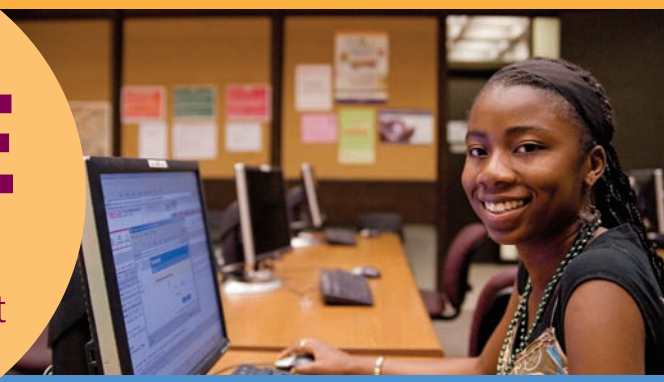
NSSE

National Survey of
Student Engagement



Assessment for Improvement: Tracking Student Engagement Over Time

Annual Results 2009

National Survey
of Student Engagement

National Advisory Board

"Colleges and universities derive enormous internal value from participating in NSSE; of equal importance is the reassurance to their external publics that a commitment to and improvement of undergraduate education are high priorities."

—Muriel A. Howard, President,
American Association of State Colleges and Universities

Suggested citation

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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.

Annual Results 2009 is sponsored by The Carnegie Foundation for the Advancement of Teaching.

University of Akron

The Past and Future NSSE

The staff at NSSE is feeling a bit giddy these days, and for good reason. This report is based on the findings from the *tenth* annual National Survey of Student Engagement. With data in hand about an entire decade of effort, including data from campuses that participated in multiple surveys, the NSSE staff has been able to track changes in student engagement that have not been reported before. And the fact that NSSE has provided a decade of service is itself a milestone. Just before releasing this report, NSSE invited colleagues from all over the country to attend a symposium in celebration of its tenth anniversary.

In inviting me to write this Foreword, Alex McCormick remarked that "since you were there at the beginning you should be the one to imagine how the story turns out." What Alex was referring to is that as Director of Education for The Pew Charitable Trusts, I convened a group of educators to brainstorm what the foundation might do to counteract the perverse incentives of college rankings such as those issued by *U.S. News & World Report*. The upshot of the discussion was that Pew should open up a new source of evidence about college quality, based on what students had to say about their college experience. Following the meeting I asked Peter Ewell to lead an effort to design and pilot a survey instrument that might do this. He did so, and Pew then awarded a major grant to George Kuh to conduct the survey for three years. In sum, Peter was the architect, George was the builder, and I was the investor who set them to work and cheered them on.

But I must say, never in my wildest dreams did I imagine that NSSE would become the influential force it is today. I'd first like to reflect on how and why this happened.

> I must say, never in my wildest dreams did I imagine that NSSE would become the influential force it is today.

The Secret to NSSE's Success

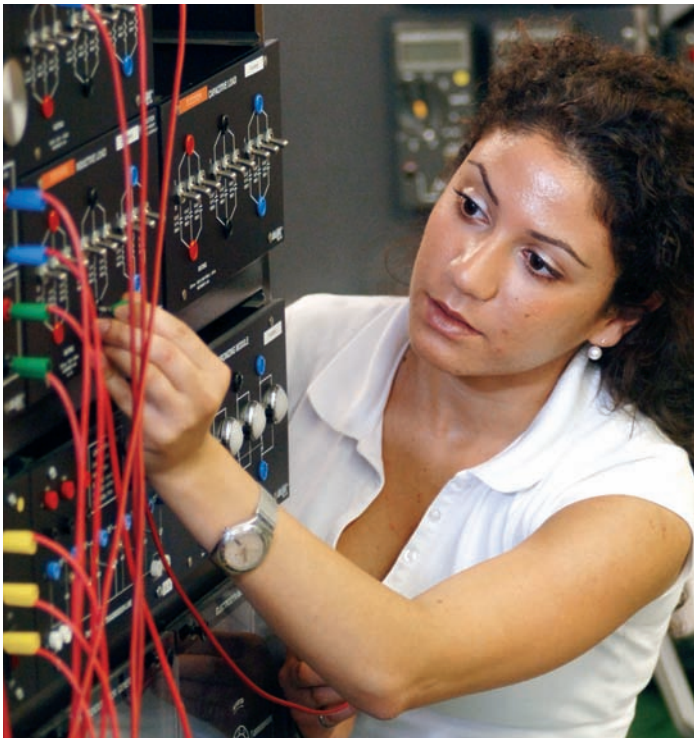
When it became clear that Peter Ewell's design team was going to succeed in producing a survey instrument, I began to worry about where the project would be located and who would run it. Pew's grant could go to any number of places. We could set up a new entity, partner with one of the established survey research centers, turn to one of the higher education research centers, or look to one of the traditional disciplines. I needed help in thinking through options, and then one day it hit me. Sandy Astin, who had launched several large scale surveys in different settings, would know how to think about these options. I tracked him down and will never forget what he said:

> "Don't think of your project as a survey. Think of it as an agenda you are carrying forward by means of a survey. Then it will become obvious that it should be located in a university because then you will have access to graduate students and other resources that can advance your agenda."

According to my dictionary, an epiphany is "a sudden manifestation of the essential nature or meaning of something." This puts it well. I suddenly realized that NSSE was first and foremost an *agenda*. Sandy Astin had himself contributed mightily to what this agenda was. As had George Kuh, in whom we had not only a superb leader but a scholar who had his eye on the prize of what constitutes effective educational practice. And George's home base, the Center for Postsecondary Research within the Indiana University School of Education, had an impressive array of resources, including a supply of talented graduate students, that could help advance the cause.

In just three years, George built a base of NSSE users that was sufficient to sustain the survey on its own revenues, without foundation support. Then, with the survey up and running, he began launching other initiatives—research projects, institutes for professional development, efforts to shape the public understanding of quality—that complemented the survey and broadened NSSE's interactions with colleges and universities. Gradually over the course of the decade, the survey has become the signature project of a multi-faceted effort that I like to call an *expedition*. NSSE's central office has become the headquarters of a national movement to spread effective educational practice throughout undergraduate education.

Juniata College



Dalhousie University

Contributing Factors

The reason why colleges were willing to sign on to NSSE was not simply because they trusted the professionalism and integrity of Peter Ewell and George Kuh. They knew that the items in the questionnaire were anchored in empirical research. Peter's design group was, as the saying goes, "standing on the shoulders of giants." NSSE was successful because long before it was invented a community of scholars had built a body of knowledge that Peter's design team could draw on.

The boundaries of this field were defined in Kenneth Feldman and Theodore Newcomb's 1969 synthesis of findings from 1,500 studies of college students titled *The Impact of College on Students*. In the 1970s and 1980s, the field grew rapidly. In 1991, Ernest Pascarella and Patrick Terenzini published another synthesis, *How College Affects Students*, based on a review of 2,600 studies. The central message of this research is that what counts in student learning and development is what students *do* when they attend college.

Yet as we all know, research findings do not necessarily find their way into practice. Another crucial part of this story was the role that *Involvement in Learning* played in moving the ideas about effective practices from the scholarly journals to the foreground of the national conversation about how to improve undergraduate education.

In 1983, a National Commission on Excellence in Education established by Education Secretary Terrence Bell issued a report titled *A Nation at Risk*. This moment is widely regarded as the beginning of the national movement to reform America's schools. Clifford Adelman, then a research analyst within the Department of Education, concluded that this reform movement would eventually spill over into higher education, and when it did people would want to know what educational research had to say about the conditions for excellence in undergraduate education. So Cliff set up a Study Group on the Conditions for Excellence in Undergraduate Education. On October 15, 1984, the Study Group released *Involvement in Learning* which calmly pointed out that in the course of transforming itself into a mass industry, America's colleges and universities had lost sight of the conditions that make for quality and excellence. And it went on to set forth a conception of what quality and excellence entail. Excellence, it argued, was a matter not just of acquiring resources and prestige, but of practices such as setting high expectations, providing involving settings and forms of pedagogy, and giving students continuous meaningful feedback.

Involvement in Learning became a manifesto for taking effective practices seriously. In 1987 Arthur Chickering and Zelda Gamson emerged from a Wingspread conference with "Seven Principles for Good Practice in Undergraduate Education." Their list became the handout at faculty development meetings all across the country.

The Challenges Ahead

So what are the prospects for the decade ahead? NSSE has a very full plate of ongoing initiatives to manage. But looking down the road, we should not assume that NSSE's future will simply be an extension of the past. To realize its full potential, I believe that NSSE will have to venture beyond the agenda that it pursued in the past.

One challenge that lies ahead is how to keep the survey fresh. The principles on which the survey is based are now familiar to hundreds of faculty. These principles are as valid as ever, but because they are so familiar they may be losing their capacity to inspire. The good news is that there are other fields of research that NSSE can tap. For example, the interdisciplinary field known as cognitive science has produced a rich set of findings about what is entailed in "deep" learning with understanding. This field can be a source of fresh new questions, or perhaps a new, more advanced survey for colleges that want to probe more deeply into the issues. Since students alone would not be reliable witnesses as

Elon University

to the presence of practices associated with deep learning, NSSE would need to tap into its Faculty Survey of Student Engagement as well.

The greater challenge, however, is that the agenda that NSSE pursued in the past—the identification and spread of effective practices—is no longer the most important challenge it confronts. A great many colleges are now aware of what these practices are. What is lacking is not the *supply* of ideas and practices but the *demand* for them. The problem we need to address is that not enough colleges seem to *want* to get better at the task of teaching and learning.

The reason for this is that there are few incentives in the system to do so. In many industries, *competition* motivates innovation and improvement. The way the professionals who work in the industry are trained and rewarded is a second source. But in higher education, issues of effectiveness play a small role in students' decisions about where to go to college. The faculty are trained to believe that good teaching is simply a matter of staying current with the content of the field. So, the market is highly imperfect, and the faculty don't compensate for these deficiencies.

The focus of our improvement efforts needs to shift from disseminating effective practices to cultivating the desire to get better and better. What role could NSSE play in making this happen?

With respect to the faculty, The Carnegie Foundation has already illuminated the path that can be taken. Under the banner of "the scholarship of teaching and learning," faculty are coming to view teaching as intellectually challenging scholarly work that should be studied, discussed, shared with colleagues, and reviewed not only by students but by peers. I see a future in which NSSE joins forces with this budding movement. What NSSE might bring to the table is, again, a focus on the extent to which faculty are practicing in a way that regards teaching as "community property."

To ask what NSSE could do to change the nature of competition brings us back to the agenda that I had on my mind when I convened the planning meeting at Pew. I wanted to counteract the perverse incentives of the rankings of *U.S. News & World Report*. But when George began looking for colleges to sign up for the survey, presidents insisted that they remain in control of the evidence about their own institutions' performance. George agreed, and he was right. By removing the fears that the evidence might be misused, he enabled NSSE to flourish as a tool for improvement.

Ten years later, however, the circumstances are different. Campuses are more comfortable with NSSE's evidence and more resigned to being in a fish bowl. Institution-level data have become more public. I would not try to amend the bargain for all participating colleges. But suppose that NSSE took the idea of an anniversary seriously. Birthdays celebrate individuals. Anniversaries celebrate relationships. NSSE is a partnership with its member colleges. Suppose NSSE invited 10%–15% of its high-performing colleges to break away from the pack and create a league of high-performing institutions. The members of the League would pledge to develop Web sites that would set new standards for storytelling, evidence, and transparency. Now that would be worth celebrating.

Russell Edgerton
President Emeritus
American Association for Higher Education

A Decade of Promoting Improvement in Undergraduate Education

The year 2009 marked an important milestone in the history of the National Survey of Student Engagement: its tenth full-scale administration. NSSE's growth in its first decade, from 276 colleges and universities in 2000 to as many as 769 in recent years, attests to its transformation from a bold experiment in higher education assessment to a vital part of the assessment landscape, and a key resource for evidence-based improvement. As of 2009, nearly 1,400 baccalaureate-granting colleges and universities in the US and Canada have used NSSE at least once to assess the quality of undergraduate education on their campuses. Of U.S. colleges and universities that enroll undergraduates and are classified by the Carnegie Foundation as doctorate-granting universities, master's colleges and universities, or baccalaureate colleges, about four out of five (78%) have participated in NSSE. NSSE's founders and sponsors can rightly be proud of the project's impact.

Cabrini College

Although we at NSSE have chosen to focus our project activities on higher education in the US and Canada, this work has attracted considerable international interest. Licensed and fully implemented adaptations of NSSE include the Australasian Survey of Student Engagement (**www.acer.edu.au/ausse**) and the South African Survey of Student Engagement (**sasse.ufs.ac.za**). A version is currently being field-tested in China with support from the Ford Foundation, and a Korean version is under development. Single-institution administrations have been conducted in several other countries. These efforts to apply concepts of student engagement internationally are all being led by higher education scholars in the subject countries. Student engagement is increasingly viewed around the world as an important element in assessing and improving the quality of undergraduate education.

Assessment for Improvement: Evaluating Institutional Results Over Time

We have always emphasized the diagnostic value of NSSE data and reports to participating colleges and universities. Random sampling ensures the comparability of results among institutions, and our reports to institutions show how students' in- and out-of-class activities and experiences, as well as their perceptions of relationships and institutional emphases, compare with those of students attending other institutions in up to three customizable comparison groups.

While benchmarking performance against peer institutions is the most common way that colleges and universities evaluate their performance, it is not the only way to do so. Another informative way to understand performance is to monitor change or stability in an institution's own results over time. How does current performance compare with that of two, three, four, or more years ago? What is the trend? How do these results comport with strategic priorities and improvement efforts? Incorporating periodic NSSE administrations into an assessment plan makes it possible to answer these and related questions, and many institutions are doing just that. For example, of the 761 U.S. and Canadian institutions that administered NSSE in 2004 or 2005, 725 (95%) conducted one or more subsequent administrations between 2006 and 2009. These institutions can continue using a single year's results to compare their educational effectiveness with that of peer institutions, but they can also use results from multiple administrations to benchmark against *themselves* over time. In this way, they can monitor progress toward their goals for undergraduate education and gauge the impact of improvement initiatives.

As the number of multi-year participants has grown, we have developed new resources to help our users analyze their results over time. Since 2008, the customized *Institutional Report* that we send to each participating institution has included a *Multi-Year Benchmark Report* for those that have participated in at least two NSSE administrations. This new report shows first-year and senior scores on NSSE's five Benchmarks of Effective Educational Practice for each year of participation. Graphical displays with confidence bands make it easy to view patterns of benchmark performance over time. We also introduced a *Multi-Year Data Analysis Guide* to assist NSSE users interested in conducting their own custom analyses of data from multiple NSSE administrations.

NSSE and the Voluntary System of Accountability (VSA)

NSSE is one of four assessment instruments that can be used to report the experiences and perceptions of undergraduate students for the VSA. Developed through a partnership between the American Association of State Colleges and Universities (AASCU) and the Association of Public and Land-grant Universities (APLU), the VSA is designed to help institutions demonstrate accountability, measure educational practices and outcomes, and assemble information that is accessible, understandable, and comparable.

Nearly all of the more than 325 institutions that have registered for the VSA have NSSE results to populate the Student Experience and Perceptions section of VSA's College Portrait, a template for providing information on institutional and student characteristics, attendance costs, student engagement, and educational outcomes. Several NSSE reports can be added as supplementary information. Resources for NSSE users participating in the VSA are available on our Web site, **www.nsse.iub.edu/html/vsa.cfm**.

Roanoke College

"Honest feedback on student engagement serves as a way to enhance service offerings in performance areas and legitimizes the need for improvement in areas that present as challenges."

—Jean Hamler, Associate Director of Planning & Institutional Research, Stonehill College

Are institutions realizing gains in student engagement? What do the trends look like? How many, and what kinds of institutions are achieving improvement? Are some forms of engagement improving more than others?

Signs of Progress

Over the years, each edition of this report has provided a range of compelling findings about the state of student engagement and the undergraduate experience.[1] In recent years, for example, we have shown that:

- At institutions where faculty members report using effective educational practices more frequently in their classes (as measured on the Faculty Survey of Student Engagement), students are more engaged overall and gain more from college (2005).
- Engagement yields larger payoffs in terms of grades and retention for underprepared students and historically underrepresented students relative to otherwise comparable peers (2006).
- Certain high-impact educational practices and experiences correspond to higher student participation in deep approaches to learning (2007).
- Students' predisposition toward engagement (based on high school engagement and expectations for engagement in college, from the Beginning College Survey of Student Engagement) correlates with but does not determine actual engagement in college, and the positive relationship between engagement and plans to return for the second year holds regardless of prior engagement disposition (2008).
- Good practices in the teaching of undergraduate writing correspond to higher student engagement in deep approaches to learning and self-reports of educational gains (2008).

But at its heart, NSSE is about facilitating the improvement of undergraduate education. In recognition of NSSE's 10th anniversary, we turn our attention this year to what NSSE tells us about *gains in student engagement*.

[1]Previous editions are available at **www.nsse.iub.edu/html/annual_reports.cfm**.

Comparisons of aggregate NSSE results over time have shown benchmark scores to be relatively stable. But the group of participating institutions varies from one year to the next, limiting the utility of year-to-year comparisons of aggregate results. We are most interested in what is happening at the campus level. Are institutions realizing gains in student engagement? What do the trends look like? How many, and what kinds of institutions are achieving improvement? Are some forms of engagement improving more than others? NSSE's 10th anniversary offers an opportune moment to begin asking such questions. For this year's *Annual Results*, we selected a subset of 2009 participating institutions with multi-year data from at least four NSSE administrations going back to 2004, to determine whether any campuses show trends of improving performance on NSSE's Benchmarks of Effective Educational Practice or in the proportion of students participating in particular high-impact practices. As shown in the following pages, we found such evidence at a considerable number of institutions—public and private, of all types and sizes. We were also gratified to find that patterns of *diminished* performance were very rare indeed.

> These encouraging and tantalizing findings suggest that some campuses have engaged in systematic improvement efforts that have paid off.

Our analysis considered five criterion measures, evaluated separately for first-year students and seniors. For each measure, whether for first-years or seniors, we found many colleges and universities with persuasive evidence of steady improvement. We even found an appreciable number with systematic gains on more than one criterion, including a small number with positive trends on at least four of the five measures. More institutions showed steady gains for first-year students than for seniors. What we don't know is whether this means the first-year experience represents the "low-hanging fruit" with respect to improving the undergraduate experience and is thus more amenable to improvement, or that systematic improvement efforts are more often targeted at the first-year experience—which would make sense given widespread concerns about retention. It could be both. Similarly, certain of the criterion measures showed more instances of steady institutional improvement for first-year students, while for seniors other measures were more prone to improvement. This again raises interesting questions about both the kinds of change that institutions may be seeking, and the kinds that are most easily achieved.

These encouraging and tantalizing findings suggest that some campuses have engaged in systematic improvement efforts that have paid off. If that is the case, we have much to learn from these places. If the gains represent intentional improvement efforts, what catalyzed institutional attention and effort toward improvement? What specific activities led to improved performance? What was the role of faculty and administrative leadership? What role did assessment data play in the identification of problems or the design of interventions? And most important, what lessons can be drawn to inform improvement efforts on other campuses? In the coming years, we will continue our program of research on educational quality and improvement by conducting in-depth inquiry into the improvement process at selected institutions, so others can benefit from what these successful campuses have learned. Stay tuned.

Texas A&M University Corpus Christi

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

"The question shouldn't be 'why should a college participate in NSSE,' but rather 'why wouldn't a college participate.' NSSE not only provides the participating institution a valid and reliable sense of how their students are learning through engagement with the institution, but also how this compares to other similar and dissimilar institutions. That's powerful information for a student-centered institution."

—David A. Longanecker, President,
Western Interstate Commission for Higher Education

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_2009.cfm**.

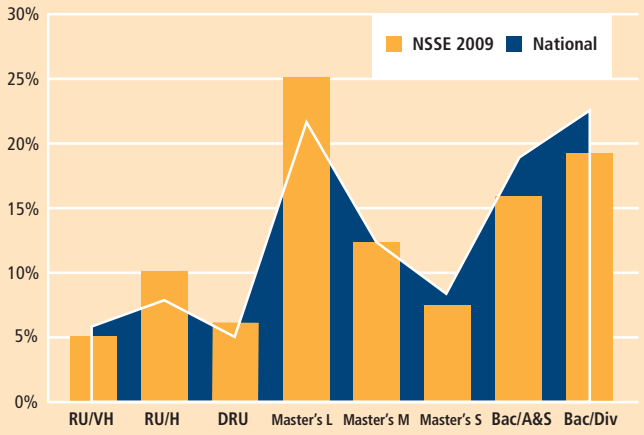
Objectives

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.

Figure 1: NSSE 2009 Participating Colleges and Universities



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

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

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 & Universities

Since its launch in 2000, nearly 1,400 baccalaureate-granting colleges and universities have participated in NSSE, including 640 in 2009. Participating institutions generally mirror the national distribution of the 2005 Basic Carnegie Classification groups (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.

Administered By

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 four-year colleges and universities. 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 as well as to minimize non-response bias and mode effects. For more information, visit the NSSE Web site at: **www.nsse.iub.edu/html/researchers.cfm**.

Response Rates

In 2009, the average institutional response rate was 36%. The average for Web-only institutions (37%) exceeded that of institutions that administered paper questionnaires (31%).

Consortia & State or University Systems 2000–2009

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
Consortium for the Study of Writing in College
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
Jesuit Colleges and Universities
Kentucky Council on Postsecondary Education
Lutheran Colleges and Universities
Mid-Atlantic Private Colleges
Military Academy Consortium
Minnesota State Colleges & Universities
Mission Engagement Consortium for Independent Colleges
New Jersey Public Universities
North Dakota University System
Online Educators Consortium
Ontario Universities
Penn State System
Pennsylvania State System of Higher Education
Private Liberal Arts Colleges and Universities
South Dakota Public Universities
State University of New York
Teagle Diversity Consortium
Teagle Integrated Learning Consortium
Tennessee Publics
Texas A&M System
Texas Six
University of Hawai'i
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 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 that is 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 results 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

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.

Drake University

The selected results reported in this section are based on a wealth of data. We analyzed responses from over 360,000 randomly sampled students attending 617 U.S. baccalaureate-granting colleges and universities who completed NSSE in spring 2009, as well as subsamples of this group who responded to several sets of experimental questions. We also reviewed archived NSSE data for an analysis of multi-year trends. Our lead story – "Improvement in Student Engagement Over Time" – combined 2009 results with data from past years to search for positive trends in institutional performance. We found a good number of institutions with evidence of systematic change on the NSSE Benchmarks and high-impact practices,[1] suggesting that it is possible to increase student engagement in effective educational practices and to detect this change in NSSE results.

The second story – "Senior Year Experiences" – combined NSSE data with experimental questions about senior capstone courses and post-graduation plans. We also compared "horizontal" and "vertical" transfer students, i.e., those who started college at either a different baccalaureate-granting institution or a community college.

The next piece – "STEM Students and Teaching and Learning Technologies" – focuses on different forms of engagement that are more prevalent among science, technology, engineering, and mathematics majors. This is followed by an examination of students' experiences with several teaching technologies and communication tools, including digital course management and Web 2.0 tools.

The remaining stories use data from the Beginning College Survey of Student Engagement (BCSSE) and the Faculty Survey of Student Engagement (FSSE) and provide additional evidence of the utility of these companion instruments. These include an analysis of high school involvement and expected persistence in college, and faculty perceptions of the use and effectiveness of institutional assessment efforts.

Promising/Disappointing Findings

Promising Findings

- Forty-one percent of institutions with at least four NSSE administrations between 2004 and 2009 showed a steady trend of improvement in at least one measure for first-year students, and 28% did so for seniors. The percentage showing a downward trend was trivial.
- Institutions showing evidence of systematic improvement included public and private institutions, in every size category and Carnegie type.
- Over half of students *frequently*[2] had serious conversations with students of a different race or ethnicity, while only about one in seven reported that they *never* had such conversations.
- More than three-quarters said their senior seminar/capstone course contributed *substantially*[3] to developing intellectual curiosity, learning independently, thinking critically, and making decisions based on evidence and reasoning.
- Eighty-five percent of faculty members believed it is important for undergraduates to complete a culminating senior experience. Thirty-three percent of seniors have done so, and another 31% were planning to.

Disappointing Findings

- Men were less likely than women to participate in a high-impact practice[1] (45% versus 55% among first-years, 43% versus 57% among seniors).
- Transfer students from both community colleges and four-year institutions participated in fewer high-impact activities, interacted less with faculty, and rated their campus relationships lower than native students.
- About one in five students *frequently*[2] came to class without completing readings or assignments.
- About one in three seniors rated the quality of academic advising as only "fair" or "poor."
- Forty percent of first-year students *never* discussed ideas from readings or classes with faculty members outside of class.

[1]Learning community or service-learning for first-year students; study abroad, senior culminating experience, research with a faculty member, service-learning, or a practicum or internship for seniors.

[2]"Very often" or "Often"

[3]"Very much" or "Quite a bit"

Selected Results: Improvement in Student Engagement Over Time

Improvement in Student Engagement Over Time

From the outset, one of NSSE's principal goals has been to provide participating colleges and universities with diagnostic, actionable information that can be used to improve undergraduate education. Steady growth in the number of participating institutions, large numbers that administer the survey on a periodic basis, and our tenth anniversary combine to make 2009 an opportune moment to examine multi-year NSSE data for evidence of change at the institution level. What do the data tell us about whether campuses are realizing gains in student engagement? Are there identifiable patterns of improvement in multiple measures?

For this analysis, we identified a group of U.S. institutions that participated in at least four NSSE administrations beginning as early as 2004 and concluding in 2009. The resulting group of institutions thus had from four to six distinct observations for first-year and senior students over the six-year time span. Data quality considerations (response rate, number of respondents, and sampling error) led us to exclude a small number of institutions so we could have confidence in each year's survey results. The analyses for first-year students are based on a group of 211 institutions, and senior analyses are based on 222 institutions. About three-quarters of these institutions had at least five data points. The group of institutions analyzed represented the diversity of U.S. higher education with respect to control, size, and Basic Carnegie Classification (Table 1).

Examining each institution's data across the multiple NSSE administrations, we looked for institutions with evidence of systematic change on five indicators:

NSSE Benchmarks[1]

(1) Level of Academic Challenge

(2) Active and Collaborative Learning

(3) Student-Faculty Interaction

(4) Supportive Campus Environment

High-Impact Practices

(5) Proportion of first-year students who participated in a learning community or in service-learning as part of a regular course, or proportion of seniors who participated in (a) a practicum, co-op, internship, or field experience, (b) research with a faculty member, (c) study abroad, (d) a culminating senior experience, or (e) service-learning.

Table 1: Characteristics of the Multi-Year Institutions Analyzed in the Present Study[a]

	First-year		Senior	
	Number	Percent	Number	Percent
Public	83	39%	90	41%
Undergraduate enrollment				
Small (fewer than 2,500)	86	41%	93	42%
Medium (2,500–4,999)	51	24%	53	24%
Large (5,000–9,999)	35	17%	36	16%
Very large (10,000 or more)	39	18%	40	18%
Basic Carnegie Classification (aggregated)				
Doctorate-granting Universities	44	21%	44	20%
Master's Colleges and Universities	90	43%	95	43%
Baccalaureate Colleges	70	33%	76	34%
All others or unclassified	7	3%	7	3%
NSSE administrations between 2004[b] and 2009				
Four	54	26%	59	27%
Five	66	31%	68	31%
Six	91	43%	95	43%

[a] Cells contain column percents. The number of institutions varies by student population due to criteria for inclusion (i.e., differences in response rate or sample size between first-year and senior respondents).

[b] Institutions may have participated prior to 2004, but changes in the NSSE survey limit the comparability of earlier results.

This analysis relies on identical measures for each year examined and uses the same measures for all institutions. Because NSSE results are institutional estimates based on a sample of students, identifying change involves more than simply comparing average scores across administrations. To identify meaningful change, we asked three questions:

(1) Is the difference between the first and last data points large enough that it is not likely to be due to chance variation between samples (that is, is it statistically significant)?

(2) If significant, is it meaningful – is it large enough to be noticeable to an informed observer (in technical terms, does it achieve an effect size of at least .3)?

(3) Does the pattern of four, five, or six data points provide a reasonable fit to a linear or curvilinear trend (that is, is the pattern of change reasonably systematic)?

[1] For information about NSSE Benchmarks, see page 31. For high-impact practices, see NSSE (2007) and Kuh (2008). Because the Enriching Educational Experiences benchmark combines a wide array of experiences and practices, we focused instead on a subset of high-impact practices—many of which are included in that benchmark (see Kuh, 2008).

Patterns of Change Across Measures

Institutions that sign on to administer NSSE usually do so with the intent to use results to improve the quality of undergraduate education. Multiple administrations provide the opportunity to measure progress and monitor improvement over time. Although institutional change can be difficult, our examination of change statistics across NSSE Benchmarks and measures of high-impact practices demonstrates that it is possible to increase student engagement in effective educational practices.

Trend summaries indicate that of the institutions studied, 87 (41%) demonstrated a pattern of improvement in at least one of the criterion measures for first-year students, and 63 (28%) did so for seniors (Table 2). A number of institutions—13% of each group—exceeded our modest criterion for meaningful change by a wide margin (that is, an effect size of at least .5). The percentage of institutions whose benchmark and high-impact practice scores *declined* across multiple administrations was trivial (five institutions for one measure and from zero to two on each of the remaining ones). These findings show that change is possible, and that first-year student engagement may be more amenable to improvement than senior engagement (or alternatively, that more institutions have targeted the first-year experience for improvement).

Table 2: Institutions with Any Improvement Trend, by Selected Institutional Characteristics[a]

	First-year		Senior	
	Number	Percent	Number	Percent
Total	87	41%	63	28%
Control				
Public	40	48%	23	26%
Private	47	37%	40	30%
Undergraduate enrollment				
Small (fewer than 2,500)	31	36%	22	24%
Medium (2,500–4,999)	23	45%	17	32%
Large (5,000–9,999)	16	46%	9	25%
Very large (10,000 or more)	17	44%	15	38%
Basic Carnegie Classification (aggregated)				
Doctorate-granting Universities	23	52%	15	34%
Master's Colleges and Universities	32	36%	29	31%
Baccalaureate Colleges	29	41%	17	22%
All others or unclassified	3	43%	2	29%

[a] Cells contain the number and percentage of institutions with the indicated attribute that showed a pattern of improvement on at least one criterion measure.

Several patterns of change are suggestive of systematic improvement efforts. For example, the measures on which the largest number of institutions showed upward trends for first-year students were Active and Collaborative Learning and Student-Faculty Interaction. One out of five institutions in the first-year analysis showed positive trends on two or more measures, and the most common combination (found at 24 institutions, or 11% of the sample) was for these two benchmarks. These benchmarks focus attention on structures and practices that encourage new students to spend their time in educationally productive ways and that previous research has shown to increase the likelihood that they will return for the second year.

For seniors, the largest number of institutions showing upward trends was on the Supportive Campus Environment benchmark and the proportion reporting involvement in high-impact practices. This might reflect department-level efforts to improve advising and academic support, or to provide opportunities for students to develop meaningful relationships with faculty and to engage deeply with what they are learning.

Challenging Beliefs about Undergraduate Education and Change

Our findings contradict some of the conventional wisdom about change in higher education. First, the potential for improving performance is not limited to small institutions, private ones, or those with a low baseline level of performance. We found patterns of systematic change at both public and private institutions, in every size category, and in every Carnegie type (Table 2). Indeed, the results for first-year students showed proportionately more improvement at public rather than private institutions, and at medium, large and very large, rather than small ones.

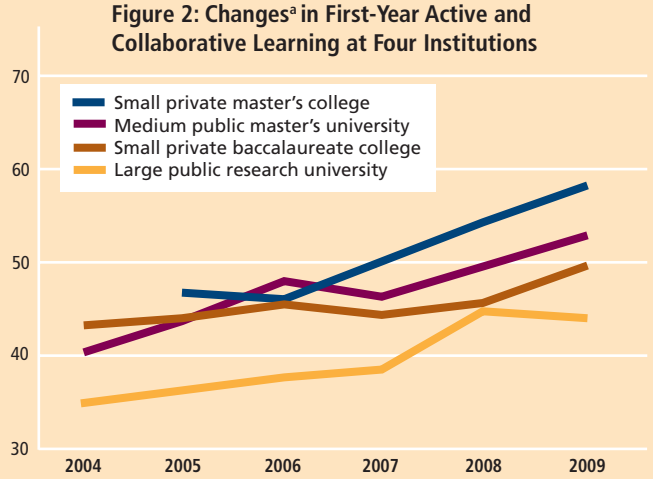
LIM College

Figures 2 and 3 display examples of positive trends at selected institutions with varying levels of initial performance.

Second, increasing first-year student engagement in active and collaborative learning is possible at large public institutions. As Figure 2 illustrates, although the very large public research university scored lower than the other institutions, its performance improved steadily and significantly.

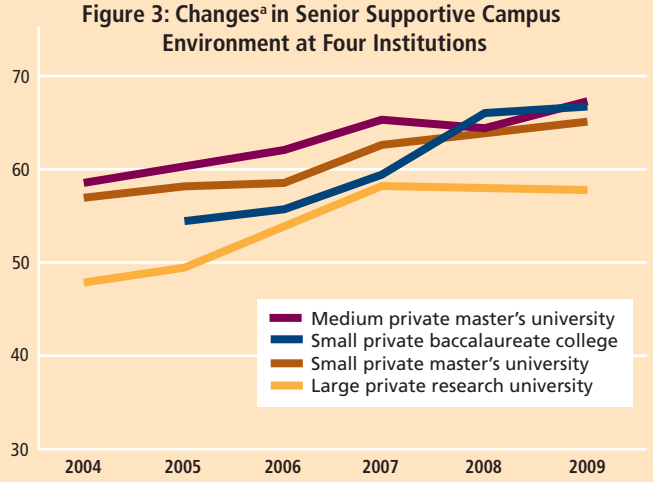
Third, contrary to beliefs that urban or commuter institutions can do little to increase student-faculty interaction, we found that 41% of the institutions that showed positive trends on this benchmark for first-year students were urban institutions.

Figure 2: Changes[a] in First-Year Active and Collaborative Learning at Four Institutions



[a]Effect sizes for results in this figure range from .44 to .78.

Figure 3: Changes[a] in Senior Supportive Campus Environment at Four Institutions



[a]Effect sizes for results in this figure range from .44 to .73.

Examining Institutional Change

We encourage institutions with results from multiple NSSE administrations to examine patterns of change in their student engagement results. Some may want to look for changes in the nature of student engagement, some will investigate possible trends, while others will be keen to evaluate the impact of specific campus initiatives.

The NSSE benchmarks provide helpful indicators of student engagement that can be tracked over time. Since 2008, NSSE institutions that have participated in multiple NSSE administrations have received a *Multi-Year Benchmark Report* presenting comparable benchmark scores and related statistics by year to facilitate analysis of results over time. This report helps answer questions, such as "How stable has the level of student-faculty interaction been over the years?" or "Given the implementation of our initiative on the first-year experience three years ago, did active and collaborative learning increase among first-year students?"

We also encourage institutions to look beyond their benchmark scores and consider changes in NSSE items or other scales, or to merge their NSSE results with other student information and outcome measures for more fine-tuned examinations of change in student engagement over time. Our *Multi-Year Data Analysis Guide* (see **www.nsse.iub.edu/links/mydag**) provides resources, information, and suggestions for suitable approaches to multi-year analysis of NSSE data.

We welcome the opportunity to learn from participating institutions about improvement efforts and the extent to which their NSSE results reflect meaningful, intentional change.

Pace University

Horizontal and Vertical Transfer Experiences: How Different Are They?

Transfer students are known to feel marginalized, being unfamiliar with their new surroundings relative to other upper-class students. Research on transfers from community colleges (known as *vertical* transfers) certainly bears this out. What is not clear, however, is if the experiences of students who transfer directly from a four-year institution (i.e., *horizontal* transfers) differ significantly from those of vertical transfers and non-transfers (native students). NSSE investigated this question using approximately 133,000 senior respondents.

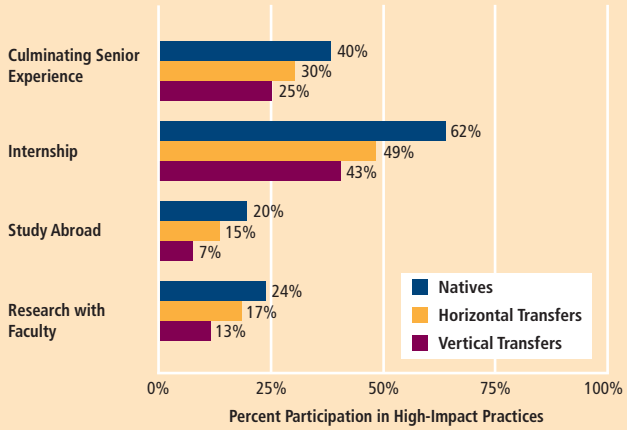
Compared to native students, horizontal transfers report less frequent interaction with faculty, lower quality in their campus relationships, and lower overall satisfaction with college (after controlling for various institutional and student characteristics). These findings mirrored those found between vertical transfer students and native students, albeit more strongly in the case of quality of campus relationships and overall satisfaction with college. When we tested the differences between horizontal and vertical transfers, horizontal transfers did in fact show lower scores in these areas, especially when it came to overall satisfaction with their institution.

In the past, NSSE has shown that seniors who participated in a culminating experience, study abroad program, or faculty research project reported higher levels of deep learning and academic and personal development. But are transfer students able to take advantage of these opportunities? Analysis showed that:

- Both horizontal and vertical transfers lagged behind their native peers. For instance, 62% of natives reported completing an internship, while only 49% of horizontal and 43% of vertical transfers did. Participation in culminating senior experiences also showed a sizeable gap (Figure 4).
- Compared to vertical transfers, horizontal transfers participated at modestly higher rates in all the activities listed, with study abroad programs showing the biggest gap at 8%.

Although horizontal transfers reported lower quality relationships and overall satisfaction than vertical transfers, they did participate in high-impact practices somewhat more often. Overall, although modest in some cases, these results provide evidence that both types of transfer students are less engaged and satisfied with their experiences than native students.

Figure 4: Senior Participation Rates for High-Impact Practices by Transfer Status



Senior Seminars or Capstone Courses

Senior culminating experiences such as capstone courses, senior projects or theses, or comprehensive exams are among the high-impact practices that enrich a student's education. While only a third of seniors who responded to NSSE 2009 reported participation in such an experience, these students had higher scores on NSSE's Benchmarks of Effective Educational Practice and Deep Approaches to Learning scales, and greater self-reported gains in learning and development (Table 3).

In the present study, we focused on the senior seminar or capstone course, which integrates and synthesizes learning within the academic major, provides opportunities to reflect on the overall college experience, and may facilitate the transition to life after college. To examine students' experiences in such courses, NSSE appended a series of items to the 2009 Web survey for a sample of students who indicated participation in a senior culminating experience from all types of majors and institutions. A large majority (87%) of these students had completed or was currently participating in a senior seminar or capstone course. It was most common for such courses to be taken in the student's major field or department (83.8%) and to be a requirement for graduation (93.5%).

"We include NSSE measures of student engagement in our university executive dashboard and treat these measures as a core measure of institutional progress and performance."

—James Votruba, President,
Northern Kentucky University

Table 3: NSSE 2009 Mean Comparisons by Senior Culminating Experience Completion[a]

	Completed a Senior Culminating Experience?			
	Yes	No	Sig.[b]	Effect Size (d)
Benchmarks of Effective Educational Practice				
Level of Academic Challenge	60.8	55.1	***	.41
Active and Collaborative Learning	55.7	45.9	***	.56
Student-Faculty Interaction	50.2	36.5	***	.68
Supportive Campus Environment	62.2	60.7	***	.08
Deep Approaches to Learning				
Higher Order Thinking	76.5	68.9	***	.34
Integrative Learning	65.6	56.8	***	.45
Reflective Learning	65.3	59.6	***	.24
Self-Reported Gains in Learning and Development				
Gains in Practical Competence	72.0	65.6	***	.29
Gains in Personal and Social Development	57.5	53.8	***	.15
Gains in General Education	76.9	70.5	***	.29

[a] Analyses weighted by gender, enrollment status, and institution size.
[b] ***p<.001

Students varied in the amount of knowledge and skills they say they gained from seminars or capstone courses (Figure 5). For example:

- Seniors most commonly reported that their seminar or capstone course contributed to their growth in thinking critically and analytically, learning effectively on their own, developing intellectual curiosity, and making decisions and judgments based on evidence or reasoning.
- On the other hand, fewer students (though still a small majority) claimed that their seminar or capstone course helped them in their ability to make ethical choices, understand global issues, and acquire work-related knowledge and skills.

Senior Post-Graduation Plans

College seniors face a variety of critical decisions about what to do after graduation. As part of the NSSE 2009 administration, over 10,500 seniors attending 50 U.S. institutions provided additional information about their plans for the coming fall, their perceived level of preparation for those plans, their educational aspirations, and their ratings of career advising services.

Figure 5: Percent of Students Claiming Substantial[a] Learning and Development Gains As Result of Seminar or Capstone Course

[a] "Very much" or "Quite a bit"

Plans and Preparation

The academic and co-curricular activities students participated in as undergraduates related to their perceived preparation for and intentions to pursue different opportunities after college.

- A quarter of seniors planned to attend graduate or professional school, and half of these students believed that their institution prepared them well for graduate education. Very few (3%) felt they were underprepared for graduate work.
- Fifty-five percent of seniors planned to work full-time, 6% planned to work or volunteer full-time for a service program, and 2% planned to serve in the military. Of these, 47% believed they had been well prepared for the world of work by their institutions. Only five percent of these students reported that they were underprepared.
- Seniors who worked on a research project with a faculty member were more likely to pursue graduate/professional education (37% versus 24% of all other students) and less likely to pursue full-time work (49% versus 55% of other students).
- Fifty-nine percent of students planning to work had participated in a practicum, internship, field experience, co-op experience, or clinical assignment.

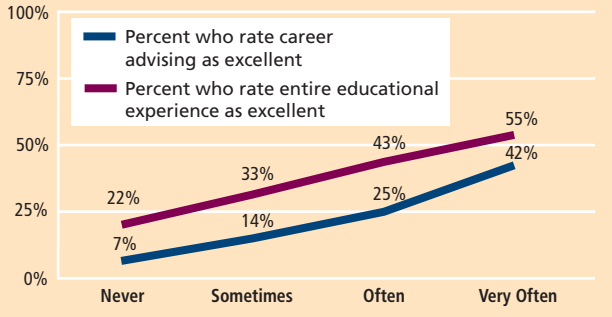
Educational Aspirations

Intentions to pursue graduate degrees varied based on student characteristics in both expected and unexpected ways. Part-time and first-generation seniors were less likely to pursue graduate education, and seniors attending Baccalaureate Arts and Science institutions were more likely than others to pursue professional or doctoral degrees (Table 4). Other interesting findings include:

- African American seniors more commonly aspired to earn master's degrees and Asian/Pacific Islander seniors to earn professional degrees.
- Science majors intended to pursue doctoral degrees at a higher rate than other majors, and biological science majors topped the list of those seeking professional degrees.
- Seventy percent of students in education intended to pursue a master's degree, more than other major groups.

Students planning to pursue advanced degrees do not take equal advantage of enriching academic opportunities. For example, noticeable differences existed related to opportunities to conduct research with faculty. Only one-quarter of White students planning graduate education conducted research with faculty, while 35% of African American students and 37% of both Hispanic and Asian American/Pacific Islander students conducted research with faculty.

Figure 6: Ratings by Frequency of Meetings with Faculty Discussing Career Plans



Career Advising

Career advising services are particularly important during hard economic times. The perceived quality of career advising is moderately correlated with student perceptions of their overall undergraduate experience and their ability to obtain quality job and graduate school references.

- Students who rated career advising services positively were more likely to attend the same institution, if given the chance to start over.
- Students who frequently discussed career plans with faculty members or advisors were more satisfied with career advising (Figure 6) and were more satisfied with their institution.
- Unfortunately, about one in seven students *never* discussed their career plans with a faculty member or advisor, and about one in ten thought no faculty member or administrator knew them well enough to write a recommendation for them for a job or graduate school.

Table 4: Percent Planning to Pursue Advanced Degrees by Student and Institutional Characteristics

		Master's degree	Professional degree[a]	Doctoral degree
Gender	Male	53.5	14.5	13.8
	Female	58.2	13.1	12.0
Race/ Ethnicity[b]	African American/ Black	61.9	15.1	12.9
	Asian/Pacific Islander	51.5	21.0	10.2
	Caucasian/White	55.9	12.4	12.9
	Hispanic	55.8	12.4	12.3
	Foreign	61.5	13.2	15.1
Enrollment	Part-time	48.9	7.4	6.1
	Full-time	57.6	14.7	13.8
Major	Arts and Humanities	56.9	8.2	14.8
	Biological Science	39.4	43.4	23.4
	Business	61.7	6.9	4.4
	Education	70.0	2.1	10.4
	Engineering	62.0	5.8	15.7
	Physical Science	48.2	17.2	39.0
	Other Professional	52.1	18.6	9.8
	Social Science	63.4	22.8	18.6
	Other/Undecided	49.4	9.6	7.0
First Generation	Yes	54.5	9.3	9.2
	No	57.3	14.8	13.6
Transfer	Yes	54.8	10.9	10.9
	No	57.7	15.4	13.9
Carnegie Classification	RU/VH	49.7	14.1	12.7
	RU/H	58.0	17.2	14.7
	DRU	69.1	14.3	14.3
	Master's L	57.4	8.6	10.2
	Master's M	52.9	12.4	10.1
	Master's S	62.5	10.1	11.5
	Bac/A&S	55.4	22.5	18.9
	Bac/Diverse	56.5	10.3	9.9

[a] Medical degrees, law degrees, and professional doctorates
[b] American Indian/Alaska Natives numbered too few for reporting purposes

Selected Results: STEM Students and Teaching and Learning Technologies

Students Majoring in Science, Technology, Engineering, and Mathematics (STEM) Fields

As policy makers encourage increased enrollment in STEM fields, institutions are eager to understand the engagement of students in these fields. Seniors not majoring in STEM fields tended to be more engaged in a greater number of areas, particularly in classroom discussions and presentations, reading, and writing (Table 5). They also reported greater progress in their writing and speaking skills, and in understanding diversity. However, STEM seniors tended to do more tutoring, group work outside of class, and research with faculty. They also reported greater gains in quantitative knowledge and skills.

Table 5: Differences in Engagement Activities Between Seniors in STEM and Non-STEM Disciplines[a]

STEM Seniors More Engaged	Non-STEM Seniors More Engaged
Percentage who *frequently*[b]	Percentage who *frequently*[b]
• Worked with classmates outside of class to prepare class assignments	• Asked questions in class or contributed to class discussions
• Tutored or taught other students	• Made a class presentation
• Worked on a research project with a faculty member outside of course requirements	• Read five or more assigned textbooks, books, or book-length packs of course readings
	• Wrote five or more papers or reports between 5 and 19 pages
	• Wrote five or more papers or reports fewer than 5 pages

[a] NSSE 2009 senior respondent majors included 28% STEM, 59% non-STEM, and 13% unreported.
[b] "Very often" or "Often"

Additional Questions on the Experiences of STEM Students

In 2009, NSSE studied the experiences of STEM students through a set of additional questions answered by more than 23,000 students in both STEM and non-STEM disciplines from 55 institutions. Fifty-two percent of respondents were seniors, and of those, 34% were majoring in STEM fields and 65% in non-STEM fields. The questions covered areas in which students in STEM fields ought to be more engaged, such as solving mathematical or computational problems, doing projects with hands-on physical design, and writing papers discussing methods or findings related to data. For this reason, it confirmed expectations that STEM seniors were much more likely to say they frequently participated in most of these activities (Table 6).

However, these activities were not restricted to STEM students. Nearly one-third of non-STEM seniors reported writing five or more papers that discussed methods or findings related to data, and also claimed substantial gains in designing, conducting, and interpreting experiments, surveys, or field research. Non-STEM students with greater participation in STEM activities were largely from the social sciences, such as psychology, sociology, and education.

Table 6: Percentage of Seniors Engaging in STEM Activities and Reporting Gains in STEM Areas

	STEM	Non-STEM
Worked with other students to solve mathematical or computational problems[a]	55%	25%
Worked on a project requiring hands-on physical design or technical modeling[a]	37%	21%
Wrote five or more papers in which you discussed methods or findings related to data from lab or field work, a survey project, etc.	44%	31%
Wrote five or more papers in which you explained the meaning of numerical or statistical data	34%	18%
Wrote five or more papers in which you included graphs, drawings, tables, photos, screen shots, or other visual content	45%	24%
Took a computer language or programming course	41%	18%
Gains in designing and conducting experiments, surveys, or field research[b]	55%	32%
Gains in interpreting results from experiments, surveys, or field research[b]	66%	37%

[a] "Very often" or "Often"
[b] "Very much" or "Quite a bit"

The additional items were grouped into three measurement scales of engagement in the STEM disciplines:

- **Hands-on Experiences:** Preparing for and working in lab and design workshops, working on hands-on design projects, and computer assisted assignments
- **Scientific Writing:** Papers discussing methods or findings related to data, explaining the meaning of numerical or statistical data, and including visual content such as graphs, drawings, or tables
- **Problem Solving:** Time spent solving mathematical, computational, or scientific problems alone or in groups

Results showed that the three measures of STEM engagement were positively associated with self-reported gains in practical competence of students in STEM disciplines but not for non-STEM seniors. Also, the level of academic challenge was solidly associated with gains for STEM seniors, but less so for their non-STEM counterparts. Finally, supportive campus environment related strongly to gains for both groups.

Teaching and Learning Technologies

Modern teaching and learning technologies, such as digital course management and Web 2.0 tools, have the potential to change the way students and faculty interact and can affect students' opportunities to engage with their coursework and with peers. In 2009, questions appended to both NSSE and FSSE about the types of technologies students and faculty commonly used were administered to 31,000 students attending 58 institutions, and 12,000 faculty members at 50 institutions. Of these institutions, 18 chose to administer the items to both their faculty and student populations. Results from all respondents show the following:

Students and faculty *most* often use these technologies for:

- Postings of announcements, assignments, or course readings
- Online lecture notes/slides
- Posting grades

Students and faculty *least* often use them for:

- Videoconferencing or Internet phone chat
- Video games, simulations, or virtual worlds
- Blogs

Students and faculty were least familiar with student response systems and online portfolios. About one in ten students said that they did not know what these technologies were, while a slightly smaller percentage of faculty said the same.

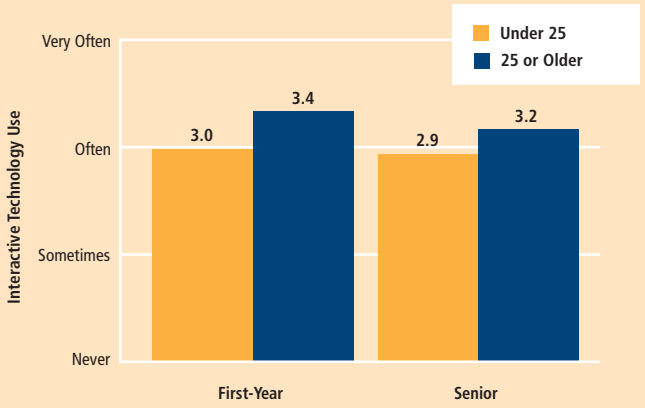
Sixteen technology questions were grouped into two scales that help describe different types of technology use:

- **Course Management Technology:** Organizational and structural tools used for instructional support such as software to post lecture notes and announcements, give instructor feedback on assignments, and discussion boards
- **Interactive Technology:** Social and collaborative software and Web 2.0 tools such as blogs, student response systems, and virtual worlds

Who Is Using These New Technologies?

Both faculty and students vary widely in how often they use course management and interactive technologies, even when taking prior experience with online learning and other important demographic and institutional characteristics into account. For example, women faculty are more likely than men to use course management tools such as posting announcements, grades, and lecture notes, and associate professors are less likely than instructors/lecturers to use the same types of tools. Interestingly, older students (at least age 25) used interactive technologies significantly more often than traditional-aged students (under 25), with sizeable effects for both first-year students and seniors (Figure 7). This may be partially explained by the fact that older students take more classes online.

Figure 7: Use of Classroom Technology by Age



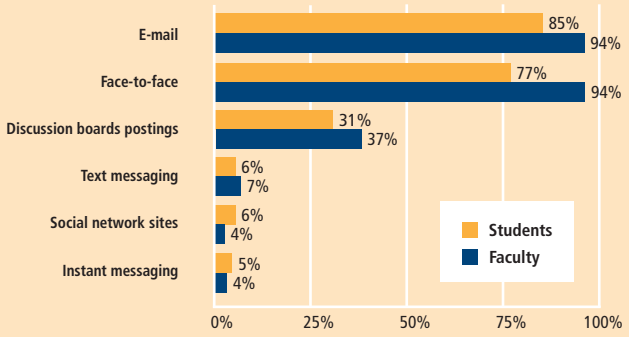
Differences by discipline were another revealing finding. Students majoring in business, education, and professional fields other than engineering used course management and interactive technologies most often. Along with biological sciences, the same disciplinary differences were found among faculty using course management tools. However, education faculty used interactive tools significantly more often than their counterparts in other disciplines.

Student-Faculty Communication

Low-tech modes of communication were cited by most students and faculty, with four out of five students and nearly all faculty communicating by e-mail or face-to-face (Figure 8). And although over a third of students and faculty frequently ("Very often" or "Often") used a discussion board or course management system to communicate, other high-tech methods of communication (text messaging, social network sites, and instant messaging) were rare.

Although high-tech communication tools are used by a small percentage of faculty and students, differences by faculty characteristics and perceived student gains exist. For example, African American faculty and those who have full-time appointments are 50% more likely to frequently use high-tech tools to communicate with their students. On the other hand, tenure-line faculty and those over 45 are 70% less likely to frequently use high-tech tools. For students, those who frequently used high-tech communication tools were more engaged and reported higher learning and development gains than their peers who did not frequently use these tools (Table 7). For both first-years and seniors, the relationships were strongest for student-faculty interaction, active and collaborative learning, integrative learning, and gains in personal and social development.

Figure 8: Methods of Communication[a] Between Students and Faculty



[a] Students could select more than one.

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 their 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. To date, more than 200,000 first-year students enrolled at 258 higher education institutions across the United States and Canada have completed the survey. In 2008, 119 institutions participated in BCSSE. Of these, 91 also participated in NSSE 2009 and received a *BCSSE 2008–NSSE 2009 Combined Report.*

BCSSE 2008–NSSE 2009 Facts

- More than 15,000 first-year students enrolled at 91 participating colleges and universities completed both BCSSE and NSSE.
- Approximately 44% of the institutions were public and 56% private.
- More than one-third of the BCSSE-NSSE institutions were Baccalaureate level institutions, 43% were Master's level, 18% were Doctoral, and 4% were other.

Find out more about BCSSE at: **www.bcsse.iub.edu.**

How Do These New Technologies Relate to Student Learning and Engagement?

Course management and interactive technologies were positively related to student engagement, self-reported learning outcomes, and deep approaches to learning (Table 7). Course management technology was most strongly related to student-faculty interaction and self-reported gains in personal and social development. It is possible that the use of this type of organizational technology encourages contact among classmates as well as between students and their instructors. Interactive technologies corresponded most strongly with students' self-reported gains and the supportive campus environment benchmark. Students who use interactive technologies are also more likely to say their campus environment is supportive and contributes to their knowledge, skills, and personal development.

Table 7: Relationship Between Technology and Engagement, Deep Learning, and Gains[a]

		Course Management Technology		Interactive Technology		High-Tech Communication	
		FY	SR	FY	SR	FY	SR
NSSE Benchmarks	Level of Academic Challenge	+	+	++	+	+	++
	Active & Collaborative Learning	++	+	+	+	+++	+++
	Student-Faculty Interaction	++	++	+	+	+++	+++
	Supportive Campus Environment	+	+	++	+	+	++
Deep Learning Scales	Higher Order Thinking			++	+	+	+
	Integrative Learning	+	+	+	+	++	++
	Reflective Learning			+		+	+
Self-Reported Gains	Practical Competence	+	+	++	++	++	++
	Personal & Social Development	++	++	++	++	++	+++
	General Education			++	++	+	+

[a] Models controlled for age, gender, major, number of classes taken entirely online, and Carnegie classification. All variables standardized before entered into models. Key: + p<.001 and unstandardized B > .1, ++ p<.001 and unstandardized B > .3, +++ p<.001 and unstandardized B > .5.

High School Involvement and Expected Persistence of First-Year Students

Students enter our campuses with a wide range of past involvements in co-curricular and other out-of-school activities. In college, involvement in certain co-curricular activities is known to enhance and facilitate student success and persistence. However, it is not known how these high school activities relate to attitudes and expectations regarding the first year of college. In this analysis, we examine entering students' high school involvement in co-curricular activities and how these activities relate to students' expected college grades, persistence, and degree attainment.

Using data from the Beginning College Survey of Student Engagement (BCSSE) 2009 data from over 29,000 students enrolled at 44 colleges and universities, only about one in ten incoming students did not participate in any co-curricular activities during their last year of high school. About 41% spent 1–10 hours, 32% spent approximately 11–20 hours, and 17% spent more than 20 hours participating in these activities. High school students were most involved in community service, athletics, the arts, and academic honor societies.

Overall, three-quarters of entering first-year students were very certain that they would persist[1] at their current institution. However, students with no high school involvement in co-curricular activities were less certain that they will persist compared with those who participated in such activities (Table 8). Non-participants were also less confident that they will earn A's in college or earn a degree beyond a baccalaureate. Clearly, students who were involved in co-curricular activities during their senior year of high school entered college with higher expectations and aspirations.

Table 8: Expected Persistence, Grades, and Degree Aspiration by Hours Spent in High School Co-Curricular Activities

Hours per week spent in co-curricular activities during the last year of high school	Expected Persistence[a]	Expected Grades of A or A-	Graduate Degree Aspiration[b]
0 hours	63%	33%	51%
1–10 hours	68%	40%	62%
11–20 hours	72%	41%	64%
21 or more hours	73%	43%	65%

[a] Percentage with at least a 5 on the 6-point scale
[b] Percentage who expect or intend to earn a master's degree or higher

Participation in academic honor societies had the highest correlation with expected persistence, followed by participation in community service/volunteer work, religious youth groups, and student government. In addition, participation in honor societies, academic clubs, community service/volunteer work, and student government were correlated with expected grades and degree aspiration. Even modest amounts of participation in a range of co-curricular activities during the senior year of high school related to higher expectations for the first year of college, including participation in honor societies and academic clubs, community service, and student government.

Faculty See Institutional Involvement in Assessment, But…

The Faculty Survey of Student Engagement assesses faculty priorities and expectations of student engagement as well as their estimations of students' actual engagement in effective educational practices. In so doing, FSSE provides information from faculty that complements an institution's use of NSSE. In 2009, FSSE included ten additional questions about faculty perceptions of institutional assessment efforts. Faculty members at 49 institutions across the US completed the items, results from which give a glimpse into how such efforts are perceived by a wide range of teaching faculty.

When asked about the extent to which their institutions were involved in assessment efforts, 75% of faculty respondents indicated that their campuses were involved "Quite a bit" or "Very much." That perception of involvement was relatively consistent across several faculty characteristics, including gender, race, and rank. For example, about three-quarters of both assistant and full-time professors thought their institutions were highly involved in assessment efforts. Perceptions differed by disciplinary area, however, with a greater percentage of business faculty (81%) indicating high institutional involvement in assessment compared with their colleagues in the social sciences (70%) (Table 9).

"Holy Cross has been the best school for me both intellectually, spiritually, and socially. I feel like I am a part of a really rich community that is invested in its students and in the well being of the community."

—First-year student, College of the Holy Cross

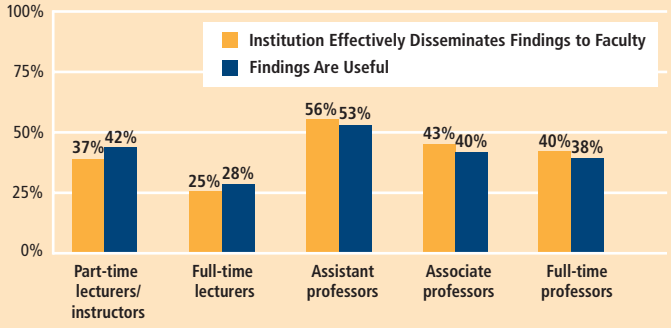
[1]The measure "expectation to persist" was computed using one item from the BCSSE core survey ("Do you intend to graduate from this college?") and two additional experimental items ("How certain are you that you will be enrolled at this same institution one year from now?" and "How certain are you that you will graduate from this institution?"). "Very certain" was at least a 5 on the 6-point scale range. Internal consistency (alpha) for this scale was .86.

Yet only about a third of faculty members viewed the dissemination and usefulness of the assessment findings positively. Asked to rate the effectiveness of their institutions' dissemination of assessment findings on a 5-point scale ranging from 1 ("Not at all effective") to 5 ("Very effective"), only 34% of faculty gave their institution a 4 or a 5. A similar percentage (33%) positively rated the usefulness of their institutions' assessment findings as a 4 or 5 on a 5-point scale ranging from "Not at all useful" to "Very useful." Interestingly, a quarter (27%) of faculty members who indicated that their institutions effectively disseminated assessment findings did not think the findings were useful. Differences by rank were stark with regards to the dissemination and usefulness of assessment findings, with most assistant professors holding positive views and only about a quarter of full-time lecturers and instructors having positive views (see Figure 9).

Table 9: Percentage of Faculty Members Indicating That Their Institutions Were "Quite a Bit" or "Very Much" Involved in Assessment Efforts

Disciplinary Area	Percentage
Business	81%
Education	79%
Engineering	78%
Arts and humanities	75%
Other professional fields	75%
Other fields	75%
Biological sciences	73%
Physical sciences	72%
Social sciences	70%
All Faculty	**75%**

Figure 9: Percentage of Faculty Members with Positive Views[a] about the Dissemination and Usefulness of Assessment Findings



[a] Faculty who gave their institution a rating of 4 or 5 on a 5-point scale were considered to have positive views.

Hampden-Sydney College

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 allows for comparisons by disciplinary area as well as other faculty or course characteristics. 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 140,000 faculty respondents from 590 different institutions since 2003.
- 18,736 faculty respondents from 148 institutions in 2009.
- 139 of the 148 institutions also administered NSSE in 2009.

Find out more about FSSE at: **www.fsse.iub.edu**.

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. Some examples focus on specific programs, while others discuss broader institutional initiatives. In addition to looking at its use for regional accreditation, two examples present how NSSE results were used for specialized accreditation with the Association to Advance Collegiate Schools of Business (AACSB). Still other examples look at the use of data at the state or university system level.

Integrating Data from NSSE, FSSE, and BCSSE

Black Hills State University

Supported by a president committed to using data as the driving force in the decision-making process, the new director of institutional research at Black Hills State University (BHSU) dug deeper into existing institutional data, specifically from NSSE, FSSE and BCSSE. In doing so, she identified areas of success as well as concern.

For example, BCSSE data showed that students were coming in well prepared. They had positive attitudes and were ready and excited to work in the classroom. However, NSSE data showed a mismatch between entering student attitudes and behaviors during the first year. First-year students were not as engaged as their peers and were not performing as well academically. Responding to these disconnects between student responses on NSSE and BCSSE, BHSU hired a part-time coordinator to oversee a faculty development program and facilitate faculty workshops on student engagement and student learning. As a follow-up activity, BHSU will administer FSSE to assess the program's effectiveness and identify faculty use of educationally purposeful activities.

"NSSE helped us identify areas where we needed to improve and it helped focus our accreditation self-study. There is no one 'silver bullet' in assessment, but NSSE has been and will continue to be an important part of our overall assessment plan."

—Thomas Kepple, President, Juniata College (PA)

Promoting Study Abroad

Southern Virginia University

Southern Virginia University (SVU) is a small liberal arts institution serving members of the Church of Jesus Christ of Latter-day Saints. In comparing their NSSE results to similar institutions, SVU scored well except on the Enriching Educational Experiences benchmark. Specifically, they were concerned about the lack of student participation in study abroad opportunities.

The institution responded by developing more opportunities as well as offering travel study vouchers. Students who have completed at least 56 credit hours at SVU are eligible for vouchers that cover 100% of the cost for domestic trips or $400 toward foreign trips.

An example of a domestic trip is the five-day spring break trip to Nauvoo, IL, led by university President Rodney K. Smith, which provides one course credit. President Smith shares his research on Joseph Smith with students and shows them the historic landmarks in the area. Foreign trips also provide students with course credits.

Foreign trip examples include the 10-day trip to India where students earn two credits by enrolling in the Topics in Business course. Through this course, students explore various business centers in India and gain a better understanding of India's place in the global economy. In addition to learning about business, students also visit culturally important sites such as the Taj Mahal and Agra Fort. The university hopes these vouchers will increase the numbers of students participating in study abroad and improve the overall retention rate.

Improving First-Year Student Retention

Southern Connecticut State University

Informed by an analysis of BCSSE and NSSE data, Southern Connecticut State University (SCSU) piloted a new First-Year Experience program and is developing an early warning system to identify students at risk of leaving the institution. This work is guided by a study of the cohort of students who completed BCSSE when they entered the university in 2005 and who remained at SCSU and completed NSSE in 2006 and 2009.

Assessment staff followed students who left the university over the course of four years through the National Student Clearinghouse's StudentTracker, comparing BCSSE and NSSE responses of students who persisted at the university to those who left. Their analyses indicated that the non-returning students had a different level of relationships with faculty members, peers, and administrative personnel and offices than did the returning students. One of the two most important predictors of whether

students in the cohort persisted to their junior year was the NSSE Supportive Campus Environment benchmark. Knowing students' scores on the items in this cluster can help predict if they are likely to persist at SCSU or leave.

Strengthening Student Advising

Saint Leo University

Saint Leo University programs include a traditional, residential campus, an evening and weekend program, and a center for online learning. The university disaggregates its NSSE results according to these programs in order to give equal attention to each, and the results were particularly helpful for improving services to older students at satellite sites.

NSSE results were also used to strengthen student advising and first-year orientation courses. At Saint Leo, each orientation course has a faculty member and a staff advisor. The two collaborate to teach students and assist them in their college transition. Each faculty and advisor team studied NSSE results together to inform efforts at improving the in-class experience for students.

Assessment staff also analyzed student comments, developing reports that summarized themes supported by student quotes. Themes included student support areas such as events, ministry, and transportation. In addition to summary reports, assessment staff also reached out to specific faculty members to share positive comments students made about them.

Regional Accreditation

Centenary College of Louisiana

Centenary College of Louisiana states its mission is "to enhance [students'] self-knowledge and social awareness through career and graduate school preparation, intercultural engagement, and civic involvement." To accomplish this, the institution focuses on experiential learning. The process of developing its Quality Enhancement Plan (QEP) in support of reaffirmation by Southern Association of Colleges and Schools (SACS), offered Centenary the opportunity to further increase its emphasis on experience-based curriculum, particularly in a global framework. The QEP is titled "C4: A Quality Enhancement Plan of Experiential Learning," where the four C's are "Centenary, Career, Culture, and Community." The QEP expands on the institution's strategic plan, and focuses on three goals:

1. Nurture for the entire campus community a rich intellectual atmosphere and personalized, distinctive experiences through innovative curricular, interactions between students and faculty, interdisciplinary studies, internships, and intercultural opportunities.

Jacksonville University

2. Strengthen the campus community and enrich its social atmosphere, specifically by invigorating service-learning with enhanced curricular and co-curricular opportunities that increase our larger community connections.
3. Enroll and graduate students who seek a vibrant college experience that will afford them superior preparation for careers and citizenship in the real world (p. 6 QEP).

Results from following NSSE items will provide indirect measures to assess C4 progress:

1k. Participated in a community-based project (e.g., service-learning) as part of a regular course

1o. Talked about career plans with a faculty member or advisor

1s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)

7d. Worked on research project with a faculty member outside of course or program requirements

Specialized Accreditation: Association to Advance Collegiate Schools of Business (AACSB)

California State University, Long Beach (CSULB)

In its progress report to AACSB, the College of Business Administration (CBA) at CSULB reported on several areas of concern that emerged during the reaffirmation process, including the need for an "appropriate, applicable, and effective assessment system" and continued efforts toward retaining and supporting faculty. To address the first of these concerns, CBA's planning and assessment team developed a set of eight learning goals and outcomes for its

undergraduate students derived from CSULB's general strategic plan. NSSE results will be used as stand-alone assessment measures for seven of these goals which include: (a) conceptual learning, critical thinking, and problem-solving skills; (b) awareness of ethical, social responsibility, and citizenship issues; (c) interpersonal skills for working in diverse contexts; (d) effective written and oral communication skills; (e) understanding of business-related functions and practices and the ability to apply this knowledge to real world problems; (f) ability to use quantitative and technological skills to analyze and interpret business data; and (g) understanding of the impact of globalization on business.

Norfolk State University

Meeting AACSB standards relating to the use of assessment tools in the School of Business at Norfolk State University is a faculty-driven process. Feedback from students and campus stakeholders on the efficacy of the curricula as well as its delivery is collected to inform a comprehensive and multi-faceted process to assess course learning outcomes. The process has six objectives. NSSE results are used to support Objective #3, which aims to "understand the factors that help students learn more effectively and to succeed in school and at the workplace." Benchmark scores from School of Business students, which compared well with the overall NSSE cohort, were used to provide evidence of the institution's use of "best practices" in undergraduate education for NSU's Fifth Year Maintenance Report (July 2007) for AACSB.

Consortium Feature: Using NSSE Results to Inform Diversity Initiatives

As part of an effort to enhance diversity in and out of the classroom, the Teagle Foundation awarded a three-year grant to a group of five liberal arts colleges: Washington and Jefferson College, Ursinus College, Goucher College, McDaniel College, and Washington College (MD). NSSE was featured in their proposal to use quantitative and qualitative data from faculty, students, and staff to assess how diversity initiatives in four areas—access and equity, formal and informal curriculum, campus climate, and student learning and development—shape the student experience. These institutions enrolled in NSSE as the "Teagle Diversity Consortium." By participating as a NSSE consortium, the institutions were able to supplement the NSSE core survey with additional common questions about students' diversity experiences and to collectively consider how their NSSE results inform project activities. Throughout the grant period, the five institutions will share and carry out collaborative analyses of their NSSE results.

Indiana University Purdue University Indianapolis

Using Data at the State or University System Level

Connecticut State University System

In July 2006, the Board of Trustees of the Connecticut State University System adopted a resolution in support of enhancing student engagement at the four universities of the CSU system, affirming CSU's commitment to becoming more student-centered. The Board agreed that it was important to establish benchmarks to measure progress toward accomplishing the goals set forth in the resolution. The four universities agreed to participate in the NSSE survey and use the results for improvement.

South Dakota Board of Regents

Data obtained from five NSSE administrations beginning in 2002 are revealing upward trends in student engagement for all six public universities in the South Dakota System. Longitudinal analyses show strong links between student performance and student-faculty interaction. In addition, the level of student effort—inside and outside of the classroom—has been positively correlated with outcomes such as critical thinking, academic performance, and persistence. The South Dakota Board of Regents notes that this improvement may have been influenced by two crucial policy issues: (1) the expansion of the universities' research capacity to foster more collaboration on projects between students and faculty, and (2) a salary competitiveness plan that helps South Dakota System institutions retain high-quality faculty.

University of Texas System

The University of Texas System compares its benchmark scores with the overall NSSE cohort as a consistent way to assess progress at each of the system institutions. The Accountability and Performance Report for 2006–07 used multiple measures, including NSSE results, to assess "Student Access, Success, and Outcomes."

University of Wisconsin System

Since 2000, the University of Wisconsin System has published Achieving Excellence, an annual report which "presents a balanced approach to accountability reporting, reflecting a broad diversity of stakeholder interests" and reflects the UW System's commitment to broad-based accountability to its students and the state of Wisconsin. Each edition also addresses emerging issues in higher education at local and national levels. The reports use two approaches to the measurement of university performance. First, updates on system progress toward six specific accountability goals that remain constant from year to year are provided in a summary chart which introduces the report and details the goal, target/benchmark, status, and whether or not the target has been achieved. The second approach looks at ways that the UW System provides "positive campus environments that promote learning and student achievement." Findings from several surveys, including NSSE, are administered systemwide to provide benchmarking and comparative data as well as insights into student experiences. Achieving Excellence 2006–07 is divided into three sections: "Context and Capacity—the capacity of resources to support core functions," "Goals and Indicators—the six accountability goals with indicators that demonstrate progress," and "Compendium of Other UW System Reports—system reports that offer additional evidence of academic excellence." NSSE data were used extensively in Section II as key indicators for the six accountability goals. For example, the NSSE scores of UW seniors were compared to overall NSSE cohort benchmarks on survey items questions related to critical thinking skills. These scores were used to measure progress on the first parameter of "Goal III: Improve learning competencies and provide learning experiences that foster the development of critical thinking skills."

Kentucky Council on Postsecondary Education

NSSE and the Community College Survey of Student Engagement (CCSSE) are used to measure progress on question four of the Council on Postsecondary Education's Public Agenda, which focuses on preparation of college graduates for life and work in Kentucky. NSSE and CCSSE results are used to support institutional improvement and accountability. The Council has also used NSSE to assess the civic engagement of undergraduate students in Kentucky's public four-year institutions. The NSSE survey was administered in 2001, 2003, 2005, 2007, and 2009. Longitudinal analysis of the five years of data collection is being carried out to identify areas of undergraduate education that are effective and those that may need improvement.

Using NSSE to Assess and Improve Undergraduate Education: Lessons from the Field 2009

Assessment is a worthwhile undertaking when meaningful data are generated, evidence-based improvement initiatives are thoroughly considered, designed, and implemented, and results are used to improve educational effectiveness. NSSE results are oriented toward such practical use. Each year, more campuses use their NSSE results in innovative ways to improve the undergraduate experience. In this new publication, we highlight the approaches different types of institutions have taken to move from data to action. In-depth interviews with more than 40 representatives from participating colleges and universities were conducted to examine how institutions were using their NSSE data. This volume captures the emerging lessons from a variety of institutional types, providing instructive accounts and inspirational examples of how colleges and universities are using NSSE results to enhance undergraduate teaching and learning. Download a PDF copy of *Lessons from the Field* at: **www.nsse.iub.edu/links/lessons**.

"NSSE provides data that can be used to improve institutional effectiveness in many areas central to the accreditation process—student engagement, student learning, and student persistence and retention."

—Ralph A. Wolff, President and Executive Director, Western Association of Schools and Colleges Accrediting Commission for Senior Colleges and Universities

Eastern Kentucky University

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 Institute associates have been involved with other institutions, state systems, and organizations:

- Facilitated a workshop with faculty and administrators at a private liberal arts college to examine student engagement in high-impact educational practices with a particular emphasis on expanding undergraduate research opportunities.
- 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 the effectiveness of learning communities.

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 other institutions and from NSSE staff members.

Representatives from institutions in Kentucky, Ohio, Illinois, Indiana, and as far as Mexico participated in the spring 2009 users workshop hosted by Northern Kentucky University. The workshop took place in NKU's new Student Union building, which features state-of-the-art conference and meeting facilities. Highlights of the workshop included a plenary by NSSE Director Alex McCormick titled "Accountability and Improvement: Don't Let Proving You're Good Interfere with Getting Better," and a featured presentation by Robert Springer, director of Institutional Research at Elon University, on "Practical Applications for Using BCSSE-NSSE Data."

Presentations from all past NSSE users workshops are available on the NSSE Web site: **www.nsse.iub.edu/workshop_presentations**.

NSSE Webinars

The 2009 NSSE Tuesday Webinar series includes new topics that focus on how to integrate NSSE data with institutional data, move beyond benchmark results, customize comparison groups, and dig deeper into your institutional results. Each hour-long Webinar includes a PowerPoint presentation and a question-and-answer period. Recorded Webinars in the NSSE archive include topics such as "Assessing the First-Year Experience," "Using NSSE Data for Student Affairs," and "Introduction to BCSSE." All sessions are available for viewing and can be accessed via the NSSE Web site: **www.nsse.iub.edu/Webinars**.

Enhanced Resources

To help users connect to an array of resources, we have created a new document that provides a snapshot of user resources that are available for download from the NSSE Web site. It is included with active links in the Web version of the *Institutional Report 2009*: **www.nsse.iub.edu/2009_Institutional_Report**.

The guide includes brief descriptions and links to:

- Regional and specialized accreditation toolkits
- NSSE publications to enhance educational practice—research papers and presentations
- User guides on (1) interpretation of effect sizes in NSSE *Benchmark Comparisons* reports, (2) how to carry out cognitive interviews and focus groups, (3) approaches to analyzing multiple years of NSSE data, (4) step-by-step instructions on how to facilitate presentation of NSSE and FSSE data to campus stakeholders
- Examples of NSSE data use by institutions
- *Using NSSE to Assess and Improve Undergraduate Education: Lessons from the Field 2009*
- Voluntary System of Accountability (VSA) resources, including the SPSS Syntax Library, which simplifies the preparation of NSSE data for the College Portrait template

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 accreditation standards. For 2009, we have updated the toolkits to reflect changes in the standards for several regional accrediting organizations. For example, the HLC-NCA toolkit now includes mapping of NSSE survey items to AQIP 2000 and AQIP 2008 standards.

Specialized Accreditation Toolkits 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 both the regional and specialized toolkits on the NSSE Web site, **www.nsse.iub.edu/links/accred_toolkits**.

A Pocket Guide to Choosing a College and *The Student Experience in Brief*

NSSE's guide to exploring colleges, *A Pocket Guide to Choosing a College: Are You Asking the Right Questions on a College Campus Visit?* was created as part of an ongoing public awareness campaign to refocus the national conversation about what constitutes quality in the college experience. Designed to help prospective college students and their parents in the college decision-making process, the pocket guide also is a useful resource for college admissions staff. A Spanish version of the pocket guide, *Una Guia de Bolsillo Para Escoger una Universidad*, also is available. Counselors and college admissions staff can request free copies of the pocket guide at: **www.nsse.iub.edu/html/pocket_guide_intro.cfm**.

The Student Experience in Brief, an updated report issued to all NSSE participating institutions, supplies answers to pocket guide questions based on each institution's NSSE results.

Research Initiatives

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

NSSE continues its collaborations with CILA via a licensing agreement that permits NSSE to be administered in 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 to what extent 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 Project

The Council of Independent Colleges (CIC) continues its work with a consortium of institutions using the Collegiate Learning Assessment (CLA) instrument, an evaluation tool for measuring cognitive growth, and many institutions are using NSSE to complement and contextualize what they learn from the CLA. The goal of the CIC-CLA project is to learn more about programmatic features that correlate with larger-than-expected gains in students' analytical reasoning, critical thinking, and writing skills. NSSE is one diagnostic tool that schools can use in their efforts to examine the relationship between educational experiences and CLA scores.

Examining Change Over Time

As of 2009, several hundred institutions have participated in NSSE at least three times—many having participated four, five, or more times. The availability of institutional results over several administrations provides a unique opportunity to study change in effective educational practices, to identify institutions where these changes result from institutional reform efforts, and to investigate what contributed to the success of these efforts. We introduce this work in the *Selected Results* section of this report and will soon launch a more extensive research project to explore what accounts for improved NSSE results.

In addition, we continue to promote the NSSE *Multi-Year Data Analysis Guide* to help institutions carry out longitudinal analyses of their data, avoid common pitfalls and explore trends and stability in their results. The guide can be downloaded from the NSSE Web site: **www.nsse.iub.edu/links/mydag**. The NSSE *Multi-Year Benchmark Report* is included in the customized *Institutional Report* for institutions that have participated in two or more administrations and allows NSSE users to more easily view trends in benchmarks over time.

Public Display of NSSE Results

Over the past year, more than 500 institutional Web sites have been reviewed to examine how NSSE data are presented and to identify examples of high-quality data presentation. We were especially interested in institutions that post customized displays of their NSSE results. Using a combination of general criteria for quality Web sites and data displays, as well as more specific criteria based on NSSE's policies about public reporting and guidelines for interpreting results, we identified a group of exemplary sites that are now featured on the NSSE Web site: **www.nsse.iub.edu/links/school_examples**.

Our review of institutional Web sites has been useful in our efforts to understand how institutions use their NSSE data and display their results. A disappointing finding was that many Web sites presented flawed analyses or improper inferences, such as framing comparisons to other institutions as rankings. NSSE team members also found that many institutions drew unwarranted conclusions about growth by comparing first-year and senior results from a single year's NSSE administration, a comparison that NSSE discourages. To help institutions work with multiple years of NSSE results, we are updating the NSSE *Multi-Year Data Analysis Guide* to include more explicit instructions about appropriate ways to represent results.

Looking Ahead

This is a busy time at NSSE headquarters. On top of our annual cycle of registration, survey administration, and reporting, we continue to seek ways to add value to NSSE, FSSE, and BCSSE participation through Webinars, user workshops, and new reports and services. In addition, our tenth anniversary provides the occasion for some special stock-taking as we look forward to our next decade of helping to improve undergraduate education and the national discourse about what college quality truly entails. Here is a brief summary of the happenings and what we're looking forward to this year.

In late October, we held an invitational symposium in recognition of our tenth anniversary. The symposium featured a remarkable collection of prominent higher education leaders and scholars who both celebrated our past accomplishments and helped us look ahead to future challenges and opportunities. Selected papers and podcasts will be available on the NSSE Web site by the end of November.

As NSSE enters its second decade, we are investigating ways to update the survey instrument for enhanced value and relevance. The survey's focus on effective educational practices will remain central, but 10 years of NSSE results and new research about student learning and educational effectiveness present some fresh ideas. Changes under consideration include the development of optional modules that explore special topics in greater depth, the addition of targeted items for first-year and senior students, and the incorporation of previously tested questions. A technical advisory panel has been constituted, and members are lending their expertise and experience on a broad set of issues that impact the continued enhancement of NSSE. As these plans take shape, we will post announcements on the NSSE Web site.

We plan to launch an updated version of our Web site in early 2010. Our goal in reorganizing our current Web site architecture and content is to provide increased access to valuable resources for institutional users and researchers, and for students and parents to help them make informed choices in the college decision-making process. Also under development is an interactive Web query tool that will offer site visitors an easy way to generate special tabulations of NSSE results. The new look and functionality of our Web site will be complemented by new logos for NSSE, FSSE, and BCSSE.

The newly redesigned Institution Interface provides college and university administrative contacts secure, easy access to NSSE data and reports from past administrations. Materials for 2006 to 2009 are already posted, and over the next year we will add materials from prior administrations.

Enhancing the Usefulness of NSSE Results

In late 2009, we introduced a new set of reports for participating institutions that provide internal and external comparisons of NSSE results by groups of related majors (e.g., Arts & Humanities, Business). These reports will facilitate the use of NSSE data for school- and department-level assessment activities. Disaggregating NSSE results by school, department, or major can help deans, department chairs, and faculty members make greater meaning of student engagement results.

Two new resources to facilitate NSSE use were published this year, *Using NSSE to Assess and Improve Undergraduate Education: Lessons from the Field 2009* and *Using NSSE in Institutional Research,* (the Spring 2009 issue of the New Directions for Institutional Research series). We will publish another volume of *Lessons from the Field* in 2011 and will soon begin gathering instructive accounts and inspirational examples of how colleges and universities are using NSSE results to enhance undergraduate teaching and learning.

Beginning with the 2010 administration, for institutions participating in the Web-only survey mode, we will invite *every* first-year and senior student to complete the survey.[1] In previous years, this was limited to Web-only institutions with fewer than 4,000 undergraduates. This change should yield more respondents, reducing sampling error while enhancing institutions' ability to conduct analyses by subgroup, such as school/college, special populations, or academic major.

NSSE's Research Agenda

As documented in this report, we found positive trends in student engagement at a number of institutions that span the diversity of U.S. higher education. Over the next year, project staff will continue to examine patterns in NSSE results over time, and we will initiate an in-depth study of institutional change. We want to understand what's behind the observed positive trends at particular institutions and to identify the specific activities that were undertaken to effect change. As always, we remain true to our mission of advancing the national conversation about college quality while providing useful diagnostic information that colleges and universities can use to improve undergraduate education.

"NSSE provides the overview needed for reform and change if a college or university is serious about assessment and accountability."

—David A. Caputo, President Emeritus and Professor, Pace University, New York

[1]Institutions will be able to request a smaller sample if that suits their assessment needs and other survey plans.

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For a list of research articles, conference presentations, and other works, see www.nsse.iub.edu/html/researchers.cfm.

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.

"Many of the areas NSSE assesses are not only key to academic success, but to the success of the entire student experience, and therefore to retention and alumni satisfaction."

—Linda Pursley, Director of Assessment & Institutional Research, Lesley 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 2009 cohort of colleges and universities. Also included are results for institutions that scored in the top 10% of all U.S. NSSE 2009 institutions[1] (61 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 159,949 first-year and 175,370 senior students who were randomly sampled from 614 and 617 four-year colleges and universities in the U.S., respectively.

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

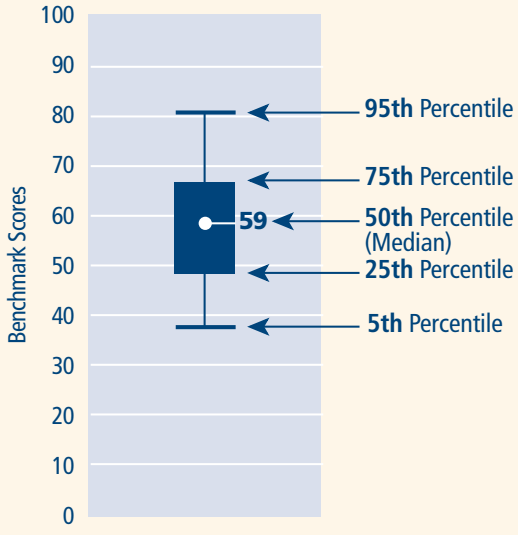
McMaster University

Percentile Distributions[2]

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 the general 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 the midrange of 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



Frequency Tables

Following each set of percentile distributions is a table of frequencies based on data from 2009. 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/2009_institutional_report/benchmark_construction.cfm**.

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

Oxford College of Emory University

Notes

[1] 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.

[2] 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.

Level of Academic Challenge

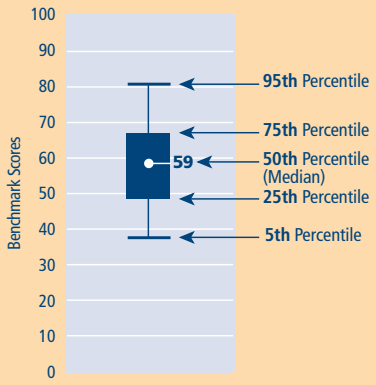
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by setting high expectations for student performance.

Key

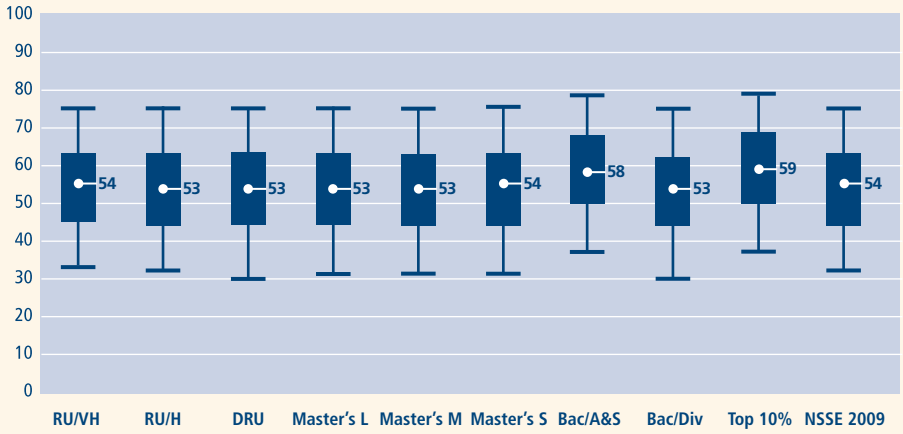
First-Year Students

Seniors

Guide to Benchmark Figures



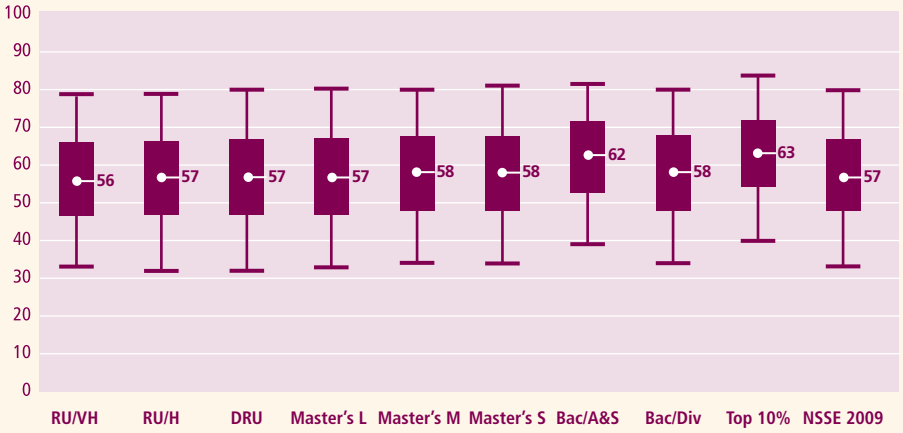
Benchmark Scores First-Year Students



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 2009
95th	75	75	75	75	75	76	78	75	79	75
75th	63	63	63	63	63	63	67	62	68	63
Median	54	53	53	53	53	54	58	53	59	54
25th	45	44	44	44	44	44	50	44	50	44
5th	33	32	30	31	31	31	37	30	37	32

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 2009
95th	79	79	80	80	80	81	82	80	84	80
75th	66	66	67	67	68	68	71	68	72	67
Median	56	57	57	57	58	58	62	58	63	57
25th	47	47	47	47	48	48	53	48	54	48
5th	33	32	32	33	34	34	39	34	40	33

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 2009	
Number of assigned textbooks, books, or book-length packs of course readings	None	1	2	1	2	1	2	1	2	1	2	1	2	1	1	1	2	1	1	1	2
	Between 1 and 4	19	27	21	28	22	28	22	28	25	27	21	26	11	16	22	26	13	17	21	27
	Between 5 and 10	42	37	41	37	42	36	41	37	40	37	41	37	33	32	41	38	33	31	40	37
	Between 11 and 20	25	21	24	19	23	19	23	20	22	20	25	20	34	29	23	19	32	27	24	20
	More than 20	12	14	13	14	12	14	13	14	12	15	12	15	21	22	13	15	21	24	13	15
Number of written papers or reports of 20 PAGES OR MORE	None	83	52	80	50	79	50	80	51	79	49	76	49	82	36	78	48	75	39	80	50
	Between 1 and 4	12	38	14	40	14	39	13	39	15	40	17	41	13	54	14	41	18	47	14	40
	Between 5 and 10	3	6	4	7	4	7	4	7	3	7	4	7	3	7	4	7	4	9	4	7
	Between 11 and 20	1	2	1	2	2	2	2	2	2	2	2	2	1	1	2	2	2	3	2	2
	More than 20	1	1	1	1	1	1	1	2	1	1	1	2	1	1	1	2	1	3	1	1
Number of written papers or reports BETWEEN 5 AND 19 PAGES	None	15	10	13	11	13	10	15	10	17	9	14	9	6	4	15	9	6	4	14	10
	Between 1 and 4	53	45	52	45	54	45	53	45	53	44	53	43	48	34	54	45	46	32	53	44
	Between 5 and 10	25	31	27	29	25	29	24	30	23	32	25	32	35	41	24	31	35	38	26	31
	Between 11 and 20	5	11	6	10	6	11	6	11	6	12	6	12	9	16	6	11	10	17	6	11
	More than 20	1	4	1	4	2	4	2	4	1	4	2	4	2	5	1	4	3	9	2	4
Number of written papers or reports of FEWER THAN 5 PAGES	None	3	6	3	7	3	6	3	7	3	6	3	6	2	4	3	6	2	5	3	6
	Between 1 and 4	34	34	31	34	30	35	32	35	33	33	26	32	22	27	31	34	24	29	32	34
	Between 5 and 10	34	29	35	28	35	27	34	28	34	27	33	27	36	31	33	26	32	28	34	28
	Between 11 and 20	20	18	20	17	21	17	20	18	20	19	23	19	27	22	21	18	25	20	20	18
	More than 20	9	13	11	14	11	15	11	13	11	14	15	16	14	16	12	16	16	18	11	14
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	1	3	2	2	1	3	1	2	1	1	1	2	1	1	1	2	1
	Some	15	13	18	13	19	14	19	14	18	13	19	14	12	9	20	13	11	8	18	13
	Quite a bit	45	41	44	41	44	42	44	42	46	41	44	42	42	38	45	43	41	36	44	41
	Very much	39	45	36	44	34	42	35	43	33	44	35	43	45	53	33	43	47	55	36	44
Coursework emphasized: SYNTHESIZING and organizing ideas, information, or experiences into new, more complex interpretations and relationships	Very little	4	4	4	4	4	4	5	3	5	3	5	3	2	2	5	3	2	2	4	3
	Some	25	21	26	21	27	22	27	21	27	20	27	21	20	14	28	21	19	12	26	21
	Quite a bit	42	41	42	40	41	40	42	41	43	40	42	40	42	38	42	41	42	38	42	40
	Very much	29	35	28	35	27	34	26	35	26	37	27	36	35	46	25	35	37	48	28	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	5	5	5	6	5	5	4	5	4	5	4	3	3	5	4	4	3	5	5
	Some	27	24	26	22	25	21	25	21	25	21	25	21	22	18	25	20	22	16	25	22
	Quite a bit	42	39	42	39	42	40	42	40	41	39	42	41	43	40	42	40	42	39	42	39
	Very much	27	32	27	34	28	33	28	35	28	35	28	35	32	39	28	36	32	42	28	34
Coursework emphasized: APPLYING theories or concepts to practical problems or in new situations	Very little	4	3	4	3	4	3	4	3	4	2	3	2	2	2	4	2	3	2	4	3
	Some	20	17	21	17	22	17	22	16	21	16	22	15	19	14	22	14	17	11	21	16
	Quite a bit	38	36	39	36	39	36	40	36	40	35	39	37	40	36	41	37	38	35	39	36
	Very much	39	44	36	45	35	44	34	45	34	47	36	46	39	48	34	46	42	52	36	45
Worked harder than you thought you could to meet an instructor's standards or expectations	Never	9	9	8	7	7	6	6	5	7	5	6	5	7	6	6	5	7	6	7	6
	Sometimes	38	38	37	35	36	34	35	33	35	32	35	31	35	33	36	31	33	30	36	34
	Often	38	36	38	39	39	38	39	40	39	40	40	41	39	39	40	40	39	40	39	39
	Very often	15	17	17	19	19	22	19	22	19	23	19	23	20	23	19	25	21	25	18	21
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	1	1	1	0	1	0	1	0	0	0	1	0	0	0	1	0
	1–5	10	14	14	16	16	17	18	18	17	17	18	17	9	10	19	17	8	11	15	16
	6–10	21	23	24	24	26	26	26	26	26	26	27	25	19	20	27	25	18	21	24	25
	11–15	23	20	23	20	22	20	22	20	22	20	22	20	22	21	21	20	22	21	22	20
	16–20	20	17	18	16	17	16	17	16	16	16	16	16	21	20	16	16	21	19	18	16
	21–25	13	10	10	10	9	10	9	9	9	9	9	9	14	13	9	10	14	12	10	10
	26–30	7	6	5	6	4	5	4	5	5	5	4	6	8	8	4	5	8	8	5	6
	More than 30	6	8	5	7	4	6	4	6	4	7	4	7	6	8	4	7	7	8	5	7
Institutional emphasis: Spending significant amounts of time studying and on academic work	Very little	2	2	2	2	2	3	2	2	2	2	2	2	1	1	2	3	2	2	2	2
	Some	15	18	18	18	18	19	18	18	17	17	19	17	12	11	18	17	13	12	17	17
	Quite a bit	46	45	45	45	47	45	47	45	47	46	48	46	43	41	48	45	44	41	46	45
	Very much	38	35	35	35	32	33	33	34	35	35	31	35	43	46	32	36	42	45	35	35

Active and Collaborative Learning

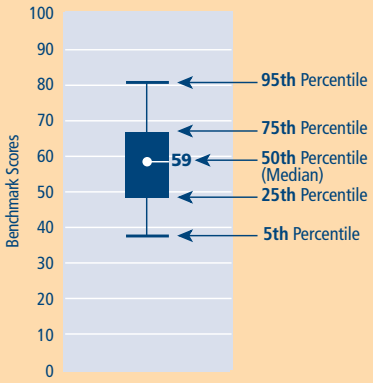
Students learn more when they are intensely involved in their education and are asked to think about and apply what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students to deal with the messy, unscripted problems they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

Key

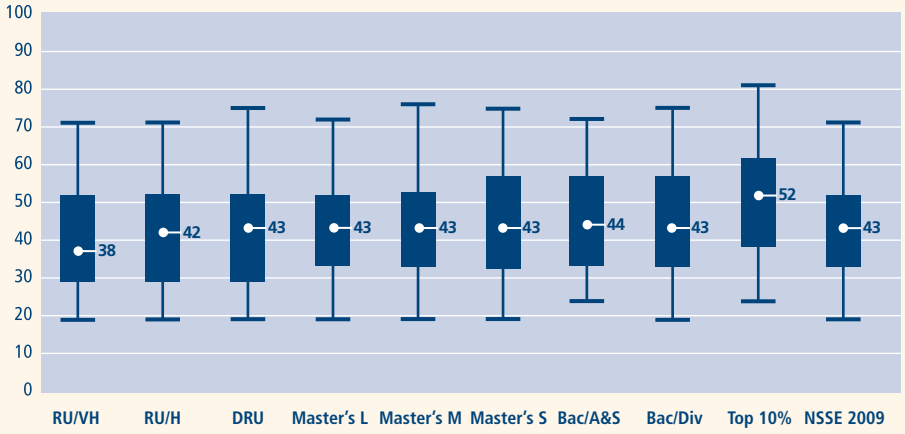
First-Year Students

Seniors

Guide to Benchmark Figures



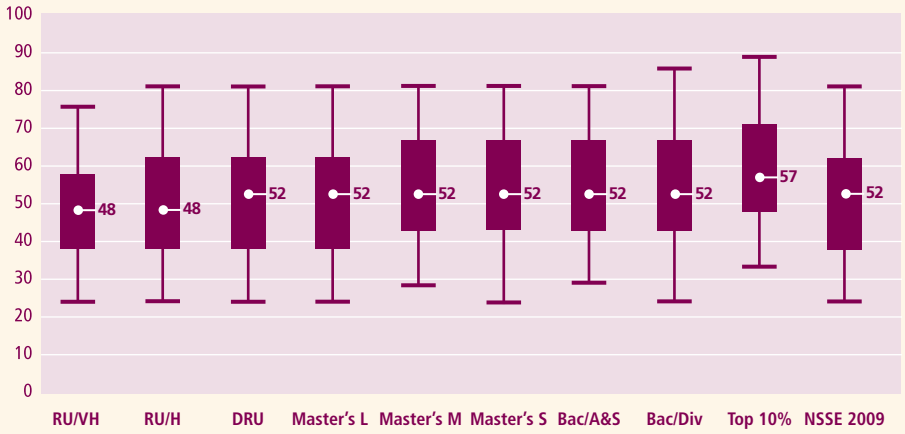
Benchmark Scores First-Year Students



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 2009
95th	71	71	75	72	76	75	72	75	81	71
75th	52	52	52	52	53	57	57	57	62	52
Median	38	42	43	43	43	43	44	43	52	43
25th	29	29	29	33	33	33	33	33	38	33
5th	19	19	19	19	19	19	24	19	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 2009
95th	76	81	81	81	81	81	81	86	89	81
75th	58	62	62	62	67	67	67	67	71	62
Median	48	48	52	52	52	52	52	52	57	52
25th	38	38	38	38	43	43	43	43	48	38
5th	24	24	24	24	28	24	29	24	33	24

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 2009	
Asked questions in class or contributed to class discussions	Never	5	3	4	2	3	2	3	2	3	2	2	1	1	1	2	1	1	1	3	2
	Sometimes	43	33	39	29	37	25	34	23	31	20	31	18	25	17	31	18	26	18	36	26
	Often	33	32	34	33	34	32	36	31	36	32	36	32	37	29	37	33	35	30	35	32
	Very often	19	32	22	37	26	42	28	44	30	46	30	49	37	53	30	49	38	51	26	41
Made a class presentation	Never	20	7	18	6	16	6	12	6	11	4	11	3	8	2	11	4	6	2	15	6
	Sometimes	56	43	54	37	52	33	51	31	48	28	47	26	57	33	49	28	40	20	52	34
	Often	18	32	22	35	24	36	27	37	30	38	31	39	27	42	30	40	35	36	25	36
	Very often	5	18	7	22	8	25	10	27	11	29	11	31	8	23	11	29	20	42	9	24
Worked with other students on projects DURING CLASS	Never	15	13	13	11	11	10	11	10	12	10	10	8	14	12	10	9	8	7	12	11
	Sometimes	45	45	43	41	42	39	42	38	41	38	42	38	47	48	41	38	37	32	43	40
	Often	30	28	33	31	34	33	34	33	34	34	35	34	30	29	35	34	35	34	33	31
	Very often	10	14	11	17	12	18	13	19	13	19	13	19	10	11	13	19	19	26	12	17
Worked with classmates OUTSIDE OF CLASS to prepare class assignments	Never	11	7	13	7	15	9	16	9	14	8	14	8	6	4	14	8	8	4	14	8
	Sometimes	42	33	42	32	43	33	43	34	39	33	41	34	40	33	41	34	32	23	41	33
	Often	33	33	32	34	30	34	29	33	32	34	32	34	38	40	31	35	36	36	31	34
	Very often	14	27	13	28	12	24	12	23	15	25	13	23	15	23	14	23	24	38	14	25
Tutored or taught other students (paid or voluntary)	Never	48	43	49	42	54	47	55	47	54	45	53	45	47	33	53	42	46	37	52	44
	Sometimes	35	36	34	36	30	34	30	33	31	33	32	33	36	38	31	35	33	36	32	35
	Often	12	13	12	13	11	11	10	11	10	12	10	12	12	15	10	13	14	14	11	12
	Very often	5	8	5	9	5	8	5	8	5	9	4	10	5	13	5	11	7	12	5	9
Participated in a community-based project (e.g., service-learning) as part of a regular course	Never	64	59	63	56	59	49	62	52	60	46	55	45	55	46	57	45	47	40	61	53
	Sometimes	24	27	24	29	26	32	25	29	26	33	30	33	30	35	29	34	30	33	25	30
	Often	9	9	9	10	11	12	9	12	11	13	11	13	11	12	10	13	15	16	9	11
	Very often	4	5	4	5	5	7	4	7	4	8	4	8	5	7	4	9	8	11	4	6
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	Never	5	4	6	4	7	4	7	4	6	3	6	3	4	2	6	4	4	3	6	4
	Sometimes	35	32	35	31	36	31	35	30	34	29	33	30	31	27	36	30	30	27	35	30
	Often	37	38	36	38	35	36	36	37	36	38	36	38	39	39	36	38	37	37	36	38
	Very often	23	27	22	28	22	29	23	28	24	30	25	29	26	33	22	28	28	33	23	28

"We are more aggressively matching student-level responses with other student-level variables [CLA scores, performance in specific classes, etc.] to begin showing 'evidence' of how specific practice can be linked to other things that we care about."

—Ray Brown, Director of Institutional Research, Westminster College (MO)

Student-Faculty Interaction

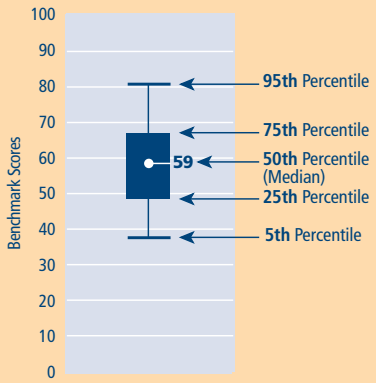
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, lifelong learning.

Key

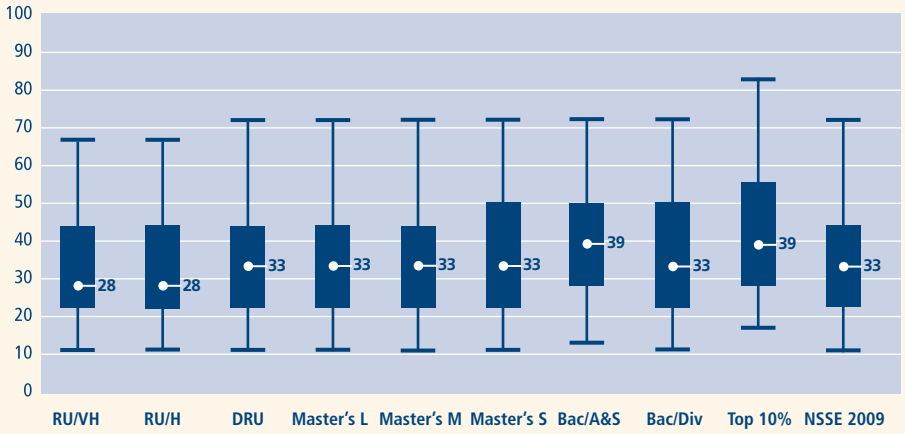
First-Year Students

Seniors

Guide to Benchmark Figures



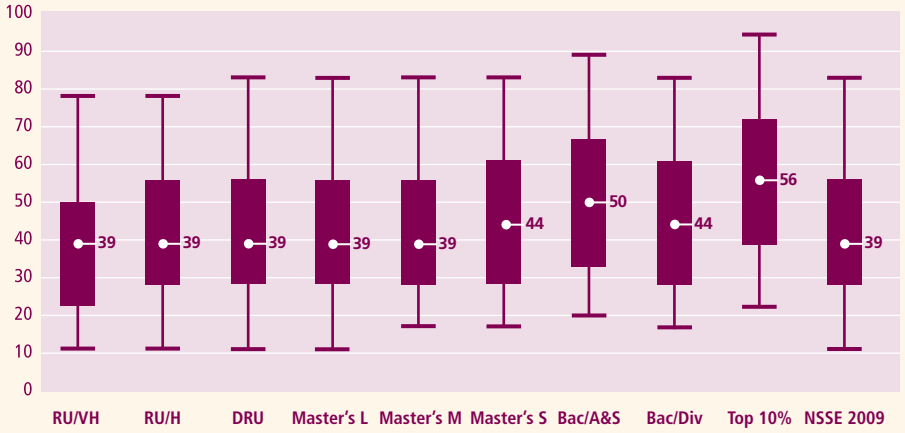
Benchmark Scores First-Year Students



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 2009
95th	67	67	72	72	72	72	72	72	83	72
75th	44	44	44	44	44	50	50	50	56	44
Median	28	28	33	33	33	33	39	33	39	33
25th	22	22	22	22	22	22	28	22	28	22
5th	11	11	11	11	11	11	13	11	17	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 2009
95th	78	78	83	83	83	83	89	83	94	83
75th	50	56	56	56	56	61	67	61	72	56
Median	39	39	39	39	39	44	50	44	56	39
25th	22	28	28	28	28	28	33	28	39	28
5th	11	11	11	11	17	17	20	17	22	11

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 2009	
Discussed grades or assignments with an instructor	Never	9	6	9	5	8	4	7	4	6	3	6	3	5	3	5	3	4	2	7	4
	Sometimes	45	40	42	37	40	35	39	34	38	32	37	30	37	31	38	29	30	25	41	35
	Often	30	32	31	34	32	34	34	34	35	35	36	37	37	36	35	36	36	35	33	34
	Very often	16	22	19	25	20	27	20	28	21	29	21	30	22	30	22	32	30	38	19	27
Discussed ideas from your readings or classes with faculty members outside of class	Never	43	33	42	30	42	31	40	30	40	26	37	24	29	15	36	22	26	16	40	29
	Sometimes	39	43	38	44	36	41	37	42	38	43	39	42	45	46	40	44	39	41	38	43
	Often	13	16	14	17	15	18	15	18	15	19	17	21	19	24	17	22	22	25	15	18
	Very often	5	8	6	9	7	10	7	10	8	11	8	12	8	15	8	12	13	17	7	10
Talked about career plans with a faculty member or advisor	Never	23	19	24	18	23	19	22	18	22	14	20	14	18	7	19	12	15	7	23	17
	Sometimes	47	45	45	42	45	41	44	40	44	40	44	36	46	35	43	37	39	31	45	41
	Often	21	23	21	25	21	24	23	25	23	26	24	29	25	32	25	29	28	31	22	25
	Very often	9	13	10	15	10	16	11	18	11	19	11	22	11	26	12	22	18	31	10	17
Received prompt written or oral feedback from faculty on your academic performance	Never	8	6	8	6	7	5	7	4	6	3	6	3	3	2	7	4	5	2	7	5
	Sometimes	39	36	37	33	35	31	34	29	35	28	33	26	29	22	35	26	28	22	35	31
	Often	39	42	39	43	40	44	41	45	40	46	42	46	46	48	40	46	43	46	40	44
	Very often	14	16	15	18	17	21	18	23	18	23	19	26	22	28	18	25	24	29	17	21
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	Never	61	51	59	48	57	49	57	50	56	46	53	43	45	27	49	40	40	27	57	48
	Sometimes	26	30	26	31	27	30	26	29	27	30	29	31	36	38	30	33	32	35	27	30
	Often	10	12	10	13	12	13	11	13	12	15	13	15	14	21	14	16	19	22	11	14
	Very often	3	7	4	8	5	8	5	8	5	9	5	10	6	14	6	10	9	16	5	8
Work on a research project with a faculty member outside of course or program requirements	Have not decided	36	14	38	17	38	19	39	20	39	19	38	18	38	10	38	18	32	12	38	17
	Do not plan to do	21	48	22	48	25	50	24	51	25	51	25	52	16	49	26	51	18	42	23	50
	Plan to do	38	14	35	15	32	15	31	13	30	12	31	12	42	8	30	12	40	11	33	13
	Done	5	24	5	20	6	17	5	16	6	18	6	18	4	32	7	19	10	34	5	19

"The most important part of my education at Eastern has been the support from faculty. The professors are in tune to the students and actually get to know you."

—Senior student, Eastern Connecticut State University

Enriching Educational Experiences

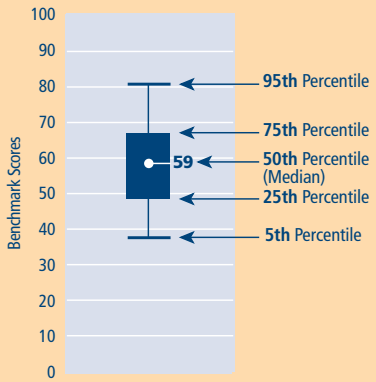
Complementary learning opportunities inside and outside the classroom augment the academic program. Experiencing diversity teaches students valuable things about themselves and other cultures. Used appropriately, technology facilitates learning and promotes collaboration between peers and instructors.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

Key

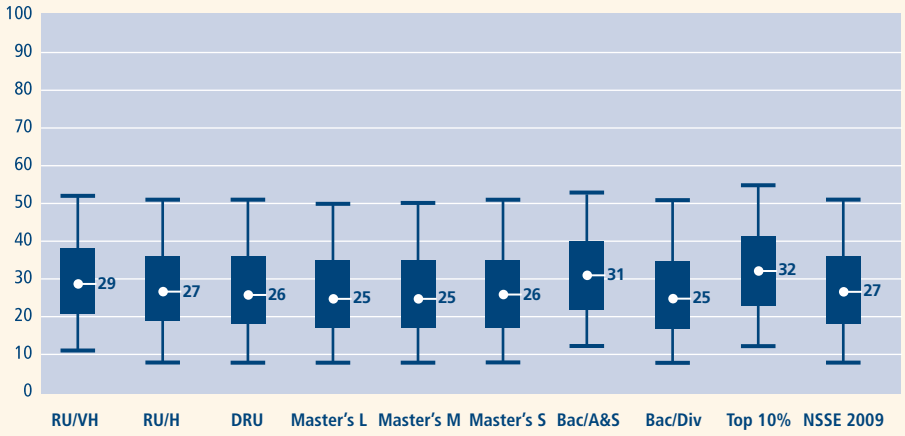
First-Year Students

Seniors

Guide to Benchmark Figures



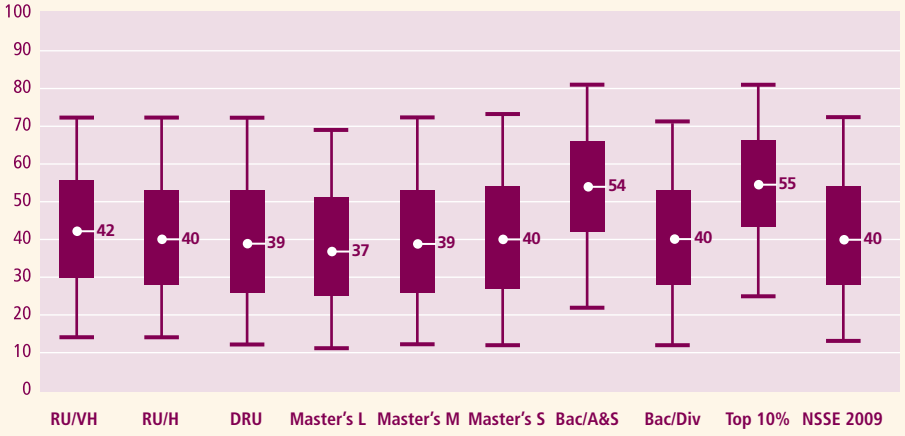
Benchmark Scores First-Year Students



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 2009
95th	52	51	51	50	50	51	53	51	56	51
75th	38	36	36	35	35	35	40	35	41	36
Median	29	27	26	25	25	26	31	25	32	27
25th	21	19	18	17	17	17	22	17	23	18
5th	11	8	8	8	8	8	12	8	12	8

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 2009
95th	72	72	72	69	72	73	81	71	81	72
75th	56	53	53	51	53	54	66	53	66	54
Median	42	40	39	37	39	40	54	40	55	40
25th	30	28	26	25	26	27	42	28	43	28
5th	14	14	12	11	12	12	22	12	25	13

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 2009	
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	Never	9	8	11	10	12	10	12	11	13	11	12	10	7	6	13	11	7	5	11	10
	Sometimes	32	31	32	33	32	34	33	33	32	34	33	35	29	30	35	35	30	28	32	33
	Often	30	31	30	30	30	29	29	30	29	29	30	29	32	32	28	30	31	33	29	30
	Very often	29	30	27	28	27	27	26	27	25	26	25	26	32	32	24	24	32	34	27	28
Had serious conversations with students of a different race or ethnicity than your own	Never	12	10	15	12	16	12	16	13	19	14	17	13	12	9	18	15	11	8	15	12
	Sometimes	32	32	33	33	31	32	32	33	32	35	33	35	31	34	34	37	30	31	32	33
	Often	28	29	27	28	28	28	27	28	26	26	27	27	29	28	26	27	29	29	27	28
	Very often	27	29	25	27	26	28	25	26	23	25	23	25	28	29	23	22	30	32	25	27
Institutional emphasis: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Very little	11	18	13	18	11	17	12	16	12	16	12	14	8	13	13	16	10	13	12	17
	Some	30	34	30	33	30	32	29	32	29	31	29	32	27	33	30	32	27	32	29	32
	Quite a bit	33	29	33	29	35	30	34	31	34	31	33	31	34	30	34	30	33	31	34	30
	Very much	26	19	24	20	24	21	25	21	25	22	26	23	31	25	23	22	30	25	25	21
Hours per 7-day week spent participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	0	31	42	38	46	43	52	46	55	46	53	41	51	21	20	42	49	25	18	40	48
	1–5	33	28	30	27	28	24	26	23	26	25	28	25	33	31	27	25	34	32	29	26
	6–10	16	13	14	12	13	10	11	9	11	9	12	10	18	20	12	10	18	21	13	11
	11–15	9	7	7	6	7	5	7	5	7	5	7	5	12	11	8	6	11	12	8	6
	16–20	5	4	5	4	4	4	4	3	5	3	5	4	8	8	6	5	6	7	5	4
	21–25	2	2	2	2	2	2	2	2	2	2	2	2	4	4	3	2	3	4	2	2
	26–30	1	1	1	1	1	1	1	1	1	1	1	1	2	2	1	1	1	2	1	1
	More than 30	2	2	2	2	2	2	2	2	2	2	2	3	3	4	2	3	2	4	2	2
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	Never	12	10	14	10	15	10	17	11	17	12	19	13	17	13	18	11	12	9	16	11
	Sometimes	31	27	31	28	31	27	31	27	31	26	30	27	30	30	30	27	29	28	31	27
	Often	29	28	29	27	28	27	28	27	26	28	26	27	28	28	27	27	29	28	28	27
	Very often	28	35	27	35	26	36	25	35	26	35	25	33	24	29	25	35	30	35	26	35
Practicum, internship, field experience, co-op experience, or clinical assignment	Have not decided	11	7	12	8	13	8	15	9	16	8	14	7	12	5	13	7	9	4	13	8
	Do not plan to do	3	16	4	15	5	15	5	16	5	16	5	16	3	14	5	14	3	13	5	15
	Plan to do	79	22	77	25	75	27	73	26	71	25	73	23	77	11	73	22	79	11	74	24
	Done	7	55	7	52	8	49	7	49	8	52	8	54	9	70	9	58	9	72	8	52
Community service or volunteer work	Have not decided	11	8	13	10	13	9	15	11	14	10	13	10	9	5	15	9	8	5	13	10
	Do not plan to do	6	15	6	16	6	15	7	16	7	14	7	14	4	10	8	14	4	9	7	15
	Plan to do	41	13	41	16	41	17	42	17	41	16	41	15	40	8	36	15	37	8	41	15
	Done	43	63	39	59	40	59	36	55	38	60	40	61	47	77	41	61	51	78	39	60
Participate in a learning community or some other formal program where groups of students take two or more classes together	Have not decided	28	11	31	15	32	15	33	17	34	16	36	17	37	11	35	16	26	8	32	15
	Do not plan to do	29	55	26	50	23	47	23	48	22	45	21	45	23	55	22	44	28	54	25	50
	Plan to do	21	7	23	9	28	10	28	10	29	10	28	10	27	5	28	10	22	4	26	9
	Done	22	27	20	26	17	28	17	25	15	28	15	28	13	29	15	31	24	33	18	26
Foreign language coursework	Have not decided	16	6	19	9	19	10	20	11	21	11	20	10	12	4	21	11	13	3	19	9
	Do not plan to do	25	35	27	40	28	44	27	45	28	45	27	45	15	24	28	47	19	22	26	41
	Plan to do	31	8	33	10	34	9	35	10	34	10	34	9	33	4	35	10	33	4	34	9
	Done	29	51	21	41	18	37	18	34	16	35	19	36	41	69	16	32	36	71	21	41
Study abroad	Have not decided	27	11	29	14	30	15	30	16	30	16	29	13	22	7	31	15	24	6	29	14
	Do not plan to do	20	61	25	61	27	64	29	65	30	63	26	64	14	49	31	66	17	49	26	62
	Plan to do	51	9	43	10	40	9	37	9	37	8	42	8	62	5	34	9	56	6	42	9
	Done	2	19	3	16	3	12	3	11	3	14	3	15	2	40	4	10	3	40	3	15
Independent study or self-designed major	Have not decided	32	10	33	13	33	14	35	16	35	14	34	13	37	7	35	14	32	7	34	13
	Do not plan to do	52	67	48	60	45	59	43	59	42	56	41	56	38	56	41	55	48	63	45	60
	Plan to do	14	7	16	10	18	11	18	10	18	11	21	10	23	5	19	10	17	4	17	10
	Done	2	16	3	17	4	16	4	15	5	19	4	21	3	32	5	20	4	26	4	17
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	Have not decided	40	10	37	10	36	11	40	13	38	12	36	11	28	4	34	10	37	4	38	11
	Do not plan to do	12	33	12	23	11	21	12	23	12	21	12	21	6	13	12	19	11	23	12	24
	Plan to do	46	27	49	33	50	33	46	33	48	33	50	31	65	22	52	33	50	18	48	31
	Done	2	30	2	34	2	34	2	30	2	34	2	37	2	61	3	38	2	55	2	33

Supportive Campus Environment

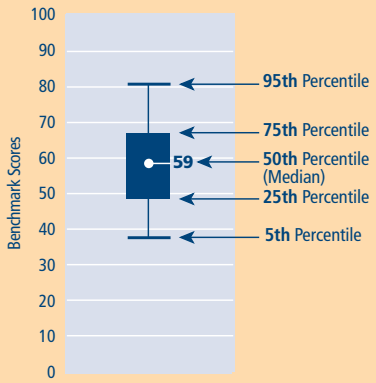
Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

Key

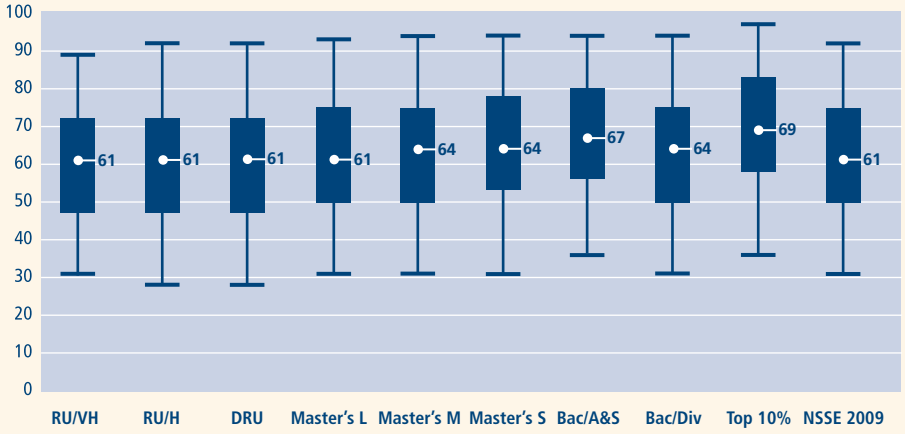
First-Year Students

Seniors

Guide to Benchmark Figures



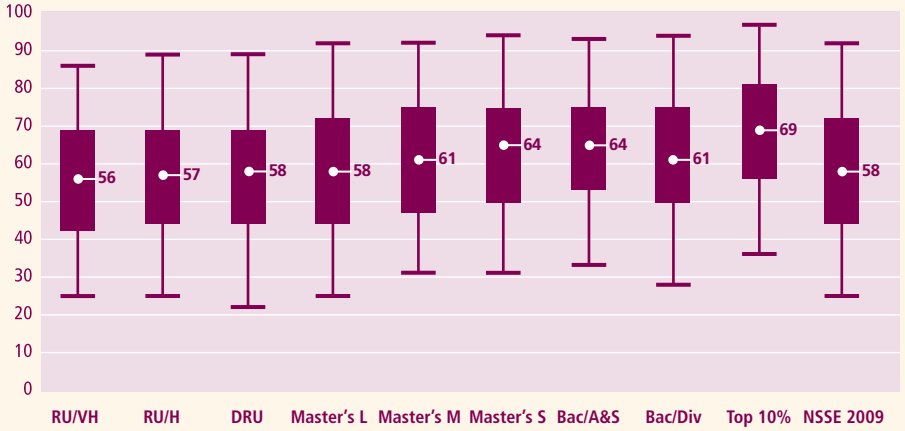
Benchmark Scores First-Year Students



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 2009
95th	89	92	92	93	94	94	94	94	97	92
75th	72	72	72	75	75	78	80	75	83	75
Median	61	61	61	61	64	64	67	64	69	61
25th	47	47	47	50	50	53	56	50	58	50
5th	31	28	28	31	31	31	36	31	36	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 2009
95th	86	89	89	92	92	94	93	94	97	92
75th	69	69	69	72	75	75	75	75	81	72
Median	56	57	58	58	61	64	64	61	69	58
25th	42	44	44	44	47	50	53	50	56	44
5th	25	25	22	25	31	31	33	28	36	25

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 2009	
Institutional emphasis: Providing the support you need to thrive socially	Very little	15	25	16	25	17	27	16	25	16	23	14	20	11	17	15	22	9	14	16	24
	Some	35	40	36	39	34	39	34	38	34	38	33	38	34	39	34	37	28	31	35	39
	Quite a bit	34	25	32	26	33	24	34	25	33	27	36	28	37	31	34	27	37	33	33	26
	Very much	16	9	16	10	16	10	16	12	17	12	17	14	19	13	17	13	26	21	16	11
Institutional emphasis: Providing the support you need to help you succeed academically	Very little	3	6	4	6	3	6	3	5	3	4	3	4	2	2	3	4	2	2	3	5
	Some	19	27	21	26	21	26	20	23	20	21	18	18	12	14	18	20	12	14	20	24
	Quite a bit	45	43	44	44	45	42	44	43	42	44	44	43	41	43	44	43	40	41	44	43
	Very much	33	24	31	25	31	26	32	29	35	31	35	35	45	41	34	33	46	42	33	28
Institutional emphasis: Helping you cope with your non-academic responsibilities (work, family, etc.)	Very little	25	40	26	39	24	39	23	36	24	33	21	30	17	25	21	31	14	22	24	36
	Some	39	38	37	36	37	36	36	35	35	36	36	36	40	41	36	36	34	35	37	36
	Quite a bit	25	16	26	18	26	18	27	19	27	21	28	22	29	23	29	22	31	26	26	18
	Very much	11	6	11	8	12	8	13	10	14	10	14	12	14	10	14	12	21	17	13	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	1	1	1
	2	2	2	2	2	3	2	3	2	2	2	2	2	2	2	3	2	1	1	3	2
	3	5	5	5	5	6	4	6	4	4	3	5	4	4	3	5	3	3	3	5	4
	4	12	12	13	12	13	12	13	11	13	10	12	10	9	8	12	10	9	8	13	11
	5	22	21	22	22	22	21	22	21	21	21	20	20	20	18	20	19	18	17	22	21
	6	33	33	31	32	30	32	30	31	30	32	30	31	33	34	31	31	32	32	31	32
	Friendly, Supportive, Sense of Belonging	25	26	25	27	24	27	25	29	28	31	29	33	31	33	28	34	36	39	26	29
Quality: Your relationships with faculty members	Unavailable, Unhelpful, Unsympathetic	1	1	1	1	1	1	1	1	2	1	1	1	0	1	1	1	1	1	1	1
	2	3	3	3	3	3	3	3	2	2	2	2	2	1	1	2	2	2	1	3	3
	3	7	6	7	6	7	5	6	5	5	4	5	4	3	2	5	3	4	3	6	5
	4	20	16	19	15	18	13	17	13	15	10	14	9	10	7	15	9	13	9	17	13
	5	30	28	29	26	28	24	27	23	25	22	24	19	25	19	24	20	24	19	27	24
	6	26	30	28	31	28	32	29	32	30	32	30	33	37	38	30	33	31	34	29	32
	Available, Helpful, Sympathetic	12	16	14	19	16	22	18	25	21	28	23	32	24	33	23	30	25	34	17	23
Quality: Your relationships with administrative personnel and offices	Unhelpful, Inconsiderate, Rigid	3	5	4	6	4	7	3	5	3	4	3	4	2	5	3	5	2	2	3	5
	2	6	9	6	9	6	8	6	7	6	6	5	6	4	7	5	6	4	5	6	8
	3	11	12	11	12	11	11	10	11	9	10	9	9	8	10	9	9	7	8	10	11
	4	26	22	25	22	24	21	23	20	21	19	20	19	20	20	19	19	19	17	23	21
	5	24	22	24	22	24	21	23	21	22	22	23	23	26	24	23	22	24	22	24	22
	6	19	19	19	19	20	19	21	19	22	22	23	22	25	21	23	21	25	23	21	20
	Helpful, Considerate, Flexible	10	11	11	12	12	14	14	15	16	17	17	18	16	14	18	18	19	22	13	14

"ECU is doing a great job of focusing on more practical, hands-on education rather than just learning from a book."

—First-year student, East Carolina University

Participating Colleges and Universities: 2000–2009

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

Alaska
Alaska Pacific University [2]
University of Alaska Anchorage [2]
University of Alaska Fairbanks
University of Alaska Southeast

Arizona
Arizona State University at the Polytechnic Campus [2]
Arizona State University at the Tempe Campus [2]
Arizona State University at the West Campus [2]
Embry Riddle Aeronautical University-Prescott
Northern Arizona University [2]
Prescott College
University of Advancing Technology
University of Arizona
University of Phoenix-Online Campus
University of Phoenix-Phoenix Campus
Western International University

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

California
Alliant International University [3]
American Jewish University [2]
Art Center College of Design
California Baptist University [2]
California College of the Arts
California Lutheran University [1 2]
California Polytechnic State University-San Luis Obispo [2]
California State Polytechnic University-Pomona
California State University-Bakersfield
California State University-Channel Islands [1]
California State University-Chico [2]
California State University-Dominguez Hills [2 3]
California State University-East Bay [1]
California State University-Fresno [2 3]
California State University-Fullerton
California State University-Long Beach [2]
California State University-Los Angeles [3]
California State University-Monterey Bay [3]
California State University-Northridge [3]
California State University-Sacramento [2]
California State University-San Bernardino [2 3]
California State University-San Marcos
California State University-Stanislaus [2 3]
Chapman University
Claremont McKenna College
Concordia University [2]
Fresno Pacific University
Harvey Mudd College [1 2]
Holy Names University
Hope International University
Humboldt State University
Humphreys College
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 [2]
Notre Dame de Namur University [2]
Occidental College [3]
Pacific Union College
Pepperdine University [1 2]
Pitzer College
Point Loma Nazarene University
Saint Mary's College of California [2]
San Diego Christian College
San Diego State University
San Francisco State University [2]
San Jose State University [2]
Santa Clara University [2]
Scripps College [2]
Sierra College
Simpson University
Sonoma State University [2]
University of California, Berkeley
University of California, Davis
University of California, Merced [1]
University of California, Santa Cruz
University of La Verne
University of Phoenix-Southern California Campus
University of Redlands
University of San Diego [1]
University of San Francisco [1]
University of the Pacific
Westmont College [2]
Whittier College [1 2]
Woodbury University [2 3]

Colorado
Adams State College [2 3]
Colorado College [2]
Colorado School of Mines
Colorado State University [2]
Colorado State University-Pueblo [3]
Fort Lewis College [1 2]
Mesa State College
Metropolitan State College of Denver [2]
Naropa University
Regis University
United States Air Force Academy [2]
University of Colorado at Boulder
University of Colorado at Colorado Springs [2]
University of Colorado Denver [2]
University of Denver [1 2]

Connecticut
Central Connecticut State University
Charter Oak State College
Connecticut College [2]
Eastern Connecticut State University [1]
Fairfield University
Mitchell College [1 2]
Post University [2]
Quinnipiac University [2]
Sacred Heart University [1]
Saint Joseph College
Southern Connecticut State University [1]
University of Bridgeport
University of Connecticut [2]
University of Connecticut-Avery Point [2]
University of Connecticut-Stamford [2]
University of Connecticut-Tri-Campus [2]
University of Hartford
University of New Haven [2]
Western Connecticut State University [1 2]

Delaware
Delaware State University [2 3]
Goldey-Beacom College
University of Delaware [2]
Wesley College [2]

District of Columbia
American University
Catholic University of America
Corcoran College of Art and Design
Gallaudet University [2]
George Washington University [2]
Georgetown University
Howard University [2]
Southeastern University
Strayer University
Trinity Washington University [2]
University of the District of Columbia [1 2 3]

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

Saint Thomas University [3]
Stetson University [1 2]
University of Central Florida [2]
University of Florida
University of Miami
University of North Florida [2]
University of South Florida
University of South Florida St. Petersburg
University of Tampa, The [2]
University of West Florida, The [1 2]
Warner Southern College [2]

Georgia

Agnes Scott College [2]
Albany State University [1 3]
American InterContinental University
American InterContinental University-Buckhead
Armstrong Atlantic State University
Augusta State University
Berry College [2]
Brenau University
Clark Atlanta University [2 3]
Clayton State University [2]
Columbus State University [2]
Covenant College [2]
Dalton State College [2]
Emory University
Fort Valley State University [1 3]
Georgia College & State University [2]
Georgia Gwinnett College [1 2]
Georgia Institute of Technology
Georgia Southern University [2]
Georgia Southwestern State University [2]
Georgia State University [2]
Kennesaw State University [2]
LaGrange College [1 2]
Macon State College
Medical College of Georgia
Mercer University [1 2]
Morehouse College [3]
North Georgia College & State University [2]
Oglethorpe University [2]
Oxford College of Emory University [2]
Savannah College of Art and Design [2]
Savannah State University [2 3]
Shorter College [2]
Southern Catholic College
Southern Polytechnic State University
Spelman College [3]
Thomas University
Truett-McConnell College
University of Georgia [2]
University of Phoenix-Atlanta Campus
University of West Georgia
Valdosta State University [2]
Wesleyan College [2]

Guam

University of Guam

Hawai'i

Brigham Young University-Hawai'i
Chaminade University of Honolulu [1 2]
University of Hawai'i at Hilo [2]
University of Hawai'i at Manoa [2]
University of Hawai'i-West O'ahu

Idaho

Boise State University [1 2]
Brigham Young University-Idaho [2]
College of Idaho, The
Idaho State University [2]
University of Idaho

Illinois

American Intercontinental University Online
Augustana College [2]
Aurora University [2]
Benedictine University [2]
Blackburn College [2]
Bradley University [2]
Chicago State University [3]
Columbia College Chicago [2]
Concordia University [1]
DePaul University [2]
Dominican University [1 2]
East-West University
Elmhurst College [2]
Eureka College
Greenville College
Harrington College of Design
Illinois College [2]
Illinois Institute of Technology
Illinois State University [1 2]
Illinois Wesleyan University [1 2]
Judson University
Knox College [2]
Lake Forest College
Lewis University
Lincoln Christian University
Loyola University Chicago
MacMurray College
McKendree University
Millikin University [1 2]
Monmouth College [2]
North Central College [1 2]
North Park University
Northeastern Illinois University
Northern Illinois University
Northwestern University
Olivet Nazarene University
Quincy University
Robert Morris College [2]
Rockford College
Roosevelt University [2]
Saint Xavier University [1 2]
School of the Art Institute of Chicago
Southern Illinois University Edwardsville [2]
Trinity Christian College [2]
University of Illinois at Chicago
University of Illinois at Springfield [2]
University of Illinois at Urbana-Champaign
University of St. Francis [1 2]
Western Illinois University [1 2]
Wheaton College [2]

Indiana

Anderson University
Ball State University
Butler University [1 2]
Calumet College of Saint Joseph [1 2]
DePauw University [2]
Earlham College [2]
Franklin College
Goshen College
Grace College and Theological Seminary
Hanover College
Huntington University [2]
Indiana Institute of Technology
Indiana State University [1]
Indiana University Bloomington [1 2]
Indiana University East [2]
Indiana University Kokomo
Indiana University Northwest
Indiana University Purdue University-Fort Wayne
Indiana University Purdue University-Indianapolis [2]
Indiana University South Bend [1 2]
Indiana University Southeast
Indiana Wesleyan University [2]
Manchester College [2]
Martin University
Purdue University [1]
Purdue University-Calumet Campus
Purdue University-North Central Campus
Rose-Hulman Institute of Technology [2]
Saint Joseph's College
Saint Mary's College [1]
Taylor University
Taylor University-Fort Wayne
Trine University
University of Evansville [2]
University of Indianapolis [2]
University of Southern Indiana [2]
Valparaiso University
Wabash College

Iowa

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

Kansas

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

Kentucky

Alice Lloyd College
Asbury College
Bellarmine University [1 2]
Berea College

Participating Colleges and Universities: 2000–2009 (continued)

Brescia University
Campbellsville University [2]
Centre College [1]
Eastern Kentucky University [2]
Georgetown College
Kentucky Christian University
Kentucky State University [2 3]
Kentucky Wesleyan College [2]
Lindsey Wilson College
Midway College
Morehead State University [1 2]
Murray State University [2]
Northern Kentucky University [1 2]
Pikeville College
Sullivan University [2]
Thomas More College
Transylvania University [2]
Union College
University of Kentucky
University of Louisville [1]
Western Kentucky University [2]

Louisiana

Centenary College of Louisiana
Dillard University [2 3]
Louisiana State University and Agricultural & Mechanical College [2]
Louisiana State University-Shreveport
Louisiana Tech University
Loyola University New Orleans [1 2]
McNeese State University
Northwestern State University of Louisiana [2]
Our Lady of the Lake College [1 2]
Saint Joseph Seminary College
Southeastern Louisiana University [2]
Southern University and A&M College [3]
Tulane University of Louisiana
University of Louisiana at Lafayette [1]
University of Louisiana at Monroe
University of New Orleans
Xavier University of Louisiana [1 2 3]

Maine

Colby College
College of the Atlantic
Husson University [2]
Maine College of Art
Saint Joseph's College of Maine
Thomas College [2]
Unity College [2]
University of Maine
University of Maine at Augusta
University of Maine at Farmington [1 2]
University of Maine at Fort Kent
University of Maine at Machias [1]
University of Maine at Presque Isle [1 2]
University of New England
University of Southern Maine [2]

Maryland

Bowie State University [3]
College of Notre Dame of Maryland [2]
Coppin State University [3]
Frostburg State University
Goucher College [1]
Hood College
Loyola College in Maryland [2]
Maryland Institute College of Art
McDaniel College [2]
Morgan State University [2 3]
Mount St. Mary's University [2]
Saint Mary's College of Maryland [1]
Salisbury University
Sojourner-Douglass College [3]
Towson University [2]
United States Naval Academy [2]
University of Baltimore [2]
University of Maryland Eastern Shore [2 3]
University of Maryland, Baltimore County [2]
University of Maryland, College Park
Villa Julie College [2]
Washington College

Massachusetts

American International College
Amherst College
Assumption College
Babson College
Bard College at Simon's Rock [1]
Bay Path College
Bentley University
Boston Architectural College
Boston College
Boston University
Bridgewater State College
Clark University [1]
College of Our Lady of the Elms
College of the Holy Cross
Curry College
Dean College
Eastern Nazarene College
Emerson College
Emmanuel College
Endicott College [2]
Fitchburg State College [2]
Framingham State College [1 2]
Franklin W. Olin College of Engineering
Gordon College
Hampshire College [2]
Lasell College [1]
Lesley University
Massachusetts College of Art and Design
Massachusetts College of Liberal Arts [2]
Merrimack College
Mount Holyoke College
Mount Ida College [1]
Newbury College-Brookline [2]
Nichols College [2]
Northeastern University
Pine Manor College [2]
Regis College
Salem State College [2]
School of the Museum of Fine Arts-Boston
Simmons College
Smith College
Springfield College [1 2]
Stonehill College [2]
Suffolk University [2]
Tufts University
University of Massachusetts Amherst [2]
University of Massachusetts Boston
University of Massachusetts Dartmouth
University of Massachusetts Lowell [2]
Wellesley College
Wentworth Institute of Technology [1 2]
Western New England College
Wheaton College [2]
Wheelock College [1]
Williams College
Worcester Polytechnic Institute [2]
Worcester State College [1]

Michigan

Adrian College [2]
Albion College [2]
Alma College [1 2]
Andrews University
Calvin College [1]
Central Michigan University [2]
Cleary University [2]
Concordia University-Ann Arbor
Davenport University
Eastern Michigan University [2]
Ferris State University
Grand Valley State University [1 2]
Great Lakes Christian College
Hope College
Kalamazoo College [1]
Kettering University
Kuyper College
Lake Superior State University
Lawrence Technological University [2]
Madonna University
Marygrove College
Michigan State University
Michigan Technological University
Northern Michigan University
Northwood University
Oakland University [1]
Spring Arbor University [1]
University of Detroit Mercy [2]
University of Michigan-Ann Arbor [2]
University of Michigan-Dearborn [2]
University of Michigan-Flint [2]
University of Phoenix-Metro Detroit Campus
Wayne State University [2]
Western Michigan University [1 2]

Minnesota

Augsburg College [2]
Bemidji State University [1]
Bethany Lutheran College
Bethel University [2]
Capella University
Carleton College
College of Saint Benedict
College of Saint Scholastica, The
College of St. Catherine [2]
Concordia College at Moorhead
Concordia University-Saint Paul [2]
Gustavus Adolphus College [2]
Hamline University [1]
Macalester College
Martin Luther College
Metropolitan State University
Minneapolis College of Art and Design
Minnesota State University-Mankato [1 2]
Minnesota State University-Moorhead [2]
Saint Cloud State University
Saint Mary's University of Minnesota
Saint Olaf College [1 2]
Southwest Minnesota State University
University of Minnesota-Crookston
University of Minnesota-Duluth [1]
University of Minnesota-Morris [1]
University of Minnesota-Twin Cities
University of St. Thomas [1 2]
Winona State University

Mississippi

Alcorn State University [3]
Delta State University [2]
Jackson State University [2 3]
Millsaps College
Mississippi State University
Mississippi State University-Meridian Campus
Mississippi University for Women
Mississippi Valley State University [1 3]
Tougaloo College [3]
University of Mississippi

University of Southern Mississippi
William Carey University

Missouri

Avila University [1 2]
Barnes-Jewish College Goldfarb School of Nursing
Central Methodist University-College of Liberal Arts & Sciences [2]
College of the Ozarks
Columbia College [2]
Culver-Stockton College [2]
Drury University [2]
Fontbonne University
Harris-Stowe State University [1 3]
Kansas City Art Institute
Lincoln University
Lindenwood University [1]
Maryville University of Saint Louis [2]
Missouri Baptist University
Missouri Southern State University [1 2]
Missouri State University [1 2]
Missouri University of Science and Technology
Missouri Valley College [2]
Missouri Western State University
Northwest Missouri State University [2]
Rockhurst University [2]
Saint Louis University [1]
Southeast Missouri State University
Stephens College
Truman State University [2]
University of Central Missouri [2]
University of Missouri-Columbia
University of Missouri-Kansas City [2]
University of Missouri-St Louis [2]
Webster University
Westminster College
William Jewell College [1]
William Woods University [2]

Montana

Carroll College [2]
Montana State University
Montana State University-Billings [2]
Salish Kootenai College [3]
University of Great Falls
University of Montana, The [2]
University of Montana-Western, The [2]

Nebraska

Bellevue University [2]
Chadron State College [2]
College of Saint Mary
Concordia University
Creighton University [2]
Dana College [2]
Doane College [1]
Hastings College
Nebraska Methodist College of Nursing & Allied Health [2]
Nebraska Wesleyan University [2]
Peru State College
Union College [1]
University of Nebraska at Kearney [1 2]
University of Nebraska at Omaha [2]
University of Nebraska-Lincoln [2]
Wayne State College [2]

Nevada

Nevada State College [1]
University of Nevada, Las Vegas
University of Nevada, Reno [2]

New Hampshire

Colby-Sawyer College [2]
Daniel Webster College
Franklin Pierce University
Granite State College
Keene State College [2]
New England College [2]
Plymouth State University [2]
Rivier College
Saint Anselm College [1]

New Jersey

Berkeley College [2]
Bloomfield College
Centenary College [1 2]
College of New Jersey, The [1 2]
College of Saint Elizabeth [2]
Drew University [1 2]
Fairleigh Dickinson University-College at Florham [1]
Fairleigh Dickinson University-Metropolitan Campus [1]
Felician College [2]
Georgian Court University [1 2]
Kean University
Monmouth University [1 2]
Montclair State University [2]
New Jersey City University [3]
New Jersey Institute of Technology
Ramapo College of New Jersey
Richard Stockton College of New Jersey, The [1 2]
Rider University
Rowan University
Rutgers University-Camden
Rutgers University-New Brunswick
Rutgers University-Newark
Saint Peter's College [3]
Seton Hall University [1 2]
Stevens Institute of Technology [2]
William Paterson University of New Jersey [2]

New Mexico

Eastern New Mexico University [1 2 3]
Institute of American Indian and Alaska Native Culture [2 3]
New Mexico Highlands University
New Mexico Institute of Mining and Technology
New Mexico State University
University of New Mexico [2 3]
Western New Mexico University [2 3]

New York

Adelphi University [1 2]
Alfred University [2]
Barnard College
Berkeley College [2]
Canisius College
Cazenovia College [2]
Clarkson University [2]
Colgate University
College of New Rochelle, The
College of Saint Rose, The
Concordia College
CUNY Bernard M. Baruch College [1 2]
CUNY Brooklyn College [2]
CUNY City College of New York
CUNY College of Staten Island [1]
CUNY Herbert H. Lehman College [3]
CUNY Hunter College [2]
CUNY John Jay College of Criminal Justice
CUNY Medgar Evers College [1 2 3]
CUNY New York City College of Technology [3]
CUNY Queens College
CUNY York College [2 3]
Daemen College [1 2]
Dominican College of Blauvelt
Elmira College [2]
Excelsior College
Farmingdale State College of the State University of New York
Fashion Institute of Technology
Fordham University
Hamilton College
Hartwick College [2]
Hobart and William Smith Colleges
Hofstra University
Houghton College [2]
Iona College
Ithaca College
Keuka College
Laboratory Institute of Merchandising [1 2]
Le Moyne College
Long Island University-Brooklyn Campus [2]
Long Island University-C W Post Campus
Manhattan College
Manhattanville College [2]
Marist College [1]
Marymount College of Fordham University
Marymount Manhattan College
Medaille College [1 2]
Mercy College [3]
Metropolitan College of New York
Molloy College
Morrisville State College
Mount Saint Mary College [2]
Nazareth College of Rochester [2]
New School, The
New York Institute of Technology-Manhattan Campus
New York Institute of Technology-Old Westbury
Niagara University
Pace University [1 2]
Paul Smith's College [1 2]
Polytechnic Institute of New York University [2]
Pratt Institute
Roberts Wesleyan College
Rochester Institute of Technology
Russell Sage College
Sage College of Albany
Saint Bonaventure University [2]
Saint Francis College
Saint John's University-New York [2]
Saint Joseph's College [2]
Saint Joseph's College-Suffolk Campus [2]
Saint Lawrence University
Sarah Lawrence College
School of Visual Arts
Siena College [2]
Skidmore College
Stony Brook University [1 2]
SUNY Alfred State College
SUNY Binghamton University
SUNY Buffalo State College [2]
SUNY College at Brockport [2]
SUNY College at Cortland
SUNY College at Fredonia
SUNY College at Geneseo
SUNY College at New Paltz
SUNY College at Old Westbury
SUNY College at Oneonta [1]
SUNY College at Oswego [2]
SUNY College at Plattsburgh [2]
SUNY College of Agriculture and Technology at Cobleskill
SUNY College of Environmental Science and Forestry
SUNY College of Technology at Canton
SUNY College of Technology at Delhi
SUNY Empire State College
SUNY Institute of Technology at Utica-Rome
SUNY Maritime College
SUNY Potsdam
SUNY Purchase College [2]
SUNY University at Albany

Participating Colleges and Universities: 2000–2009 (continued)

SUNY University at Buffalo
SUNY Upstate Medical University
Syracuse University [1]
Touro College [2]
Union College [1]
United States Merchant Marine Academy [2]
United States Military Academy
Vassar College
Vaughn College of Aeronautics and Technology [1 2]
Wagner College [1 2]
Webb Institute
Wells College [2]
Yeshiva University

North Carolina

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

North Dakota

Dickinson State University [2]
Mayville State University [2]
Minot State University [2]
North Dakota State University [2]
University of Mary
University of North Dakota [2]
Valley City State University [2]

Ohio

Antioch College [2]
Ashland University
Baldwin-Wallace College [2]
Bowling Green State University [2]
Capital University [1]
Case Western Reserve University [1]
Cedarville University [2]
Central State University [3]
Cleveland State University
College of Mount St. Joseph
College of Wooster, The [1 2]
Columbus College of Art and Design [2]
Defiance College [1 2]
Denison University [2]
Franciscan University of Steubenville [2]
Franklin University
Heidelberg University [2]
Hiram College [2]
John Carroll University [2]
Kent State University-Kent Campus [1 2]
Kent State University-Stark Campus
Kenyon College
Kettering College of Medical Arts
Lake Erie College
Lourdes College [2]
Malone College
Marietta College
Miami University-Oxford [1 2]
Mount Union College [2]
Notre Dame College [2]
Oberlin College
Ohio Christian University
Ohio Dominican University
Ohio Northern University [2]
Ohio State University, The
Ohio State University-Mansfield Campus
Ohio State University-Newark Campus
Ohio University
Ohio University-Zanesville Campus
Ohio Wesleyan University [1]
Otterbein College [2]
Shawnee State University
Tiffin University [1]
University of Akron [2]
University of Cincinnati [2]
University of Dayton
University of Findlay, The
University of Rio Grande [2]
University of Toledo
Urbana University [2]
Ursuline College [2]
Walsh University
Wilmington College
Wittenberg University [1]
Wright State University [1]
Xavier University [1 2]
Youngstown State University

Oklahoma

Cameron University
East Central University
Northeastern State University
Northwestern Oklahoma State University
Oklahoma City University [2]
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 [2]

Oregon

Concordia University
Eastern Oregon University [2]
George Fox University [1 2]
Lewis & Clark College
Linfield College
Northwest Christian University [2]
Oregon Institute of Technology
Oregon State University [1 2]
Pacific University [2]
Portland State University [2]
Southern Oregon University
University of Oregon
University of Portland
Warner Pacific College
Western Oregon University
Willamette University

Pennsylvania

Albright College
Allegheny College [2]
Alvernia College [1]
Arcadia University
Bloomsburg University of Pennsylvania
Bryn Mawr College
Bucknell University [1]
Cabrini College
California University of Pennsylvania [2]
Carlow University [1]
Carnegie Mellon University [1]
Cedar Crest College
Chatham University [1 2]
Chestnut Hill College [2]
Cheyney University of Pennsylvania [2 3]
Clarion University of Pennsylvania
Delaware Valley College [2]
Dickinson College
Drexel University [2]
Duquesne University
East Stroudsburg University of Pennsylvania
Eastern University [2]
Edinboro University of Pennsylvania
Elizabethtown College [1]
Franklin and Marshall College
Gannon University
Gettysburg College
Grove City College [1 2]
Gwynedd Mercy College
Holy Family University
Immaculata University
Indiana University of Pennsylvania
Juniata College [2]
Keystone College
Kutztown University of Pennsylvania
La Roche College
La Salle University
Lafayette College
Lebanon Valley College
Lehigh University [2]
Lincoln University of Pennsylvania [1 2 3]
Lock Haven University of Pennsylvania [2]
Lycoming College
Mansfield University of Pennsylvania
Marywood University [2]
Mercyhurst College
Messiah College
Millersville University of Pennsylvania [1]
Misericordia University
Moore College of Art and Design
Moravian College and Moravian Theological Seminary
Mount Aloysius College
Muhlenberg College [1]
Neumann College [2]
Penn State University-Abington [2]
Penn State University-Altoona

Penn State University-Berks [1 2]
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
Pennsylvania State University-Penn State Hazleton [2]
Philadelphia University [2]
Point Park University
Robert Morris University
Rosemont College
Saint Francis University
Saint Joseph's University
Saint Vincent College [2]
Seton Hill University
Shippensburg University of Pennsylvania
Slippery Rock University of Pennsylvania [1 2]
Susquehanna University [2]
Swarthmore College
Temple University
Thiel College [1 2]
University of Pittsburgh-Bradford [2]
University of Pittsburgh-Greensburg [2]
University of Pittsburgh-Johnstown [2]
University of Pittsburgh-Pittsburgh Campus
University of Scranton [1 2]
University of the Arts, The
University of the Sciences in Philadelphia
Ursinus College [1 2]
Villanova University
Washington & Jefferson College
Waynesburg University
West Chester University of Pennsylvania
Widener University [1 2]
Wilkes University
Wilson College
York College of Pennsylvania

Puerto Rico

Inter American University of Puerto Rico-Ponce [3]
Inter American University of Puerto Rico-San German [3]
Pontifical Catholic University of Puerto Rico-Ponce [3]
Universidad Del Este [3]
Universidad Politecnica de Puerto Rico [2 3]
University of Puerto Rico in Ponce [2 3]
University of Puerto Rico-Humacao [2 3]
University of Puerto Rico-Mayaguez [3]
University of Puerto Rico-Rio Piedras Campus [2]
University of Puerto Rico-Utuado [3]

Rhode Island

Bryant University [1 2]
Providence College
Rhode Island College
Rhode Island School of Design
Roger Williams University [2]
Salve Regina University
University of Rhode Island [2]

South Carolina

Anderson University
Benedict College [3]
Bob Jones University
Charleston Southern University
Citadel Military College of South Carolina [2]
Claflin University [3]
Clemson University
Coker College [1 2]
College of Charleston [1]
Columbia College [2]
Columbia International University
Converse College [1 2]
Francis Marion University
Furman University [1]
Lander University
Limestone College
Morris College [3]
Presbyterian College [2]
Southern Wesleyan University
University of South Carolina-Aiken [2]
University of South Carolina-Beaufort [2]
University of South Carolina-Columbia
University of South Carolina-Upstate [2]
Voorhees College [1 2 3]
Winthrop University [2]
Wofford College [1 2]

South Dakota

Augustana College [1]
Black Hills State University [1 2]
Dakota State University [1 2]
Dakota Wesleyan University
Mount Marty College
Northern State University [2]
Oglala Lakota College [3]
South Dakota School of Mines and Technology [1 2]
South Dakota State University [2]
University of South Dakota [2]

Tennessee

Austin Peay State University
Baptist Memorial College of Health Sciences [2]
Belmont University [2]
Bethel College
Bryan College [2]
Christian Brothers University
Cumberland University
East Tennessee State University
Fisk University [2]
Johnson Bible College
King College, Inc. [1]
Lane College [1 3]
Lee University
LeMoyne-Owen College [1 3]
Lincoln Memorial University
Lipscomb University [2]
Martin Methodist College [1]
Maryville College
Memphis College of Art
Middle Tennessee State University
Milligan College [2]
Rhodes College [2]
Sewanee: The University of the South [2]
Southern Adventist University [2]
Tennessee State University [2 3]
Tennessee Technological University
Tennessee Temple University
Trevecca Nazarene University [1]
Tusculum College [2]
Union University
University of Memphis
University of Tennessee at Chattanooga, The [1 2]
University of Tennessee at Martin, The
University of Tennessee, The [2]

Texas

Abilene Christian University [1 2]
American Intercontinental University
Angelo State University
Austin College [2]
Baylor University [2]
Concordia University Texas
Hardin-Simmons University
Houston Baptist University
Howard Payne University
Huston-Tillotson University [3]
Jarvis Christian College [3]
Lamar University [2]
LeTourneau University
Lubbock Christian University [2]
McMurry University [2]
Midwestern State University
Northwood University
Our Lady of the Lake University-San Antonio [2 3]
Paul Quinn College
Prairie View A&M University [1 2 3]
Rice University
Saint Edward's University
Saint Mary's University [1 2 3]
Sam Houston State University [2]
Southern Methodist University
Southwestern Assemblies of God University
Southwestern Christian College
Southwestern University [2]
Stephen F. Austin State University [2]
Sul Ross State University [2]
Tarleton State University [1 2]
Texas A&M International University [2 3]
Texas A&M University [2]
Texas A&M University-Commerce [2]
Texas A&M University-Corpus Christi [1 3]
Texas A&M University-Kingsville [2 3]
Texas A&M University-Texarkana
Texas A&M University at Galveston [2]
Texas Christian University [2]
Texas Lutheran University [2]
Texas State University-San Marcos [1 2]
Texas Tech University
Texas Woman's University [1 2]
University of Dallas
University of Houston
University of Houston-Clear Lake
University of Houston-Downtown [2 3]
University of Houston-Victoria [2]
University of Mary Hardin-Baylor [1 2]
University of North Texas
University of Phoenix-Houston Westside Campus
University of St. Thomas [2 3]
University of Texas at Arlington, The [1 2]
University of Texas at Austin, The [2]
University of Texas at Brownsville, The
University of Texas at Dallas, The [1 2]
University of Texas at El Paso, The [3]
University of Texas at San Antonio, The [2 3]
University of Texas at Tyler, The [1 2]
University of Texas of the Permian Basin, The [3]
University of Texas-Pan American, The [2 3]
University of the Incarnate Word [2 3]
Wayland Baptist University [2]
West Texas A&M University [1 2]
Wiley College [1 2 3]

Utah

Brigham Young University [1 2]
Dixie State College of Utah
Southern Utah University
University of Utah [2]
Utah State University [2]
Utah Valley University [1 2]
Weber State University
Western Governors University
Westminster College [1 2]

Vermont

Bennington College [1]
Burlington College
Castleton State College
Champlain College

Participating Colleges and Universities: 2000–2009 (continued)

Green Mountain College
Johnson State College [1]
Lyndon State College [1]
Marlboro College [2]
Middlebury College
Norwich University [2]
Saint Michael's College
Southern Vermont College [1]
Sterling College
University of Vermont [2]
Woodbury College

Virgin Islands
University of the Virgin Islands [3]

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 [1 2]
Hampden-Sydney College [1 2]
Hollins University
James Madison University
Liberty University
Longwood University [2]
Lynchburg College
Mary Baldwin College
Marymount University [2]
Norfolk State University [1 2 3]
Old Dominion University
Radford University [2]
Randolph College
Randolph-Macon College [1]
Regent University [2]
Roanoke College [1 2]
Shenandoah University [2]
Southern Virginia University [1 2]
Sweet Briar College [1]
University of Mary Washington
University of Richmond [2]
University of Virginia
University of Virginia's College at Wise, The
Virginia Commonwealth University [1 2]
Virginia Intermont College [1]
Virginia Military Institute
Virginia Polytechnic Institute and State University
Virginia Union University [3]
Virginia Wesleyan College
Washington and Lee University [1 2]

Washington
Central Washington University
Eastern Washington University [1]
Evergreen State College, The [2]
Gonzaga University
Heritage University [1 2 3]
Northwest University
Pacific Lutheran University [1 2]
Saint Martin's University
Seattle Pacific University [2]
Seattle University [1]
University of Puget Sound
University of Washington-Bothell Campus
University of Washington-Seattle Campus
University of Washington-Tacoma Campus [2]
Washington State University [1 2]
Western Washington University
Whitman College
Whitworth University [2]

West Virginia
American Public University System
Bethany College [2]
Concord University
Davis & Elkins College
Fairmont State University
Marshall University [2]
Mountain State University [2]
Shepherd University
University of Charleston [2]
West Liberty University
West Virginia State University
West Virginia University [2]
West Virginia University Institute of Technology
West Virginia Wesleyan College [2]
Wheeling Jesuit University [2]

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

Wyoming
University of Wyoming [2]

Canada

Alberta
Mount Royal College
University of Alberta
University of Calgary [1 2]
University of Lethbridge

British Columbia
Malaspina University College
Royal Roads University
Simon Fraser 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 [1]
Saint Mary's University [2]
St. Francis Xavier University
University of King's College

Ontario
Algoma University
Brescia University College
Brock University
Carleton University [1 2]
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 [2]
University of Ontario-Institute of Technology
University of Toronto
University of Waterloo
University of Western Ontario
University of Windsor
Wilfrid Laurier University
York University [1]

Prince Edward Island
University of Prince Edward Island [2]

Quebec
Bishop's University
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 [2]

Qatar
Education City

United Arab Emirates
American University of Sharjah
Petroleum Institute, The

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

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