus and to care for dependents. In general, senior transfers differ in engagement from their peers in notable ways (Figure 6), for example:

- Senior transfers talked less frequently with faculty about their future plans.
- More than half of senior transfers frequently prepared two or more drafts of an assignment before turning it in, compared to only two-fifths of their peers.
- Senior transfers were less likely than their peers to work with their classmates on assignments outside of class.
- Half as many senior transfers participated in co-curricular activities compared to their non-transfer counterparts.



Still, Figure 6 also shows that transfer students did not differ from their peers on several key measures, including time spent preparing for class and discussing grades or course ideas with faculty outside of the classroom.

Controlling for students’ precollege characteristics and the institutions they attend, transfer status was negatively related to seniors’ scores on four of the five NSSE benchmarks (Table 6). Seniors who transferred were on par with their peers in the level of challenging coursework, but they were less involved in active and collaborative learning, student-faculty interaction, and enriching educational experiences, and they viewed their campus environments as less supportive. Perhaps transfer students missed out on some early experiences in their college career that facilitate engagement and connection with the institution. These findings suggest that institutions of all types need to consider early and ongoing programs to engage their transfer students. In addition, the major department and associated clubs and organizations provide important opportunities to welcome and support transfer students.

Benchmarks of Effective Educational Practice	Effect of Transfer Status <sup>b</sup>
Level of Academic Challenge	
Active and Collaborative Learning	—
Student-Faculty Interaction	--
Enriching Educational Experiences	---
Supportive Campus Environment	--

<sup>a</sup> Table reports results from five multiple regression models (one per row). Institution-level controls included Carnegie type and control; Student-level controls included gender, enrollment status, parents’ education, grades, age, membership in fraternity/sorority, race-ethnicity, U.S. citizenship, and living on campus.  
<sup>b</sup> - p<.001, -- p<.001 and unstandardized B < -0.1, --- p<.001 and unstandardized B < -0.2

### Online Learners

An increasing number of colleges and universities deliver course content using online technology (e.g., course management systems, discussion boards, video conferences), offering convenient ways for students to achieve their learning goals. In 2008, NSSE explored the experiences of online learners through a set of additional questions given to more than 22,000 students from 47 institutions.

To distinguish between the experiences of classroom-based and online learners, respondents were asked how many of their current year’s courses were delivered primarily using the Internet. Of all respondents who received the additional questions, 1,128 (12%) first-year students and 1,637 (14%) seniors indicated that at least 75% of their courses were delivered online. We compared these online learners with 5,421 (56%) first-year students and 6,296 (52%) seniors who indicated that none of their courses in the current school year were primarily delivered via the Internet (Table 7).

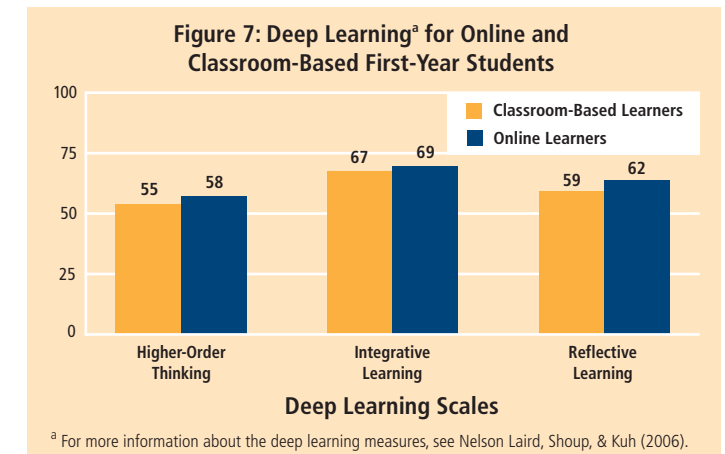
For both first-year and senior students, online learners were *more likely* than classroom-based learners to:

- Be older, transfer, and first-generation students.
- Very often participate in course activities that challenged them intellectually.
- Very often participate in discussions that enhanced their understanding of different cultures.
- Very often discuss topics of importance to their major.

For both first-year and senior students, online learners were *as likely* as classroom-based learners to:

- Spend at least 10 hours per week preparing for class.
- Very often participate in discussions that enhanced their understanding of social responsibility.
- Believe the campus environment is very supportive of their academic success.

Relative to classroom-based learners, both first-year and senior online learners reported more deep approaches to learning in their coursework (Figure 7). It may be that students who pursue online courses—such as older students for whom the flexibility and convenience of the medium may be particularly important, given work or family commitments—are those who embrace the spirit of independent, student-centered, intellectually engaging learning as captured by the deep learning measures. It may also be the case that professors who teach online courses make more intentional use of deep approaches to learning in their lesson plans.



Controlling for student and institutional characteristics, the percent of first year courses primarily delivered online was positively related to active and collaborative learning. Though this result seems counterintuitive, the online setting may offer more opportunities for collaboration and faculty who teach online courses may be more intentional about fostering active learning experiences, such as asking questions or participating in discussions. For both first-year students and seniors, the percent of courses delivered primarily online was significantly related to level of academic challenge. Online courses seem to stimulate more intellectual challenge and educational gains. This suggests that integrating technology-enhanced courses into the curriculum for all students might have some salutary benefits. On the other hand, it is also possible that faculty who are incorporating new technologies are inherently more inclined to provide engaging experiences for their students, regardless of how content is delivered.

	First-Year		Senior	
	Classroom-Based	Online	Classroom-Based	Online
Discussed or completed an assignment using a “synchronous” tool like instant messenger, online chat, video conference, etc. <sup>a</sup>	5%	16%	4%	22%
Discussed or completed an assignment using an “asynchronous” tool like e-mail, discussion boards, listserv, etc. <sup>a</sup>	13%	43%	18%	53%
Participated in discussions about important topics related to your major field or discipline <sup>a</sup>	14%	28%	28%	41%
Participated in course activities that challenged you intellectually <sup>a</sup>	24%	37%	35%	45%
Participated in a study group outside of those required as a class activity <sup>a</sup>	12%	10%	12%	11%
Participated in discussions that enhance your understanding of social responsibility <sup>a</sup>	10%	17%	13%	19%
Participated in discussions that enhance your understanding of different cultures <sup>a</sup>	10%	22%	13%	23%
Campus environment provides the support you need to help you succeed academically <sup>b</sup>	36%	37%	30%	33%

<sup>a</sup> Percentage of respondents who answered “Very often”  
<sup>b</sup> Percentage of respondents who answered “Very much”

## Selected Results: Promoting Success in the First Year

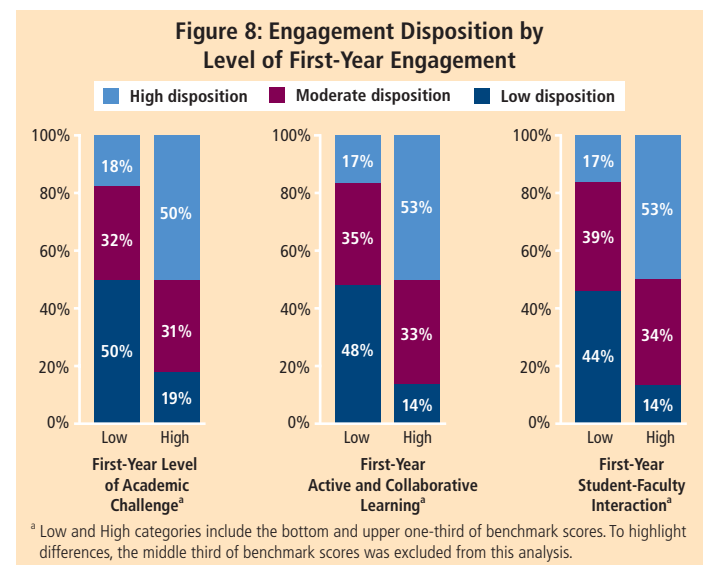
Students enter college with a variety of backgrounds and experiences. Some students were highly engaged in high school, while others were less engaged. Some students set high academic expectations for their first year, while others do not. Students also arrive on campus with varied levels of academic preparation. In this section, we combine results from NSSE and BCSSE to explore connections among first-year students' past, expected, and actual engagement, and their preparation for college.

### First-Year Students' Engagement Disposition

Myriad high school and other life experiences shape students' expectations for what college will be like and what will be required of them. Some students were highly engaged in the learning and extracurricular activities of their high schools, and intend to continue such involvement, while others come to college less inclined toward engagement. Similarly, some students have built high expectations for their collegiate experience based on the stories of family, friends, and teachers, while others have not. These varied experiences and expectations influence students' willingness to take on and engage in various academic experiences.

Using high school academic engagement and student expectations for their engagement during the first year of college collected on BCSSE, an index was created that identified students' overall engagement disposition. A disposition is a "general inclination to approach and think about a task in a particular way" (Ormrod, 2006, p. 410). Thus, the engagement disposition of an entering first-year student is the general inclination of that student to be engaged in the academic environment.

Three levels of engagement disposition—low, moderate, and high—were created for this analysis. Approximately one-third of students were assigned to each of these categories.



### Engagement Disposition and Academic Engagement

As expected, engagement dispositions are related to engagement in educationally purposeful activities as measured by three NSSE benchmarks: Level of Academic Challenge, Active and Collaborative Learning, and Student-Faculty Interaction (the remaining NSSE benchmarks are less closely related to the elements that make up the disposition measure). For example, half of those with low or high first-year academic challenge scores had low or high engagement dispositions (Figure 8). Yet many students reported levels of engagement that were not congruent with their engagement disposition. For instance, of those students with high levels of student-faculty interaction in the first year, 14% and 34% had low and moderate engagement disposition, respectively. In other words, more than half of these students achieved patterns of engagement with faculty in their first year of college that exceeded what their high school engagement and expectations for engagement in college predicted. A comparable pattern was also seen for academic challenge and active and collaborative learning.

On the other hand, some students who entered with high disposition for engagement did not achieve it. This exposes a worrisome gap and end result, wherein some students come to campus with promise to be highly engaged but fall short. Thus, institutions need to find ways to not only increase, but also sustain, engagement with different student populations. They must work to understand the unique engagement patterns within their campus context and direct resources toward creating educational environments that engage all students at high levels in activities associated with learning and development, not just those deemed at risk for less engagement in academic and co-curricular life.

These results demonstrate that disposition is not destiny. Because engagement disposition is not a perfect predictor of future engagement, actual engagement can be responsive to personal and environmental factors such as family and peer influences, as well as academic experiences, advising, and other institutionally structured opportunities. These results affirm that well-crafted

*"NSSE, like its two-year counterpart CCSSE, has provided researchers a powerful tool to better understand the ways in which colleges impact students. As importantly, it has given institutions a vehicle to better assess their own actions in order to enhance the success of their students."*

— Vincent Tinto, Distinguished Professor of Education, Syracuse University

first-year experience programs and individual effort can allow students to exceed expectations and should be encouraging for faculty and student affairs staff working with new students.

### Engagement Disposition, Academic Engagement, and Persistence

Are engagement disposition and actual level of engagement associated with students' intent to return to the same institution? Our results confirm current theories of student retention: when students are invested in learning at high levels they are more likely to persist. Highly engaged students were more likely to report intentions to re-enroll the following year than students who were less engaged.

Interestingly, adding entering students' engagement disposition to the analysis did not change the relationship between engagement and intention to persist. Regardless of precollege engagement disposition, higher scores on Level of Academic Challenge, Active and Collaborative Learning, and Student-Faculty Interaction were related to higher rates of intention to return the following year (Table 8, shown in bold). In other words, actual engagement trumps engagement disposition in predicting intent to return. However, the relationship between disposition and engagement means that information about engagement disposition can be used to target interventions for students who may be at risk for low engagement.

Precollege Engagement Disposition	Benchmark	Percent Planning to Return the Following Fall <sup>b</sup>
<i>Level of Academic Challenge</i>		
High	<b>High</b>	<b>91%</b>
Low	<b>High</b>	<b>88%</b>
High	Low	79%
Low	Low	83%
<i>Active and Collaborative Learning</i>		
High	<b>High</b>	<b>90%</b>
Low	<b>High</b>	<b>92%</b>
High	Low	79%
Low	Low	80%
<i>Student-Faculty Interaction</i>		
High	<b>High</b>	<b>90%</b>
Low	<b>High</b>	<b>89%</b>
High	Low	84%
Low	Low	84%

<sup>a</sup> Low and High categories include the bottom and upper one-third of disposition or benchmark scores. To highlight differences, the middle third was excluded from this analysis.  
<sup>b</sup> Intent to return is generally high because the NSSE survey is administered during the spring, when some student attrition has already taken place.

### Underprepared Students

Students enter college with varying levels of academic preparation. Recent studies indicate that 40% of all undergraduate students will complete at least one developmental education course as part of their undergraduate curriculum, an indicator that developmental courses serve the academic needs of a large and diverse group of students today (Attewell, Lavin, Domina, & Levey, 2006). In this section, we explore first-year students' academic preparation and the relationship between preparation and academic engagement and outcomes.

More than 10,000 full-time, first-year students who completed NSSE 2008 were included in this analysis. Using experimental items added to NSSE 2008 at 48 institutions, we created two groups: underprepared students and highly prepared students. Underprepared students were identified as those who did not pass any high level mathematics, composition, or literature courses while in high school and who took at least one developmental education course in college. Highly prepared students were identified as those who passed at least one high level (e.g., honors) high school course in mathematics, composition, or literature and took no developmental courses in college. Using this classification system, 22% of respondents were identified as highly prepared and 27% as underprepared.

### Characteristics of underprepared and highly prepared first-year students

Underprepared first-year students:

- Completed on average two developmental education courses in college.
- Had a mean combined SAT (or converted ACT) score of 995, compared to 1217 for highly prepared students.
- Represented 65% of first-generation students, and 46% of students with college-educated parents.

*"I'm very impressed by the tutoring/learning assistance programs here. Although I believe they are underutilized, I know they provide a valuable service for students who really need and want it. I have been a student tutor for three years. I find it very rewarding to have the opportunity to help students with a desire to succeed, but who need a little extra help."*

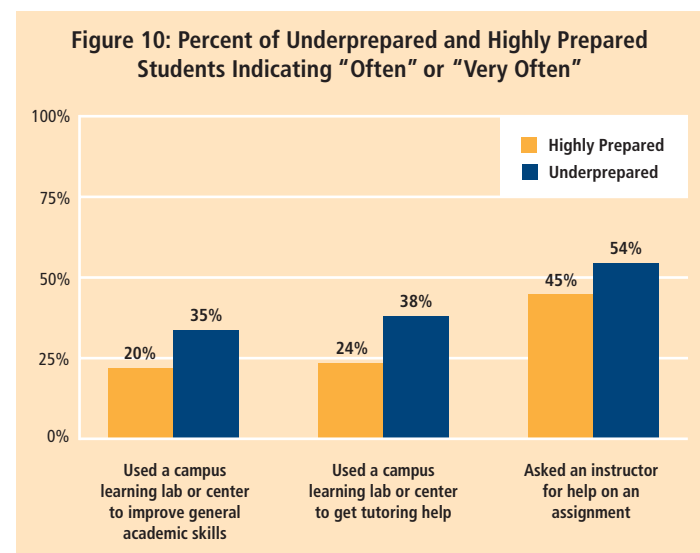
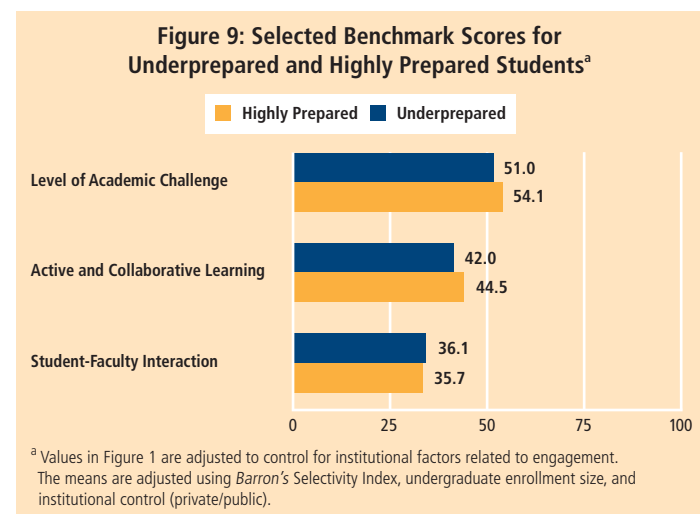
— Senior student, Alfred State College (SUNY)



**Differences in level of engagement between underprepared and highly prepared students**

Underprepared students were significantly less engaged than highly prepared students in both academically challenging activities and active and collaborative learning, but there were no significant differences in level of student-faculty interaction (Figure 9). Though underprepared students were generally less engaged than highly prepared students, they were more likely to indicate that they “often” or “very often” asked instructors or teaching assistants for help with assignments and more frequently used campus learning centers for help related to specific courses and to improve general academic skills (studying, note-taking, etc.) (Figure 10).

Overall, the results indicate that underprepared students are less engaged than their highly prepared peers, but at the same time they are more likely to use campus resources and seek help for the unique challenges they face.



**Differences between underprepared and highly prepared students on educational outcomes**

Underprepared students reported mostly Bs in the first year, compared with mostly A- grades for highly prepared students. More specifically, underprepared students were three times more likely to report average grades of ‘C’ compared to highly prepared students. In addition, only 65% of underprepared students believed they were very likely to earn their degree from the institution where they were enrolled, compared to 76% of highly prepared students. In contrast to their grades, underprepared students reported significantly greater gains in personal and social development during their first year. At the same time, they were significantly less satisfied with their institution than highly prepared students.

As institutions respond to the diverse learning needs of new students, it is important to keep in mind the differences between underprepared and highly prepared students. Notably, the combination of low entering ACT/SAT scores and the overrepresentation of first-generation students within the underprepared population signals that these students might have limited relevant experiences to support their transition to college. Thus, they may need more explicit direction about what they must do to succeed. More intentional emphasis to promote academic challenge and active and collaborative learning among underprepared students would also be productive. One approach is to build on their tendency to take advantage of the support offered by faculty and learning resources. For example, faculty and other academic support personnel could arrange more academic support activities that involve students in collaborative learning. In addition, previous analyses have shown that high-impact educational practices, such as learning communities, have particularly positive benefits for underprepared students (Kuh, 2008). Finally, given underprepared students’ low satisfaction level and reduced certainty that they will complete their degree at their current institution, it seems important to be more intentional about regularly checking in with these students about their degree progress.

*“NSSE complements our existing data sources to provide a more complete picture, and has been a catalyst on our campus for rethinking and reimagining the undergraduate learning experience.”*

— Brian D. Pettigrew, Assistant Vice President (Institutional Research and Planning) & Registrar, University of Guelph, Ontario, Canada

**Faculty Survey of Student Engagement (FSSE)**

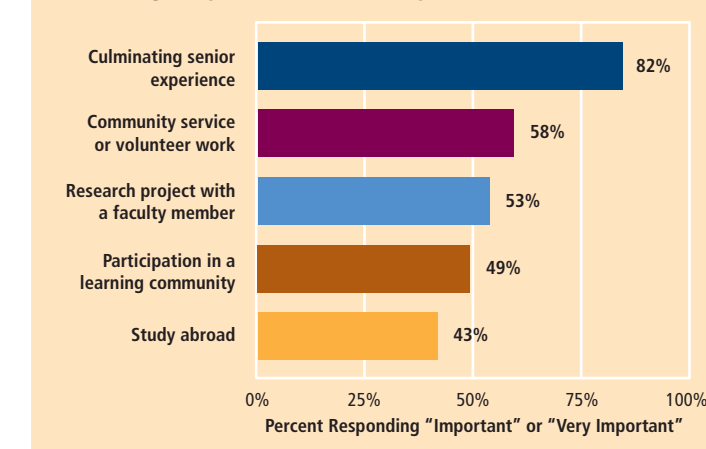
The Faculty Survey of Student Engagement (FSSE, pronounced “fessie”) measures faculty members’ expectations and practices related to student engagement in educational activities that are empirically linked with high levels of learning and development. The survey also collects information about how faculty members spend their time on professorial activities and the level of importance faculty place on various areas of learning and development (Figure 11). FSSE results, especially when used in combination with NSSE findings, can identify areas of institutional strength as well as aspects of the undergraduate experience that may warrant attention. The information is intended to be a catalyst for productive discussions related to teaching, learning, and the quality of students’ educational experiences.

**FSSE Facts**

- First national administration in 2003.
- Administered online.
- Average institutional response rate of about 50% each year.
- More than 120,000 faculty responding from 530 different institutions since 2003.
- 23,385 faculty respondents from 160 institutions in 2008.
- 148 of the 160 institutions also administered NSSE in 2008.

Find out more about FSSE at: [www.fsse.iub.edu](http://www.fsse.iub.edu).

**Figure 11: Percentage of Faculty Who Believe Selected High-Impact Practices are Important for Students**



*“NSSE and FSSE results were instrumental in developing two very successful faculty workshop series, one to address factors to improve undergraduate writing and the second on ways to enhance undergraduate students’ participation in research and other experiential learning opportunities.”*

— Jan M. Murphy, Associate Provost, Illinois State University

**Beginning College Survey of Student Engagement (BCSSE)**

The Beginning College Survey of Student Engagement (BCSSE, pronounced “bessie”) measures entering first-year students’ high school academic and co-curricular experiences as well as their expectations for participating in educationally purposeful activities during the first year of college. BCSSE administration takes place prior to the start of fall classes so it can be paired with a NSSE administration in the spring.

BCSSE data can aid the design of pre-college orientation programs, student service initiatives, and other programmatic efforts aimed at improving student learning during the first year of college. BCSSE results, especially when linked with NSSE data, can be used to shape initiatives that align the first-year experience with recognized effective educational practices.

BCSSE was officially launched in 2007. More than 67,000 first-year students enrolled at 126 higher education institutions across the United States and Canada completed the survey. Of the 126 institutions, 94 also participated in NSSE 2008 and received a BCSSE 2007–NSSE 2008 Combined Report.

**BCSSE 2007–NSSE 2008 Facts**

- More than 15,000 first-year students enrolled at 94 participating colleges and universities completed both BCSSE and NSSE.
- Approximately 38% of the institutions were public and 62% were private.
- Just over one-third of the BCSSE-NSSE institutions were Baccalaureate level institutions, 46% Master’s level, 15% Doctoral, and 5% other or Canadian.

Find out more about BCSSE at: [www.bcsse.iub.edu](http://www.bcsse.iub.edu).

## Selected Results: Writing Matters

Increasingly, institutions are dedicating resources to help faculty infuse writing throughout their courses. This curricular movement has been inspired by the age-old adage that “writing is thinking,” which suggests that writing activities increase students’ engagement and learning, and that becoming proficient in writing prepares students to meet the complex demands for effective communication in the 21<sup>st</sup> century global economy (AAC&U, 2008).

### How much do students write?

NSSE asks how many papers of varying lengths a student wrote, understanding that high expectations and promoting writing throughout the curriculum produce more writing. NSSE estimated the number of pages written by each student using the midpoints of three items that ask how many short (1–4 pages), medium (5–19 pages) and long (20+ pages) papers were written during the current academic year. For an individual student this calculation is imprecise, but in the aggregate it approximates the amount of student writing within and across institutions fairly well. Results indicated:

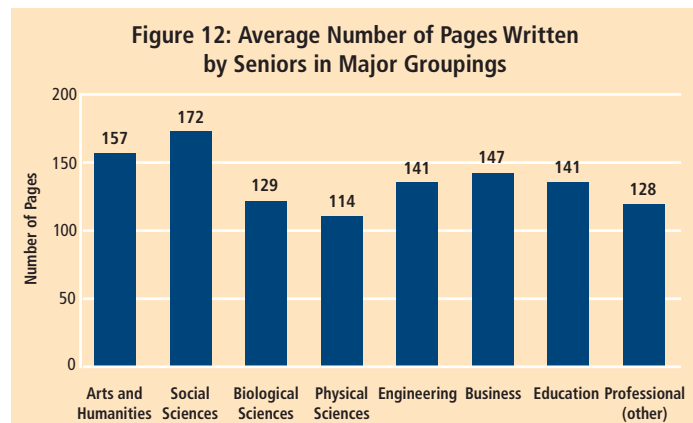
- First-year students wrote 92 pages and seniors wrote 146 pages on average during the academic year.
- Among seniors, the amount of writing varied considerably by major (Figure 12). Those majoring in the social sciences and arts and humanities wrote considerably more than many of their peers. Students studying the physical and biological sciences wrote less.
- The amount of writing was positively correlated with engagement, i.e., the more students wrote, the more they engaged in active and collaborative learning, student-faculty interaction, enriching experiences, and deep learning.

### Enough about quantity, how do students learn to write well?

NSSE and The Council of Writing Program Administrators (WPA) developed 27 questions about teaching writing. In 2008 these were given as additional NSSE questions to 23,000 students attending 82 U.S. colleges and universities. Selected results show that while a majority of students usually talked with instructors to develop ideas and received feedback about drafts from faculty and others, less than a third of first-year students and only one in five seniors regularly sought help from writing centers (Table 9). The most common writing tasks were to analyze something or argue a position, while writing about numerical data was less common. Finally, most students said their instructors explained their learning objectives and grading criteria in advance, but fewer reported short writing assignments that were not graded or the use of peer review, particularly in the senior year.

*“I have absolutely loved my experience at Amherst. I have developed my writing, speaking, and analytical skills in very stimulating and engaging classes. Professors have been very helpful and willing to donate time and extra help. My athletic experience has been a great source of satisfaction and happiness. I have also been privileged to get involved in various community engagement projects and other extracurricular activities that have been very special and gratifying.”*

— Senior student, Amherst College



### Teaching Practices and Student Writing

The amount of writing students do depends on the degree to which faculty members set high expectations for student performance and assign challenging work. FSSE 2008 results show:

- Over half of faculty assigned more than 25 pages of writing in their senior course sections.
- Faculty teaching smaller classes assigned more writing than their peers.
- About 47% of faculty members teaching lower division courses and 54% of those teaching upper courses thought it was important or very important for their students to write more than one draft of a paper.
- The more importance a faculty member placed on preparing multiple drafts of a paper, the more likely they were to emphasize deep approaches to learning.

**Table 9: Percent Responding “Some,” “Most,” or “All” Assignments to Selected Writing Items<sup>a</sup>**

	First-Year	Senior
<i>For how many writing assignments have you:</i>		
Talked with instructor to develop ideas before drafting	67%	67%
Received feedback from instructor about a draft	75%	63%
Received feedback from classmate, friend, family about a draft	74%	64%
Visited campus-based writing center to get help	31%	19%
<i>In how many writing assignments did you:</i>		
Analyze or evaluate something you read, researched, observed	91%	91%
Argue a position using evidence and reasoning	80%	73%
Explain in writing the meaning of numerical or statistical data	43%	50%
Create the project with multimedia (web page, poster, etc.)	45%	68%
<i>In how many writing assignments has your instructor:</i>		
Explained in advance what he or she wanted you TO LEARN	84%	82%
Explained in advance the grading criteria he or she would use	90%	91%
Asked you to do short pieces of writing that were not graded	54%	36%
Asked you to give feedback to a classmate about a draft	65%	38%

<sup>a</sup> Response options included 1 = no assignments, 2 = few assignments, 3 = some assignments, 4 = most assignments, and 5 = all assignments. To view all 27 questions and their exact wording visit [www.nsse.iub.edu/pdf/Writing\\_Questions\\_2008.pdf](http://www.nsse.iub.edu/pdf/Writing_Questions_2008.pdf).

NSSE grouped the additional writing items into five scales that help describe the quality of undergraduate writing:

- **Pre-Writing Activities:** How much students got feedback from faculty and others about their writing ideas and drafts
- **Clear Expectations:** How much instructors provided clear explanations of the goals and criteria of the writing assignments
- **Higher-Order Writing:** How much students wrote assignments involving summarization, analysis, and argument
- **Good Instructor Practices:** How much students collaborated with classmates, reviewed sample writing, and assigned practice writing tasks
- **Integrated Media:** How much students included numerical data, multimedia, and visual content in their writing

Controlling for student characteristics, these good writing practices were substantially related to NSSE’s deep learning subscales, especially higher-order thinking and integrative learning, and to



Juniata College

the three self-reported gains scales (Table 10). Results affirmed that when institutions provided students with extensive, intellectually challenging writing activities, the students engaged in more deep learning activities such as analysis, synthesis, integration of ideas from various sources, and grappled more with course ideas both in and out of the classroom. In turn, students whose faculty assigned projects with these same characteristics reported greater personal, social, practical, and academic learning and development. Taken together, these findings provide further support for the movement to infuse quality writing experiences throughout the curriculum.

**Table 10: Effects of Good Practices in Writing on Deep Learning and Gains for Seniors<sup>a</sup>**

		Pre-Writing	Clear Expectations	Higher Order Writing	Good Instructor Practices	Integrated Media
<b>Deep Learning Scales</b>	Higher Order Thinking	+++	++	+++	++	+++
	Integrative Learning	++++	++	+++	+++	+++
	Reflective Learning	++	+	++	+	++
<b>Gains Scales</b>	Personal and Social	++++	+++	+++	+++	+++
	Practical Competence	++++	+++	++	+++	+++
	General Education	+++	+++	+++	++	++

<sup>a</sup> Table reports results from six multiple regression models (one per row). Controls included gender, transfer status, first-generation status, living on campus, age, race, and major. All variables were standardized before being entered into the models. + p<.001 and unstandardized B > .1, ++ p<.001 and unstandardized B > .2, +++ p<.001 and unstandardized B > .3, ++++ p<.001 and unstandardized B > .4



## Using NSSE Data

NSSE provides information that faculty, staff and others can use almost immediately to improve the quality of the undergraduate experience. This section offers a sampling of different applications and interventions based on engagement results.

### Measuring Organizational Performance

#### Clemson University (SC)

Clemson University has administered NSSE for five consecutive years, beginning in 2004. A campus NSSE team was formed to provide faculty and administrative staff with resources on how to use NSSE in practice, and how to enhance survey administration. Recently, renewed efforts to share NSSE results across campus and have meaningful conversations about putting the results into practice have begun.

In addition to individual campus goals, the South Carolina State Budget and Control Board requires that all higher education institutions apply the Baldrige Criteria (Education Criteria for Performance Excellence, 2008) reporting guidelines used to measure organizational performance. The Board uses national criteria for educational quality and adapts them to address the Baldrige Criteria. In its accountability report to the State Board, each institution must benchmark its performance against these criteria. Clemson accomplishes this task by integrating NSSE, Voluntary System of Accountability (VSA), and other institutional data.

Presented with NSSE data, Clemson faculty members expressed concern over student reports of too few in-class discussions that address issues of diversity. Preserving the classroom as a safe space for conversations on diversity is very important to the University and faculty have been offered opportunities to learn more about teaching methods to engage students in these types of discussions. In addition, workshops on other types of pedagogical strategies have been developed and offered to faculty members.

Over the past three years, Clemson has also initiated Creative Inquiry projects—undergraduate research activities where faculty members guide small groups of students through a multi-semester project in various disciplines. Projects are designed to help students develop problem solving and critical thinking skills, as

*“We use NSSE data to inform staffing decisions and to determine student satisfaction levels and the quality of services and experiences (academic and social) students have—particularly in regards to diversity matters.”*

— Caroline Miller, Senior Associate Vice President and Associate Provost for Enrollment Management, University of Cincinnati

well as the abilities to work on teams and express themselves effectively in written and verbal communication.

### Reformulating the General Education Experience

#### Morehead State University (KY)

Morehead State University (MSU) uses NSSE results as key indicators on several of its general education goals as part of an initiative to re-think and reformulate the general education experience. The University fosters continuing discussion on how to promote student engagement as a means to increase retention and learning, using NSSE to guide analysis and planning. For example, NSSE results identify the characteristics of incoming first-year students, and MSU staff members then assess whether existing programs and services address students’ needs. Additionally, MSU uses NSSE results to prepare reports related to meeting institutional goals for the Kentucky Council on Postsecondary Education.

In 2006, MSU applied for and received designation as a Carnegie “engaged campus,” using NSSE results to prepare the application. The University considers the use of NSSE as a critical component of its “stewardship of place” activities and assessment. University staff members are in the process of expanding a stewardship of place initiative within their Institute of Regional Analysis and Public Policy that will direct and further these activities related to service-learning. They anticipate changes will be made to the General Education program as a result of analyzing NSSE and FSSE data sets such as the revisions made to MSU 101 to increase student engagement.

### Examining Results at the Departmental Level

#### The College at Brockport, State University of New York

After receiving NSSE results annually since 2004, department chairs at The College at Brockport, State University of New York, began to express interest in the survey and ask about the responses of their students. To better help faculty serve students, the director of institutional research utilized the group variable columns in the population file to identify the academic majors of students. Binders were created for each department, which included NSSE mean comparisons and frequency distributions reports for students in that department compared to the entire Brockport sample over a span of four years. In addition, the institutional research (IR) team wrote a one-page summary detailing specific results that department chairs should pay special attention to in both highlighting and improving their efforts.

IR staff continued to work with department chairs and faculty following the distribution of binders. Brockport had also participated annually in FSSE from 2006–2008. Through presentations and discussions with school deans, IR staff

addressed differences or mismatches in faculty and student perceptions revealed by comparing FSSE and NSSE results. For example, the amount of time faculty indicated students should invest in class was very different from the amount of time students actually reported. These discussions will help in the development of several action plans to improve the undergraduate experience at Brockport.

The IR team also provided reports to the Educational Opportunity Program (EOP), Honors program, and the Delta College program, an alternative to the traditional General Education program. Delta College offers students an interdisciplinary approach to required courses with a special focus on career preparation. Students work closely with faculty and take up to 10 classes together as a cohort.

### Identifying Trends over Time

#### University of Dayton (OH)

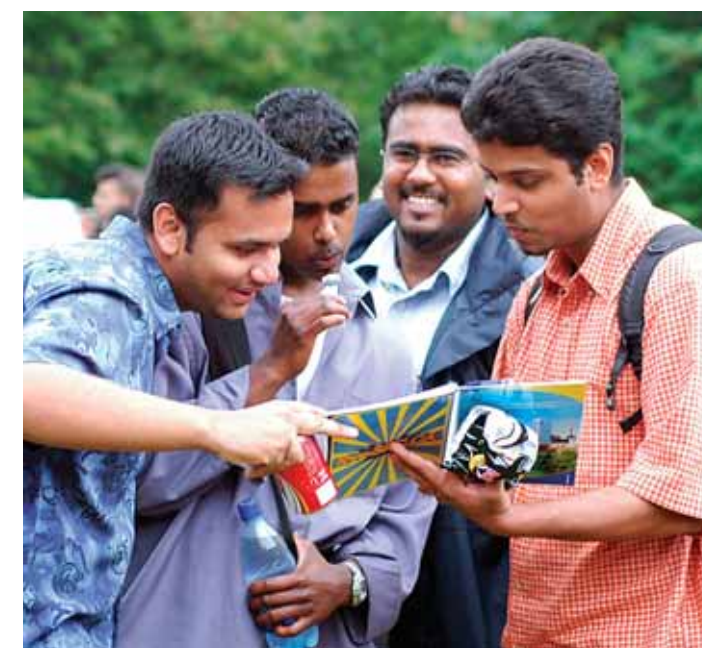
Results from its participation in NSSE in 2004, 2005, and 2007 will allow the University of Dayton to identify student engagement trends over time and support evaluation of responses by subgroups of students who completed the survey both in their first-year and senior year. NSSE results along with other assessment data will help the University draw a more complete picture of its students and program.

Academic divisions and departments have used NSSE analyses to identify areas of strength and possible areas of concern. Divisional deans received reports of student engagement results in specific colleges as compared to all other students at the institution and for individual departments compared to other students in the division. By drilling down into the data, institutional leaders gained a profile of their students in various majors as well as a comparison to students in other departments and divisions. For example, the institution compared the level of engagement for first-year students who persisted at the university with that of those who withdrew. The findings were not surprising—students who persisted at the institution spent more time with instructors, felt they got more feedback on assignments, and participated more frequently in classes. These data helped define a basic core of experiences that contributed to students’ success.

### A Collaborative Approach to Promoting Student Engagement

#### Wittenberg University (OH)

Wittenberg University promotes student engagement through shared leadership and collaboration. The President’s Task Force was created to study student engagement in the academic and



Ryerson University

co-curricular environments on campus. Along with the task force, three other committees were formed to focus on the long-term institutional goals of education and communication, social context and values, and community standards and compliance.

The Wittenberg task force targeted efforts on student learning and academic growth. The student engagement committee developed action plans based on the *Inventory for Student Engagement and Success (ISES)* (Kuh, Kinzie, Schuh, & Whitt, 2005), a self-guided framework for conducting a comprehensive, systematic, institution-wide analysis; carried out more in-depth analyses of their NSSE data; and followed-up these activities with a climate study. It is hoped that such efforts will provide evidence to show that Wittenberg has increased levels of student engagement. The institution also intends to study engagement trends over time, to compare their NSSE results with selected peers, and to consider how other colleges engaged faculty as key partners in the assessment process.

A challenge Wittenberg faced was encouraging faculty investment in the student engagement concept. Leaders of the student engagement committee carefully chose faculty representatives from across the campus who had a strong commitment to students and to service. As they began to understand that student engagement was rooted in academics, the selected faculty members became more invested in the charge of the committee. Faculty then carried out a particularly useful exercise using several prompts from the ISES framework to identify functional areas of the institution that helped to strengthen and promote student success. They talked with students, faculty peers, and administrators about these



## Using NSSE Data (continued)

areas to further promote understanding of the concept of student engagement. These discussions were felt to increase commitment to student engagement among faculty, administrators, and students at Wittenberg.

### Assessment and Accountability

#### Youngstown State University (OH)

Youngstown State University (YSU) uses NSSE data for assessment and accreditation. YSU is triangulating NSSE data from 2004, 2006, and 2007 with institutional and other national survey data that will be reported as part of YSU's participation in the Voluntary System of Accountability (VSA) project. Specific NSSE items fall into broad categories of "group learning experiences, active learning experiences, experiences with diverse groups of people and ideas, student interaction with campus and faculty, institutional commitment to student learning and success." Results on these items will be included on a template designed for Ohio's College Portrait/VSA project. Faculty and staff will review VSA project data along with information about student learning from electronic portfolios, classroom-embedded assignments, field tests, and data on faculty and first-year students from YSU's participation in Penn State's "Parsing the First Year of College" project—a three-year study funded by the Spencer Foundation that includes 35 institutions that are researching the influences affecting student learning and persistence of new first-year students.

Over the next year, YSU intends to drill down on specific NSSE items that are part of the VSA template and examine these data in relation to GPA, success, and progress rates to determine if there are patterns of performance among subpopulations of students (e.g., nontraditional students, diversity subgroups, transfer students). This process will inform future decisions about the selection of assessment tools that provide direct measures such as the CLA. YSU is using recommendations from *Assessment matters: The why and how of cracking open and using assessment results* (Ahren, Ryan & Massa-McKinley, 2008) as a planning guide to deeper analyses of the data and pacing of assessment tests and surveys over the next four years. The institution has also collected internal survey data on General Education over the past ten years and plans to examine these data in relation to NSSE and to direct measures of student learning.

To prepare its self-study for the Higher Learning Commission (HLC), YSU used NSSE results, in-house questionnaires, and data on retention and diversity. These resources were very valuable in the design of YSU's new 2007–2013 Academic Strategic Plan, which emphasizes teaching, learning, and student engagement. The campus is dedicated to helping students integrate their curricular

*"NSSE data provide good affirmation of the assertions in our HLC accreditation self-study."*

— Winona Tanaka, Vice Provost and Associate Vice President for Academic Affairs, University of Tulsa

and co-curricular experiences. Future review of NSSE data will be used to enhance YSU's participation in Campus Compact, a national initiative that promotes community service, civic engagement, and service-learning in higher education.

The Provost's Office formed an Assessment Council with 14 to 16 members that includes faculty, staff (including Institutional Research & Policy Analysis, Student Affairs, and representatives from each college), and students. Members of the Council received copies of the NSSE report. The report was read by all members and discussed in Council meetings. After careful review of the data by the Council, the Office of Assessment presented reports to numerous campus constituents, such as the President's Cabinet, Student Life, Student Government Association, and academic advisors.

### Using NSSE in Accreditation

#### Augustana College (IL)

Augustana used NSSE results to support several goals of its strategic plan, "Authentically Augustana: A Strategic Plan for a Premier Liberal Arts College, 2005," prepared as part of the college's self-study for HLC reaccreditation. Among the plan's six broad goals, the centerpiece of the plan, Senior Inquiry, was initiated in response to NSSE scores which showed low student participation in a senior culminating experience or project. Another goal focused on improving scores on NSSE items related to diversity. The Diversity and Gender Equity Committee and the Task Force on Diversity are examining issues relating to diversity and working toward increasing the racial and ethnic make-up of the Augustana campus community. Although NSSE scores for service-learning showed that Augustana students were more likely to participate in service-learning opportunities, many did not do so as part of regular coursework. Over the next few years, The Center for Vocational Reflection at Augustana will take the lead on initiatives to shift the focus from service alone to service, engagement, and learning through existing programs such as learning communities. Furthermore, as a member of Illinois Campus Compact, a coalition of campuses that foster campus-community programs, Augustana will draw on that group's resources and support to help faculty integrate service-learning into their courses. Augustana has made substantial efforts to define outcomes and assess its effectiveness in achieving them.

Administrators and institutional researchers share assessment results with campus stakeholders and have made assessment data available to students by encouraging articles in student publications and providing data for students doing papers.

#### The University of Texas at Austin

After extensive discussion of its undergraduate curriculum and the need for major reform, The University of Texas at Austin (UT) adopted the Signature Courses project for its Quality Enhancement Plan (QEP) prepared for SACS.

The Signatures Courses project introduces first-year UT students to contemporary issues of "real world" importance through an interdisciplinary approach. Courses are designed to develop communication skills and analytical thinking to help students "mature intellectually from promising high school students to good college students" (p. 18, QEP). In the initial assessment process, UT examined its NSSE benchmark scores and found that student responses on active and collaborative learning and student-faculty interaction were lower than desired. First-year students were not participating in activities such as presenting in class, preparing written assignments, discussing concepts with faculty, or problem-solving. Mirroring the challenges faced by undergraduate education in large research institutions, NSSE data helped target specific areas for improvement.

UT's QEP outlines a six-step plan that the Signature Courses project will implement to strengthen the core curriculum and enhance the intellectual experience of its first-year students. The plan will: (a) increase the accessibility of distinguished faculty, (b) teach crucial skills such as oral and written communication, reasoning, and the interpretation of data, (c) introduce first-year students to the rich resources of the University, (d) provide understanding of inquiry across disciplines, (e) give students content that can be applied to the real world, and (f) energize the intellectual climate at UT by having first-year students attend discussions and a series of lectures.

*"Through participating in NSSE, BCSSE, BEAMS, and Summer Academies, we have developed a cadre of faculty members, administrators, and student leaders who are committed to using this evidence in planning and decision-making."*

— Alexei G. Matveev, Associate Director, Institutional Effectiveness and Assessment, Norfolk State University

#### Viterbo University (WI)

Grounded in a Franciscan tradition, Viterbo now defines itself as an ecumenical university where diversity is an important core value. All undergraduates are required to take six hours of coursework chosen from the 81 courses in 19 departments that meet the diversity learning component. NSSE results have indicated that Viterbo students, in comparison to their selected peers, scored more highly on learning about diverse perspectives as a result of class discussions and written assignments that have intentionally incorporated different racial/ethnic, religious, gender-related, and political perspectives.

Viterbo used NSSE survey results throughout its HLC/NCA Comprehensive Self-Study. NSSE results established evidence to meet accreditation standards on diversity, as described above, and active learning strategies. Viterbo's *Institutional Report* and supporting documents, raw data files, and the *HLC-NCA Accreditation Toolkit* prepared by NSSE were also used to support the self-study. The director of institutional research made presentations at the HLC-NCA annual conference in April 2007, and at AIRUM '07 on "The Role of the Institutional Researcher in Accreditation," focused on preparing NSSE results for multiple audiences and using institutional data in the accreditation process. The presentation also included a chart that displayed Viterbo's NSSE results mapped to HLC-NCA accreditation standards.



Rhode Island School of Design



## NSSE Institute for Effective Educational Practice

The NSSE Institute for Effective Educational Practice was created to develop user resources and respond to requests for assistance in using student engagement results to improve student learning and institutional effectiveness. Since the NSSE Institute's inception in 2003, staff and associates have completed a major national study of high performing colleges and universities, made dozens of presentations at national and regional meetings, and worked with many campuses to enhance student success.

Here are a few examples of how NSSE Institute associates have been involved with other institutions, state systems, and organizations:

- Designed a day-long retreat with administrators and faculty at an urban research university to review their NSSE and FSSE data and identify institutional policies and practices that promote and inhibit student persistence and academic success.
- Presented a workshop at a system-level conference for faculty members interested in using NSSE data in their scholarship of teaching and learning projects.
- Advised teams at an annual summer institute on learning communities about using NSSE results to develop and assess their effectiveness.

### Outreach Services

#### NSSE Users Workshops

Users workshops allow institutional researchers, faculty, administrators, and staff an opportunity to gain ideas for using NSSE data from their colleagues at peer institutions and NSSE staff members.

The University of Nevada, Reno, hosted the fall 2007 NSSE Users Workshop and the fall 2008 Users Workshop was held at The College at Brockport, State University of New York. These events drew more than 100 institutional representatives and included faculty, staff, and administrators with commitments and responsibilities for enhancing the quality of the undergraduate learning experience. Presentations from all previous Users Workshops are posted to the NSSE Web site, [www.nsse.iub.edu/workshop\\_presentations](http://www.nsse.iub.edu/workshop_presentations).

#### NSSE Webinars

NSSE continues its popular series of free, live, interactive Webinars. Topics have included “Assessing the First-Year Experience,” “Using NSSE Data for Student Affairs,” “Introduction to BCSSE,” and “Your Institutional Report.” All sessions are recorded and archived on the NSSE Web site, [www.nsse.iub.edu/webinars](http://www.nsse.iub.edu/webinars), along with schedule, detailed descriptions, and registration information.

### User Resources

NSSE Institute staff have developed or updated key print resources for NSSE users.

#### *Working with NSSE Data: A Facilitator's Guide*

Similar to an instructor's manual, the facilitator's guide provides suggestions and step-by-step instructions for leading a workshop, presentation, or session on interpreting and using NSSE data for campus stakeholders. Each section contains a sequenced program that may include an overview of the data report, suggestions for how the facilitator can prepare for individual topics, definitions of key terms, exercises, FAQs, and questions for further discussion. Worksheets accompany several of the exercises.

#### *Multi-Year Data Analysis Guide*

More than three-quarters of NSSE participating institutions have administered the survey more than once. This new guide will help users analyze multiple years of NSSE data for trends and stability. Items on the NSSE survey and the reporting of results have been refined over time in an effort to provide institutions the most accurate information possible in any given year. These improvements, however, make multi-year analysis of NSSE data more complex. Thus, this guide provides resources, information, and suggestions for suitable approaches to NSSE multi-year analysis, and may strengthen the validity of final conclusions.

The guide will help to answer questions such as:

- What is an appropriate methodology for determining if there has been a meaningful change between years?
- Can an institution's existing reports be used to evaluate changes from year to year, or should data sets be merged to conduct a separate analysis?
- Since the NSSE survey has changed over time, how can institutions quickly identify comparable survey items and benchmarks?

The guide accompanies the new Multi-Year Benchmark Report, which provides recalculated and comparable benchmark scores and related statistics for all years of NSSE participation. Find a copy of the guide on the NSSE Web site, [www.nsse.iub.edu/pdf/2008\\_Institutional\\_Report/Multiyear\\_Data\\_Guide.pdf](http://www.nsse.iub.edu/pdf/2008_Institutional_Report/Multiyear_Data_Guide.pdf).

### Accreditation

#### Updated Regional Accreditation Toolkits

NSSE Accreditation Toolkits offer guidelines for incorporating NSSE into accreditation self-studies and suggest ways to map specific items from the NSSE instrument to regional accreditation board standards. For 2008 we have updated the toolkits to reflect changes in the standards for several regional accrediting organizations.

#### Specialized Accreditation Toolkits

New accreditation resources in 2008 include guidelines that map NSSE to specialized professional accreditation standards related to specific programs of study. Specialized accreditation toolkits have been prepared that align NSSE survey items with program standards of the Association to Advance Collegiate Schools of Business (AACSB); National Council for Accreditation of Teacher Education (NCATE); and engineering accreditor ABET.

Find links to regional and specialized toolkits on the NSSE Web site, [www.nsse.iub.edu/links/accred\\_toolkits](http://www.nsse.iub.edu/links/accred_toolkits).

#### NSSE Use Study

To learn more about how institutions use what they learn from NSSE, FSSE, and BCSSE, staff conducted interviews with representatives from selected institutions throughout the spring and summer of 2008. The resulting “stories” of NSSE use will be featured in upcoming NSSE publications and presentations. Approximately 20 institutions will be highlighted in “Lessons from the Field,” a compilation due out in fall 2008. To share your story of NSSE use, please contact your Client Services team.

#### Research Initiatives

##### Wabash College Center of Inquiry in the Liberal Arts Projects (CILA)

NSSE continues its collaborations with CILA and will again license NSSE to be used with the 2009 cohort of the Wabash National Study of Liberal Arts Education (WNSLAE), a longitudinal project to assess liberal arts outcomes. The project aims to explore not only whether and how much students develop because of their collegiate experiences, but also why and how this development takes place. The outcome measures used in WNSLAE provide an important opportunity to validate the relationship between student engagement and various student learning outcomes.

##### CIC-CLA Consortium

The Council of Independent Colleges (CIC) continues to work with a consortium of institutions using the Collegiate Learning Assessment (CLA) instrument, an evaluation tool for measuring cognitive growth, to assess student learning. The goal of the CIC-CLA project is to learn more about programmatic features that correlate with “institutional effects” associated with larger than expected gains in students' analytical reasoning, critical thinking, and writing skills. NSSE is one diagnostic tool that colleges and universities are using in combination with the CLA.

#### Building Engagement and Attainment of Minority Students (BEAMS)

The Building Engagement and Attainment of Minority Students (BEAMS) project was a partnership among the Institute for Higher Education Policy (IHEP), NSSE, and more than 100 four-year minority-serving institutions in the Alliance for Equity in Higher Education. Having administered NSSE at least once, these institutions committed to implementing action plans to improve the quality of the undergraduate experience on their campuses and conducting another NSSE administration to assess success.

In spring 2008, IHEP released the monograph, “Increasing Student Success at Minority-Serving Institutions: Findings from the BEAMS Project.” The monograph is available for download on the IHEP Web site, [www.ihep.org/Publications/publications-detail.cfm?id=96](http://www.ihep.org/Publications/publications-detail.cfm?id=96).

In addition, the project resulted in 10 practice briefs that focus on aligning multiple campus initiatives, campus leaders' support, co-curricular activities, collecting survey data for assessment, engagement among campus constituencies, faculty development, first-year programs, student support services technology, and writing across the curriculum. Find titles and links to PDF copies on the IHEP site, [www.ihep.org/programs/BEAMS.cfm](http://www.ihep.org/programs/BEAMS.cfm).

#### NSSE and the Voluntary System of Accountability (VSA)

Developed through a partnership between the American Association of State Colleges and Universities (AACSU) and the National Association of State Universities and Land-Grant Colleges (NASULGC), the VSA is designed to help institutions demonstrate accountability, report on educational practices and outcomes, and assemble information that is accessible, understandable, and comparable. NSSE has been selected as one of four assessment instruments that can be used to document the experiences and perceptions of undergraduate students for the VSA.

NSSE data are used to populate the Student Experience and Perceptions section of VSA's College Portrait and several NSSE reports can be added as supplementary information. To view a prototype of the College Portrait and the specific NSSE items included, see [www.voluntarysystem.org/docs/cp/CollegePortraitExample.pdf](http://www.voluntarysystem.org/docs/cp/CollegePortraitExample.pdf).

Nearly all of the more than 300 institutions that have registered to participate in the VSA have NSSE results. Resources for NSSE users participating in the VSA are available on our Web site: [www.nsse.iub.edu/html/vsa.cfm](http://www.nsse.iub.edu/html/vsa.cfm).

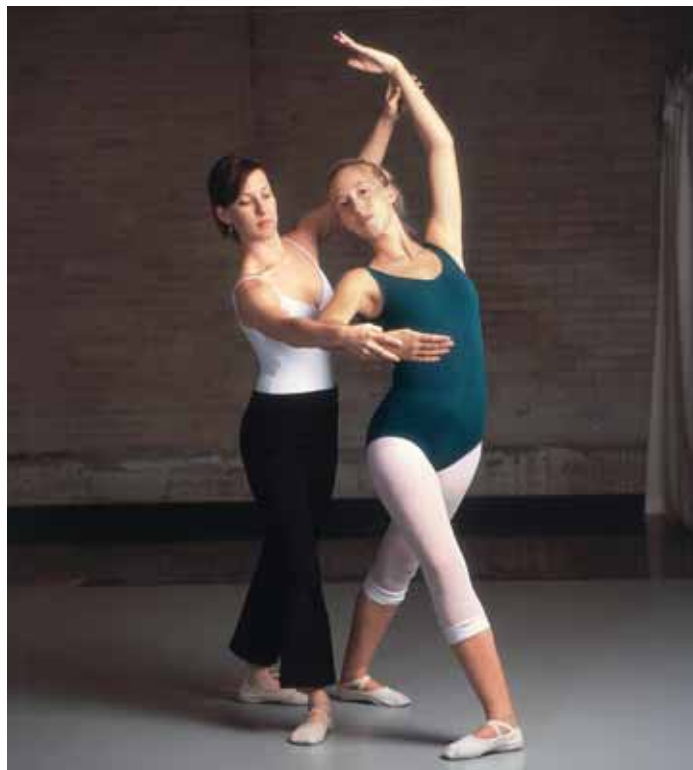


The year 2009 will mark NSSE's tenth full-scale national administration, an occasion to celebrate our accomplishments and plan for our second decade. The centerpiece of these activities will be an invitational conference in fall 2009. This anniversary also offers an opportunity to refine the core survey instrument as well as the reports we provide to users. We will review NSSE items, benchmarks, and scales for continued relevance and impact on practice, with sensitivity to the importance of comparability over time. We are also exploring the addition of items or modules targeted to first-year and senior students to add value and utility for participating institutions.

Notably, 2009 also marks the 25th anniversary of the National Institute of Education's landmark report, *Involvement in Learning*. This report influenced the assessment movement and shaped the development of NSSE. Still relevant today, it offers useful touchstones for thinking about educational effectiveness in the 21st century. Its assertions that institutional performance should be judged in terms of how effectively students are educated, and that all institutions should employ publicly accountable assessment methods for demonstrating their effectiveness, are reflected in current initiatives such as the Voluntary System of Accountability (VSA). The authors also made a strong case for more and better assessment of undergraduate student learning. Complex assessment projects using multiple measures, such as the Wabash National Study of Liberal Arts Education, which provides opportunities to cross-validate student engagement in effective educational practices using NSSE with desirable learning outcomes, and the CIC-CLA consortium that encourages participating institutions to use NSSE and CLA in concert, are models for developing more complex understandings of the conditions for teaching and learning.

From the beginning, institutions have used NSSE results to inform campus improvement initiatives. Accounts of these initiatives appear in the Using NSSE Data section of this report and previous editions. However, examination of NSSE results over time is required to determine the extent to which such interventions result in changes to an institution's NSSE scores. To learn more about what it takes to move the needle, we have begun analyses of results for institutions that have participated in at least three NSSE administrations between 2004 and 2008 to identify institutions where NSSE scores show a significant upward trend. We will soon begin interviews with institutional contacts to learn more about what might account for these changes.

We will continue to make improvements to NSSE products and services. A few considerations include expanding our reporting of within-institution variation (consistent with the theme of this report), adding special reporting options for large institutions and



University of Michigan–Flint

institutions that administer NSSE as a census, and redesigning the NSSE Web site for greater ease of use and new interactive data analysis capabilities.

NSSE aims to be useful both as a diagnostic tool for self-study and formative assessment and also as a tool for transparency and accountability. But there are fundamental tensions between these uses. In addition, pressures for institution-level reporting and comparison can eclipse the importance of within-school variation in student engagement. We will balance these tensions in a way that maximizes NSSE's utility for improving undergraduate education. One thing that will not change is our steadfast insistence that the decision about public reporting of NSSE results properly resides with the institution.

NSSE's contribution to the national assessment, accountability, and improvement agenda flows from its value to those who use it. We will share what we learn from NSSE users in a forthcoming publication, *Lessons from the Field*, and we look forward to gathering more information about institution, consortium, and state and university system use of NSSE results.

As always, we will remain true to our mission of providing actionable data that can be used to create the conditions that enable all students to succeed in college and to advance the national conversation about college quality.

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*"NSSE is an institution's most trustworthy lens for seeing deeply into the quality of students' experiences. Its results translate directly into plans for action and strategies of reform and transformation."*

— Lee S. Shulman, President Emeritus, The Carnegie Foundation for the Advancement of Teaching



Indiana University of Pennsylvania

National Survey of Student Engagement. *NSSE and the Voluntary System of Accountability*. Retrieved September 22, 2008, from [www.nsse.iub.edu/html/vsa.cfm](http://www.nsse.iub.edu/html/vsa.cfm).

Nelson Laird, T. F., Shoup, R., & Kuh, G. D. (2006). *Measuring deep approaches to learning using the National Survey of Student Engagement*. Paper presented at the Annual Forum of the Association for Institutional Research, Chicago, IL (available on the NSSE web site at [www.nsse.iub.edu/conferences/index.cfm](http://www.nsse.iub.edu/conferences/index.cfm)).

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For a list of research articles, conference presentations, and other works, see [www.nsse.iub.edu/html/researchers.cfm](http://www.nsse.iub.edu/html/researchers.cfm).



## Benchmarks of Effective Educational Practice

To represent the multi-dimensional nature of student engagement at the national, sector, and institutional levels, NSSE developed five indicators or Benchmarks of Effective Educational Practice:

- Level of Academic Challenge
- Active and Collaborative Learning
- Student-Faculty Interaction
- Enriching Educational Experiences
- Supportive Campus Environment

To facilitate comparisons across time, as well as between individual institutions and types of institutions, each benchmark is expressed as a 100-point scale.

*“The NSSE Benchmarks help give a global picture that we do well here....It’s nice to stand in front of the campus community and say this is your effect on students.”*

— Georgia Christensen, Director of Institutional Research and Assessment, Viterbo University

Pages 33 through 42 show percentile distributions of student benchmark scores and frequency distributions of the individual items that make up each of the benchmarks. These statistics are presented separately by class standing for each of the 2005 Basic Carnegie Classification groups and for the entire U.S. NSSE 2008 cohort of colleges and universities. Also included are results for institutions that scored in the top 10% of all U.S. NSSE 2008 institutions<sup>1</sup> (71 schools) on the benchmark. The pattern of responses among these “Top 10%” institutions sets a high bar for schools aspiring to be among the top performers on a particular benchmark.

### Sample

These results are based on responses from 184,457 first-year and 194,858 senior students who were randomly sampled from 722 four-year colleges and universities in the U.S.

### Weighting

Student cases in the percentile distributions and frequency tables are weighted within their institution by gender and enrollment status (full-time, less than full-time). In addition, to compensate for different sampling and response rates across institutions of varying size, cases are weighted so that the number of respondents at an institution represents that institution’s share of total enrollment.

**Many institutions are an exception to the general principle that “smaller is better” in terms of student engagement.**

### Interpreting Scores

When interpreting benchmark scores, keep in mind that individual student performance typically varies much more *within* institutions than average performance does *between* institutions. Many students at lower scoring institutions are *more engaged* than the typical student at top scoring institutions. An average benchmark score for an institution may say little about the engagement of an individual student with certain characteristics. For these reasons, we recommend that institutions disaggregate results and calculate scores for different groups of students.

As in previous years, students attending smaller schools with a focus on arts and sciences have higher scores across the board on average. However, some large institutions are more engaging than certain small colleges in a given area of effective educational practice. Thus, many institutions are an exception to the general principle that “smaller is better” in terms of student engagement.



Illinois College

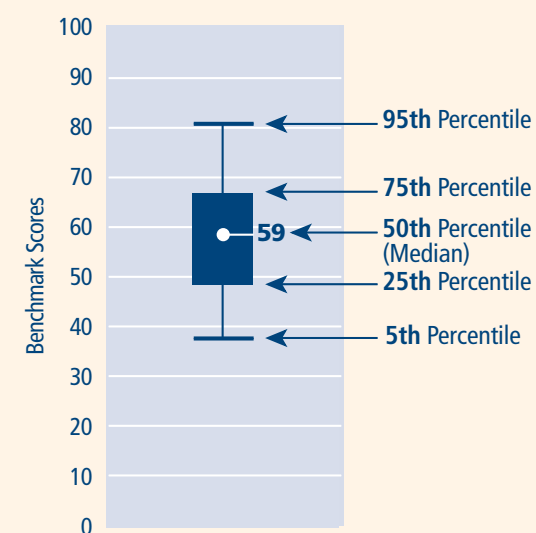
For this reason, it is prudent that anyone wishing to estimate collegiate quality review institution-specific results.

### Percentile Distributions<sup>2</sup>

Percentile distributions are shown in a modified “box and whiskers” type of chart with an accompanying table. For each institutional type, the charts and tables show students’ scores within the distribution at the 95th, 75th, 50th, 25th, and 5th percentiles. The dot signifies the median—the middle score that divides all students’ scores into two equal halves. The rectangular box shows the 25th to 75th percentile range, the middle 50% of all scores. The “whiskers” on top and bottom are the 95th and 5th percentiles, showing a wide range of scores but excluding outliers.

This type of information is richer than simple summary measures such as means or medians. One can see the range and variation of student scores in each category, and also where midrange or typical scores fall. At the same time, one can see what scores are needed (i.e., 75th or 95th percentile) to be a top performer in the group.

### Guide to Benchmark Figures



Notes

<sup>1</sup>To derive the top 10% categories, institutions were sorted according to their precision-weighted scores. Precision-weighting adjusts less reliable scores toward the grand mean.

<sup>2</sup>A percentile is a score within a distribution below which a given percentage of scores is found. For example, the 75th percentile is the score below which 75% of all scores fall.

### Frequency Tables

Following each set of percentile distributions is a table of frequencies based on data from 2008. These tables show the percentages of student responses to the survey items that contribute to the benchmark. The values listed are column percentages.

For more details on the construction of the benchmarks, visit our Web site, [www.nsse.iub.edu/2008\\_Institutional\\_Report](http://www.nsse.iub.edu/2008_Institutional_Report), and click on the NSSE tab.

### Carnegie 2005 Basic Classifications

RU/VH	Research Universities (very high research activity)
RU/H	Research Universities (high research activity)
DRU	Doctoral/Research Universities
Master’s L	Master’s Colleges and Universities (larger programs)
Master’s M	Master’s Colleges and Universities (medium programs)
Master’s S	Master’s Colleges and Universities (smaller programs)
Bac/A&S	Baccalaureate Colleges—Arts & Sciences
Bac/Div	Baccalaureate Colleges—Diverse Fields

[www.carnegiefoundation.org/classifications/](http://www.carnegiefoundation.org/classifications/)



University of South Dakota

# Benchmarks of Effective Educational Practice (continued)

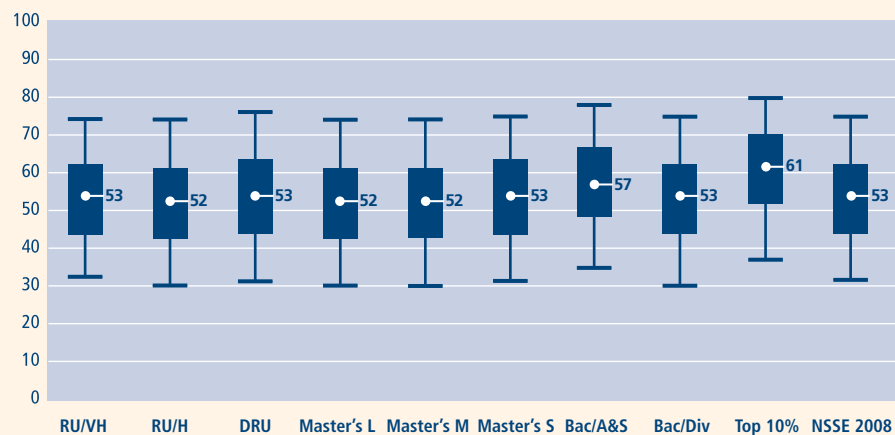
## Level of Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by setting high expectations for student performance.

### Key

- First-Year Students
- Seniors

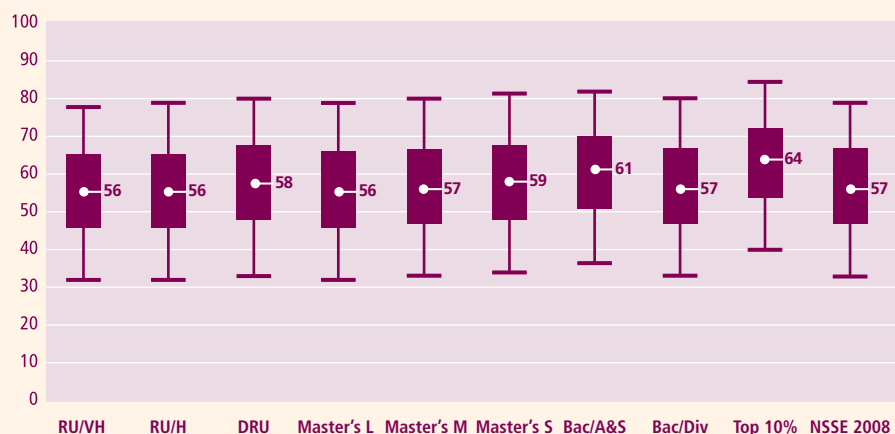
**Benchmark Scores First-Year Students**



**Percentiles First-Year Students**

	RU/VH	RU/H	DRU	Master's L	Master's M	Master's S	Bac/A&S	Bac/Div	Top 10%	NSSE 2008
95th	74	74	76	74	74	75	78	75	80	75
75th	62	61	63	61	61	63	67	62	70	62
Median	53	52	53	52	52	53	57	53	61	53
25th	44	43	44	43	43	44	49	44	52	44
5th	32	30	31	30	30	31	35	30	38	31

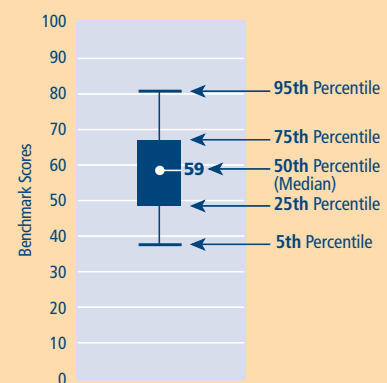
**Benchmark Scores Seniors**



**Percentiles Seniors**

	RU/VH	RU/H	DRU	Master's L	Master's M	Master's S	Bac/A&S	Bac/Div	Top 10%	NSSE 2008
95th	78	79	80	79	80	81	82	80	84	79
75th	65	65	68	66	67	68	70	67	73	67
Median	56	56	58	56	57	59	61	57	64	57
25th	46	46	48	46	47	48	51	47	54	47
5th	32	32	33	32	33	34	37	33	40	33

### Guide to Benchmark Figures



First-Year Students	Seniors	(in percentages)	RU/VH	RU/H	DRU	Master's L	Master's M	Master's S	Bac/A&S	Bac/Div	Top 10%	NSSE 2008		
Number of assigned textbooks, books, or book-length packs of course readings	None		1	1	1	1	1	1	1	1	0	1	1	1
	Between 1 and 4		17	25	23	28	21	25	22	27	23	28	21	25
	Between 5 and 10		45	40	45	39	41	37	44	38	43	38	41	38
	Between 11 and 20		27	20	22	19	25	21	23	20	23	20	24	21
	More than 20		11	13	9	12	12	16	10	14	10	14	13	15
Number of written papers or reports of 20 PAGES OR MORE	None		85	51	83	53	79	46	82	51	80	50	78	47
	Between 1 and 4		11	41	13	38	14	43	12	40	14	41	15	43
	Between 5 and 10		2	5	3	6	4	7	3	6	3	6	4	7
	Between 11 and 20		1	2	1	2	1	2	1	2	2	2	2	1
	More than 20		1	1	1	1	1	2	1	1	1	1	1	2
Number of written papers or reports BETWEEN 5 AND 19 PAGES	None		13	9	15	11	10	7	15	9	15	9	13	8
	Between 1 and 4		52	44	55	47	50	43	54	44	55	44	53	43
	Between 5 and 10		27	32	23	28	30	33	24	30	23	31	25	32
	Between 11 and 20		6	11	5	10	8	12	6	11	6	11	7	12
	More than 20		2	4	2	4	2	5	1	5	1	4	1	5
Number of written papers or reports of FEWER THAN 5 PAGES	None		3	6	4	7	3	6	3	6	4	7	4	7
	Between 1 and 4		33	33	32	35	31	33	33	35	31	33	30	33
	Between 5 and 10		34	30	34	27	33	26	34	27	34	27	33	26
	Between 11 and 20		20	19	20	17	21	18	20	18	21	19	21	18
	More than 20		10	13	11	14	11	16	10	14	11	15	12	16
Coursework emphasized: ANALYZING the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	Very little		2	1	2	2	2	1	2	1	3	2	3	1
	Some		17	14	20	15	19	14	20	15	21	14	20	14
	Quite a bit		47	43	45	43	44	42	46	43	46	43	45	42
	Very much		35	42	33	41	35	43	31	40	31	41	32	43
Coursework emphasized: SYNTHESIZING and organizing ideas, information, or experiences into new, more complex interpretations and relationships	Very little		4	4	5	4	4	3	5	3	5	3	5	3
	Some		27	23	29	24	28	22	29	22	30	22	28	20
	Quite a bit		43	40	41	40	41	41	42	42	41	41	42	40
	Very much		26	33	25	32	27	35	24	32	23	34	25	36
Coursework emphasized: MAKING JUDGMENTS about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	Very little		5	6	6	6	4	4	5	5	6	4	5	4
	Some		28	25	27	24	26	21	26	23	27	22	25	20
	Quite a bit		43	40	41	39	41	40	42	40	42	39	42	40
	Very much		24	30	26	32	29	35	26	32	25	34	28	36
Coursework emphasized: APPLYING theories or concepts to practical problems or in new situations	Very little		3	4	4	3	4	2	4	3	4	2	4	2
	Some		21	19	22	18	23	17	24	18	24	16	23	15
	Quite a bit		40	37	40	37	39	37	41	38	42	38	41	38
	Very much		35	41	34	43	34	44	31	41	30	43	32	45
Worked harder than you thought you could to meet an instructor's standards or expectations	Never		9	9	9	6	7	5	7	6	7	5	7	6
	Sometimes		40	40	38	36	37	34	38	34	37	34	34	31
	Often		36	36	38	38	38	39	39	39	39	40	39	40
	Very often		14	16	16	20	18	22	17	21	17	21	20	24
Hours per 7-day week spent preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	0		0	0	0	0	0	0	1	0	0	0	1	0
	1-5		11	15	16	18	17	19	20	19	20	17	19	17
	6-10		24	24	26	25	28	27	29	27	27	27	28	25
	11-15		24	20	23	20	22	20	22	20	23	20	22	21
	16-20		19	17	16	15	16	14	15	15	15	16	15	15
	21-25		11	10	9	9	9	8	8	9	8	9	8	9
	26-30		6	6	4	5	4	5	4	5	4	5	5	5
	More than 30		6	7	4	7	4	6	3	6	3	6	4	7
Institutional emphasis: Spending significant amounts of time studying and on academic work	Very little		2	2	2	2	2	3	2	3	2	2	3	2
	Some		15	18	17	17	18	17	19	18	18	16	18	16
	Quite a bit		46	46	46	45	46	46	47	46	47	45	45	45
	Very much		36	34	35	36	33	34	33	34	33	36	34	36



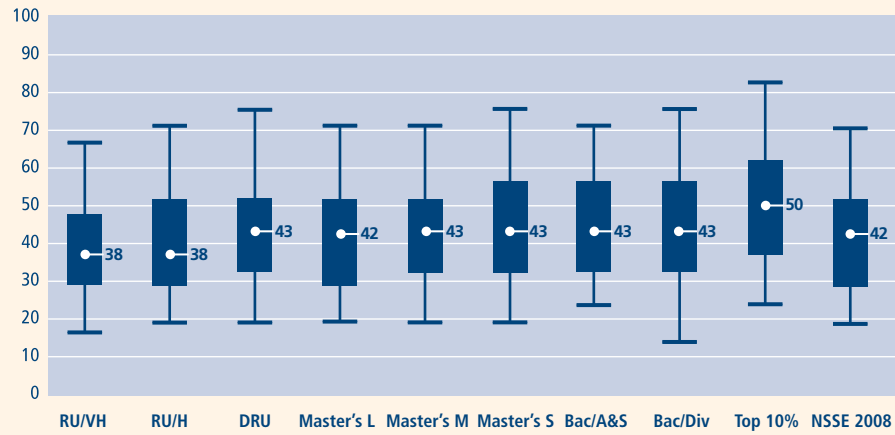
# Active and Collaborative Learning

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, both during and after college.

### Key

- First-Year Students
- Seniors

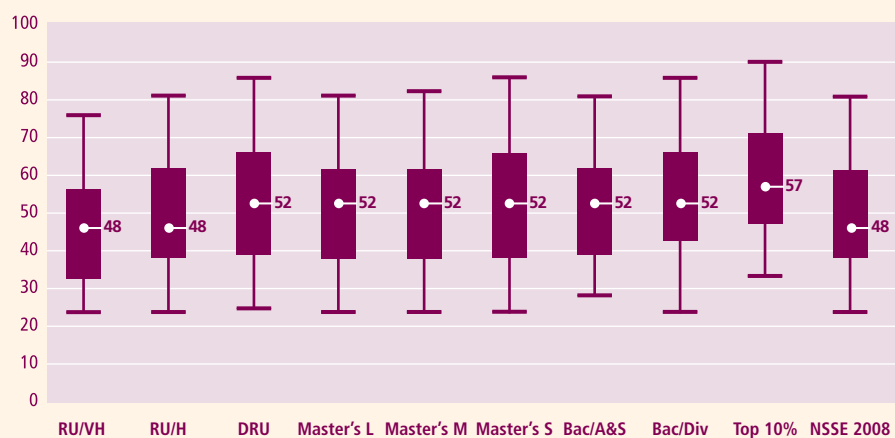
**Benchmark Scores** First-Year Students



**Percentiles** First-Year Students

	RU/VH	RU/H	DRU	Master's L	Master's M	Master's S	Bac/A&S	Bac/Div	Top 10%	NSSE 2008
95th	67	71	76	71	71	76	71	76	83	71
75th	48	52	52	52	52	57	57	56	62	52
Median	38	38	43	42	43	43	43	43	50	42
25th	29	29	33	29	33	33	33	33	38	29
5th	17	19	19	19	19	19	24	14	24	19

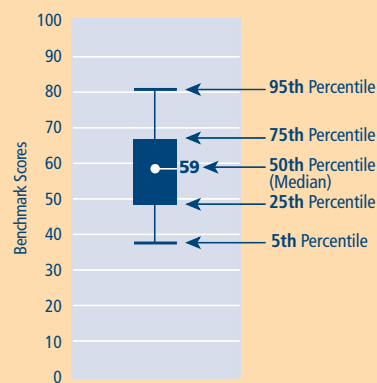
**Benchmark Scores** Seniors



**Percentiles** Seniors

	RU/VH	RU/H	DRU	Master's L	Master's M	Master's S	Bac/A&S	Bac/Div	Top 10%	NSSE 2008
95th	76	81	86	81	83	86	81	86	90	81
75th	57	62	67	62	62	67	62	67	71	62
Median	48	48	52	52	52	52	52	52	57	48
25th	33	38	39	38	38	38	39	43	48	38
5th	24	24	25	24	24	24	28	24	33	24

### Guide to Benchmark Figures



Practice Category	Frequency	RU/VH	RU/H	DRU	Master's L	Master's M	Master's S	Bac/A&S	Bac/Div	Top 10%	NSSE 2008										
Asked questions in class or contributed to class discussions	Never	6	4	5	3	3	2	4	2	3	2	2	2	2	1	6	2	2	1	4	2
	Sometimes	46	37	42	31	36	23	38	26	35	22	32	18	27	18	33	20	26	16	37	27
	Often	33	32	34	33	35	33	35	33	37	33	38	33	37	31	35	34	35	33	35	33
	Very often	15	27	19	33	26	42	23	39	25	43	28	48	34	50	26	45	37	50	24	38
Made a class presentation	Never	20	6	19	6	12	4	13	4	12	5	11	5	10	4	13	4	5	2	15	5
	Sometimes	58	46	54	38	52	31	51	31	49	30	46	27	57	32	47	27	39	18	52	34
	Often	18	32	21	34	27	38	27	37	29	38	31	38	26	41	30	40	36	36	25	36
	Very often	4	16	6	22	9	27	9	27	10	28	12	30	7	23	10	29	20	43	8	24
Worked with other students on projects DURING CLASS	Never	15	13	12	11	11	9	11	9	12	9	11	10	13	13	16	9	9	8	13	11
	Sometimes	47	48	46	43	45	40	44	41	44	41	43	41	46	47	41	41	38	36	45	43
	Often	30	27	32	30	33	32	33	33	33	33	33	33	30	28	32	33	36	34	32	31
	Very often	8	12	11	16	12	18	11	18	11	17	13	17	10	12	11	17	17	22	11	16
Worked with classmates OUTSIDE OF CLASS to prepare class assignments	Never	12	6	13	7	14	7	16	7	15	8	14	11	9	7	17	8	8	4	14	7
	Sometimes	46	35	44	32	45	33	44	35	44	34	40	35	42	37	41	33	35	26	44	34
	Often	31	33	30	33	29	35	29	34	29	35	32	32	35	36	29	35	36	34	30	34
	Very often	12	25	13	28	12	25	11	23	12	24	14	22	14	20	13	24	22	37	12	24
Tutored or taught other students (paid or voluntary)	Never	46	43	48	41	51	42	53	45	53	44	50	45	47	38	50	40	41	35	51	43
	Sometimes	36	36	35	37	32	35	32	34	32	34	32	33	35	35	32	36	35	36	33	35
	Often	13	13	12	13	11	13	10	12	10	12	12	12	13	15	12	14	15	16	11	13
	Very often	5	8	5	10	6	10	4	9	5	10	6	9	5	13	6	10	8	12	5	9
Participated in a community-based project (e.g., service learning) as part of a regular course	Never	63	58	57	53	54	42	60	51	58	48	52	45	59	51	54	44	44	32	59	51
	Sometimes	24	27	27	29	28	34	26	30	27	32	31	33	27	32	30	34	30	35	26	30
	Often	9	9	11	11	12	15	9	12	10	12	12	14	10	11	11	14	16	19	10	12
	Very often	4	5	5	7	6	8	4	7	4	8	6	8	4	6	5	8	9	13	4	7
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	Never	7	4	7	4	7	4	8	5	7	4	7	4	4	3	8	4	6	3	7	4
	Sometimes	40	35	37	32	38	31	38	33	37	33	35	30	33	28	37	33	33	27	37	33
	Often	36	38	36	37	34	38	35	37	36	38	36	37	36	37	37	39	35	38	36	37
	Very often	18	23	20	26	21	27	20	25	20	26	22	29	26	30	20	25	26	31	20	26

*"The students at UC Merced get excited about the findings, too."*

— Nancy Ochsner, Director, Institutional Planning & Analysis, University of California-Merced

Benchmarks of Effective Educational Practice (continued)

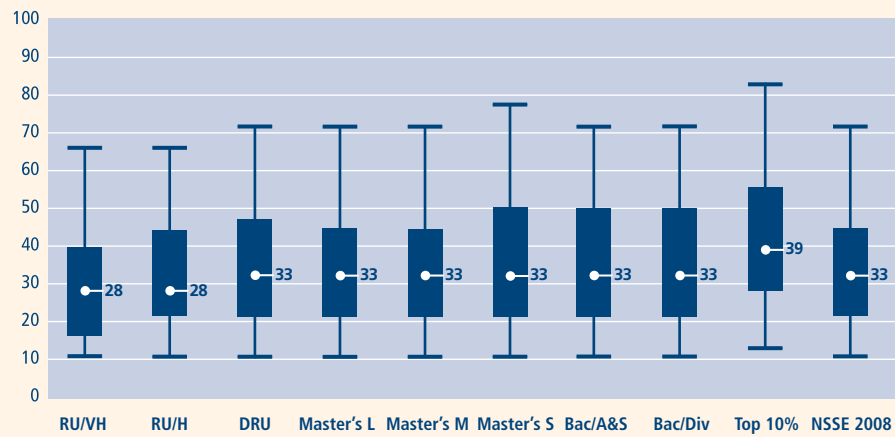
# Student-Faculty Interaction

Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, lifelong learning.

### Key

- First-Year Students
- Seniors

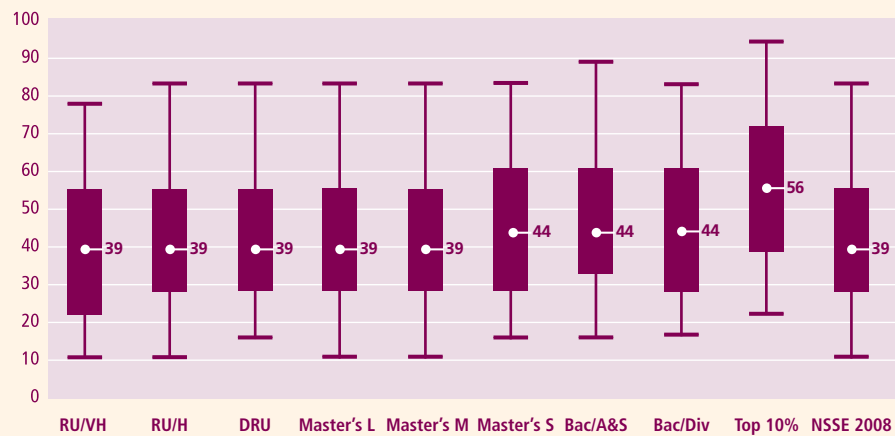
**Benchmark Scores First-Year Students**



**Percentiles First-Year Students**

	RU/VH	RU/H	DRU	Master's L	Master's M	Master's S	Bac/A&S	Bac/Div	Top 10%	NSSE 2008
95th	67	67	72	72	72	78	72	72	83	72
75th	39	44	47	44	44	50	50	50	56	44
Median	28	28	33	33	33	33	33	33	39	33
25th	17	22	22	22	22	22	22	22	28	22
5th	11	11	11	11	11	11	11	11	13	11

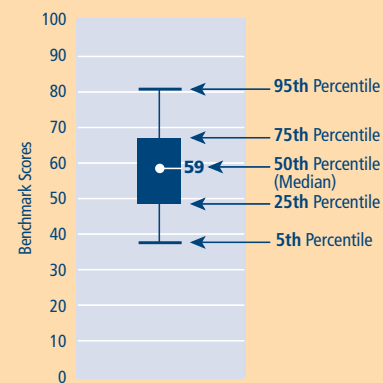
**Benchmark Scores Seniors**



**Percentiles Seniors**

	RU/VH	RU/H	DRU	Master's L	Master's M	Master's S	Bac/A&S	Bac/Div	Top 10%	NSSE 2008
95th	78	83	83	83	83	83	89	83	94	83
75th	56	56	56	56	56	61	61	61	72	56
Median	39	39	39	39	39	44	44	44	56	39
25th	22	28	28	28	28	28	33	28	39	28
5th	11	11	17	11	11	17	17	17	22	11

### Guide to Benchmark Figures



First-Year Students	Seniors (in percentages)	RU/VH	RU/H	DRU	Master's L	Master's M	Master's S	Bac/A&S	Bac/Div	Top 10%	NSSE 2008
Discussed grades or assignments with an instructor	Never	11 6	8 5	7 4	8 5	7 4	6 4	5 4	6 3	4 2	8 5
	Sometimes	48 42	43 37	39 34	42 36	41 33	37 30	39 34	36 31	30 26	42 36
	Often	27 31	30 33	32 33	31 33	33 34	35 34	35 34	34 35	35 35	31 33
	Very often	14 21	18 25	22 29	19 26	19 29	22 32	21 28	23 31	31 37	19 26
Discussed ideas from your readings or classes with faculty members outside of class	Never	42 31	41 30	36 26	40 28	39 26	35 23	28 19	34 23	26 13	38 28
	Sometimes	39 45	38 43	39 43	38 43	38 43	38 43	45 45	40 43	39 41	39 44
	Often	14 16	14 17	17 19	15 18	16 19	18 21	19 23	17 21	22 27	15 18
	Very often	5 8	6 10	8 12	7 10	7 11	9 13	8 14	9 13	13 19	7 11
Talked about career plans with a faculty member or advisor	Never	23 18	24 18	21 14	25 18	21 15	19 13	21 10	17 13	16 6	23 17
	Sometimes	48 46	47 43	45 41	44 41	46 40	44 38	46 38	44 37	38 31	46 42
	Often	20 23	21 23	22 26	21 24	22 26	24 28	22 29	25 28	28 32	21 25
	Very often	8 13	9 16	12 19	10 16	10 19	13 22	11 23	14 22	19 31	10 17
Received prompt written or oral feedback from faculty on your academic performance	Never	9 6	8 5	7 5	8 5	7 4	7 3	4 3	6 3	6 2	7 5
	Sometimes	41 37	38 33	36 29	37 31	38 28	34 26	30 24	33 26	31 21	36 31
	Often	38 43	39 43	40 45	40 44	39 46	41 46	45 48	42 47	40 46	40 44
	Very often	12 15	15 18	17 22	16 20	16 22	19 25	21 26	19 23	24 31	16 20
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	Never	60 48	58 48	54 43	57 49	54 45	48 43	47 34	50 40	40 23	56 46
	Sometimes	26 34	27 31	29 33	27 30	29 31	30 32	34 36	30 33	32 37	28 32
	Often	10 12	10 13	12 15	11 13	12 15	15 15	14 19	14 18	18 24	11 14
	Very often	4 7	5 8	5 10	5 8	5 9	7 10	6 12	6 10	10 17	5 8
Work on a research project with a faculty member outside of course or program requirements	Have not decided	37 12	37 16	37 17	39 19	39 17	38 18	37 11	37 17	31 12	38 17
	Do not plan to do	20 50	23 50	24 48	26 51	26 52	23 51	18 51	28 51	20 42	24 51
	Plan to do	38 12	34 14	33 14	29 14	30 12	31 12	40 9	29 12	38 12	32 13
	Done	5 26	5 20	6 21	5 16	6 19	8 20	5 29	7 20	10 34	5 20

*"The time spent out of the classroom (i.e., extracurricular activities) has been just as valuable, if not more valuable, as time spent in the classroom. The administration and faculty have taken the time to continue the learning experience outside the classroom."*

— Senior student, Wichita State University





Benchmarks of Effective Educational Practice (continued)

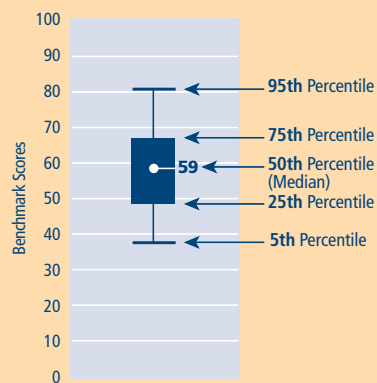
# Supportive Campus Environment

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.

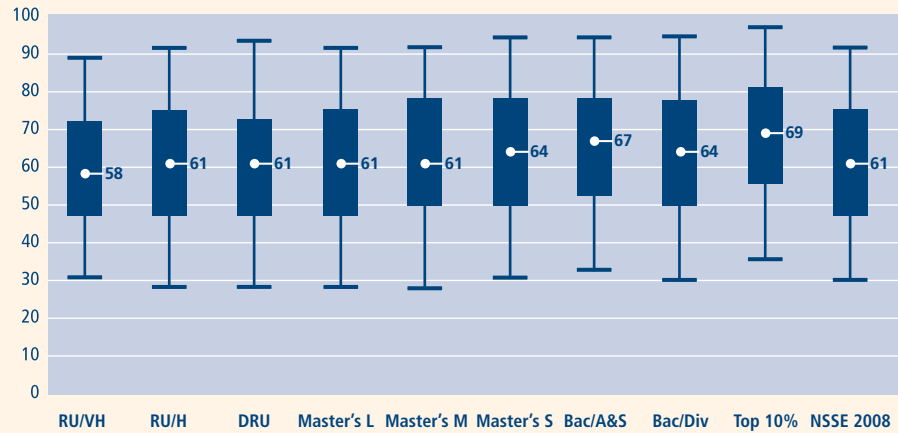
### Key

- First-Year Students
- Seniors

### Guide to Benchmark Figures



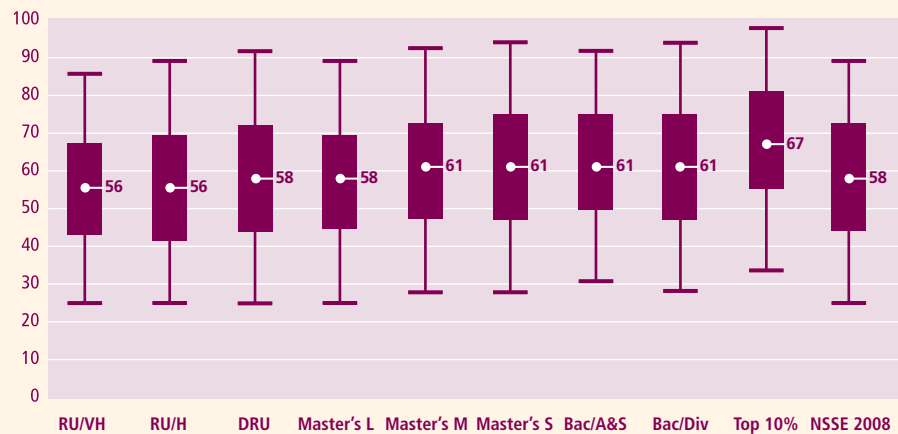
**Benchmark Scores** First-Year Students



**Percentiles** First-Year Students

	RU/VH	RU/H	DRU	Master's L	Master's M	Master's S	Bac/A&S	Bac/Div	Top 10%	NSSE 2008
95th	89	92	94	92	92	94	94	94	97	92
75th	72	72	75	73	75	78	78	78	81	75
Median	58	61	61	61	61	64	67	64	69	61
25th	47	47	47	47	47	50	53	50	56	47
5th	31	28	28	28	28	31	33	31	36	30

**Benchmark Scores** Seniors



**Percentiles** Seniors

	RU/VH	RU/H	DRU	Master's L	Master's M	Master's S	Bac/A&S	Bac/Div	Top 10%	NSSE 2008
95th	86	89	92	89	92	94	92	94	97	89
75th	67	69	72	69	72	75	75	75	81	72
Median	56	56	58	58	61	61	61	61	67	58
25th	44	42	44	44	47	47	50	47	56	44
5th	25	25	25	25	28	28	31	28	33	25

		RU/VH	RU/H	DRU	Master's L	Master's M	Master's S	Bac/A&S	Bac/Div	Top 10%	NSSE 2008										
Institutional emphasis: Providing the support you need to thrive socially	Very little	14	23	15	25	16	23	16	26	16	23	15	23	14	22	16	22	11	14	16	24
	Some	36	40	36	39	36	38	36	39	37	40	33	38	35	39	36	38	28	32	36	39
	Quite a bit	35	27	34	25	33	26	33	25	32	26	35	26	35	28	32	27	36	34	33	26
	Very much	15	10	16	11	16	12	16	10	15	11	17	13	17	11	16	12	24	20	16	11
Institutional emphasis: Providing the support you need to help you succeed academically	Very little	3	6	3	6	3	5	3	5	3	5	3	4	2	3	3	4	2	2	3	5
	Some	22	28	20	26	21	22	21	25	21	22	20	19	14	16	18	19	12	14	20	24
	Quite a bit	46	44	45	43	44	44	45	44	44	44	42	42	41	42	42	44	39	43	44	44
	Very much	30	23	32	25	32	29	31	26	32	30	35	35	44	38	37	33	33	47	41	33
Institutional emphasis: Helping you cope with your non-academic responsibilities (work, family, etc.)	Very little	24	39	24	39	23	34	25	38	25	35	22	32	18	28	22	31	16	22	24	36
	Some	41	40	39	36	38	36	37	36	38	37	35	36	40	41	36	36	35	36	38	37
	Quite a bit	25	16	25	17	26	20	25	18	25	19	28	21	28	21	27	22	30	26	26	18
	Very much	10	6	12	9	13	10	13	8	12	9	14	12	14	9	14	11	19	15	12	9
Quality: Your relationships with other students	Unfriendly, Unsupportive, Sense of Alienation	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1
	2	3	2	3	3	3	2	3	2	3	2	3	2	2	2	3	2	2	1	3	2
	3	5	6	6	5	6	5	6	5	6	4	6	4	5	5	6	4	3	3	6	5
	4	13	12	12	11	13	12	13	12	13	11	12	12	11	10	14	11	10	8	13	11
	5	21	21	21	21	22	19	21	21	20	20	19	20	19	19	19	18	19	16	21	20
	6	31	30	29	29	27	28	27	28	28	28	26	26	30	30	27	28	28	30	28	28
Quality: Your relationships with faculty members	Friendly, Supportive, Sense of Belonging	27	29	28	31	27	33	28	31	29	34	32	34	32	33	30	36	38	42	29	32
	Unavailable, Unhelpful, Unsympathetic	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	2	3	3	4	3	3	2	3	3	3	2	3	2	1	1	2	2	2	2	3	3
	3	9	7	8	7	7	5	7	5	6	4	6	4	5	3	6	4	4	3	7	6
	4	22	17	20	15	19	13	19	14	18	11	14	10	12	9	14	10	12	9	18	14
	5	30	28	28	25	25	23	27	23	26	22	26	19	24	20	22	20	23	20	26	23
Quality: Your relationships with administrative personnel and offices	6	23	27	25	28	26	29	26	29	27	30	27	30	33	34	28	30	30	32	26	29
	Available, Helpful, Sympathetic	11	16	15	20	18	26	18	25	20	30	24	33	25	32	26	32	29	34	18	24
	Unhelpful, Inconsiderate, Rigid	3	5	4	6	4	6	3	6	3	4	4	5	2	5	3	5	2	3	3	5
	2	6	10	7	9	7	9	7	9	7	8	6	7	5	8	6	7	4	6	7	9
	3	13	14	12	13	11	12	12	12	11	10	9	10	10	11	10	10	8	9	12	12
	4	27	24	25	22	25	21	25	22	24	21	21	19	22	21	21	20	21	19	24	22
Quality: Your relationships with administrative personnel and offices	5	24	21	22	21	23	20	22	21	23	21	23	21	24	22	21	21	22	22	23	21
	6	17	16	17	17	18	18	17	17	18	19	20	18	21	19	20	20	22	22	18	17
Quality: Your relationships with administrative personnel and offices	Helpful, Considerate, Flexible	10	11	12	13	13	15	13	14	14	17	17	20	15	14	19	18	20	20	14	14



# Participating Colleges and Universities: 2000–2008

## Alabama

Alabama A&M University  
Auburn University<sup>1,2</sup>  
Auburn University–Montgomery  
Birmingham Southern College<sup>2</sup>  
Faulkner University<sup>2</sup>  
Huntingdon College  
Jacksonville State University  
Judson College<sup>1</sup>  
Miles College<sup>2,3</sup>  
Oakwood College<sup>3</sup>  
Samford University  
Southeastern Bible College  
Spring Hill College  
Stillman College  
Troy State University–Montgomery Campus  
Troy University  
University of Alabama at Birmingham<sup>1,2</sup>  
University of Alabama in Huntsville  
University of Alabama, The<sup>2</sup>  
University of North Alabama  
University of South Alabama

## Alaska

Alaska Pacific University<sup>2</sup>  
University of Alaska Anchorage<sup>2</sup>  
University of Alaska Fairbanks  
University of Alaska Southeast

## Arizona

Arizona State University at the Polytechnic Campus<sup>2</sup>  
Arizona State University at the Tempe Campus<sup>2</sup>  
Arizona State University at the West Campus<sup>2</sup>  
Embry Riddle Aeronautical University–Prescott  
Northern Arizona University<sup>2</sup>  
Prescott College  
University of Advancing Technology  
University of Arizona  
University of Phoenix–Online Campus

## Arkansas

Arkansas State University<sup>2</sup>  
Arkansas Tech University<sup>2</sup>  
Central Baptist College  
Ecclesia College  
Henderson State University<sup>2</sup>  
Hendrix College  
John Brown University<sup>1,2</sup>  
Lyon College  
Ouachita Baptist University  
Philander Smith College<sup>3</sup>  
Southern Arkansas University  
University of Arkansas  
University of Arkansas at Fort Smith<sup>2</sup>  
University of Arkansas at Little Rock<sup>2</sup>  
University of Arkansas at Monticello  
University of Arkansas at Pine Bluff<sup>3</sup>  
University of Central Arkansas  
University of the Ozarks<sup>1</sup>

## California

Alliant International University<sup>3</sup>  
American Jewish University<sup>2</sup>  
Art Center College of Design  
California Baptist University<sup>2</sup>  
California College of the Arts  
California Lutheran University<sup>1,2</sup>  
California Polytechnic State University–San Luis Obispo<sup>2</sup>  
California State Polytechnic University–Pomona  
California State University–Bakersfield  
California State University–Channel Islands<sup>1</sup>

California State University–Chico<sup>2</sup>  
California State University–Dominguez Hills<sup>2,3</sup>  
California State University–East Bay<sup>1</sup>  
California State University–Fresno<sup>2,3</sup>  
California State University–Fullerton  
California State University–Long Beach<sup>2</sup>  
California State University–Los Angeles<sup>3</sup>  
California State University–Monterey Bay<sup>3</sup>  
California State University–Northridge<sup>3</sup>  
California State University–Sacramento<sup>2</sup>  
California State University–San Bernardino<sup>2,3</sup>  
California State University–San Marcos  
California State University–Stanislaus<sup>2,3</sup>  
Chapman University  
Claremont McKenna College  
Concordia University<sup>2</sup>  
Fresno Pacific University  
Harvey Mudd College<sup>1,2</sup>  
Holy Names University  
Hope International University  
Humboldt State University  
La Sierra University  
Laguna College of Art and Design  
Loyola Marymount University  
Master's College and Seminary, The  
Menlo College  
Mills College  
Mount St. Mary's College  
National University<sup>2</sup>  
Notre Dame de Namur University<sup>2</sup>  
Occidental College<sup>3</sup>  
Pacific Union College  
Pepperdine University<sup>1,2</sup>  
Pitzer College  
Point Loma Nazarene University  
Saint Mary's College of California<sup>2</sup>  
San Diego Christian College  
San Diego State University  
San Francisco State University<sup>2</sup>  
San Jose State University<sup>2</sup>  
Santa Clara University<sup>2</sup>  
Scripps College<sup>2</sup>  
Sierra College  
Simpson University  
Sonoma State University<sup>2</sup>  
University of California, Berkeley  
University of California, Davis  
University of California, Merced<sup>1</sup>  
University of California, Santa Cruz  
University of La Verne  
University of Phoenix–Southern California Campus  
University of Redlands  
University of San Diego<sup>1</sup>  
University of San Francisco<sup>1</sup>  
University of the Pacific  
Westmont College<sup>2</sup>  
Whittier College<sup>1,2</sup>  
Woodbury University<sup>3</sup>

## Colorado

Adams State College<sup>2,3</sup>  
Colorado College<sup>2</sup>  
Colorado School of Mines  
Colorado State University<sup>2</sup>  
Colorado State University–Pueblo<sup>3</sup>  
Fort Lewis College<sup>1,2</sup>  
Mesa State College  
Metropolitan State College of Denver<sup>2</sup>  
Naropa University  
Regis University

United States Air Force Academy<sup>2</sup>  
University of Colorado Denver<sup>2</sup>  
University of Colorado at Boulder  
University of Colorado at Colorado Springs<sup>2</sup>  
University of Denver<sup>1,2</sup>

## Connecticut

Central Connecticut State University  
Charter Oak State College  
Connecticut College<sup>2</sup>  
Eastern Connecticut State University<sup>1</sup>  
Fairfield University  
Post University<sup>2</sup>  
Quinnipiac University<sup>2</sup>  
Sacred Heart University<sup>1</sup>  
Saint Joseph College  
Southern Connecticut State University<sup>1</sup>  
University of Bridgeport  
University of Connecticut<sup>2</sup>  
University of Connecticut–Avery Point<sup>2</sup>  
University of Connecticut–Stamford<sup>2</sup>  
University of Connecticut–Tri-Campus<sup>2</sup>  
University of Hartford  
University of New Haven<sup>2</sup>  
Western Connecticut State University<sup>1,2</sup>

## Delaware

Delaware State University<sup>3</sup>  
Goldey-Beacom College  
University of Delaware<sup>2</sup>  
Wesley College<sup>2</sup>

## District of Columbia

American University  
Catholic University of America  
Corcoran College of Art and Design  
Gallaudet University<sup>2</sup>  
George Washington University  
Georgetown University  
Howard University  
Southeastern University  
Trinity Washington University<sup>2</sup>  
University of the District of Columbia<sup>2,3</sup>

## Florida

Ave Maria University  
Barry University<sup>3</sup>  
Beacon College  
Bethune Cookman University<sup>1,3</sup>  
Eckerd College  
Edward Waters College<sup>1,3</sup>  
Embry Riddle Aeronautical University–Daytona Beach  
Embry Riddle Aeronautical University–Worldwide  
Flagler College<sup>2</sup>  
Florida Agricultural and Mechanical University<sup>3</sup>  
Florida Atlantic University<sup>2</sup>  
Florida Gulf Coast University<sup>2</sup>  
Florida Hospital College of Health Sciences  
Florida Institute of Technology  
Florida International University<sup>2,3</sup>  
Florida Memorial University<sup>3</sup>  
Florida Southern College<sup>2</sup>  
Florida State University  
Jacksonville University<sup>1,2</sup>  
Lynn University<sup>2</sup>  
New College of Florida<sup>2</sup>  
Northwood University–Florida Education Center  
Nova Southeastern University  
Palm Beach Atlantic University–West Palm Beach  
Ringling College of Art and Design  
Rollins College<sup>2</sup>  
Saint John Vianney College Seminary<sup>2</sup>

Saint Leo University<sup>1</sup>  
Saint Thomas University<sup>3</sup>  
Stetson University<sup>1,2</sup>  
University of West Florida, The<sup>1</sup>  
University of Central Florida<sup>2</sup>  
University of Florida  
University of Miami  
University of North Florida  
University of South Florida  
University of South Florida St. Petersburg  
University of Tampa, The<sup>2</sup>  
Warner Southern College<sup>2</sup>

## Georgia

Agnes Scott College<sup>2</sup>  
Albany State University<sup>1,3</sup>  
Armstrong Atlantic State University  
Augusta State University  
Berry College<sup>2</sup>  
Brenau University  
Clark Atlanta University<sup>2,3</sup>  
Clayton State University<sup>2</sup>  
Columbus State University<sup>2</sup>  
Covenant College  
Dalton State College  
Emory University  
Fort Valley State University<sup>1,3</sup>  
Georgia College & State University<sup>2</sup>  
Georgia Gwinnett College<sup>1</sup>  
Georgia Institute of Technology  
Georgia Southern University<sup>2</sup>  
Georgia Southwestern State University<sup>2</sup>  
Georgia State University<sup>2</sup>  
Kennesaw State University<sup>2</sup>  
LaGrange College<sup>1,2</sup>  
Macon State College  
Medical College of Georgia  
Mercer University<sup>1,2</sup>  
Morehouse College<sup>3</sup>  
North Georgia College & State University<sup>2</sup>  
Oglethorpe University<sup>2</sup>  
Oxford College of Emory University<sup>2</sup>  
Savannah College of Art and Design<sup>2</sup>  
Savannah State University<sup>2,3</sup>  
Shorter College<sup>2</sup>  
Southern Catholic College  
Southern Polytechnic State University  
Spelman College<sup>3</sup>  
Thomas University  
University of Georgia<sup>2</sup>  
University of West Georgia  
Valdosta State University<sup>2</sup>  
Wesleyan College<sup>2</sup>

## Hawaii

Brigham Young University–Hawaii  
Chaminade University of Honolulu<sup>2</sup>  
University of Hawai'i at Hilo<sup>2</sup>  
University of Hawai'i at Manoa<sup>2</sup>  
University of Hawai'i–West Oahu

## Idaho

Boise State University<sup>1,2</sup>  
Brigham Young University–Idaho<sup>2</sup>  
College of Idaho, The  
Idaho State University<sup>2</sup>  
University of Idaho

## Illinois

Augustana College<sup>2</sup>  
Aurora University<sup>2</sup>  
Benedictine University

Blackburn College<sup>2</sup>  
Bradley University  
Chicago State University<sup>3</sup>  
Columbia College Chicago<sup>2</sup>  
Concordia University<sup>1</sup>  
DePaul University<sup>2</sup>  
Dominican University<sup>1,2</sup>  
East-West University  
Elmhurst College<sup>2</sup>  
Eureka College  
Greenville College  
Harrington College of Design  
Illinois College<sup>2</sup>  
Illinois Institute of Technology  
Illinois State University<sup>2</sup>  
Illinois Wesleyan University<sup>2</sup>  
Judson University  
Knox College<sup>2</sup>  
Lake Forest College  
Lewis University  
Lincoln Christian College and Seminary  
Loyola University Chicago  
MacMurray College  
McKendree University  
Millikin University<sup>1</sup>  
Monmouth College<sup>2</sup>  
North Central College<sup>1,2</sup>  
Northeastern Illinois University  
Northern Illinois University  
Northwestern University  
Oliver Nazarene University  
Quincy University  
Robert Morris College<sup>2</sup>  
Rockford College  
Roosevelt University<sup>2</sup>  
Saint Xavier University<sup>1,2</sup>  
School of the Art Institute of Chicago  
Southern Illinois University Edwardsville<sup>2</sup>  
Trinity Christian College<sup>2</sup>  
University of Illinois at Chicago  
University of Illinois at Springfield<sup>2</sup>  
University of Illinois at Urbana-Champaign  
University of St. Francis<sup>1,2</sup>  
Western Illinois University<sup>1,2</sup>  
Wheaton College<sup>2</sup>

## Indiana

Anderson University  
Ball State University  
Butler University<sup>1,2</sup>  
Calumet College of Saint Joseph<sup>1,2</sup>  
DePauw University<sup>2</sup>  
Earlham College<sup>2</sup>  
Franklin College  
Grace College and Theological Seminary  
Hanover College  
Huntington University<sup>2</sup>  
Indiana Institute of Technology  
Indiana State University  
Indiana University Bloomington<sup>1,2</sup>  
Indiana University East<sup>2</sup>  
Indiana University Kokomo  
Indiana University Northwest  
Indiana University South Bend<sup>1,2</sup>  
Indiana University Southeast  
Indiana University–Purdue University Fort Wayne  
Indiana University–Purdue University Indianapolis<sup>2</sup>  
Indiana Wesleyan University  
Manchester College<sup>2</sup>  
Purdue University

Purdue University–Calumet Campus  
Purdue University–North Central Campus  
Rose-Hulman Institute of Technology<sup>2</sup>  
Saint Joseph's College  
Saint Mary's College  
Taylor University  
Taylor University–Fort Wayne  
Trine University  
University of Evansville<sup>2</sup>  
University of Indianapolis<sup>2</sup>  
University of Southern Indiana<sup>2</sup>  
Valparaiso University  
Wabash College

## Iowa

Briar Cliff University<sup>2</sup>  
Buena Vista University<sup>2</sup>  
Central College<sup>2</sup>  
Clarke College<sup>1,2</sup>  
Cornell College  
Dordt College  
Drake University<sup>1,2</sup>  
Graceland University–Lamoni<sup>2</sup>  
Grand View College<sup>2</sup>  
Grinnell College<sup>1,2</sup>  
Iowa State University<sup>2</sup>  
Iowa Wesleyan College  
Kaplan University<sup>2</sup>  
Loras College  
Luther College<sup>2</sup>  
Maharishi University of Management  
Morningside College<sup>2</sup>  
Mount Mercy College  
Northwestern College  
Saint Ambrose University<sup>2</sup>  
Simpson College<sup>2</sup>  
University of Dubuque  
University of Iowa<sup>2</sup>  
University of Northern Iowa<sup>2</sup>  
Waldorf College  
Wartburg College<sup>2</sup>

## Kansas

Baker University<sup>2</sup>  
Benedictine College<sup>2</sup>  
Bethany College  
Emporia State University<sup>2</sup>  
Fort Hays State University<sup>2</sup>  
Friends University<sup>2</sup>  
Haskell Indian Nations University<sup>3</sup>  
Kansas State University  
McPherson College  
MidAmerica Nazarene University  
Newman University<sup>2</sup>  
Ottawa University  
Pittsburg State University  
Southwestern College<sup>2</sup>  
Tabor College  
University of Kansas  
University of Saint Mary  
Washburn University<sup>2</sup>  
Wichita State University<sup>2</sup>

## Kentucky

Alice Lloyd College  
Asbury College  
Bellarmine University<sup>1,2</sup>  
Berea College  
Brescia University  
Campbellsville University<sup>2</sup>  
Centre College

## Participating Colleges and Universities: 2000–2008 (continued)

Eastern Kentucky University <sup>2</sup>	University of Baltimore <sup>2</sup>	Ferris State University	Fontbonne University	Drew University <sup>1,2</sup>	Manhattan College
Georgetown College	University of Maryland, Baltimore County <sup>2</sup>	Grand Valley State University <sup>2</sup>	Harris-Stowe State University <sup>1,3</sup>	Fairleigh Dickinson University–College at Florham <sup>1</sup>	Manhattanville College <sup>2</sup>
Kentucky Christian University	University of Maryland, College Park	Great Lakes Christian College	Kansas City Art Institute	Fairleigh Dickinson University–Metropolitan Campus <sup>1</sup>	Marist College
Kentucky State University <sup>2,3</sup>	University of Maryland Eastern Shore <sup>2,3</sup>	Hope College	Lincoln University	Georgian Court University <sup>1,2</sup>	Marymount College of Fordham University
Lindsey Wilson College	Villa Julie College <sup>2</sup>	Kalamazoo College <sup>1</sup>	Lindenwood University <sup>1</sup>	Kean University	Marymount Manhattan College
Midway College	Washington College	Kettering University	Maryville University of Saint Louis <sup>2</sup>	Monmouth University <sup>1,2</sup>	Medaille College <sup>1,2</sup>
Morehead State University <sup>1,2</sup>	<b>Massachusetts</b>	Kuyper College	Missouri Baptist University	Montclair State University <sup>2</sup>	Mercy College <sup>3</sup>
Murray State University <sup>2</sup>	Amherst College	Lawrence Technological University <sup>2</sup>	Missouri Southern State University <sup>1,2</sup>	New Jersey City University <sup>3</sup>	Metropolitan College of New York
Northern Kentucky University <sup>1,2</sup>	Assumption College	Madonna University	Missouri State University <sup>1,2</sup>	New Jersey Institute of Technology	Molloy College
Pikeville College	Babson College	Michigan State University	Missouri University of Science and Technology	Ramapo College of New Jersey	Morrisville State College
Sullivan University <sup>2</sup>	Bard College at Simon's Rock <sup>1</sup>	Michigan Technological University	Missouri Valley College <sup>2</sup>	Richard Stockton College of New Jersey, The <sup>1,2</sup>	Mount Saint Mary College <sup>2</sup>
Thomas More College	Bay Path College	Northern Michigan University	Missouri Western State University	Rider University	Nazareth College of Rochester <sup>2</sup>
Transylvania University <sup>2</sup>	Boston Architectural College	Northwood University	Northwest Missouri State University <sup>2</sup>	Rowan University	New School, The
Union College	Boston University	Oakland University <sup>1</sup>	Rockhurst University <sup>2</sup>	Rutgers University–Camden	New York Institute of Technology– Manhattan Campus
University of Kentucky	Bridgewater State College	Spring Arbor University <sup>1</sup>	Saint Louis University	Rutgers University–New Brunswick	New York Institute of Technology–Old Westbury
University of Louisville <sup>1</sup>	Clark University <sup>1</sup>	University of Detroit Mercy <sup>2</sup>	Southeast Missouri State University	Rutgers University–Newark	Niagara University
Western Kentucky University <sup>2</sup>	College of Our Lady of the Elms	University of Michigan–Ann Arbor <sup>2</sup>	Truman State University <sup>2</sup>	Saint Peter's College <sup>3</sup>	Pace University <sup>2</sup>
<b>Louisiana</b>	College of the Holy Cross	University of Michigan–Dearborn <sup>2</sup>	University of Central Missouri <sup>2</sup>	Seton Hall University <sup>2</sup>	Paul Smith's College <sup>1,2</sup>
Centenary College of Louisiana	Dean College	University of Michigan–Flint <sup>2</sup>	University of Missouri–Columbia	Stevens Institute of Technology <sup>2</sup>	Polytechnic University <sup>2</sup>
Dillard University <sup>2,3</sup>	Eastern Nazarene College	Wayne State University <sup>2</sup>	University of Missouri–Kansas City <sup>2</sup>	William Paterson University of New Jersey <sup>2</sup>	Pratt Institute
Louisiana State University and Agricultural & Mechanical College <sup>2</sup>	Emerson College	Western Michigan University <sup>1,2</sup>	University of Missouri–St. Louis <sup>2</sup>	<b>New Mexico</b>	Roberts Wesleyan College
Louisiana State University–Shreveport	Emmanuel College	<b>Minnesota</b>	Webster University	Eastern New Mexico University <sup>1,2,3</sup>	Rochester Institute of Technology
Louisiana Tech University	Endicott College <sup>2</sup>	Augsburg College <sup>2</sup>	Westminster College	Institute of American Indian and Alaska Native Culture <sup>3</sup>	Russell Sage College
Loyola University New Orleans <sup>1,2</sup>	Fitchburg State College <sup>2</sup>	Bemidji State University	William Jewell College <sup>1</sup>	New Mexico Institute of Mining and Technology	Sage College of Albany
McNeese State University	Framingham State College <sup>1,2</sup>	Bethany Lutheran College	William Woods University <sup>2</sup>	New Mexico State University	Saint Bonaventure University <sup>2</sup>
Northwestern State University of Louisiana <sup>2</sup>	Franklin W. Olin College of Engineering	Bethel University <sup>2</sup>	<b>Montana</b>	University of New Mexico <sup>3</sup>	Saint Francis College
Our Lady of the Lake College <sup>2</sup>	Gordon College	Bethel University <sup>2</sup>	Carroll College	Western New Mexico University <sup>2,3</sup>	Saint John's University–New York <sup>2</sup>
Saint Joseph Seminary College	Hampshire College <sup>2</sup>	Bethel University <sup>2</sup>	Montana State University	<b>New York</b>	Saint Joseph's College <sup>2</sup>
Southeastern Louisiana University <sup>2</sup>	Lasell College <sup>1</sup>	Capella University	Montana State University–Billings <sup>2</sup>	Adelphi University <sup>1,2</sup>	Saint Joseph's College–Suffolk Campus <sup>2</sup>
Southern University and A&M College <sup>3</sup>	Lesley University	College of Saint Benedict	Salish Kootenai College <sup>3</sup>	Alfred University <sup>2</sup>	Saint Lawrence University
Tulane University of Louisiana	Massachusetts College of Art and Design	College of Saint Scholastica, The	University of Montana, The <sup>2</sup>	Barnard College	Sarah Lawrence College
University of Louisiana at Lafayette	Massachusetts College of Liberal Arts <sup>2</sup>	College of St. Catherine <sup>2</sup>	University of Montana–Western, The <sup>2</sup>	Canisius College	School of Visual Arts
University of Louisiana at Monroe	Merrimack College	Concordia College at Moorhead	University of Great Falls	Cazenovia College <sup>2</sup>	Siena College <sup>2</sup>
University of New Orleans	Mount Holyoke College	Concordia University–Saint Paul <sup>2</sup>	<b>Nebraska</b>	Clarkson University <sup>2</sup>	Skidmore College
Xavier University of Louisiana <sup>1,2,3</sup>	Mount Ida College <sup>1</sup>	Gustavus Adolphus College <sup>2</sup>	Bellevue University <sup>2</sup>	Colgate University	Stony Brook University <sup>1,2</sup>
<b>Maine</b>	Newbury College–Brookline	Hamline University <sup>1</sup>	Chadron State College <sup>2</sup>	College of New Rochelle, The	SUNY Alfred State College
Colby College	Nichols College <sup>2</sup>	Macalester College	College of Saint Mary	College of Saint Rose, The	SUNY Binghamton University
College of the Atlantic	Northeastern University	Martin Luther College	Concordia University	Concordia College	SUNY Buffalo State College
Husson University <sup>2</sup>	Pine Manor College <sup>2</sup>	Metropolitan State University	Creighton University <sup>2</sup>	CUNY Bernard M. Baruch College <sup>1,2</sup>	SUNY College at Brockport
Maine College of Art	Regis College	Minneapolis College of Art and Design	Doane College <sup>1</sup>	CUNY Brooklyn College <sup>2</sup>	SUNY College at Cortland
Saint Joseph's College of Maine	Salem State College <sup>2</sup>	Minnesota State University–Mankato <sup>1,2</sup>	Hastings College	CUNY City College	SUNY College at Fredonia
Thomas College <sup>2</sup>	School of the Museum of Fine Arts–Boston	Minnesota State University–Moorhead	Nebraska Methodist College of Nursing & Allied Health <sup>2</sup>	CUNY College of Staten Island	SUNY College at Geneseo
Unity College <sup>2</sup>	Simmons College	Saint Cloud State University	Nebraska Wesleyan University <sup>2</sup>	CUNY College of New Paltz	SUNY College at Oneonta
University of Maine	Smith College	Saint Mary's University of Minnesota	Union College <sup>1</sup>	CUNY College of Old Westbury	SUNY College at Oswego
University of Maine at Augusta	Springfield College <sup>1,2</sup>	Saint Olaf College <sup>1,2</sup>	University of Nebraska at Kearney <sup>2</sup>	SUNY College at Potsdam	SUNY College at Plattsburgh
University of Maine at Farmington <sup>1,2</sup>	Stonehill College <sup>2</sup>	Southwest Minnesota State University	University of Nebraska at Omaha <sup>2</sup>	SUNY College of Agriculture and Technology at Cobleskill	SUNY College of Environmental Science and Forestry
University of Maine at Fort Kent	Suffolk University <sup>2</sup>	University of Minnesota–Crookston	University of Nebraska–Lincoln <sup>2</sup>	SUNY College of Technology at Canton	SUNY College of Technology at Delhi
University of Maine at Machias <sup>1</sup>	University of Massachusetts Amherst <sup>2</sup>	University of Minnesota–Duluth	Wayne State College <sup>2</sup>	SUNY College of Technology at Delhi	SUNY Empire State College
University of Maine at Presque Isle <sup>1,2</sup>	University of Massachusetts Boston	University of Minnesota–Morris <sup>1</sup>	<b>Nevada</b>	SUNY Institute of Technology at Utica-Rome	SUNY Maritime College
University of Maine at Presque Isle <sup>1,2</sup>	University of Massachusetts Dartmouth	University of Minnesota–Twin Cities	Nevada State College <sup>1</sup>	SUNY Purchase College	SUNY Upstate Medical University
University of New England	University of Massachusetts Lowell <sup>2</sup>	University of St. Thomas <sup>1,2</sup>	University of Nevada, Las Vegas	SUNY University at Albany	SUNY University at Buffalo
University of Southern Maine <sup>2</sup>	Wellesley College	<b>Mississippi</b>	University of Nevada, Reno <sup>2</sup>	Syracuse University <sup>1</sup>	Touro College <sup>2</sup>
<b>Maryland</b>	Wentworth Institute of Technology <sup>1,2</sup>	Alcorn State University <sup>3</sup>	<b>New Hampshire</b>	Union College <sup>1</sup>	United States Merchant Marine Academy <sup>2</sup>
Bowie State University <sup>3</sup>	Western New England College	Delta State University <sup>2</sup>	Colby-Sawyer College <sup>2</sup>	United States Military Academy	Vassar College
College of Notre Dame of Maryland <sup>2</sup>	Wheaton College <sup>2</sup>	Jackson State University <sup>2,3</sup>	Daniel Webster College	Wagner College <sup>1,2</sup>	Webb Institute
Coppin State University <sup>3</sup>	Wheelock College <sup>1</sup>	Millsaps College	Franklin Pierce University	Wells College <sup>2</sup>	
Frostburg State University	Williams College	Mississippi State University	Granite State College		
Goucher College <sup>1</sup>	Worcester Polytechnic Institute <sup>2</sup>	Mississippi State University–Meridian Campus	Keene State College <sup>2</sup>		
Hood College	Worcester State College <sup>1</sup>	Mississippi Valley State University <sup>1,3</sup>	New England College <sup>2</sup>		
Loyola College in Maryland <sup>2</sup>	<b>Michigan</b>	Tougaloo College <sup>3</sup>	Plymouth State University <sup>2</sup>		
Maryland Institute College of Art	Adrian College	University of Mississippi	Rivier College		
McDaniel College <sup>2</sup>	Albion College <sup>2</sup>	University of Southern Mississippi	Saint Anselm College <sup>1</sup>		
Morgan State University <sup>2,3</sup>	Alma College <sup>2</sup>	William Carey University	<b>New Jersey</b>		
Mount St. Mary's University <sup>2</sup>	Calvin College <sup>1</sup>	<b>Missouri</b>	Bloomfield College		
Saint Mary's College of Maryland <sup>1</sup>	Central Michigan University <sup>2</sup>	Avila University	Centenary College <sup>2</sup>		
Salisbury University	Cleary University <sup>2</sup>	Barnes-Jewish College Goldfarb School of Nursing	College of New Jersey, The <sup>1</sup>		
Sojourner-Douglass College <sup>3</sup>	Concordia University–Ann Arbor	Central Methodist University–College of Liberal Arts & Sciences <sup>2</sup>	College of Saint Elizabeth		
Towson University <sup>2</sup>	Davenport University	College of the Ozarks			
United States Naval Academy <sup>2</sup>	Eastern Michigan University <sup>2</sup>	Columbia College <sup>2</sup>			
		Drury University <sup>2</sup>			



## Participating Colleges and Universities: 2000–2008 (continued)

Yeshiva University

### North Carolina

Appalachian State University  
Barton College<sup>2</sup>  
Belmont Abbey College  
Bennett College for Women<sup>3</sup>  
Campbell University Inc.  
Catawba College  
East Carolina University<sup>1</sup>  
Elizabeth City State University<sup>2,3</sup>  
Elon University<sup>1</sup>  
Fayetteville State University<sup>1,2,3</sup>  
Gardner-Webb University<sup>2</sup>  
Greensboro College<sup>2</sup>  
Guilford College<sup>2</sup>  
High Point University  
Johnson C. Smith University<sup>2,3</sup>  
Lees-McRae College<sup>2</sup>  
Lenoir-Rhyne College  
Livingstone College<sup>3</sup>  
Mars Hill College  
Meredith College<sup>2</sup>  
Methodist University  
Montreat College  
North Carolina A&T State University<sup>2,3</sup>  
North Carolina Central University<sup>3</sup>  
North Carolina State University at Raleigh  
Peace College  
Pfeiffer University  
Queens University of Charlotte  
Saint Andrews Presbyterian College  
Salem College<sup>2</sup>  
Shaw University<sup>2</sup>  
University of North Carolina at Asheville  
University of North Carolina at Chapel Hill  
University of North Carolina at Charlotte  
University of North Carolina at Greensboro  
University of North Carolina at Pembroke<sup>2</sup>  
University of North Carolina–Wilmington<sup>2</sup>  
Warren Wilson College<sup>2</sup>  
Western Carolina University<sup>1,2</sup>  
Wingate University  
Winston-Salem State University<sup>2,3</sup>

### North Dakota

Dickinson State University<sup>2</sup>  
Mayville State University<sup>2</sup>  
Minor State University<sup>2</sup>  
North Dakota State University<sup>2</sup>  
University of Mary  
University of North Dakota<sup>2</sup>  
Valley City State University<sup>2</sup>

### Ohio

Antioch College<sup>2</sup>  
Ashland University  
Baldwin-Wallace College<sup>2</sup>  
Bowling Green State University<sup>2</sup>  
Capital University<sup>1</sup>  
Case Western Reserve University<sup>1</sup>  
Cedarville University<sup>2</sup>  
Central State University<sup>3</sup>  
Cleveland State University  
College of Mount St. Joseph  
College of Wooster, The<sup>1</sup>  
Columbus College of Art and Design<sup>2</sup>  
Defiance College<sup>1,2</sup>  
Denison University<sup>2</sup>  
Franciscan University of Steubenville<sup>2</sup>  
Franklin University  
Heidelberg College<sup>2</sup>

Hiram College<sup>2</sup>

John Carroll University<sup>2</sup>  
Kent State University–Kent Campus<sup>1,2</sup>  
Kenyon College  
Kettering College of Medical Arts  
Lourdes College<sup>2</sup>  
Malone College  
Marietta College  
Miami University–Oxford<sup>1,2</sup>  
Mount Union College<sup>2</sup>  
Notre Dame College<sup>2</sup>  
Ohio Christian University  
Ohio Dominican University  
Ohio Northern University<sup>2</sup>  
Ohio State University–Mansfield Campus  
Ohio State University–Newark Campus  
Ohio State University, The  
Ohio University  
Ohio University–Zanesville Campus  
Ohio Wesleyan University  
Otterbein College<sup>2</sup>  
Shawnee State University  
Tiffin University<sup>1</sup>  
University of Akron<sup>2</sup>  
University of Cincinnati<sup>2</sup>  
University of Dayton  
University of Findlay, The  
University of Toledo  
Urbana University<sup>2</sup>  
Ursuline College<sup>2</sup>  
Walsh University  
Wilmington College  
Wittenberg University  
Wright State University<sup>1</sup>  
Xavier University<sup>1,2</sup>  
Youngstown State University

### Oklahoma

Cameron University  
East Central University  
Northwestern Oklahoma State University  
Oklahoma City University<sup>2</sup>  
Oklahoma State University  
Oral Roberts University  
Rogers State University  
Southeastern Oklahoma State University  
Southern Nazarene University  
Southwestern Oklahoma State University  
University of Central Oklahoma  
University of Oklahoma Norman Campus  
University of Science and Arts of Oklahoma  
University of Tulsa<sup>2</sup>

### Oregon

Concordia University  
Eastern Oregon University<sup>2</sup>  
George Fox University<sup>1,2</sup>  
Lewis & Clark College  
Linfield College  
Northwest Christian College<sup>2</sup>  
Oregon State University<sup>2</sup>  
Pacific University<sup>2</sup>  
Portland State University<sup>2</sup>  
Southern Oregon University  
University of Oregon  
University of Portland  
Warner Pacific College  
Western Oregon University  
Willamette University

### Pennsylvania

Albright College  
Allegheny College<sup>2</sup>  
Alvernia College  
Arcadia University  
Bloomsburg University of Pennsylvania  
Bryn Mawr College  
Bucknell University<sup>1</sup>  
Cabrini College  
California University of Pennsylvania<sup>1,2</sup>  
Carnegie Mellon University  
Cedar Crest College  
Chatham University<sup>1,2</sup>  
Chestnut Hill College<sup>2</sup>  
Cheyney University of Pennsylvania<sup>2,3</sup>  
Clarion University of Pennsylvania  
Delaware Valley College<sup>2</sup>  
Dickinson College  
Drexel University<sup>2</sup>  
Duquesne University  
East Stroudsburg University of Pennsylvania  
Eastern University<sup>2</sup>  
Edinboro University of Pennsylvania  
Elizabethtown College<sup>1</sup>  
Franklin and Marshall College  
Gettysburg College  
Grove City College<sup>1,2</sup>  
Gwynedd Mercy College  
Holy Family University  
Indiana University of Pennsylvania  
Juniata College<sup>2</sup>  
Keystone College  
La Roche College  
La Salle University  
Lafayette College  
Lebanon Valley College  
Lincoln University of Pennsylvania<sup>1,2,3</sup>  
Lock Haven University of Pennsylvania<sup>2</sup>  
Mansfield University of Pennsylvania  
Marywood University  
Mercyhurst College  
Messiah College  
Millersville University of Pennsylvania  
Misericordia University  
Moore College of Art and Design  
Moravian College and Moravian Theological Seminary  
Mount Aloysius College  
Muhlenberg College  
Neumann College<sup>2</sup>  
Penn State University–Abington<sup>2</sup>  
Penn State University–Altoona  
Penn State University–Berks<sup>1,2</sup>  
Penn State University–Brandywine  
Penn State University–Erie, The Behrend College  
Penn State University–Fayette, The Eberly Campus  
Penn State University–Harrisburg  
Penn State University–University Park  
Penn State University–Worthington Scranton  
Penn State University–York  
Pennsylvania College of Technology  
Philadelphia University<sup>2</sup>  
Point Park University  
Robert Morris University  
Rosemont College  
Saint Francis University  
Saint Joseph's University  
Saint Vincent College<sup>2</sup>  
Seton Hill University  
Shippensburg University of Pennsylvania

Slippery Rock University of Pennsylvania<sup>1,2</sup>  
Susquehanna University<sup>2</sup>  
Swarthmore College  
Temple University  
Thiel College<sup>1,2</sup>  
University of Pittsburgh–Bradford  
University of Pittsburgh–Greensburg<sup>2</sup>  
University of Pittsburgh–Johnstown<sup>2</sup>  
University of Pittsburgh–Pittsburgh Campus  
University of Scranton<sup>2</sup>  
University of the Arts, The  
University of the Sciences in Philadelphia  
Ursinus College<sup>1,2</sup>  
Villanova University  
Washington & Jefferson College  
Waynesburg University  
West Chester University of Pennsylvania  
Widener University<sup>1</sup>  
Wilkes University  
Wilson College  
York College of Pennsylvania

### Puerto Rico

Inter American University of Puerto Rico–Ponce<sup>3</sup>  
Inter American University of Puerto Rico–San German<sup>3</sup>  
Pontifical Catholic University of Puerto Rico–Ponce<sup>3</sup>  
Universidad Del Este<sup>3</sup>  
Universidad Politecnica de Puerto Rico<sup>2,3</sup>  
University of Puerto Rico in Ponce<sup>2,3</sup>  
University of Puerto Rico–Humacao<sup>2,3</sup>  
University of Puerto Rico–Mayaguez<sup>3</sup>  
University of Puerto Rico–Rio Piedras Campus<sup>2</sup>  
University of Puerto Rico–Utuaado<sup>3</sup>

### Rhode Island

Bryant University<sup>1,2</sup>  
Providence College  
Rhode Island College  
Rhode Island School of Design  
Roger Williams University<sup>2</sup>  
Salve Regina University  
University of Rhode Island<sup>2</sup>

### South Carolina

Anderson University  
Benedict College<sup>3</sup>  
Bob Jones University  
Citadel Military College of South Carolina<sup>2</sup>  
Clafflin University<sup>3</sup>  
Clemson University  
Coker College<sup>1,2</sup>  
College of Charleston  
Columbia College<sup>2</sup>  
Columbia International University  
Converse College<sup>1,2</sup>  
Francis Marion University  
Furman University<sup>1</sup>  
Lander University  
Limestone College  
Morris College<sup>3</sup>  
Presbyterian College<sup>2</sup>  
Southern Wesleyan University  
University of South Carolina–Aiken<sup>2</sup>  
University of South Carolina–Beaufort<sup>2</sup>  
University of South Carolina–Columbia  
University of South Carolina–Upstate<sup>2</sup>  
Voorhees College<sup>1,2,3</sup>  
Winthrop University<sup>2</sup>  
Wofford College<sup>1,2</sup>

### South Dakota

Augustana College<sup>1</sup>  
Black Hills State University<sup>1,2</sup>  
Dakota State University<sup>1,2</sup>  
Dakota Wesleyan University  
Mount Marty College  
Northern State University<sup>2</sup>  
Oglala Lakota College<sup>3</sup>  
South Dakota School of Mines and Technology<sup>1,2</sup>  
South Dakota State University<sup>2</sup>  
University of South Dakota<sup>2</sup>

### Tennessee

Austin Peay State University  
Baptist Memorial College of Health Sciences<sup>2</sup>  
Belmont University<sup>2</sup>  
Bryan College<sup>2</sup>  
Christian Brothers University  
Cumberland University  
East Tennessee State University  
Fisk University<sup>2</sup>  
Johnson Bible College  
Lane College<sup>1,3</sup>  
Lee University  
LeMoyné-Owen College<sup>1,3</sup>  
Lincoln Memorial University  
Lipscomb University<sup>2</sup>  
Martin Methodist College<sup>1</sup>  
Maryville College  
Memphis College of Art  
Middle Tennessee State University  
Milligan College<sup>2</sup>  
Rhodes College<sup>2</sup>  
Sewanee: The University of the South<sup>2</sup>  
Southern Adventist University<sup>2</sup>  
Tennessee State University<sup>2,3</sup>  
Tennessee Technological University  
Tennessee Temple University  
University of Tennessee, Chattanooga, The<sup>1,2</sup>  
University of Tennessee, The<sup>2</sup>  
University of Tennessee–Martin, The  
Trevecca Nazarene University<sup>1</sup>  
Tusculum College<sup>2</sup>  
Union University  
University of Memphis

### Texas

Abilene Christian University<sup>1,2</sup>  
Angelo State University  
Austin College<sup>2</sup>  
Baylor University<sup>2</sup>  
Concordia University Texas  
Hardin–Simmons University  
Houston Baptist University  
Howard Payne University  
Huston-Tillotson University<sup>3</sup>  
Jarvis Christian College<sup>3</sup>  
Lamar University<sup>2</sup>  
LeTourneau University  
Lubbock Christian University<sup>2</sup>  
McMurry University<sup>2</sup>  
Midwestern State University  
Northwood University  
Our Lady of the Lake University–San Antonio<sup>3</sup>  
Paul Quinn College  
Prairie View A&M University<sup>1,2,3</sup>  
Rice University  
Saint Edward's University  
Saint Mary's University<sup>2,3</sup>  
Sam Houston State University<sup>2</sup>  
Southwestern Assemblies of God University

Southwestern University<sup>2</sup>  
Stephen F. Austin State University<sup>2</sup>  
Sul Ross State University<sup>2</sup>  
Tarleton State University<sup>1,2</sup>  
Texas A&M International University<sup>2,3</sup>  
Texas A&M University  
Texas A&M University–Commerce<sup>2</sup>  
Texas A&M University–Corpus Christi<sup>1,3</sup>  
Texas A&M University–Kingsville<sup>1,2,3</sup>  
Texas A&M University–Texarkana  
Texas A&M University at Galveston<sup>2</sup>  
Texas Christian University<sup>2</sup>  
Texas Lutheran University<sup>2</sup>  
Texas State University–San Marcos<sup>2</sup>  
Texas Tech University  
Texas Woman's University<sup>2</sup>  
University of Dallas  
University of Houston  
University of Houston–Clear Lake  
University of Houston–Downtown<sup>2,3</sup>  
University of Mary Hardin–Baylor<sup>1,2</sup>  
University of North Texas  
University of St. Thomas<sup>3</sup>  
University of Texas at Arlington, The<sup>1,2</sup>  
University of Texas at Austin, The<sup>2</sup>  
University of Texas at Brownsville, The  
University of Texas at Dallas, The<sup>1,2</sup>  
University of Texas at El Paso, The<sup>3</sup>  
University of Texas at San Antonio, The<sup>2,3</sup>  
University of Texas at Tyler, The<sup>1,2</sup>  
University of Texas of the Permian Basin, The<sup>3</sup>  
University of Texas–Pan American, The<sup>2,3</sup>  
University of the Incarnate Word<sup>2,3</sup>  
West Texas A&M University<sup>1,2</sup>  
Wiley College<sup>1,2,3</sup>

### Utah

Brigham Young University<sup>1,2</sup>  
Dixie State College of Utah  
Southern Utah University  
University of Utah  
Utah State University<sup>2</sup>  
Utah Valley University<sup>1</sup>  
Weber State University  
Western Governors University  
Westminster College<sup>1,2</sup>

### Vermont

Bennington College<sup>1</sup>  
Castleton State College  
Champlain College  
Green Mountain College  
Johnson State College  
Lyndon State College<sup>1</sup>  
Marlboro College<sup>2</sup>  
Middlebury College  
Norwich University<sup>2</sup>  
Saint Michael's College  
Southern Vermont College<sup>1</sup>  
Sterling College  
University of Vermont<sup>2</sup>  
Woodbury College

### Virgin Islands

University of the Virgin Islands<sup>3</sup>

### Virginia

Art Institute of Washington, The  
Bluefield College  
Bridgewater College  
Christopher Newport University  
College of William and Mary

Eastern Mennonite University  
 Emory and Henry College  
 Ferrum College  
 George Mason University<sup>1,2</sup>  
 Hampden-Sydney College<sup>1,2</sup>  
 Hollins University  
 James Madison University  
 Liberty University  
 Longwood University<sup>2</sup>  
 Lynchburg College  
 Mary Baldwin College  
 Marymount University<sup>2</sup>  
 Norfolk State University<sup>1,2,3</sup>  
 Old Dominion University  
 Radford University<sup>2</sup>  
 Randolph College  
 Randolph-Macon College<sup>1</sup>  
 Regent University  
 Roanoke College<sup>1,2</sup>  
 Shenandoah University<sup>2</sup>  
 Southern Virginia University<sup>1,2</sup>  
 Sweet Briar College  
 University of Mary Washington  
 University of Richmond<sup>2</sup>  
 University of Virginia  
 University of Virginia's College at Wise, The  
 Virginia Commonwealth University<sup>1,2</sup>  
 Virginia Intermont College<sup>1</sup>  
 Virginia Military Institute  
 Virginia Polytechnic Institute and State University  
 Virginia Union University<sup>3</sup>  
 Virginia Wesleyan College  
 Washington and Lee University<sup>1,2</sup>

**Washington**  
 Central Washington University  
 Eastern Washington University<sup>1</sup>  
 Evergreen State College, The<sup>2</sup>  
 Gonzaga University  
 Heritage University<sup>1,2,3</sup>  
 Pacific Lutheran University<sup>1</sup>  
 Seattle Pacific University<sup>2</sup>  
 Seattle University  
 University of Puget Sound  
 University of Washington–Bothell Campus  
 University of Washington–Seattle Campus  
 University of Washington–Tacoma Campus<sup>2</sup>  
 Washington State University<sup>1,2</sup>  
 Western Washington University  
 Whitman College  
 Whitworth University<sup>2</sup>

**West Virginia**  
 American Public University System  
 Bethany College<sup>2</sup>  
 Concord University  
 Davis & Elkins College  
 Fairmont State University  
 Marshall University<sup>2</sup>  
 Mountain State University<sup>2</sup>  
 Shepherd University  
 University of Charleston<sup>2</sup>  
 West Liberty State College  
 West Virginia State University  
 West Virginia University<sup>2</sup>  
 West Virginia University Institute of Technology  
 West Virginia Wesleyan College<sup>2</sup>  
 Wheeling Jesuit University<sup>2</sup>

**Wisconsin**  
 Alverno College<sup>2</sup>  
 Beloit College<sup>2</sup>

Cardinal Stritch University<sup>2</sup>  
 Carroll College<sup>1,2</sup>  
 Carthage College<sup>1</sup>  
 Concordia University–Wisconsin  
 Edgewood College<sup>1,2</sup>  
 Lakeland College  
 Lawrence University  
 Maranatha Baptist Bible College Inc.<sup>2</sup>  
 Marian University<sup>2</sup>  
 Marquette University  
 Milwaukee Institute of Art & Design<sup>2</sup>  
 Milwaukee School of Engineering  
 Mount Mary College<sup>2</sup>  
 Northland College  
 Ripon College  
 University of Wisconsin–Eau Claire<sup>2</sup>  
 University of Wisconsin–Green Bay<sup>1,2</sup>  
 University of Wisconsin–La Crosse<sup>1,2</sup>  
 University of Wisconsin–Madison  
 University of Wisconsin–Milwaukee<sup>2</sup>  
 University of Wisconsin–Oshkosh<sup>2</sup>  
 University of Wisconsin–Parkside<sup>1,2</sup>  
 University of Wisconsin–Platteville<sup>2</sup>  
 University of Wisconsin–River Falls<sup>2</sup>  
 University of Wisconsin–Stevens Point<sup>2</sup>  
 University of Wisconsin–Stout<sup>2</sup>  
 University of Wisconsin–Superior<sup>1,2</sup>  
 University of Wisconsin–Whitewater<sup>2</sup>  
 Viterbo University<sup>2</sup>  
 Wisconsin Lutheran College<sup>2</sup>

**Wyoming**  
 University of Wyoming<sup>2</sup>

**Canada**

**Alberta**  
 University of Alberta  
 University of Calgary<sup>1,2</sup>  
 University of Lethbridge

**British Columbia**  
 Malaspina University College  
 Royal Roads University  
 Thompson Rivers University  
 Trinity Western University  
 University of British Columbia  
 University of British Columbia, Okanagan  
 University of Northern British Columbia  
 University of Victoria

**Manitoba**  
 University of Manitoba

**New Brunswick**  
 Mount Allison University  
 St. Thomas University  
 University of New Brunswick–Fredericton Campus  
 University of New Brunswick–Saint John Campus

**Newfoundland**  
 Memorial University of Newfoundland,  
 St. John's Campus

**Nova Scotia**  
 Acadia University  
 Dalhousie University  
 Mount St. Vincent University  
 Nova Scotia Agricultural College<sup>1</sup>  
 Saint Mary's University<sup>2</sup>  
 University of King's College

**Ontario**  
 Brescia University College  
 Brock University

Carleton University<sup>1,2</sup>  
 Huron University College  
 King's College  
 Lakehead University  
 Laurentian University  
 McMaster University  
 Nipissing University  
 Ontario College of Art and Design  
 Queen's University  
 Ryerson University  
 Trent University  
 Université d'Ottawa / University of Ottawa  
 University of Guelph<sup>2</sup>  
 University of Ontario–Institute of Technology  
 University of Toronto  
 University of Waterloo  
 University of Western Ontario  
 University of Windsor  
 Wilfrid Laurier University  
 York University<sup>1</sup>

**Prince Edward Island**  
 University of Prince Edward Island<sup>2</sup>

**Quebec**  
 Concordia University  
 École de technologie supérieure  
 McGill University  
 Université de Montréal, Montréal Campus  
 Université du Québec à Chicoutimi  
 Université du Québec à Montréal  
 Université du Québec à Rimouski  
 Université du Québec à Trois-Rivières  
 Université du Québec en Abitibi-Témiscamingue  
 Université du Québec en Outaouais  
 Université Laval

**Saskatchewan**  
 University of Regina  
 University of Saskatchewan

**Lebanon**  
 Lebanese American University<sup>2</sup>

**Qatar**  
 Education City

**United Arab Emirates**  
 Petroleum Institute, The

Notes:  
<sup>1</sup> Participated in the Beginning College Survey of Student Engagement (BCSSE)  
<sup>2</sup> Participated in the Faculty Survey of Student Engagement (FSSE)  
<sup>3</sup> Participating in the Building Engagement and Attainment of Minority Students project (BEAMS)

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