



# Major Differences: Examining Student Engagement by Field of Study

Annual Results 2010

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*“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 undergraduate education and its improvement is a high priority.”*

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

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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 2010* is sponsored by The Carnegie Foundation for the Advancement of Teaching.



# Making Assessment Count

For at least a half century, American higher education has seen itself at the crossroads, at some pivotal point, or in a time of “crisis.” True enough, every era presents challenges and choices to colleges and universities. Over the years, our responses to these challenges have been consequential, creating and sustaining one of the most admired systems of higher learning in the world.

Still, the current environment is daunting. The premium on higher learning continues to escalate. What students know and are able to do—their ability to analyze complex issues, communicate effectively, and contribute to the welfare of society—has never been more important. Access to higher education must expand and the performance and success rates of students must improve.

Meeting those expectations, however, is a formidable challenge in the present environment. We became one of the most admired systems of higher learning in the world, at least in part, because of the United States’ comparative wealth and its capacity to invest in expanding access to higher education without compromising quality. Today, those advantages have clearly diminished.

The United States and much of the world finds itself in the grip of the deepest and most prolonged economic downturn since the Great Depression. Endowments have suffered. Virtually every public university has experienced cuts in state support. Even the most affluent independent colleges have had to tighten their belts. Tuition continues to rise as family incomes stagnate, threatening access to both public and independent campuses. One can imagine a slow but prolonged downward spiral in which both access and academic quality in American higher education are endangered.

In tough times, evidence-based decision making takes on added relevance. For more than a decade, the National Survey of Student Engagement has provided campuses a means of gathering valuable evidence about what students are doing with the resources for learning that their school provides. NSSE and other assessment data are more important than ever before, yet it is the wise *use* of assessment data by faculty and academic leaders that cries out for attention.

Last year, NSSE founding director George Kuh and I released a report through the National Institute for Learning Outcomes Assessment (NILOA) summarizing findings from a national survey of provosts. We found more evidence of outcomes assessment by campuses and programs than we expected, but we also found less evidence that assessment data were actually being used to make decisions and improve programs. As a consequence,

we believe campuses need to shift from the routine collection of assessment data to a more thoughtful analysis and constructive *use* of assessment data.

In a nutshell, here is what last year’s survey revealed. About three-quarters of the institutions surveyed had a common set of learning outcomes for all students. These outcomes tended to be measured using a combination of institution- and program-level assessment approaches. While the most competitive colleges and universities appeared to collect information at similar rates to less selective institutions, they appeared not to use the results nearly as much.

Campuses claimed their assessment agendas were less driven by external state agency or regulatory pressures than by accreditation and the desire to improve. At the same time, regional and specialized accreditation was the primary use for assessment data. Campus budgets for assessment were painfully small, although, at least at that time—more than a year ago—assessment budgets seemed to be holding more or less constant despite the economic downturn.

We often parse the discussion of learning outcomes assessment into two broad categories: assessment for purposes of institutional accountability and assessment intended to guide program improvement. Peter Ewell, part of the NILOA team as well as NSSE’s design team, has written eloquently and thoughtfully about the tensions between these two uses and how they can be effectively managed.

**NSSE and other assessment data are more important than ever before, yet it is the wise *use* of assessment data by faculty and academic leaders that cries out for attention.**

Much of the threat surrounding the accountability aspect of assessment revolves around transparency. If fear of public exposure prevents campuses from asking the hard questions about how well the institution and students are performing, transparency may not always be an unmitigated good. On the other hand, sharing assessment information is helpful to trustees as they seek to become more knowledgeable about student learning; to prospective students and parents who need more and better information; to policy makers and analysts to inform decisions; and to other institutions as they search for useful and productive approaches to learning outcomes assessment.

NILOA also examined a specific aspect of transparency by scanning the institutional Web sites of a sample of 725 campuses. Comparing the 2009 NILOA survey responses with what we found on the Web sites revealed that campuses tended to report more assessment activity than what appeared online. And when campuses did have assessment results online, the information was generally not easily accessible, but typically buried in academic affairs or institutional research Web pages.

For us, at least, the key questions remain unanswered: What are the most useful venues for sharing evidence related to student learning and what are the most constructive approaches to doing so? American higher education has yet to answer those questions.

Regional and specialized accreditation will continue to play a major role in shaping the learning outcomes assessment agenda in the United States. While the details may vary, all regional accreditors expect institutions to articulate learning outcomes and assess them. When institutions fall short of these expectations, it is not unusual for accreditors to require follow-up action by campuses. Staci Provezis, another member of the NILOA team, inquired specifically into the linkage between regional accreditation and assessment, in part because campuses told us that accreditation was a driving force in their assessment agenda. She found that failure to meet expectations for learning outcomes assessment was the most common focus of follow-up letters to institutions, and that all regional accrediting groups, in their annual meetings and in other ways, were highlighting learning outcomes assessment through programs, materials, workshops, tools, and other resources to colleges to help build assessment capacity.

Using evidence to inform the difficult decisions; to improve rates of persistence, graduation, and success; to help students reach their goals more quickly and efficiently; to inform new approaches to teaching and learning; to make improvement a continuous process: This is the agenda that should consume the assessment movement going forward.

Last year NSSE celebrated its 10th anniversary. In a relatively short period, NSSE and related efforts (e.g., the Community College Survey of Student Engagement, the Faculty Survey of Student Engagement, and the Beginning College Survey of Student Engagement) have made a remarkable contribution to our understanding of the prevalence of effective practices in undergraduate education and campus support for learning. NSSE provides many resources to assist campuses in making effective use of their results, including some of the uses discussed above (e.g., Accreditation Toolkits and guidelines for the online reporting of results). Many campuses have gained a great deal

and used their data in powerful ways, as chronicled annually in the “Using NSSE Data” section of this report and in NSSE’s biennial publication, *Lessons from the Field*. Many institutions are working to do so. Yet on too many campuses, NSSE results seem to remain unexamined and without any material consequence.

If the United States is to achieve the goals for expanded access and success that many believe are crucial, and if the quality and responsiveness of American higher education are to improve in today’s challenged environment, we need more and better assessment tools, more focused, purposeful questions, and greater actual use of the data. All of us—faculty, academic leaders, governing boards, accrediting groups, higher education associations, foundations, and others—can and must play a stronger role in moving that agenda forward.

**Stanley O. Ikenberry**  
**President Emeritus and Regent Professor, University of Illinois**

*NOTE: See the “References and Resources” section for the cited reports.*



Arcadia University

# Enhancing NSSE's Relevance for Deans, Department Chairs, and Faculty Members

NSSE kicked off its second decade with the participation of 595 colleges and universities from the US and Canada, and a handful of special administrations in other countries brought the overall total to just over 600. Virtually all NSSE users employ it as part of a program of periodic assessment of the undergraduate experience: Among U.S. and Canadian participants in 2010, 99% had previously administered the survey.

## From Results to Action

In the preceding pages, Stanley Ikenberry, president emeritus of the University of Illinois and past president of the American Council on Education, reminds us that to be effective, NSSE and other assessment projects must be about more than simply gathering and reporting data on the quality of undergraduate education. These projects must have a discernable impact on campus. And to have impact, results need to be examined and interpreted by campus personnel—leaders, staff, and faculty. Their meaning must be discussed and debated. And then it is time to take concrete action informed by what has been learned. While many campuses are indeed taking action based on what they learn from NSSE and other projects, many others seem to get stuck making the transition from results to action. We need to get unstuck.

I believe one way to do so is to find ways to extend the value and utility of student engagement results from top administrators and academic leaders—presidents, provosts, and deans of faculty—to the deans of schools or colleges, department chairs, and

individual faculty members. Aggregate, institution-wide results may have limited value for those closest to teaching and learning, and this is especially true at large, decentralized institutions. A dean or department chair may not derive much diagnostic value from knowing the institution-wide benchmark score for student-faculty interaction, but when that information is known for a particular school or department, it gets a lot more traction. The same applies to academic leaders and individual faculty members interested in specific questions that bear on what is asked or expected of students (e.g., How often did students work harder than they thought they could to meet an instructor's expectations? How often did students come to class less than fully prepared? What fraction of students participated in various high-impact practices, such as a senior culminating experience?).

To be sure, such questions have always been answerable by disaggregating the data that NSSE provides to participating institutions, subject to available staff time, expertise, and initiative (as well as a sufficient number of respondents to permit the analysis of subgroups). Many institutions routinely do exactly that, to great advantage. Others find that the Faculty Survey of Student Engagement (FSSE) is an effective way to bring deans, department chairs, and faculty into the conversation about student engagement in the context of a centrally administered survey. A field-initiated approach explicitly oriented toward faculty development is the Classroom Survey of Student Engagement (CLASSE), developed by Bob Smallwood at the University of Alabama and Judy Ouimet at Indiana University Bloomington (the same creative minds behind the forerunner to FSSE). But NSSE itself must more routinely be incorporated into school- and department-level conversations about undergraduate education and its improvement.

To help make this possible, in 2010 we made a change to our Web-only administration (used by four out of five participating institutions) by taking advantage of its inherent efficiencies. Instead of inviting a sample of first-year students and seniors to complete the survey, we invited *all* such students to participate. This enhances the ability to examine student engagement in schools or colleges and even departments, without additional oversampling fees. We have also introduced a new series of customized, downloadable reports that provide internal and external comparison reports containing results by groups of related majors (i.e., arts and humanities, biological sciences, business, and so on). The internal reports show how individual survey responses and benchmark scores compare among these different groups within an institution, while the external reports



California State University-Stanislaus



University of the Ozarks

compare results for a given major group relative to comparison institutions. (The internal reports can be generated from the data files that participating institutions receive, but until now the external reports have only been available through extra-cost custom analyses.)

Such disaggregated analyses can substantially increase the relevance and utility of student engagement results for deans, department chairs, and individual faculty members. Situating this information relative to other majors on campus, as well as comparable majors at other institutions, can fruitfully inform school- and department-level conversations about the nature of the undergraduate experience. This, in turn, can stimulate ideas about potential avenues to improvement.

In recognition of these changes and the large share of variability in student engagement that occurs within institutions (see *Annual Results 2008*), this edition of *Annual Results* calls attention to distinctive patterns of engagement by major field of study. Some of these differences are perfectly understandable and reflect differences in the nature of study in different fields (for example, the amount of reading and writing that humanities majors do). But others raise questions about whether certain fields can do more to promote student engagement and success (for example, is the comparatively low proportion of business administration or accounting majors who complete internships or field placements, or who discuss career plans with faculty members, cause for concern?).

I hope the analyses presented in the following pages build interest in understanding distinctive patterns of engagement by field of study, conversations within schools and departments about what patterns may hold on a given campus, questions about what they look like at peer institutions, and what to make of these differences. And then let's take up Ikenberry's call to move from results to action—to make assessment count.

### "NSSE 2.0" to Launch in 2013

NSSE's founding director, George Kuh, accomplished a remarkable feat. Supported by an advisory board containing some of the best minds in U.S. higher education, he and a tiny staff sparked a revolution in a quarter-century-old movement to promote assessment for improvement in U.S. higher education. Our task in NSSE's second decade is to sustain the same spirit of innovation and continuous improvement while maintaining our sharp focus on the activities and practices that matter to effective teaching and learning. This includes recognizing and responding to new questions, concerns, and understandings about college quality. Consequently, we are working on a revised version of the NSSE survey to be implemented in 2013. Much will remain the same, but there will be many changes as we strive to keep NSSE fresh and relevant to what's happening inside and outside college classrooms—whether physical or virtual. Refer to the "Looking Ahead" section on page 29 for more details about this important work.

NSSE and its affiliated surveys are complex projects, and their success year after year reflects dedication and collaborative effort by staff at two centers at Indiana University—the Center for Postsecondary Research and the Center for Survey Research—as well as campus contacts at each participating institution who supply the information, coordination, and local promotional efforts that are essential to a successful administration. These groups share credit for the achievements of this landmark program to enrich the national conversation about college quality by providing useful, diagnostic information that institutions can use to inform improvement efforts. It is a privilege to work with them.

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

## Quick Facts

### Survey

The NSSE survey is available in paper and Web versions and takes about 15 minutes to complete.

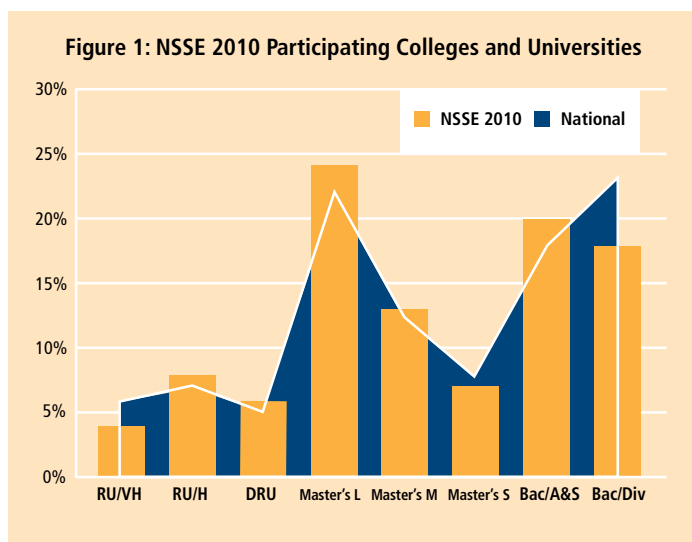
[nsse.iub.edu/html/survey\\_instruments\\_2010.cfm](http://nsse.iub.edu/html/survey_instruments_2010.cfm)

### 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, the Spencer Foundation, and Teagle Foundation.



#### Carnegie 2005 Basic Classifications

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

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

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

### 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, more than 1,400 baccalaureate-granting colleges and universities have participated in NSSE, with 572 U.S. institutions and 23 Canadian universities in 2010. U.S. participating institutions generally mirror the national distribution of the 2005 Basic Carnegie Classification (Figure 1).

### Participation Agreement

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

### Administration

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

### Data Sources

Randomly selected first-year and senior students from baccalaureate-granting institutions. ("Randomly selected" includes those from census administrations.) Supplemented by other information such as institutional records, results from affiliated 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. Please see our updated Psychometric Portfolio for more information about NSSE's commitment to data quality.

[nsse.iub.edu/links/psychometric\\_portfolio](http://nsse.iub.edu/links/psychometric_portfolio)

### Response Rates

In 2010, the average institutional response rate was 37%. The average for Web-only institutions (38%) exceeded that of institutions that administered paper questionnaires (33%).



## Consortia & State or University Systems 2000–2010

American Democracy Project  
 Arts Consortium  
 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 American Colleges and Universities  
 New Jersey Public Universities  
 New Western Canadian Universities  
 North Dakota University System  
 Ohio State University System  
 Online Educators Consortium  
 Ontario Universities  
 Penn State System  
 Pennsylvania State System of Higher Education  
 Private Liberal Arts Colleges and Universities  
 Qatar Foundation/Education Division/OFSS  
 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 Louisiana System  
 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 add additional custom questions and receive group comparisons. Some groups agree to share student-level responses among member institutions.

## Participation Cost & Benefits

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

## Current Initiatives

The NSSE Institute for Effective Educational Practice is collaborating with the Center of Inquiry in the Liberal Arts, Wabash National Study of Liberal Arts Education, and the Council of Independent Colleges Collegiate Learning Assessment consortium to explore the relationships between measures of student engagement from NSSE and a range of indicators of student learning, and has launched a Spencer Foundation-funded project, *Learning to Improve: A Study of Evidence-Based Improvement in Higher Education*, an investigation of institutions that show a pattern of improved performance in their NSSE results over time.

## Benchmarks of Effective Educational Practice

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

[nsse.iub.edu/pdf/nsse\\_benchmarks.pdf](https://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 custom analyses.



Baylor University

These selected results are based on responses from more than 362,000 students attending 564 U.S. baccalaureate-granting colleges and universities who completed NSSE in spring 2010, as well as subsamples of this group who responded to three sets of experimental questions. Results are also included from the Beginning College Survey of Student Engagement (BCSSE), with more than 8,000 entering students from 126 institutions, and the Faculty Survey of Student Engagement (FSSE), with more than 19,000 faculty representing 154 institutions.

Our lead story—“Engagement within the Disciplines”—analyzes results from specific major fields to show how disciplinary influences and student characteristics affect student engagement. We show that participation in high-impact practices varied by major, and further illustrate this with analyses of seniors majoring in general biology, business, English, and psychology. These four disciplines were selected because they are fairly popular yet represent a wide spectrum of academic traditions.

The second story—“The Engagement of Student Veterans”—presents valuable new information about the learning experiences and time use of student veterans, including those who had combat experience. We show that, in certain areas, student veterans are less engaged than their peers and also perceive less support from their campus environments.

Finally, “Exploring New Dimensions of Learning and Engagement” presents interesting results from three sets of experimental questions—curricular peer interaction, quantitative reasoning, and student perceptions of institutional learning goals.

## Promising and Disappointing Findings

### Promising Findings

- About half of students majoring in history and political science completed a senior culminating experience, compared to the overall average of 33%.
- Three out of four seniors in nursing and physical education did service-learning as part of their coursework, well above the overall average of 49%.
- Although student veterans on average worked more hours per week and were more likely to spend time caring for dependents, they studied as many hours per week as their nonveteran peers.
- Students who engaged in learning activities with their peers were more likely to participate in other effective educational practices and had more positive views of the campus learning environment.
- Both first-year students and seniors, including nonscience majors, used quantitative information in their courses in several ways.

### Disappointing Findings

- Only about two in five seniors majoring in business administration or accounting have held internships or field placements, compared to the overall average of 50%, and students of color were less likely to have held an internship or field placement compared to their white peers.
- African Americans were half as likely as their white peers to have studied abroad, and Latino students were one-third less likely to have done so.
- Students who believed they were less prepared for college and anticipated more difficulty succeeding in the first year relative to their peers were also less likely to value campus support efforts that could assist them.
- Student veterans, especially in the senior year, were generally less engaged and perceived lower levels of support from their campuses.
- Twelve percent of first-year students did *none* of the quantitative reasoning activities we asked about (e.g., using, interpreting, searching for, or collecting numbers, graphs, or statistics in their coursework).

## Selected Results: Engagement within the Disciplines

Two years ago we called attention to the importance of “looking within” institutional results for a more nuanced view of institutional quality (*National Survey of Student Engagement*, 2008). Indeed, student experiences and outcomes vary more within institutions than between them. The studies that follow amplify one important aspect of this variation—differences in engagement by academic major—which are partly the result of traditions and standards for undergraduate education that are transmitted and reinforced in graduate education and through disciplinary associations. That is, faculty members exchange ideas with their colleagues as they design academic programs, curricula, teaching methods, and assessment practices.

### High-Impact Practices by Discipline

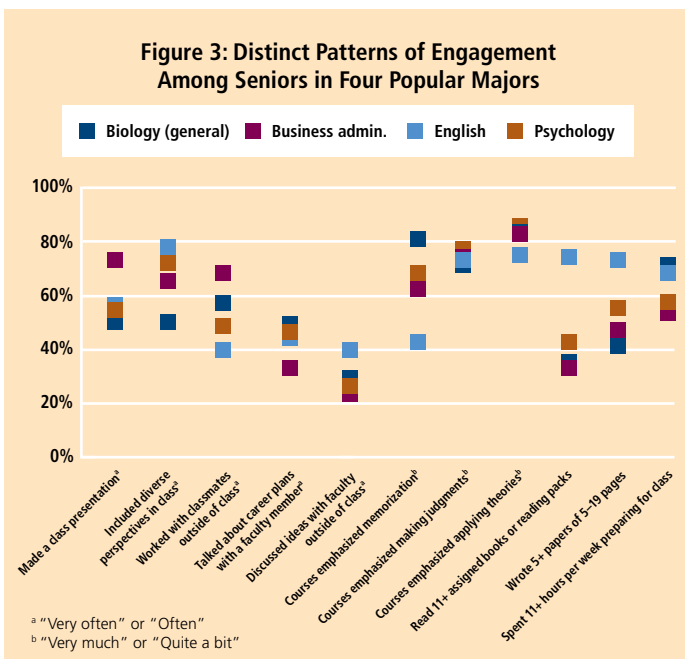
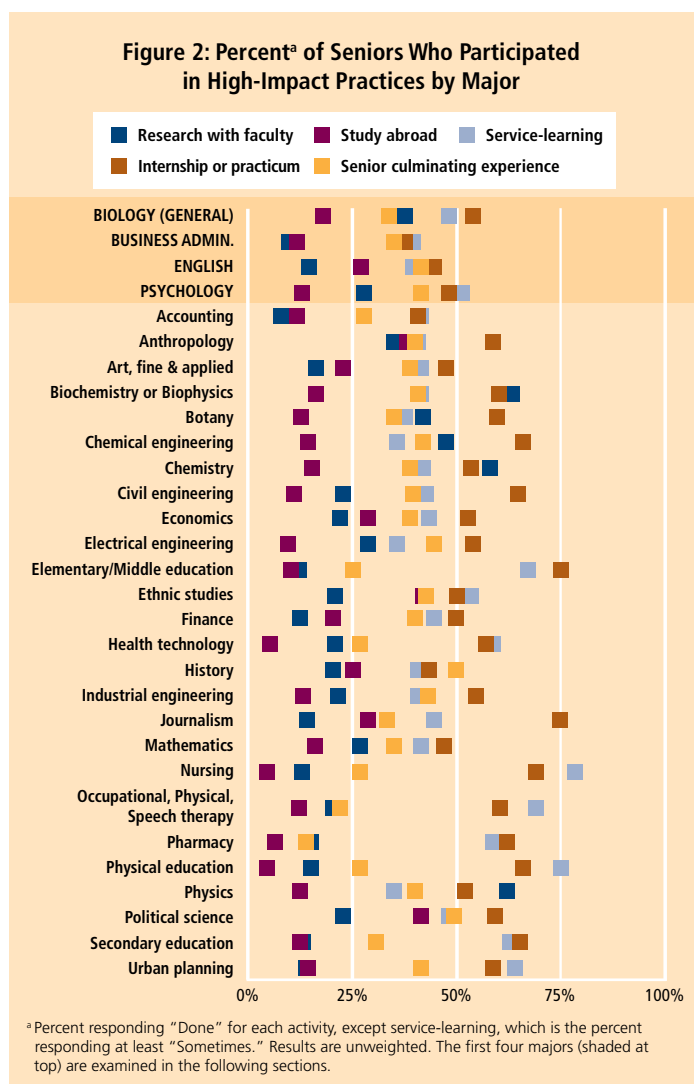
To illustrate, consider how participation in high-impact practices varies according to specific majors (Figure 2). For example, internship or practicum experiences were most common among

seniors majoring in journalism and education and least common among accounting and business administration majors. Similarly, seniors in nursing were far more likely to do service-learning in their courses than were mathematics or physics majors. Understanding this variation should help campus leaders place the student experience in context and possibly to focus campus conversations about potential changes.

### Four Cases: Biology, Business Administration, English, and Psychology

Pages 11–14 closely examine the engagement of seniors within four majors: general biology, business, English, and psychology. These majors were selected because they are among the most popular majors nationally and because they span the spectrum of disciplinary domains (sciences, professions, humanities, and social sciences, respectively). Each study describes the characteristics of seniors in the major and patterns of engagement in the discipline. BCSSE and FSSE results were also used to lend context to the discussion.

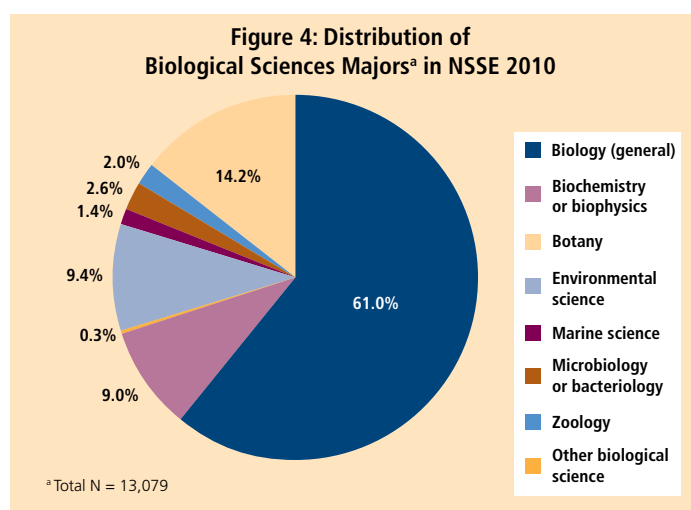
Figure 3 highlights distinct engagement patterns of the four majors using 11 NSSE questions that were selected to illustrate similarities and differences among majors. For example, seniors in business administration more often made class presentations and worked with other students outside of class; biology majors reported more emphasis on memorization in their coursework; and English majors more often discussed ideas with faculty outside of class.



## Selected Results: Engagement within the Disciplines (continued)

### General Biology

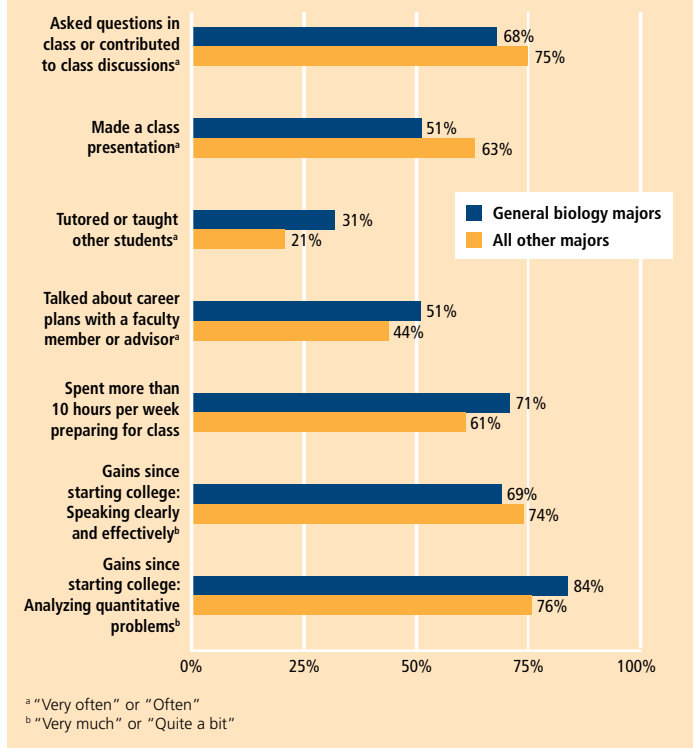
General biology is the largest of the eight degree programs within the biological sciences in NSSE data (Figure 4) and enlists more students than any other science major. For the nearly 8,000 seniors pursuing a general biology degree who responded to NSSE 2010, results were distinctive—some positive, and some not. For example, biology seniors were much more likely to do research with a faculty member and to complete internships than students in most other disciplines (see Figure 2, p. 10). They also spent more time preparing for class, tutoring others, and talking about their future careers with faculty members (Figure 5).



In contrast, the upper-level biology classroom involved fewer student presentations and class discussions (Figure 5). It also emphasized memorization to a greater extent than other majors, which is probably a function of course content dense with scientific terminology (Figure 3, p. 10). These results might explain why seniors in biology reported greater gains in analytical skills but claimed less progress in being able to speak clearly and effectively (Figure 5). They further suggest the importance of providing greater opportunities for biology students to develop skills in speaking and presenting and are consistent with the recommendation by the Committee on Undergraduate Biology Education to Prepare Research Scientists for the 21st Century (2003) that biologists must be able to effectively communicate research findings.

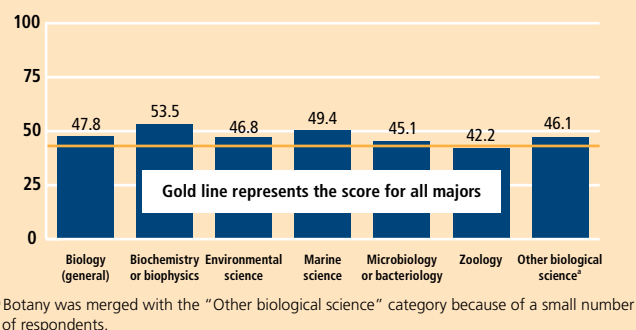
Even among the biological sciences there were variations in the level of engagement in certain activities. For example, the percentage of seniors who conducted research with faculty ranged from 36% (zoology) to 62% (biochemistry or biophysics). Considerably more environmental science seniors frequently (i.e., “Very often” or “Often”) gave class presentations (62%), while those in marine science more frequently participated in class discussions. Student-faculty interaction is generally strong

**Figure 5: Selected Engagement and Self-Reported Gains for Senior General Biology Majors**



within the biological sciences and with one exception was significantly—and in some cases substantially—above average among the individual biology majors (Figure 6).

**Figure 6: Average Student-Faculty Interaction Benchmark Scores within Biological Science<sup>a</sup> Programs (Seniors)**



## Business

A major in business—including general business administration and the related fields of accounting, finance, international business, marketing, or management—is one of the most common undergraduate areas of study. Nearly one in five seniors (19%) responding to NSSE 2010 was majoring in a business-related field, with the highest proportions pursuing degrees in business administration (26%) or accounting (23%).

### Characteristics of Business Majors

While more women pursue baccalaureate degrees overall, proportionally more men in NSSE majored in business (22% versus 17%). In addition, seniors in business-related fields were comparatively older, which could be why they were more likely to juggle multiple roles in addition to their student responsibilities. For example, more than half of business seniors (54%)—the highest proportion of students in any field—worked more than 10 hours a week at an off-campus job, and nearly a quarter (24%) spent more than 10 hours per week caring for dependents (Table 1).

**Table 1: Working Off Campus and Caring for Dependents by Major Categories**

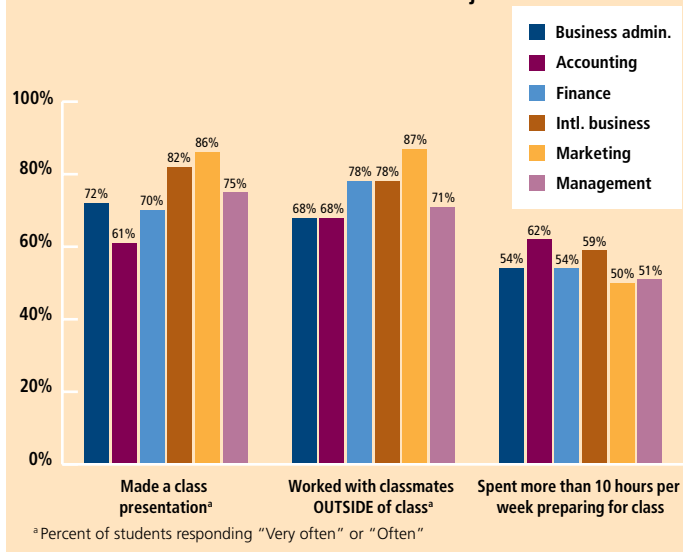
	Percent of seniors who spent more than 10 hours/week	
	Working for pay off campus	Caring for dependents living with them
Business	54	24
Other professional	50	30
Education	44	29
Social sciences	41	20
Arts and humanities	35	14
Biological sciences	30	12
Physical sciences	26	11
Engineering	25	11

Seniors majoring in general business administration participated in active and collaborative learning activities more frequently than peers in other fields (see Figure 3, p. 10). For example, business administration students more often gave class presentations and completed course projects (both inside and outside of the classroom) with their peers. However, compared to seniors in other majors, business administration students spent less time preparing for class and discussed course ideas or career plans less often with faculty.

### Engagement within Different Business Degree Programs

Given the mix of degree areas within business, it is not surprising that engagement varied among seniors pursuing different business-related majors (Figure 7). For example, more than four-fifths of marketing and international business seniors frequently made class presentations, compared to their peers in accounting and finance, who did so less often. Also, while seniors in business-related fields typically worked collaboratively with peers on course assignments, the percentage who frequently worked outside of class on course assignments ranged nearly 20 percentage points between individual disciplines. Finally, the percentage of seniors who spent more than 10 hours per week preparing for classes varied from a low of about 50% for marketing and management majors to 62% for accounting majors.

**Figure 7: Engagement of Seniors within Business-Related Majors**



*"I study international business and finance, and I love the emphasis on globalization and teamwork. My school really encourages taking advantage of the location with internships, as well as everything else D.C. has to offer."*

—Senior, Business Major, American University

## Selected Results: Engagement within the Disciplines (continued)

### English

Majoring in English involves a considerable amount of reading and writing, as well as the ability to effectively reflect on and integrate content. Here we examine the engagement patterns of senior English majors at U.S. institutions. More than 5,000 senior English majors (3% of all senior respondents) completed NSSE in 2010. As reported on page 15, prospective English majors begin college with higher average SAT/ACT scores compared to their peers expecting to major in biology, business, or psychology. First-year English majors were also less likely to be first-generation college students and proportionately more aspired to graduate degrees.



Regis University

### Engagement Experiences

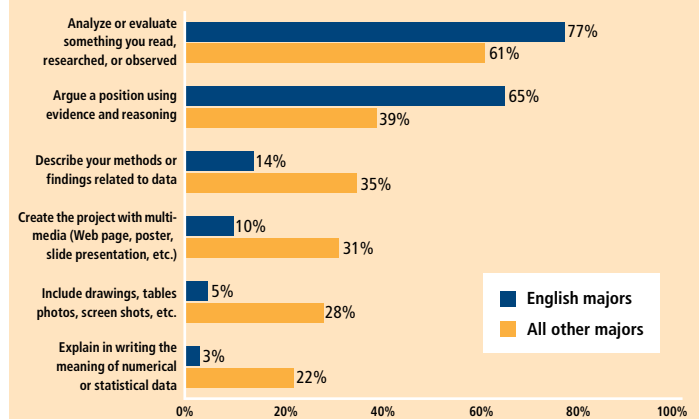
Senior English majors were more engaged in many expected ways. For instance, approximately 70% wrote at least five mid-length papers (5–19 pages), substantially more than most other majors. In addition, nearly all (93%) read five or more books as part of their assigned course reading, compared to 71% of seniors in other majors. Compared to seniors in biology, business, or psychology, English majors reported that they more often “included diverse perspectives in class discussions or writing assignments” and more often “discussed ideas from readings with faculty outside of class” (Figure 3, p. 10). However, English majors were not always more engaged compared to their peers. For instance, English majors were less likely to spend time working with classmates outside of class.

Senior English majors reported significantly higher levels of deep approaches to learning compared to other majors. The difference

was especially noteworthy for integrative learning (effect size of 0.39, a medium effect based on NSSE’s contextual effect-size analysis). Not surprisingly, compared to their peers in biology, psychology, or business, English majors reported less class emphasis on memorization.

NSSE 2010 institutions associated with the Consortium for the Study of Writing in College added 27 questions specifically related to writing activities. This included about 21,000 seniors from 43 institutions, 3% of whom were English majors. Larger shares of English majors reported doing the following in most or

**Figure 8: Comparison of Writing Activities between Senior English Majors and All Other Majors<sup>a</sup>**



<sup>a</sup> “Most” or “All” writing assignments

all writing assignments: “arguing a position using evidence and reasoning” (65% of senior English majors vs. 39% of others) and “analyzing or evaluating something you read, researched, or observed” (77% of English majors vs. 61% of others) (Figure 8). Not surprisingly, compared to other majors, English majors were less likely to do the following in their writing assignments: include visual content such as drawings, tables, or photos; describe methods or findings related to data collected in lab or field work; create the project with multimedia; and explain in writing the meaning of numerical or statistical data.

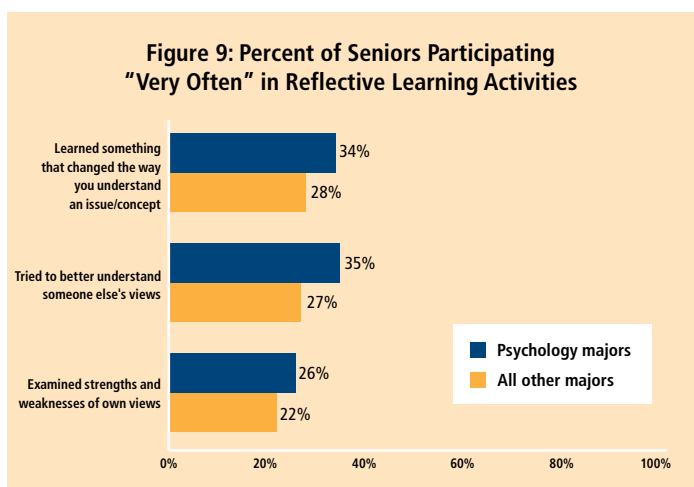
*“NSSE results have informed our faculty development programming, conversations about class size and pedagogy, reports on the outcomes of grant-funded projects, discussions about campus climate, and analysis of results from other assessment efforts.”*

—Jo Michelle Beld, Director of Evaluation and Assessment, Professor of Political Science, St. Olaf College

## Psychology

More than 25,000 seniors majoring in a social science field in the US participated in NSSE 2010, and fully 40% of them were majoring in psychology, in preparation for a wide range of career options. A psychology curriculum prepares students with the necessary skills not only for graduate programs in research and therapy, but also for employment ranging from human resources to law enforcement. About one third of psychology majors did research with a faculty member outside of course or program requirements (Figure 2, p. 10), higher than that of all other majors combined (19%). However, compared to their peers, fewer psychology majors completed an internship or practicum, which provide opportunities to improve applied skills. Given the wide range of careers available to psychology majors, more practical experiences prior to entering the workforce may enhance the marketability of the degree.

Although psychology courses emphasized numerous skills, reflective learning was a particularly common activity of these students. Reflective learning, a facet of the NSSE construct *deep approaches to learning*, involves investigating one's own thinking and applying new knowledge to one's life. For example, compared to seniors in all other majors, senior psychology majors were more likely to examine the strengths and weaknesses of their own views, try to better understand the views of others, and learn something that changed the way they understood an issue (Figure 9).



In fact, though the effects are small, senior psychology majors were significantly more engaged in all deep approaches to learning than the average student (Table 2). In addition, they experienced more challenging academic work and had more frequent interactions with faculty on substantive matters. At the same time, psychology majors lagged behind their peers in working collaboratively on course assignments and other learning opportunities.

While NSSE data are frequently used broadly by institutions, NSSE results also provide constructive feedback for improvements at the department level. For example, the psychology department at George Mason University used NSSE results to improve interactions between students and faculty. A series of departmental functions were developed in order to bring students and faculty together, and participants reported that they benefited from these experiences. The success of these functions inspired other departments in the university to do the same.

**Table 2: Comparisons<sup>1</sup> for Senior Psychology Majors with All Other Seniors on Benchmarks and Deep Approaches to Learning**

	Sig. <sup>2</sup>	Effect Size <sup>3</sup>
<b>Benchmarks of Effective Educational Practice</b>		
Level of academic challenge	***	.07
Active and collaborative learning	***	-.16
Student-faculty interaction	***	.09
Enriching educational experiences	**	.03
Supportive campus environment	*	-.03
<b>Deep Approaches to Learning</b>		
Higher order learning	***	.06
Integrative learning	***	.13
Reflective learning	***	.20

<sup>1</sup> t-tests comparing U.S. psychology seniors to all other students from U.S. institutions

<sup>2</sup> \*p<.05, \*\*p<.01, \*\*\*p<.001

<sup>3</sup> Mean difference divided by the pooled standard deviation

*"The Psychology Department faculty are willing to spend a lot of their own time to help you not only with your current education, but also with research and making you a good candidate for graduate school."*

—Senior, Psychology Major, Saint Vincent College

# Selected Results: BCSSE and FSSE

## New Student Expectations and Beliefs

Engagement differences between majors can be explained not only by their content and pedagogy, but also by their students' diverse backgrounds, prior academic experiences, and the varying expectations that students bring with them to college—most often expecting to be more engaged than they were in high school.

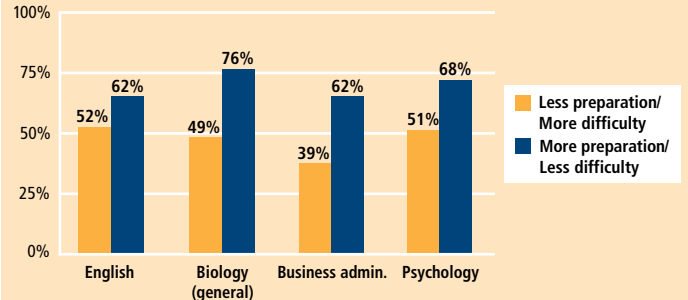
BCSSE 2009 results for the four majors featured in this report (in this case, intended majors) showed considerably more first-generation students intended to major in psychology, while those who took AP courses were more likely to major in English or biology (Table 3). Also, students intending to major in biology were more likely to have completed high school calculus, English majors had higher achievement test scores, but fewer business majors spent more than five hours per week in academic preparation in high school. Interestingly, those intending to study biology and psychology were far more likely to aspire to doctoral programs.

## Perceived Academic Preparation and Difficulty

Two important types of precollege beliefs for first-year students measured by BCSSE are expected academic difficulty (e.g., During the coming school year, how difficult do you expect learning course material, managing time, etc., to be?), and perceived academic preparation (e.g., How prepared are you to write clearly, analyze math problems, etc., in your academic work?). It is crucial that institutions provide students with academic support, but students must also take responsibility to find the help and resources they need. Yet, across the four expected majors, students who perceived less preparedness and anticipated more difficulty relative to their peers were less likely to value a supportive academic environment (Figure 10). Put another way, students who were likely to need the most help were the least

likely to appreciate that help or seek it out. These results varied somewhat across the four disciplines, where about half of students in English, biology, and psychology who felt less prepared and anticipated more difficulty valued academic support highly, compared to only 39% of those planning to study business.

**Figure 10: Percentage of New Students Who Believed Academic Support<sup>a</sup> Was Very Important by Perceived Academic Preparation/Difficulty<sup>b</sup> for Four Expected Majors**



<sup>a</sup> Students were asked on BCSSE how important it was for their campus to support them academically. This chart documents the percent who reported a "6" on the six-point response scale, where 1=not important and 6=very important.

<sup>b</sup> Two opposing groups were assigned by their scores on the two BCSSE scales. Those above the median on preparedness and below the median on perceived difficulty were labeled "More preparation/Less difficulty," and those below the median on preparedness and above the median on difficulty were labeled "Less preparation/More difficulty." All others were excluded from the analysis.

## Faculty Survey Results by Major Field

NSSE findings suggest that student experiences vary by major. We also examined data from the 2010 administration of FSSE, a companion project to NSSE that institutions use to further campus-based discussions about improving undergraduate education. FSSE results show that at least some of this variation by major was because faculty used different teaching practices and held different values depending on their field (Figures 11 and 12).

**Table 3: Beginning College Student Characteristics by Four Selected Majors**

		English	Biology (general)	Business admin.	Psychology
First-generation <sup>a</sup>		35	38	37	44
Completed HS calculus		20	40	25	18
Completed at least one AP course in HS		68	69	50	48
Spent more than 5 hrs/wk preparing for HS classes		64	65	54	58
SAT/ACT composite <sup>b</sup>	1000 or lower	18	26	34	37
	1001 to 1200	38	41	44	42
	1201 to 1600	44	33	22	21
Highest degree intended	Bachelor's	28	17	41	16
	Master's	38	16	41	34
	Doctorate	17	59	5	40
	Uncertain	17	9	13	10

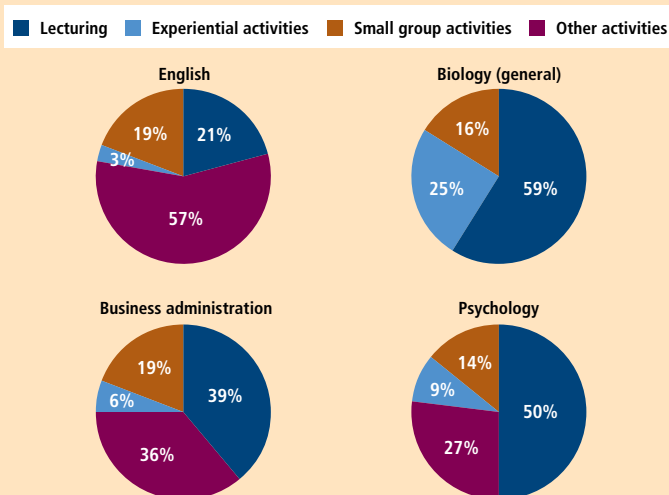
<sup>a</sup> First-generation students are defined as having neither parent with a completed baccalaureate degree.

<sup>b</sup> SAT (verbal and quantitative) combined with ACT after conversion to SAT equivalent.



For the four fields highlighted in this report, the average percentage of class time faculty members devoted to various teaching activities varied across the four fields (Figure 11). For example, the average faculty members in biology and psychology lectured at least half of the time, whereas the average faculty member in English lectured only a fifth of the time. In addition, perhaps as an indicator of a field's values, the percentage of faculty members who believed it is important or very important for students to participate in high-impact practices varied between fields depending on the activity

**Figure 11: Average Percentage of Class Time Devoted to Teaching Activities**



Note: Data for the above results come from about 1,100 English, 500 biology, 400 business administration, and 500 psychology faculty members at the 108 U.S. baccalaureate-granting institutions that administered the Course-Based option of FSSE 2010.

## 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 160,000 faculty respondents from 633 different institutions since 2003
- 19,399 faculty respondents from 154 institutions in 2010
- 139 of the 154 institutions also administered NSSE in 2010

Find out more about FSSE online.

[fsse.iub.edu](http://fsse.iub.edu)

(Figure 12). For example, while culminating senior experiences were highly important to faculty members in all four fields, only 35% of biology faculty valued study abroad as compared to 58% of English faculty. Similarly, only a third of business administration faculty valued student research with a faculty member, compared to about three-fourths of psychology and biology faculty.

## Beginning College Survey of Student Engagement (BCSSE)

The Beginning College Survey of Student Engagement (BCSSE, pronounced "bessie") measures entering first-year students' high school academic and co-curricular experiences as well as their expectations for participating in educationally purposeful activities during the first year of college. BCSSE administration takes place prior to the start of fall classes so responses can be paired with NSSE in the spring. BCSSE results can aid the design of orientation programs, student service initiatives, and other programmatic efforts aimed at improving the learning experiences of first-year students. Since its launch in 2007, more than 200,000 first-year students attending 318 higher education institutions across the United States and Canada have completed the BCSSE survey.

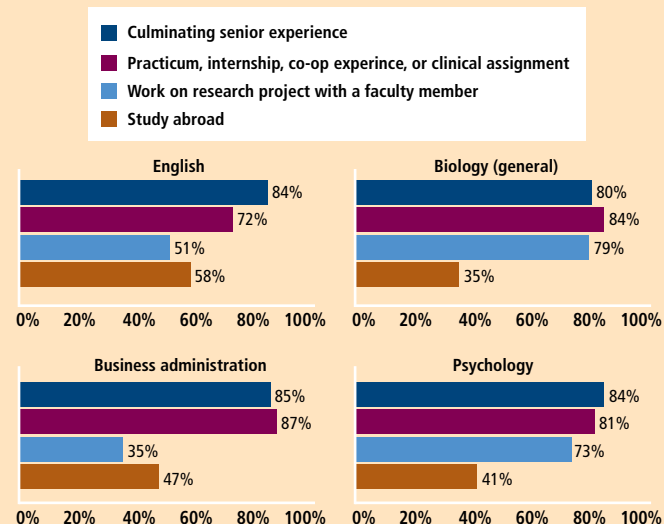
### BCSSE 2009-NSSE 2010 Facts

- More than 73,000 first-year students enrolled at 129 institutions participated in BCSSE in the summer/fall of 2009.
- Of these 129 institutions, 98 also participated in NSSE 2010 and received the *BCSSE-NSSE Combined Report*.
- Of the BCSSE-NSSE schools, approximately 35% were public and 65% private, 30% were baccalaureate colleges, 40% master's level, 17% doctorate-granting, and 11% other.

Find out more about BCSSE online.

[bcsse.iub.edu](http://bcsse.iub.edu)

**Figure 12: The Importance of High-Impact Practices in Four Fields—Percentage of Faculty Who Find the Practice Important or Very Important**



Note: Data for the above results come from about 1,500 English, 700 biology, 500 business administration, and 800 psychology faculty members at the 148 U.S. baccalaureate-granting institutions that participated in FSSE 2010.

## Selected Results: The Engagement of Student Veterans

Colleges and universities in the US are expecting dramatic increases in the enrollment of veterans due to the return of troops from Iraq and Afghanistan and the *Post-9/11 Veterans Educational Assistance Act of 2008* (i.e., the new G.I. Bill), which makes higher education more affordable and accessible for veterans (Radford, 2009). Though many veterans choose to attend community colleges or career and technical programs, large numbers enroll at baccalaureate-granting institutions (Radford & Wun, 2009). Yet little is known about their learning experiences or how they view the campus climate.

In 2010, NSSE surveyed nearly 11,000 self-identified veterans (3.4% of U.S. NSSE 2010 respondents), including 4,680 combat veterans—fully 44% of veterans in the sample. Senior student veterans comprised 75% of the veteran sample, with the remaining 25% being first-year student veterans.

### The Student Veteran

Student veterans were predominantly male and more likely than their peers to be older, enrolled part-time, first-generation students, transfer students, and distance learners (Table 4). Each of these characteristics was particularly evident among combat veterans. First-year veterans and nonveterans were comparable in terms of race/ethnicity, but senior veterans included proportionally more African Americans and fewer Caucasians. It is also sobering to note that approximately one in five student combat veterans reported at least one disability, compared to about one in 10 nonveterans.

Student veterans in NSSE were enrolled at all types of institutions, but they were more likely than nonveterans to attend public institutions. Veterans were also less likely than nonveterans to attend either baccalaureate arts and sciences colleges or the most research-intensive doctorate-granting universities.

**Table 4: Institutional and Student Characteristics by Veteran Status and Class Level<sup>a</sup>**

		Nonveteran		Veteran, Noncombat		Veteran, Combat	
		FY	Sr	FY	Sr	FY	Sr
<i>Institutional Characteristics</i>							
2005 Basic Carnegie Classification <sup>b</sup>	RU/VH	13	14	10	9	8	9
	RU/H	17	18	16	17	14	16
	DRU	6	6	6	6	10	5
	Master's L	26	28	26	32	30	40
	Master's M	10	9	10	10	8	10
	Master's S	4	4	3	3	2	4
	Bac/A&S	13	11	7	6	6	4
	Bac/Diverse	7	6	14	8	10	4
Other	5	5	9	9	13	8	
Control	Public	56	61	64	67	61	72
	Private	44	39	36	33	39	28
<i>Student Characteristics</i>							
Gender	Male	35	34	70	62	85	81
	Female	65	66	30	38	15	19
Race/Ethnicity	African American/Black	10	8	11	16	13	15
	Asian/Pacific Islander	5	5	4	4	3	3
	Caucasian/White	66	70	68	63	62	63
	Latino/Hispanic	9	8	6	9	8	10
	Other	10	9	11	8	14	9
Enrollment Status	Less than full-time	5	16	17	33	23	34
	Full-time	95	84	83	67	77	66
First-Generation <sup>c</sup>		42	44	52	61	65	66
Transfer Student		9	41	28	71	45	80
Age	Under 24 years	94	67	64	22	21	3
	24 years & older	6	33	36	78	79	97
Distance Education		2	6	11	20	16	28
Disability		10	9	12	16	23	20

<sup>a</sup> Percentage distribution in columns. FY=First year, Sr=Senior.

<sup>b</sup> See Figure 1, p. 7.

<sup>c</sup> Neither parent holds a bachelor's degree.

## How Student Veterans Spend Their Time

Older students, veteran or not, are likely to have obligations outside of school that reduce the amount of time and energy they can devote to their studies. We estimated the total number of hours full-time students spent per week on a range of activities (Figure 13). Among full-time first-year students, nonveterans spent on average about 45 hours per week in these activities, devoting the largest portions of that time to studying and relaxing and socializing. By contrast, noncombat veterans spent about 52 hours and combat veterans spent about 59 hours on these same activities. While veterans spent about the same amount of time studying as nonveterans, they spent more time working and caring for dependents—particularly among those with combat experience. In fact, full-time first-year combat veterans spent twice as much time working and about six times as many hours on dependent care as their nonveteran peers. While there were some differences in time allocation between first-year student combat and noncombat veterans—with combat veterans spending more time working and on dependent care—senior combat and noncombat veterans allocated their time in very similar ways.

## Educational Experiences of Student Veterans

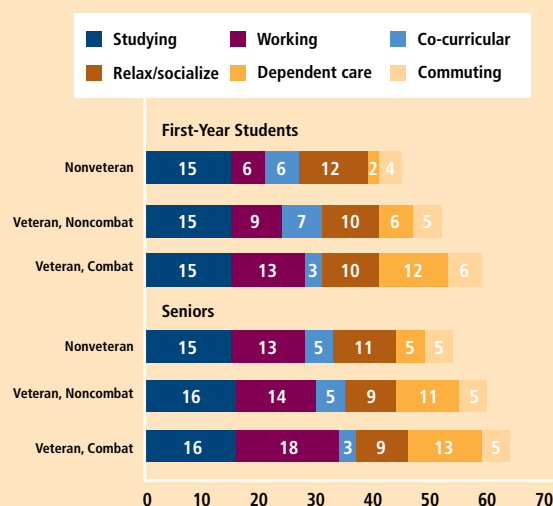
Although first-year student veterans spent as much time studying as their nonveteran peers, they did not participate equally in other forms of engagement and they had different views of their educational experiences, even after controlling for key student and institutional characteristics (Table 5). For example, first-year veterans were less engaged in reflective learning compared to nonveterans. First-year noncombat veterans were less engaged with faculty, and first-year combat veterans perceived less campus support than nonveterans. However, there were no significant differences between first-year student veterans and nonveterans in their levels of overall satisfaction.

Senior veterans were generally less engaged than their nonveteran peers. Senior combat and noncombat veterans were significantly lower than nonveterans on integrative learning, reflective learning, and student-faculty interaction, and they perceived less support from their campus environment than nonveterans. Senior noncombat veterans also reported less emphasis on higher order learning and lower satisfaction than nonveterans.

As in generations past, waves of service men and women are leaving the battlefield to enroll in higher education. As a result, baccalaureate-granting colleges and universities are challenged to better serve their student veterans, who may need additional support to learn and succeed. Student veterans—particularly combat veterans—have more family and work obligations while they spend as much time studying as their nonveteran peers. But these veterans were less academically engaged in key areas such as deep approaches to learning and perceived lower levels of support

from their campuses. Based on these results, baccalaureate-granting institutions should seek ways to more effectively engage student veterans in effective educational practices and provide them with the supportive environments that promote success.

**Figure 13: Hours Per Week Spent on Selected Activities by Full-Time Students<sup>a</sup>**



<sup>a</sup> Hours per week for these six activities (studying, working, etc) were estimated using the midpoint from the categorical response categories. The response categories for all six activities include (in hours) 0, 1–5, 6–10, 11–15, 16–20, 21–25, 26–30, and more than 30. For this last category (more than 30) a value of “33” was used in place of a midpoint.

**Table 5: Comparisons<sup>a,b</sup> of Veterans to Nonveterans on Engagement and Satisfaction**

	First-Year Students		Seniors	
	Veteran, Noncombat	Veteran, Combat	Veteran, Noncombat	Veteran, Combat
Higher-order learning		-	---	
Integrative learning			---	--
Reflective learning	-	---	-	--
Student-faculty interaction	---		---	--
Supportive campus environment		--	---	--
Satisfaction			-	

<sup>a</sup> Means are adjusted using the following control variables: Undergraduate enrollment, institutional control (public or private), gender, age, first-generation status, transfer status, enrollment status, and distance learner status. Effect sizes for all differences were small.

<sup>b</sup> ‘-’ significantly lower than nonveterans,  $p < .05$ ; ‘--’ significantly lower than nonveterans,  $p < .01$ ; ‘---’ significantly lower than nonveterans,  $p < .001$

# Selected Results: Exploring New Dimensions of Learning and Engagement

## Curricular Peer Interaction

When students work together on coursework, both inside and outside of the classroom, they learn more, think more critically, and gain an appreciation for diverse perspectives (Pascarella & Terenzini, 2005; Gerlach, 1994). In 2010, to revise and expand upon the existing construct of collaborative learning, NSSE appended nine experimental questions about *curricular peer interaction* (CPI) to the online survey, collecting responses from about 17,000 students attending 40 institutions.

CPIs are substantive academic exchanges with other students. Results showed that students most often exchanged feedback with each other to prepare course assignments and after taking an exam, and often worked on projects or assignments together. Students were least often engaged in writing together, studying in groups, and giving group presentations (Table 6).

**Table 6: Percentage of Students Who Frequently<sup>a</sup> Participated in Curricular Peer Interaction**

Curricular Peer Interaction Items	First-Year Students	Seniors
Exchanged feedback with other students to prepare course assignments	64	71
Exchanged feedback with classmates after taking an exam	62	66
Learned course material by asking and answering questions of other students	59	62
Worked with other students on course projects or assignments	55	67
Explained course material to other students	54	60
Participated in small-group activities organized by faculty to help learn course material	49	52
Gave a course presentation with a group of other students	39	57
Participated in a study group for a course	39	41
Wrote a paper with other students for course credit	23	35

<sup>a</sup> "Very often" or "Often"

## Curricular Peer Interactions by Major Groups

The results in Table 6 were mostly consistent among eight categories of related majors. For example, across all major groups, seniors were less likely to write with other students for course credit and were more likely to exchange feedback with other students. However, the frequency of group presentations varied across the major categories with seniors in business and education topping the list, and those in the physical sciences and arts and humanities doing them least often (Table 7). Similarly, while only about one in six students in a business-related major never wrote a paper with other students for course credit, almost half of students in the physical sciences never did so.

**Table 7: Percentage of Seniors Who Frequently<sup>a</sup> Gave a Group Presentation by Major Categories**

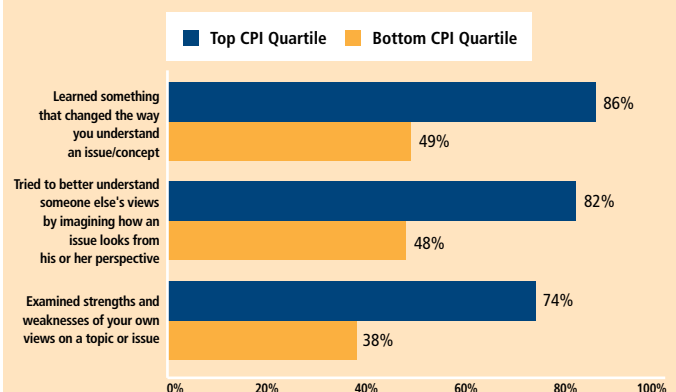
Business	72
Education	69
Engineering	62
Other professional	61
Social sciences	47
Biological sciences	45
Arts and humanities	42
Physical sciences	40

<sup>a</sup> "Very often" or "Often"

## Relating Curricular Peer Interaction to Other Forms of Engagement

Students who learned in interactions with their peers were more likely to participate in other effective educational practices and had more positive views of the campus learning environment. For example, a composite scale of the nine CPI items correlated positively with student-faculty interaction (.48) and supportive campus environment (.38), and with the three deep approaches to learning—integrative learning (.50), higher-order learning (.42), and reflective learning (.32). For example, Figure 14 illustrates that students who had the most frequent curricular peer interactions were markedly more engaged in reflective learning than those with the least frequent CPIs.

**Figure 14: Percentage of First-Year Students Who Frequently<sup>a</sup> Participated in Reflective Learning by Top and Bottom Curricular Peer Interaction Quartiles<sup>b</sup>**



<sup>a</sup> "Very often" or "Often"

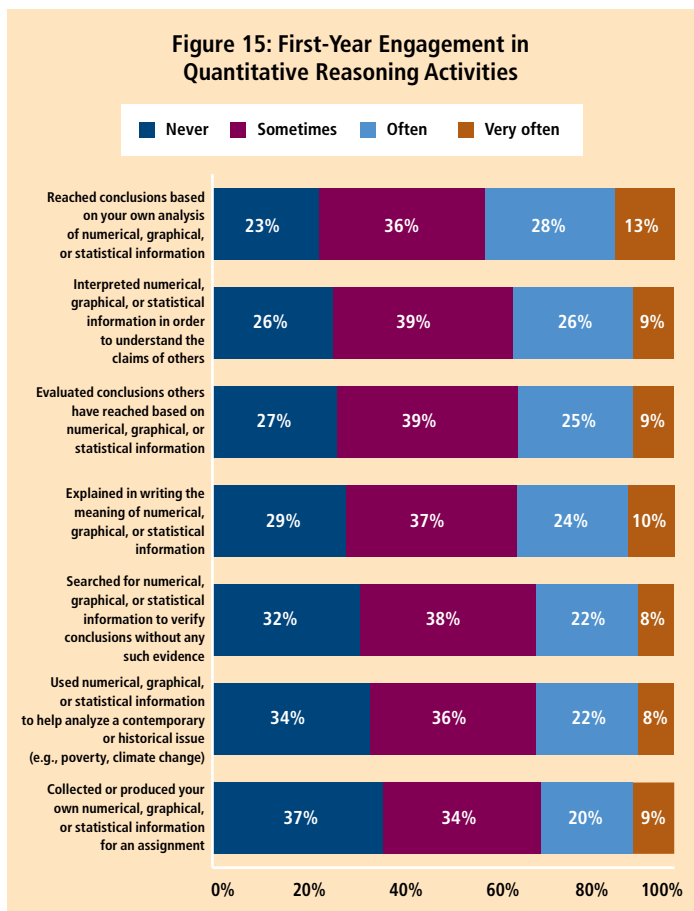
<sup>b</sup> Top 25% and bottom 25% of all first-year CPI scale scores

These findings suggest that students collaborate in a variety of learning activities and generally do not study in isolation. There is room for improvement, however, as institutions may see benefits in promoting all forms of CPI and encouraging more collaborative writing, study groups, and group presentations.

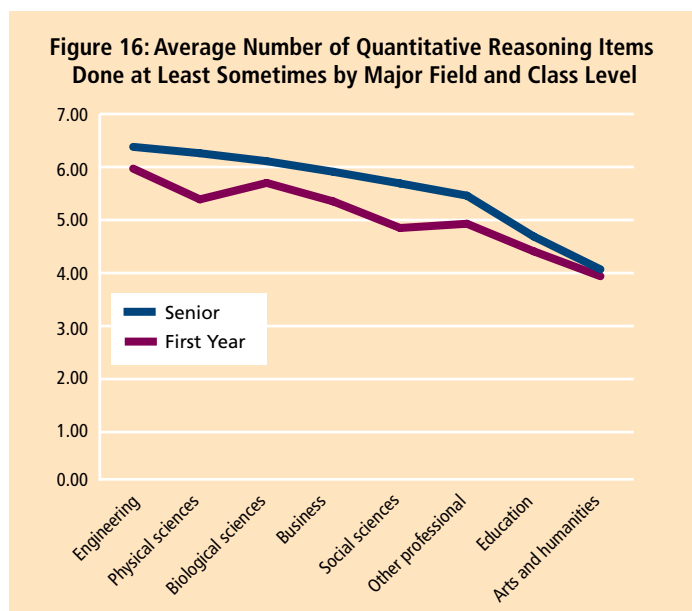
## Quantitative Reasoning

In an increasingly data-driven world we must routinely use and make sense of quantitative information. However, the 2003 National Assessment of Adult Literacy found that only about one-third of college graduates demonstrated proficiency in quantitative literacy (Kutner, et al., 2007). This suggests an urgent need to assess the opportunities college students have to develop their quantitative reasoning skills. In 2010, NSSE administered a set of experimental questions about the frequency with which college students engaged with numerical, graphical, and statistical information. We asked these questions of approximately 5,600 first-year students and 7,600 seniors attending a diverse group of 35 institutions.

Although the majority of first-year students participated at least “sometimes” in these activities (Figure 15), about 12% had never done *any* of the seven quantitative reasoning activities. Not surprisingly, the percentage who never performed these activities varied considerably by major (or expected major). For example, 44% of first-year arts and humanities majors had never explained in writing the meaning of numerical, graphical, or statistical information, compared to only 13% of their engineering counterparts.



To further investigate quantitative reasoning we computed the average number of these activities that students performed at least sometimes and compared the results by major type (Figure 16). Although there were differences, this analysis suggests that even non-science majors use numbers, graphs, and statistics in several ways, both in the first year and as seniors. First-year and senior engineering majors averaged at least six of the seven activities, as did seniors in physical and biological science. Education and arts and humanities majors performed the fewest quantitative reasoning behaviors, yet they still averaged at least four of the seven. These patterns varied somewhat among institutions, and we found instances in which arts and humanities and education majors reported about as many quantitative reasoning activities as business and social science majors. It is also worth noting that major differences were more pronounced when frequency was taken into account—not only did science majors do more of these activities, they did them more often than other majors.



Hendrix College

## Institutional Learning Goals

As colleges and universities face pressure to attend more to student learning outcomes, they have established explicit institution-wide learning goals to define and set expectations for the skills and abilities their undergraduates are expected to master, and to provide an intellectual framework for building a common curricular and co-curricular learning experience. Unfortunately, academic leaders report that many students are unaware of or do not understand these goals (Hart Research Associates, 2009). To explore this issue, NSSE appended a set of items to the 2010 Web survey for more than 6,000 students at 18 institutions about students' awareness of institutional learning goals and how they are reinforced through the academic program and course assignments.

The majority of first-year students (75%) and seniors (70%) responding to these questions believed their institution had a common set of learning goals, and of these, the vast majority (95%) had at least "some" understanding of these goals. This raises questions about recent findings that just 5% of chief academic officers thought students understood institutional learning outcomes (Hart Research Associates, 2009). Institutional learning goals were received by students in a variety of ways (see Table 8 for the top three). Although administrators asserted that learning outcomes are best explained to students using institutional catalogs, course syllabi, and Web sites (Hart Research Associates, 2009), results for these suggest that only the catalogs were effective for both first-year students and seniors, and syllabi were perhaps minimally effective for seniors. Very few read about these goals on the institution's Web site.

**Table 8: Top Three Ways Students Became Aware of Institutional Learning Goals**

First-Year Students	Seniors
Course catalog or academic handbook (64%)	Course catalog or academic handbook (65%)
Orientation for new students (49%)	Academic advisor (40%)
Academic advisor (46%)	Course syllabi (37%)

## Seniors and Learning Goals within the Major

When asked to reflect on intended learning outcomes, four out of five seniors were aware of a common set of learning goals for their primary academic major, and of these, 85% substantially understood them. According to these seniors, their learning in the major was most often assessed by final course grades, exams, essays, and papers, while the least common method was portfolios. However, results varied among groups of related majors, with seniors in education observing the widest range of assessments and those in physical sciences the narrowest. For example, although portfolios were the least reported method, 72% of seniors in education substantially used them, while only 13% of seniors in engineering did so. Table 9 shows the top three measures used across eight related-major fields.

The creation of clear goals for learning is an important step toward providing appropriate and sufficient learning experiences for students. But it is equally important to consider students' awareness of these learning goals and how well the assessments of their work reflect those outcomes. Most students claim to be aware of and understand their institutions' expectations to some extent, though not always from the sources administrators believe are most effective. As institutional leaders and faculty examine how well their learning goals are understood by students, they should consider the most effective means to communicate those goals, both for general education and within the major.

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

—James C. Votruba, President, Northern Kentucky University

**Table 9: Three Most Common<sup>a</sup> Measures of Learning Outcomes for Seniors Across Major Categories**

Arts and humanities	Biological sciences	Business	Education	Engineering	Physical sciences	Other professional	Social sciences
Final Course Grades (82%)	Final Course Grades (89%)	Exams (80%)	Final Course Grades (86%)	Exams (86%)	Exams (96%)	Exams (82%)	Final Course Grades (83%)
Essays/Papers (76%)	Exams (88%)	Final Course Grades (80%)	Presentations (74%)	Final Course Grades (79%)	Final Course Grades (86%)	Final Course Grades (82%)	Essays/Papers (82%)
Exams (68%)	Essays/Papers (65%)	Presentations (75%)	Evaluations by Experts (74%)	Group Assignments (61%)	Other (62%)	Presentations (62%)	Exams (82%)

<sup>a</sup> Percent responding "Very much" or "Quite a bit"

Because of their positive effects on student learning and retention, special undergraduate opportunities such as learning communities, service-learning, research with a faculty member, study abroad, internships, and culminating senior experiences are called *high-impact practices* (Kuh, 2008). High-impact practices share several

traits: They demand considerable time and effort, provide learning opportunities outside of the classroom, require meaningful interactions with faculty and students, encourage interaction with diverse others, and provide frequent and meaningful feedback. Participation in these practices can be life-changing.

**Table 10: Percent of Seniors Who Participated in High-Impact Practices<sup>a</sup> by Institution and Student Characteristics**

		First-Year Students		Seniors				
		Learning Community	Service-Learning	Culminating Experience	Internship/Practicum	Research with Faculty	Service-Learning	Study Abroad
<i>Institutional Characteristics</i>								
2005 Basic Carnegie Classification <sup>b</sup>	RU/VH	19	37	29	55	24	42	21
	RU/H	18	42	31	47	19	46	13
	DRU	20	47	37	52	19	54	15
	Master's L	16	40	31	46	16	50	10
	Master's M	15	42	33	52	19	53	14
	Master's S	18	49	40	56	22	59	18
	Bac/A&S	13	42	50	59	26	52	29
	Bac/Diverse	15	46	39	58	20	56	11
Control	Public	16	38	29	47	18	46	12
	Private	18	48	42	58	22	54	21
<i>Student Characteristics</i>								
Gender	Male	16	41	34	47	21	45	13
	Female	17	41	32	52	18	52	16
Race/Ethnicity	African American/Black	19	45	29	43	17	55	7
	Asian/Pacific Islander	18	47	29	45	23	53	13
	Caucasian/White	16	39	34	53	19	47	15
	Latino/Hispanic	19	41	24	43	17	51	10
	Other	16	45	33	45	21	50	19
Enrollment Status	Less than full-time	10	27	21	34	10	39	6
	Full-time	17	42	36	54	21	51	16
First-Generation <sup>c</sup>	No	17	42	36	55	22	49	19
	Yes	15	40	29	45	16	48	9
Transfer	Started here	17	42	40	59	24	52	20
	Started elsewhere	13	35	25	40	13	44	8
Age	Under 24 years	17	42	39	59	24	52	19
	24 years & older	10	26	23	36	12	43	7
Major Category	Arts and humanities	17	37	38	45	18	42	23
	Biological sciences	18	42	35	53	40	45	17
	Business	15	42	33	42	10	42	14
	Education	18	48	25	68	13	66	8
	Engineering	19	36	43	58	29	35	11
	Physical sciences	16	38	34	48	40	38	14
	Other professional	18	41	24	55	16	66	9
	Social sciences	17	41	36	49	23	50	20
<b>Overall</b>		<b>16</b>	<b>41</b>	<b>33</b>	<b>50</b>	<b>19</b>	<b>49</b>	<b>14</b>

<sup>a</sup> Students reported having "done" the activity before graduating for all high-impact practices except service-learning, where they reported participating at least "sometimes" during the current school year.

<sup>b</sup> For details on the Carnegie Classification, visit [classifications.carnegiefoundation.org/descriptions/basic.php](http://classifications.carnegiefoundation.org/descriptions/basic.php).

<sup>c</sup> Neither parent holds a bachelor's degree.

## Using NSSE Data

NSSE provides information that faculty, staff, and others can use almost immediately to improve the quality of the undergraduate experience. This section offers a sampling of different applications and interventions based on engagement results. One example presents how a wiki format is being used to share information about best practices in student engagement, while other examples look at the use of technology, improvements to student advising, and use of NSSE results for regional and specialized accreditation.

### Using a Wiki to Share Information about Best Practices

#### University of New Brunswick

After extensive discussion of University of New Brunswick's (UNB) NSSE results, the Centre for Enhanced Teaching and Learning and Student Affairs and Services for both the Fredericton and Saint John campuses teamed up to create the Student Engagement Wiki (SEW). SEW is a collaborative tool and repository of ideas and resources for UNB faculty and staff to share successful strategies for such practices as using group work, encouraging course discussions, and implementing hands-on projects.



Agnes Scott College

SEW is structured around NSSE's five Benchmarks of Effective Educational Practice, which provide organizing principles for the categories and topics. SEW launched in late spring 2010 with about 100 entries that were largely based on academic journal articles about student engagement and resources like the practice briefs ([nsse.iub.edu/links/practice\\_briefs](http://nsse.iub.edu/links/practice_briefs)) developed as part of NSSE's Documenting Effective Educational Practice (DEEP) project. The goal is for faculty and staff to add entries about what has worked for them at UNB. By creating a university-wide forum, organizers hope ideas can be shared both within and across disciplines.

The objectives of SEW are:

- to provide an easy-to-use knowledge base for ideas, practices, and resources to help faculty and staff engage students,
- to provide a tool to facilitate sharing ideas for student engagement,
- to structure and maintain the wiki in ways that keep content current and encourage active participation,
- to establish an effective long-term site maintenance plan, and
- to establish an effective long-term communications plan.

To build initial faculty support, SEW access is password-protected for anyone involved in instructional activities at either campus. Later versions may open access for student contributors. SEW organizers have initiated training sessions to introduce faculty to ways the wiki could be used.

### Using Technology to Increase Active and Collaborative Learning

#### South Dakota Board of Regents

Since 2002, the South Dakota Board of Regents and the National Center for Higher Education Management System (NCHEMS) have embarked on a joint endeavor requiring all six regional universities to administer NSSE on a regular basis. NSSE results from four subsequent administrations showed that first-year and senior scores on the Active and Collaborative Learning (ACL) benchmark fell below the NSSE cohort norms, prompting the Board to focus their attention on the potential of technology to foster active learning in undergraduate education.

Specifically, the Board established the Mobile Computing Initiative Implementation Plan to improve student technological fluency and create an environment with unlimited connectivity. This plan calls for all students at the six regional institutions to have tablet PCs by 2012. Currently, tablet PCs are used at the institution-level at Dakota State University and South Dakota



School of Mines and Technology and by some departments at South Dakota State University and University of South Dakota.

The plan also calls for increased faculty development to better integrate tablet PCs into the undergraduate curriculum. Institutions have implemented “FIRST in the Classroom Summer Faculty Cohort,” a series of training programs in which a group of faculty members spend the summer learning about and gaining experience using tablet PCs in the classroom. ACL benchmark scores at the four institutions using tablet PCs have increased since 2004, suggesting that this technology could facilitate active learning in the classroom and collaboration on assignments outside of the classroom.

### Strengthening Student Advising

#### University of Nevada, Las Vegas

University of Nevada, Las Vegas (UNLV) responded to a collection of evidence, including NSSE results, data from Noel-Levitz’s Student Satisfaction Inventory, and an exit survey for graduating seniors developed by the UNLV Office of Academic Assessment, that all pointed to a need for improvement in the quality of academic advising. These results helped make the case for a new emphasis on advising, which included hiring more academic advisors, requiring advising for newly admitted first-year and transfer students, and creating the Academic Success Center to consolidate and enhance academic support services. Since implementing these initiatives, UNLV has seen increases in their Supportive Campus Environment benchmark scores.



Hamline University



Buena Vista University

#### The University of Tennessee, Knoxville

One of the goals for the University of Tennessee, Knoxville (UT Knoxville) in the past two years has been to improve the effectiveness of their advising programs. To accomplish that goal, the university administration and advising community examined a number of indicators, such as the ratio of students per advisor, information from student focus groups regarding their advising experiences, and a comprehensive program review by external consultants. They also used NSSE responses to explore several issues, including use of academic support programs, talking about career plans with advisors or faculty, perceptions of the academic experience, participation in service-learning and undergraduate research, and diverse interactions. All of these indicators align with the university’s advising program goals and learning outcomes and are related to the overall undergraduate academic experience. Advisors are expected to guide students toward academic support services, programs in service-learning and undergraduate research, co-curricular opportunities, and a comprehensive campus initiative on understanding the diversity of our world and global affairs. As a result of this two-year assessment process, the university has increased the number of full-time academic advisors, restructured orientation advising for first-year students, which includes extended contact with college academic advisors and individual advising sessions, and implemented a new advising policy that targets students who are most at-risk for progressing to graduation, such as new transfers, students on probation, and those without declared majors.



Bethany College

### Developing Action Plans and Focusing on Engagement in Large Courses

#### University of Calgary

Having collected NSSE data in 2004, 2007, and 2008, the University of Calgary (U of C) has a clearer picture of the engagement of their students and is shaping student experiences inside and outside of the classroom in ways that will increase engagement and academic success.

The first part of their multi-layered process was the release of the report *Student Engagement Project—Statistical Summary (2010)*, a composite review of 2007 and 2008 NSSE results along with other information sources. The report outlines the beginning of a three-year Student Engagement Action Plan written by U of C's NSSE Action Team. The plan provides a blueprint to move student engagement issues forward throughout the institution and represents a concerted effort to translate NSSE results into actionable steps.

Another initiative is Project Engage, which promotes and enhances student engagement in large-enrollment introductory

courses in the arts and sciences. Designed as a two-year pilot, the program provides selected faculty with support and resources to improve the learning experiences of students enrolled in these courses. According to the NSSE Action Team faculty leader, the overall objective is “to significantly improve the quality of the learning environment in these large-enrollment first-year classes and to do so in such a way that the benefits are felt by as many students as possible.”

### Regional Accreditation

#### University of Colorado at Boulder

NSSE is one of several surveys administered by the office of Institutional Analysis at the University of Colorado at Boulder (CU-Boulder) to encourage student reflection on learning and support the assessment of campus strategic goals. Results are reported publicly at the college, school, division, and department levels. As a member of the Association of American Universities Data Exchange (AAUDE) program, CU-Boulder also relies on the NSSE data-sharing agreement with its AAUDE peers to benchmark itself on NSSE core survey responses as well as extra questions added to NSSE that focus on the priorities of research universities.

CU-Boulder used this information to write its self-study report, *Shaping the New Flagship*, for reaccreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools. Since CU-Boulder's last reaccreditation review in 2001, major changes have been made in the university's writing program. CU-Boulder's self-study includes a focus on the Program for Writing and Rhetoric (PWR) and the creation of the campus Writing Center to address a decentralized and diffuse writing curriculum and lack of focus on first-year writing programs. PWR expanded upper-division courses, redesigned lower-division courses, and established a full-service Writing Center to reinforce pedagogical reforms driven by assessment. Results on several NSSE survey items related to student writing from the 2000, 2002, 2006, and 2009 NSSE administrations showed that CU-Boulder students improved over time and compared well to students at peer institutions. Looking ahead, the Council of Writing Program Administrators and NSSE have developed a national pilot survey that will assess connections between good writing practices and student learning. More than 24 survey items related to writing skills will allow CU-Boulder to compare its performance to that of other schools in the Consortium for the Study of Writing in College.

#### Washington State University

To support its 2009 self-study prepared for the Northwest Commission on Colleges and Universities, Washington State University (WSU) used NSSE scores over multiple years to show

evidence of the impact of several programs initiated to improve student engagement and learning. These programs included:

- A first-year living-learning community titled “Freshmen Focus”
- Integrated residence hall programming and co-curricular activities
- Implementation of a new foreign language requirement for the honors program as well as an elective for general education studies
- Residence hall tutoring services
- Increased emphasis on experiential learning

To further support first-year initiatives and improve engagement in student-faculty interactions and active and collaborative learning, WSU offered faculty curriculum improvement grants. WSU’s NSSE 2008 results suggest that the pilot projects introduced in 2005–07 have begun to impact the student experience. Goals to enhance the student experience and build deep learning experiences into the curriculum at all levels are incorporated into WSU’s new strategic plan for 2008–13.



Beloit College

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

### Tennessee Tech University

Tennessee Tech University (TTU) used NSSE results in its AACSB Fifth-Year Maintenance Report as evidence of assessment of World, Cultures, and Business (WCB) Goal #2 on International Awareness. Because only a small number of TTU students participated in study abroad programs, the WCB executive committee created a new course to encourage students to participate in an international experience. The course helps students understand international business practices while experiencing diverse business cultures. In addition, the university charged all students a small fee each semester to support study abroad travel for students with limited financial resources.

### Displaying NSSE Results on Institution Web Sites

College and university Web sites are an increasingly popular medium to present information about the institution as well as student performance. At this critical time when transparency and public accountability figure prominently in discussions about educational quality, translating results into accurate, accessible formats for different audiences can be challenging.

Posting standard-issue NSSE reports, such as the *Benchmark Comparisons Report* and *Executive Snapshot*, can be helpful, but institutions are encouraged to go a step further by displaying NSSE results in modified formats for internal and external audiences. For example, colleges and universities may highlight selected results to demonstrate distinct undergraduate experiences to visitors and prospective students, variation in engagement by student program or major for faculty and administrators, or public self-study analyses beyond those provided in NSSE *Institutional Reports*.

To help institutions display their results, NSSE created *Guidelines for Display of NSSE Results on Institution Web Sites* and established a gallery of institutional Web site examples. These resources will aid personnel from institutional research, admissions, public relations, communications, Web development, and other areas to interpret and publicly display information that is accurate, accessible to a general audience, and consistent with NSSE’s advice and policy against rankings. The guide details elements to consider when posting NSSE results on your institutional Web site and includes suggestions to address common problems found on Web displays.

[nse.iub.edu/links/website\\_displays](http://nse.iub.edu/links/website_displays)

The NSSE Institute develops user resources and responds to requests for assistance in using student engagement results to improve student learning and institutional effectiveness. Staff and associates conduct research on educationally effective practice, make presentations at national and regional meetings, and work with campuses to enhance student success.

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

- Facilitated a fall faculty workshop at a private liberal arts college to examine student engagement in high-impact educational practices.
- 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.
- Consulted with a consortium of independent colleges on the best ways to interpret NSSE and CLA (Collegiate Learning Assessment) results together.
- Worked with representatives from dozens of colleges and universities that participated in regional workshops (Texas, Illinois, Florida, Oklahoma, Connecticut, Kansas, Nevada, and Kentucky) on using NSSE, BCSSE, and FSSE results for accreditation and institutional improvement initiatives.

## Outreach Services

### NSSE Users Workshops

Users workshops provide institutional researchers, faculty, administrators, and staff an opportunity to learn about using NSSE data from NSSE staff members and from their colleagues at peer institutions. Workshop topics address how to use NSSE results in assessment, accreditation self-studies, general education reviews, reviews of academic and student life programs, and faculty development initiatives. These ideas are presented in a collaborative environment over a one- or two-day period. Through a combination of plenary talks, concurrent interest sessions, group activities, and hands-on sessions, participants learn more about linking NSSE data to other institutional data as well as to BCSSE and FSSE results to better understand educationally effective practice.

Information on upcoming workshops and presentations from past NSSE Users Workshops is available on our Web site.

[nsse.iub.edu/workshop\\_presentations](http://nsse.iub.edu/workshop_presentations)

### NSSE Webinars

The 2010 NSSE Webinar series includes new topics that focus on how to integrate NSSE data with institutional data, use NSSE data for department- and program-level assessment, move beyond benchmark results, and introduce two new resources, NSSE's Psychometric Portfolio and Custom Report Generator. Staff members from more than 830 institutions in the US and Canada have participated in one or more Webinars since 2008.

A schedule of upcoming Webinars and links to recorded Webinars are available on the NSSE Web site. Recordings are posted in the archives within a day or two after the live session. Since 2008, archived sessions have been viewed more than 2,250 times.

[nsse.iub.edu/webinars](http://nsse.iub.edu/webinars)

### Enhanced User Resources

The *Guide to Online Resources* provides a snapshot of user resources that are available for download from the NSSE Web site. It is posted as part of the Web version of the *Institutional Report 2010* and includes descriptions and active links to:

- Regional and specialized accreditation toolkits—guidelines for incorporating NSSE into accreditation self-studies that suggest ways to map specific survey items to regional standards
- NSSE publications to enhance educational practice—DEEP practice briefs, research papers, and presentations
- User guides on (1) new ways to interpret effect sizes using *NSSE Benchmark Comparisons* reports, (2) how to carry out cognitive interviews and focus groups, (3) approaches to analyzing multiple years of NSSE data, and (4) step-by-step instructions on how to facilitate the presentation of NSSE and FSSE data to campus stakeholders
- Examples of NSSE data use by institutions
- *A Pocket Guide to Choosing a College*
- Voluntary System of Accountability (VSA) resources, including syntax that allows institutions to simplify assembling NSSE data for importing into the College Portrait template

[nsse.iub.edu/2010\\_Institutional\\_Report/pdf/Guide\\_Online\\_Resources.pdf](http://nsse.iub.edu/2010_Institutional_Report/pdf/Guide_Online_Resources.pdf)

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

This report serves as a repository of practical ideas for NSSE institutions to improve evidence-based assessment and improvement initiatives. NSSE staff conducted interviews with more than 40 college and university educators on how they were utilizing their institutions' NSSE, FSSE, and BCSSE results to enhance undergraduate teaching and learning. Interviews for the 2011

volume of *Lessons from the Field* will occur this academic year.  
[nsse.iub.edu/links/lessons](http://nsse.iub.edu/links/lessons)

### Searchable Database for Using NSSE Data

Each year, more campuses use their NSSE results in innovative ways. We have highlighted these examples in publications, but all of these examples are now searchable in a new database of more than 500 examples of NSSE use. Search for examples by keywords, institution name, or Carnegie classification, and by type of use such as for accreditation, general education assessment, retention, or advising.

[nsse.iub.edu/html/using\\_nsse\\_db.cfm](http://nsse.iub.edu/html/using_nsse_db.cfm)

### Undergraduate Pocket Guide

Following on the success of *A Pocket Guide to Choosing a College*, a companion brochure is currently in development: *A Pocket Guide to Succeeding in College*. This document will assist students once orientation has ended, with an emphasis on highlighting activities associated with the day-to-day life of an undergraduate that will help students work to their full potential.

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

The NSSE Web site contains resource pages that describe how NSSE results can be featured in the Student Experiences and Perceptions section in the VSA College Portrait. A variety of resources to support NSSE users, including syntax to populate the College Portrait template, and a Web page dedicated to explaining NSSE on the College Portrait, are available.

[nsse.iub.edu/html/vsa.cfm](http://nsse.iub.edu/html/vsa.cfm)

## Tenth Anniversary Symposium

NSSE commemorated its milestone 10th anniversary by hosting an invitational symposium in October 2009. "Student Engagement and Educational Quality: An Agenda for the Next Decade" provided an occasion to reflect on the history and growth of NSSE as a widely used institutional assessment tool, examine current practices and research in student engagement, and look ahead to NSSE's role in an increasingly complex environment of assessment, improvement, and accountability in higher education.



The event brought approximately 75 leading scholars, practitioners, and policymakers together for a series of talks, interactive panels, and presentations. The symposium Web site provides summaries of the event, including podcasts of selected sessions.

[nsse.iub.edu/symp10](http://nsse.iub.edu/symp10)

## Research Initiatives

### NSSE Learning to Improve Project—Spencer Foundation Grant Update

In *Annual Results 2009*, we reported very encouraging findings about a wide range of institutions that are showing gains in student engagement over time. In January 2010, we began work on a Spencer Foundation-funded project, *Learning to Improve: A Study of Evidence-Based Improvement in Higher Education*, by identifying a set of approximately 140 institutions that had achieved significant positive improvement in a variety of measures over at least four NSSE administrations. We are now collecting questionnaire responses on how institutions use assessment data, formulate improvement strategies, engage important stakeholders in the enterprise, and implement change. A subset of 10–15 institutions will be selected for case study research to develop a detailed understanding of how colleges and universities are achieving positive change.

By describing improvement processes and identifying supporting and inhibiting factors, the study will document promising practices to foster educational reform in higher education and will contribute to research, policymaking, and national discussions regarding the role of assessment in educational reform.

[nsse.iub.edu/learningtoimprove](http://nsse.iub.edu/learningtoimprove)

### CIC-CLA Consortium Project

The Council of Independent Colleges (CIC) works with a consortium of institutions that are using the Collegiate Learning Assessment (CLA), an evaluation tool for measuring the cognitive growth of students. The goal of the CIC-CLA project is to learn more about programmatic features that correlate with "institutional effects" associated with larger-than-expected gains in students' analytical reasoning, critical thinking, and writing skills. NSSE is one diagnostic tool that schools can use in their efforts. NSSE continues to participate in workshops and provide Webinars to support institutions' use of NSSE and CLA in combination.

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

NSSE continues its collaborations with CILA and arranged a licensing agreement for NSSE to be used with the 2010 senior cohort of the Wabash National Study of Liberal Arts Education (WNSLAE), a longitudinal project studying factors that affect the outcomes of a liberal arts education. The project aims to explore not only whether and how much students develop because of their collegiate experiences, but also why and how this development takes place. NSSE and the WNSLAE research team will conduct further analysis of NSSE data and key outcomes to support cross-validation activities. The Center of Inquiry Web site provides full details on the project.

[www.liberalarts.wabash.edu/study-overview](http://www.liberalarts.wabash.edu/study-overview)

## Looking Ahead

In this section we look at what's new and also on the horizon for NSSE and its related projects.

### Online Report Generation

As part of the recent redesign of the NSSE Web site, we introduced a new interactive online tool for generating custom reports of aggregate NSSE results. The Custom Report Generator gives interested parties—institutional users, journalists, policy analysts, researchers, high school students, parents, and counselors—a convenient way to view NSSE results according to a range of individual and institutional characteristics. For example, users could generate results for first-generation students at different types of institutions, or they could compare results for men and women by major and institutional type. As we collect user feedback and examine usage patterns, we plan to expand the tool's capabilities. We are also developing a specialized version—accessible through the password-protected Institution Interface—that will allow authorized users to examine an institution's results relative to self-selected comparison groups. Visit the “Tools & Services” section of the NSSE Web site and click on “Select & View Results.”

### NSSE 2.0

A decade of NSSE results as well as new research about student learning and educational effectiveness present fresh ideas about student engagement. We are excited to announce that an updated version of the NSSE survey is currently under development. This reflects our continuing commitment to the improvement of our survey, reports, and technical procedures. NSSE's Technical Advisory Panel and research staff are combining their expertise and experience in developing new items and revising the existing ones. Pilot testing will take place in 2011 and 2012, independent of ongoing standard NSSE administrations. This testing phase will include cognitive interviews to ensure that respondents understand new item wording and response options as intended, and to identify and address any possible problems. The new survey will go live with the 2013 administration.

We have four goals for the new survey: (1) preserve NSSE's signature focus on effective educational practices and diagnostic, actionable information that can inform improvement efforts; (2) refine the measurement of constructs included in the current survey; (3) incorporate new content to address emergent constructs relevant to teaching and learning; and (4) refine item wording for clarity, consistency, applicability to online as well as face-to-face instruction, and to eliminate obsolete terminology (primarily related to technology).

### Anticipated Changes

Keeping the survey to a reasonable length is of paramount importance because we rely on students to volunteer their time to complete it. Consequently, some existing content will be eliminated to make room for new content. Changes to item wording, and sometimes even changes in the sequence of questions, can also have subtle effects on responses.

We anticipate that these changes will necessitate changes to NSSE's Benchmarks of Effective Educational Practice. We also expect to introduce new composite measures that will enrich the information that NSSE provides (for example, we will be testing new questions related to students' writing experiences, peer-to-peer learning, and quantitative reasoning).

These changes will likely disrupt trend analyses based on NSSE benchmarks and individual items. But we are confident that the end result will be an even more useful tool for assessing and improving undergraduate education. We welcome feedback as we test and develop NSSE 2.0 and will offer several opportunities for input. Consult the NSSE Web site for updates on this important work.

### Learning to Improve

Work progresses on our Spencer Foundation-funded project, *Learning to Improve: A Study of Evidence-Based Improvement in Higher Education*. As of this writing, we have collected narrative descriptions of successful improvement efforts from a diverse group of roughly 50 colleges and universities. After analyzing these responses, we will select a subset for intensive case study analysis. We expect that our findings will make a significant contribution to our understanding of how colleges and universities effect positive change in undergraduate teaching and learning.

[nsse.iub.edu/learningtoimprove](http://nsse.iub.edu/learningtoimprove)

We remain true to our mission of providing actionable data that can be used to promote student success in college and advancing the national conversation about quality in undergraduate education.

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*“At a time when the position of U.S. standards for higher education are being evaluated in a competitive global context, NSSE data provide real insights into the qualities of the campus learning environment.”*

—Molly Corbett Broad, President, American Council on Education

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

### Online Resources

#### Summary Tables

View tables of annual survey results and benchmarks by selected student and institution characteristics. [nsse.iub.edu/links/summary\\_tables](http://nsse.iub.edu/links/summary_tables)

#### Custom Report Generator

Generate individualized reports from the two most recent years of NSSE data, according to user-selected student and institutional characteristics. [nsse.iub.edu/links/report\\_generator](http://nsse.iub.edu/links/report_generator)

#### Psychometric Portfolio

Studies of validity, reliability, and other indicators of quality of NSSE data. [nsse.iub.edu/links/psychometric\\_portfolio](http://nsse.iub.edu/links/psychometric_portfolio)

#### Participating Institutions Search

Generate lists of participating institutions for selected years and surveys, as well as other criteria such as location or institutional control, or view a specific institution's participation history. [nsse.iub.edu/html/participants.cfm](http://nsse.iub.edu/html/participants.cfm)

#### Webinars

Live and recorded Webinars for faculty, administrators, institutional researchers, and student affairs professionals who want to better use and understand their NSSE, BCSSE, and FSSE data. [nsse.iub.edu/webinars](http://nsse.iub.edu/webinars)

# Benchmarks of Effective Educational Practice

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

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

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

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 2010 cohort of colleges and universities. Also included are aggregated results for institutions that scored in the top 10% of all U.S. NSSE 2010 institutions<sup>1</sup> (56 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 165,998 first-year and 196,231 senior students who were randomly sampled from 561 and 563 baccalaureate-granting colleges and universities in the US, respectively.<sup>2</sup>

## 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 across all participating U.S. institutions.

## 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.



Capital University

*“Using NSSE and FSSE on Luther’s campus has helped focus and change the types of conversations we’re having. It has helped us think about learning and student engagement in ways that are new and different for us.”*

—Jon Christy, Director of Assessment and Institutional Research, Luther College

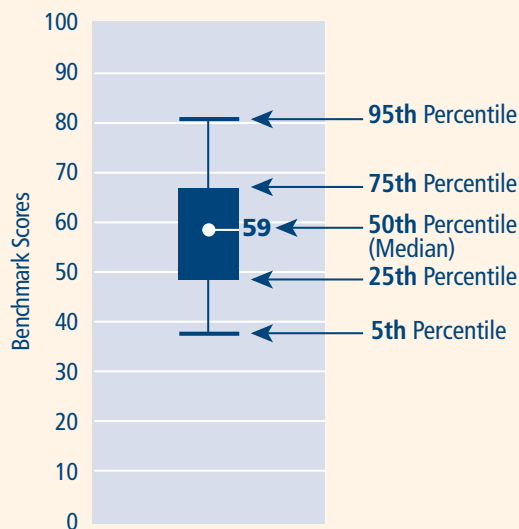


## Percentile Distributions<sup>3</sup>

Percentile distributions are shown in a modified “box and whiskers” type of chart with an accompanying table. For each institutional type, the charts and tables show students’ scores within the distribution at the 95th, 75th, 50th, 25th, and 5th percentiles. The dot signifies the median—the middle score that divides all students’ scores into two equal halves. The rectangular box shows the 25th to 75th percentile range, the middle 50% of all scores. The “whiskers” on top and bottom are the 95th and 5th percentiles, showing 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 as well as where the midrange of typical scores falls. 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 2010 that shows the percentages of responses to the 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.

[nsse.iub.edu/links/institutional\\_reporting](http://nsse.iub.edu/links/institutional_reporting)

### 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

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

#### Notes

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

<sup>2</sup> The sample includes one lower-division institution with no seniors and three upper-division institutions with no first-year students. Eight participating U.S. institutions were excluded from these data due to sampling or response issues.

<sup>3</sup> A percentile is a score within a distribution below which a given percentage of scores is found. For example, the 75th percentile is the score below which 75% of all scores fall.

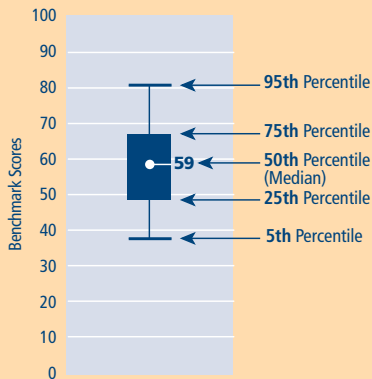
# Level of Academic Challenge

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.

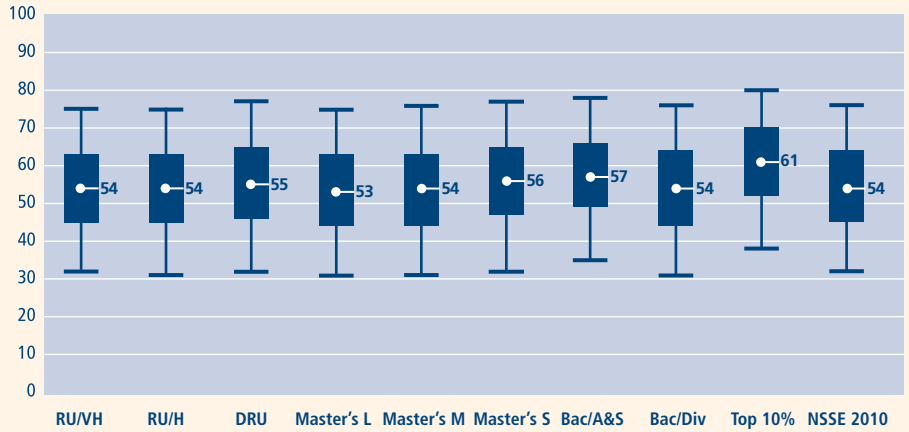
### Key

- First-Year Students
- Seniors

### Guide to Benchmark Figures



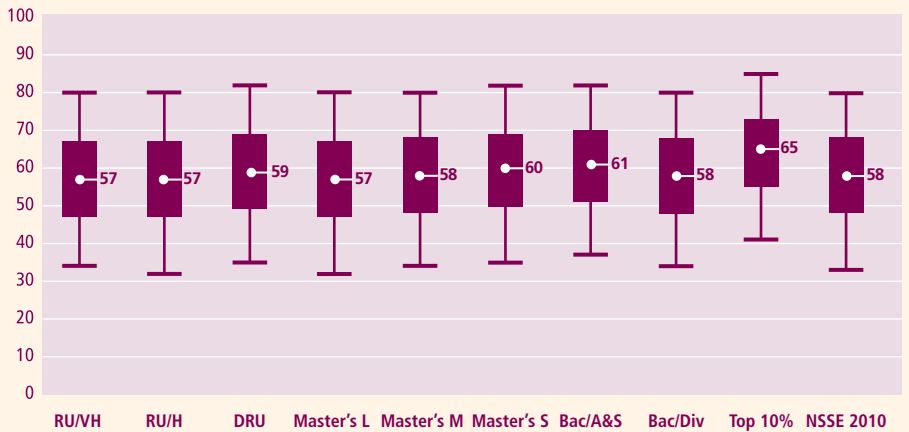
### Benchmark Scores First-Year Students



### 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 2010
95th	75	75	77	75	76	77	78	76	80	76
75th	63	63	65	63	63	65	66	64	70	64
Median	54	54	55	53	54	56	57	54	61	54
25th	45	45	46	44	44	47	49	44	52	45
5th	32	31	32	31	31	32	35	31	38	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 2010
95th	80	80	82	80	80	82	82	80	85	80
75th	67	67	69	67	68	69	70	68	73	68
Median	57	57	59	57	58	60	61	58	65	58
25th	47	47	49	47	48	50	51	48	55	48
5th	34	32	35	32	34	35	37	34	41	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 2010	
Number of assigned textbooks, books, or book-length packs of course readings	None	1	2	1	2	1	1	1	1	1	1	1	1	2
	Between 1 and 4	20	26	23	29	21	24	22	28	23	27	18	23	26
	Between 5 and 10	42	37	41	38	38	36	41	37	41	37	37	37	37
	Between 11 and 20	24	21	22	18	25	21	23	20	22	19	28	22	20
	More than 20	13	15	12	13	15	17	13	14	13	15	16	17	15
Number of written papers or reports of 20 PAGES OR MORE	None	81	52	82	53	76	47	79	51	78	50	80	47	50
	Between 1 and 4	12	38	12	37	16	41	14	38	15	40	12	43	39
	Between 5 and 10	4	6	3	6	5	8	4	7	4	7	4	7	7
	Between 11 and 20	1	2	1	2	2	2	2	2	2	2	2	2	2
	More than 20	1	1	1	2	1	2	1	2	2	1	2	2	2
Number of written papers or reports BETWEEN 5 AND 19 PAGES	None	15	10	16	13	12	8	16	10	15	9	13	7	10
	Between 1 and 4	54	44	53	47	50	42	53	46	53	44	51	43	44
	Between 5 and 10	24	31	24	27	28	33	24	29	24	32	27	33	30
	Between 11 and 20	5	11	6	9	8	12	6	10	6	11	7	12	11
	More than 20	1	4	1	4	2	5	1	4	2	4	2	5	4
Number of written papers or reports of FEWER THAN 5 PAGES	None	3	5	4	8	4	7	3	7	3	6	2	6	6
	Between 1 and 4	33	31	34	35	31	33	32	35	32	34	25	31	34
	Between 5 and 10	35	30	35	28	33	28	34	27	34	28	34	27	28
	Between 11 and 20	19	19	19	16	21	18	19	17	20	18	25	19	18
	More than 20	10	14	9	13	12	15	11	14	11	14	15	16	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	2	2	1	3	2	3	2	2	1	1
	Some	16	13	17	13	16	11	19	14	18	12	18	12	13
	Quite a bit	44	41	44	40	42	40	44	41	43	42	43	40	41
	Very much	38	45	38	45	39	48	34	43	36	44	37	47	45
Coursework emphasized: SYNTHESIZING and organizing ideas, information, or experiences into new, more complex interpretations and relationships	Very little	4	3	4	4	4	3	5	3	5	3	4	3	3
	Some	26	22	25	21	24	18	27	21	27	20	24	18	20
	Quite a bit	42	40	42	39	40	40	42	40	41	41	44	39	40
	Very much	28	35	29	36	31	39	27	35	27	37	28	40	37
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	5	4	5	5	5	4	4	4	5
	Some	27	23	25	22	23	19	25	21	25	21	23	19	21
	Quite a bit	42	39	42	39	40	39	42	39	41	39	43	40	39
	Very much	25	32	28	34	32	38	29	35	29	35	30	37	35
Coursework emphasized: APPLYING theories or concepts to practical problems or in new situations	Very little	3	3	3	3	4	2	4	3	4	3	3	2	3
	Some	21	17	21	16	20	14	22	16	21	14	21	14	15
	Quite a bit	38	35	38	35	38	35	40	37	40	36	39	37	36
	Very much	38	45	38	46	38	49	35	45	36	47	37	47	46
Worked harder than you thought you could to meet an instructor's standards or expectations	Never	9	8	7	6	6	5	6	5	6	5	5	4	6
	Sometimes	38	38	36	33	32	31	34	31	34	31	32	29	33
	Often	37	36	38	38	40	39	40	41	40	40	42	42	40
	Very often	16	17	19	22	22	25	21	23	20	24	22	25	22
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	0	1	0	1	0	1	0	0
	1-5	9	13	13	16	14	15	17	17	15	16	14	16	15
	6-10	20	22	24	24	24	24	26	26	26	25	25	24	24
	11-15	23	20	23	19	22	21	22	20	22	19	21	20	20
	16-20	21	17	19	17	18	17	17	16	17	17	19	17	17
	21-25	13	11	11	10	10	10	9	9	10	10	10	9	10
	26-30	7	7	5	6	5	6	4	5	5	6	5	6	6
More than 30	7	9	6	8	5	7	4	7	4	7	5	7	8	
Institutional emphasis: Spending significant amounts of time studying and on academic work	Very little	2	2	2	2	2	2	2	2	2	2	2	2	2
	Some	14	17	15	16	18	17	17	17	17	15	16	16	16
	Quite a bit	45	44	46	44	44	44	47	45	45	44	45	45	44
	Very much	39	37	37	37	35	37	34	35	36	39	37	37	37

# 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

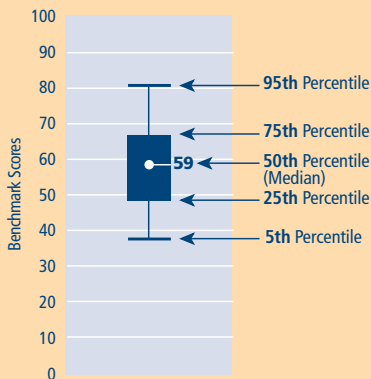


First-Year Students

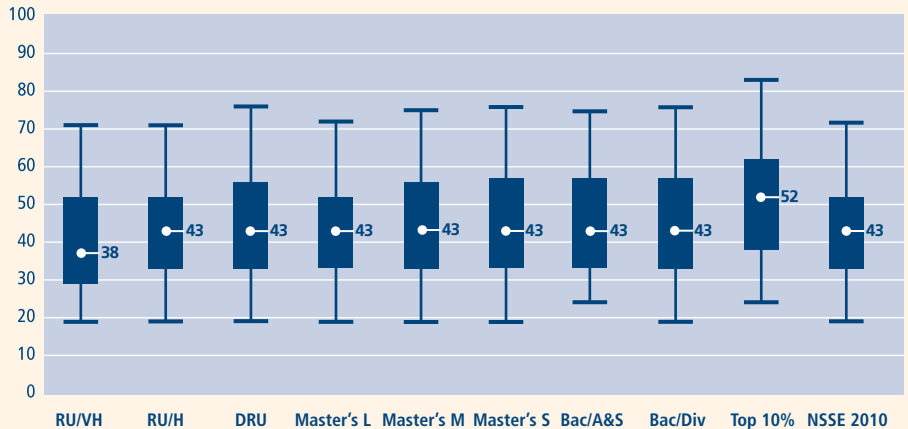


Seniors

## Guide to Benchmark Figures



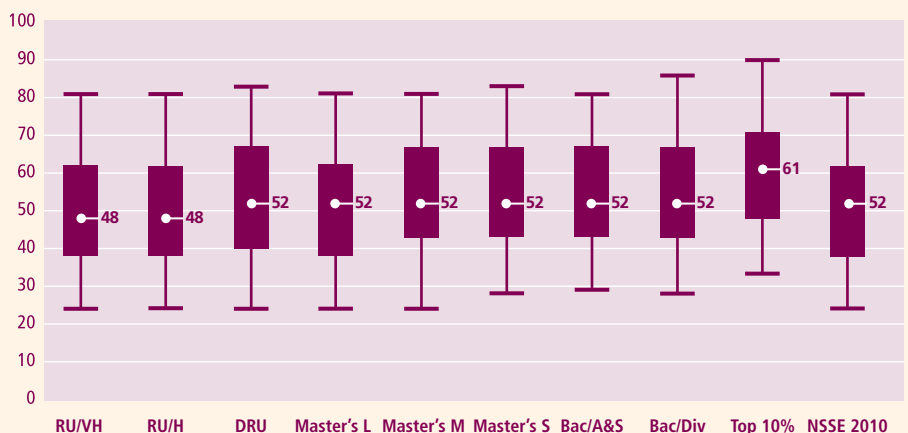
## Benchmark Scores First-Year Students



## 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 2010
95th	71	71	76	72	75	76	75	76	83	72
75th	52	52	56	52	56	57	57	57	62	52
Median	38	43	43	43	43	43	43	43	52	43
25th	29	33	33	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 2010
95th	81	81	83	81	81	83	81	86	90	81
75th	62	62	67	62	67	67	67	67	71	62
Median	48	48	52	52	52	52	52	52	61	52
25th	38	38	40	38	43	43	43	43	48	38
5th	24	24	24	24	24	28	29	28	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 2010			
Asked questions in class or contributed to class discussions	Never	5	3	5	3	3	1	3	2	3	1	2	1	1	1	2	1	1	1	3	2		
	Sometimes	44	34	40	29	31	20	35	23	33	21	30	18	28	18	30	18	24	16	35	25		
	Often	32	31	33	32	34	32	36	33	35	32	36	31	37	30	37	32	34	31	35	32		
	Very often	19	31	22	36	32	47	26	42	29	46	33	50	34	52	31	49	40	52	27	41		
Made a class presentation	Never	19	6	19	8	11	5	13	5	12	4	9	4	9	4	9	4	5	2	14	6		
	Sometimes	55	43	54	37	49	30	50	30	49	29	50	27	55	30	45	27	38	19	51	33		
	Often	20	33	20	33	29	36	28	37	29	38	30	41	28	42	33	39	39	37	26	36		
	Very often	5	18	6	22	11	29	9	27	11	28	11	28	8	25	13	30	19	42	9	25		
Worked with other students on projects DURING CLASS	Never	14	13	13	13	13	10	11	10	11	9	10	9	13	11	10	9	9	6	12	11		
	Sometimes	42	43	42	39	43	39	42	38	42	39	43	40	44	43	42	38	35	32	42	40		
	Often	31	29	33	30	32	32	34	33	34	32	34	33	32	31	34	34	37	33	33	31		
	Very often	12	15	12	19	12	18	13	19	12	19	12	18	11	14	14	19	19	28	13	18		
Worked with classmates OUTSIDE OF CLASS to prepare class assignments	Never	11	6	13	7	16	8	16	9	14	7	11	9	9	7	13	7	8	4	14	8		
	Sometimes	42	31	41	30	42	33	41	33	41	31	39	34	40	34	40	33	33	25	41	32		
	Often	32	34	32	33	30	34	30	34	31	35	34	34	35	36	31	35	36	35	31	34		
	Very often	15	29	14	29	12	24	13	24	14	27	15	23	15	23	15	25	23	37	14	26		
Tutored or taught other students (paid or voluntary)	Never	46	42	47	42	55	46	55	47	54	45	51	44	51	40	51	44	46	38	51	45		
	Sometimes	36	36	35	36	30	33	30	33	31	34	32	33	34	34	32	34	33	34	33	34		
	Often	13	13	12	13	10	12	10	11	10	12	11	13	11	14	11	12	13	15	11	12		
	Very often	5	9	5	10	5	9	5	9	5	9	5	10	5	12	6	10	8	13	5	9		
Participated in a community-based project (e.g., service-learning) as part of a regular course	Never	63	58	58	54	53	46	60	50	58	47	51	41	58	48	54	44	42	31	59	51		
	Sometimes	24	28	27	29	29	33	25	30	26	32	31	35	27	33	30	35	33	35	26	30		
	Often	9	9	11	10	12	13	10	12	11	13	13	14	10	12	11	14	16	18	10	11		
	Very often	4	5	5	7	6	8	4	7	5	8	6	9	4	7	5	8	8	15	4	7		
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	Never	6	4	7	4	7	3	7	4	7	4	6	3	4	3	7	4	6	3	6	4		
	Sometimes	37	32	35	31	33	31	35	31	34	30	35	30	31	27	33	30	29	26	34	30		
	Often	36	36	35	37	35	37	35	37	35	38	35	37	38	39	35	37	35	36	36	37		
	Very often	21	27	23	28	25	29	23	28	24	28	24	30	27	31	25	29	30	35	24	29		

*“NSSE is becoming increasingly helpful in improving student success and building public confidence in the commitment of colleges and universities to improve teaching and learning.”*

—Paul E. Lingenfelter, President, State Higher Education Executive Officers

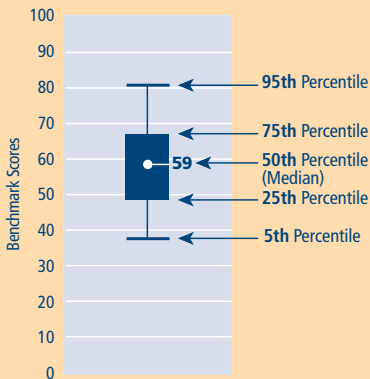
# Student-Faculty Interaction

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

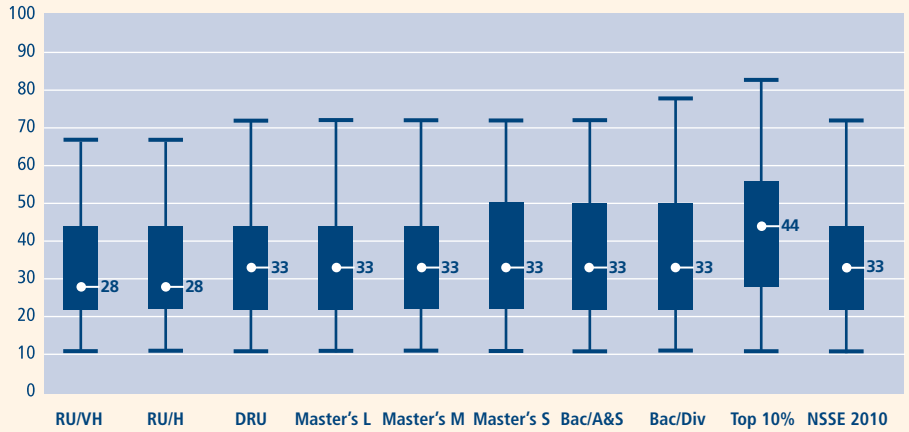
### Key

- First-Year Students
- Seniors

### Guide to Benchmark Figures



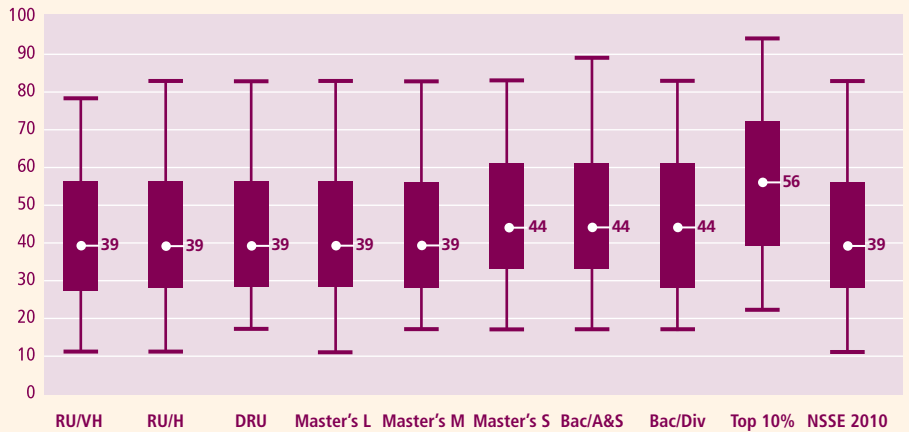
### Benchmark Scores First-Year Students



### 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 2010
95th	67	67	72	72	72	72	72	78	83	72
75th	44	44	44	44	44	50	50	50	56	44
Median	28	28	33	33	33	33	33	33	44	33
25th	22	22	22	22	22	22	22	22	28	22
5th	11	11	11	11	11	11	11	11	11	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 2010
95th	78	83	83	83	83	83	89	83	94	83
75th	56	56	56	56	56	61	61	61	72	56
Median	39	39	39	39	39	44	44	44	56	39
25th	27	28	28	28	28	33	33	28	39	28
5th	11	11	17	11	17	17	17	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 2010
Discussed grades or assignments with an instructor	Never	10 6	9 5	7 4	7 4	7 4	6 4	5 3	6 3	4 2	7 4
	Sometimes	46 41	42 36	39 33	39 34	39 32	35 30	38 32	36 30	29 25	40 35
	Often	30 31	32 33	33 33	33 34	33 35	35 36	35 35	35 35	34 34	33 34
	Very often	15 22	18 27	21 30	21 28	22 29	24 31	22 30	24 32	34 40	20 27
Discussed ideas from your readings or classes with faculty members outside of class	Never	44 32	43 32	41 28	40 30	40 26	34 24	33 21	35 23	30 15	40 30
	Sometimes	38 45	37 42	37 42	37 42	38 44	40 43	42 44	40 43	37 42	38 42
	Often	13 16	14 17	15 19	16 18	15 19	17 21	17 23	17 21	21 25	15 18
	Very often	5 8	6 9	8 12	7 10	7 11	9 12	8 13	8 13	13 19	7 10
Talked about career plans with a faculty member or advisor	Never	21 17	24 19	22 16	22 18	21 15	19 13	22 11	19 13	16 7	22 17
	Sometimes	48 45	46 41	45 40	44 40	45 39	43 38	45 37	43 37	36 31	45 40
	Often	22 24	21 24	22 25	23 25	23 27	26 28	22 30	24 28	27 30	22 25
	Very often	9 14	9 16	11 18	11 17	11 19	13 21	11 22	14 22	21 32	11 17
Received prompt written or oral feedback from faculty on your academic performance	Never	8 6	8 6	6 4	7 4	7 4	5 3	4 3	7 4	7 2	7 5
	Sometimes	39 36	36 31	33 26	34 29	34 27	30 24	30 25	32 26	27 22	34 29
	Often	39 42	39 43	41 44	40 45	40 46	43 46	44 47	41 45	39 45	40 44
	Very often	14 16	16 20	20 25	19 22	18 23	21 27	21 25	20 25	26 31	18 22
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	Never	58 48	57 48	55 46	56 49	55 44	49 40	50 35	48 40	39 24	55 47
	Sometimes	27 31	27 31	27 30	27 29	29 32	32 31	32 36	31 32	30 36	28 30
	Often	11 14	11 13	12 14	12 13	12 15	14 18	13 18	14 18	20 23	12 14
	Very often	4 7	5 8	5 10	5 9	5 10	6 11	5 12	7 11	10 18	5 9
Work on a research project with a faculty member outside of course or program requirements	Have not decided	36 14	37 19	37 19	39 21	38 18	37 17	38 14	38 17	31 12	38 18
	Do not plan to do	19 48	22 46	23 48	24 49	24 50	21 49	18 50	25 51	18 38	22 49
	Plan to do	40 13	36 16	35 15	32 15	33 13	35 12	40 10	30 12	41 13	34 14
	Done	5 24	5 19	5 19	6 16	5 19	6 22	5 26	7 20	11 37	5 19

*“The Faculty Survey of Student Engagement (FSSE) provides the basis for extended conversation among faculty, in terms of how we engage our students.”*

—Michael F. Middaugh, Assistant Vice President for Institutional Research and Planning, University of Delaware

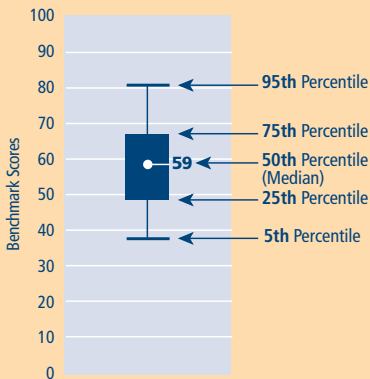
# Enriching Educational Experiences

Complementary learning opportunities inside and outside of 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.

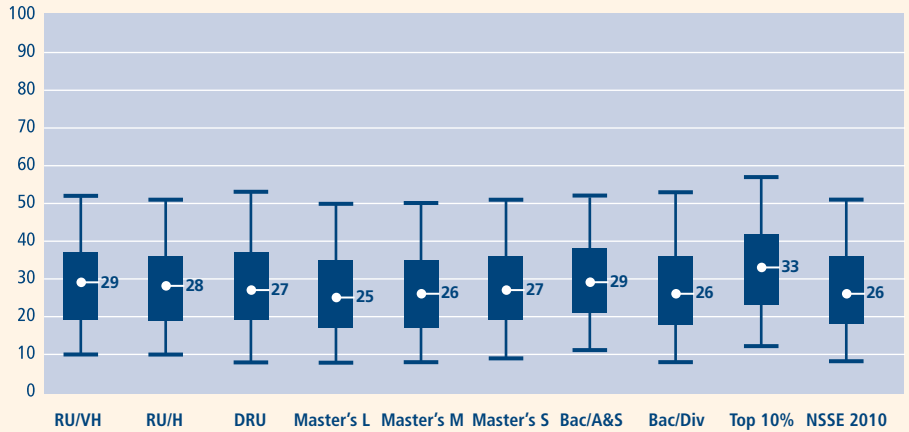
### Key

- First-Year Students
- Seniors

### Guide to Benchmark Figures



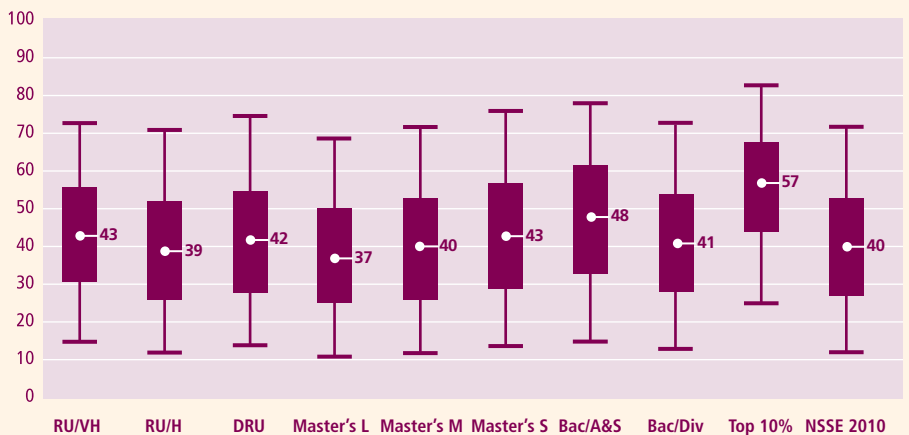
### Benchmark Scores First-Year Students



### 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 2010
95th	52	51	53	50	50	51	52	53	57	51
75th	37	36	37	35	35	36	38	36	42	36
Median	29	28	27	25	26	27	29	26	33	26
25th	19	19	19	17	17	19	21	18	23	18
5th	10	10	8	8	8	9	11	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 2010
95th	73	71	75	69	72	76	78	73	83	72
75th	56	52	55	50	53	57	62	54	68	53
Median	43	39	42	37	40	43	48	41	57	40
25th	31	26	28	25	26	29	33	28	44	27
5th	15	12	14	11	12	14	15	13	25	12





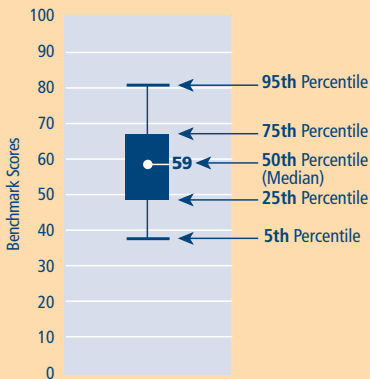
# Supportive Campus Environment

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.

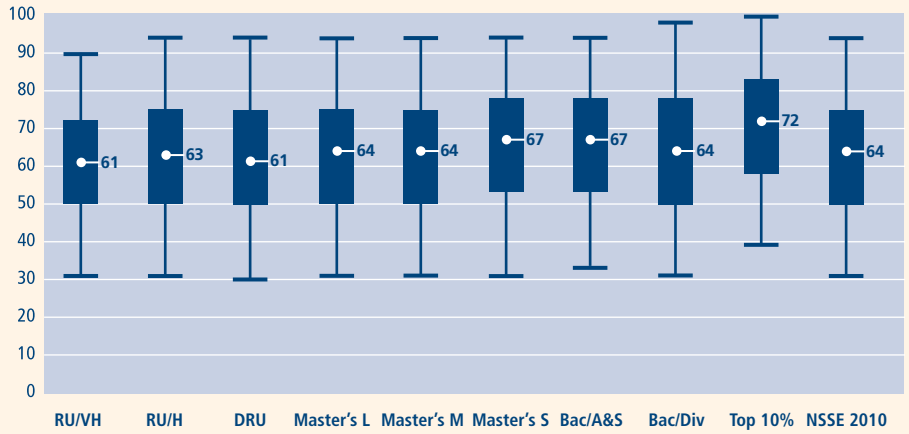
### Key

- First-Year Students
- Seniors

### Guide to Benchmark Figures



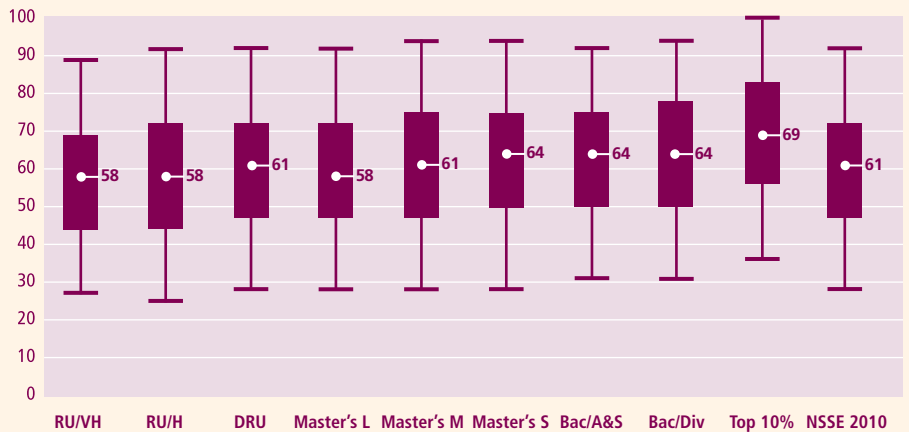
**Benchmark Scores** First-Year Students



**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 2010
95th	90	94	94	94	94	94	94	97	100	94
75th	72	75	75	75	75	78	78	78	83	75
Median	61	63	61	64	64	67	67	64	72	64
25th	50	50	50	50	50	53	53	50	58	50
5th	31	31	30	31	31	31	33	31	39	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 2010
95th	89	92	92	92	94	94	92	94	100	92
75th	69	72	72	72	75	75	75	78	83	72
Median	58	58	61	58	61	64	64	64	69	61
25th	44	44	47	47	47	50	50	50	56	47
5th	27	25	28	28	28	28	31	31	36	28

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 2010								
Institutional emphasis: Providing the support you need to thrive socially	Very little	14	22	13	24	17	24	15	24	16	23	13	21	13	21	14	21	8	14	15	23
	Some	36	40	34	38	33	37	34	38	35	38	33	36	34	39	33	36	27	31	34	38
	Quite a bit	34	28	34	26	32	26	34	26	33	27	34	28	35	28	34	30	36	33	34	27
	Very much	16	11	18	13	17	13	17	12	16	12	19	14	18	12	19	14	29	21	17	12
Institutional emphasis: Providing the support you need to help you succeed academically	Very little	2	5	3	5	3	5	3	5	3	4	3	4	2	3	3	4	2	2	3	5
	Some	20	26	19	24	20	22	19	23	19	21	17	19	14	17	19	20	11	13	19	22
	Quite a bit	46	44	43	43	43	42	44	43	43	43	42	41	42	43	43	42	38	40	43	43
	Very much	32	25	35	28	34	30	34	29	35	32	39	35	42	37	35	34	49	45	35	30
Institutional emphasis: Helping you cope with your non-academic responsibilities (work, family, etc.)	Very little	24	37	22	36	26	34	24	36	24	34	20	30	20	30	21	31	13	22	23	35
	Some	40	39	37	36	35	35	35	35	37	36	36	36	37	39	35	35	34	35	37	36
	Quite a bit	25	17	27	19	26	19	27	19	26	20	29	22	28	22	28	23	32	27	27	19
	Very much	11	7	14	10	14	11	14	10	13	11	15	12	14	9	15	12	21	17	13	10
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	2	2	1	1	2	2
	3	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5	4	4	3	5	4
	4	12	11	12	11	13	11	13	11	12	10	12	10	10	10	12	9	9	7	12	11
	5	23	21	21	20	22	20	22	20	22	20	21	19	20	20	20	19	18	16	21	20
	6	33	34	32	32	30	31	30	31	30	32	30	31	32	33	29	31	30	31	31	32
Friendly, supportive, sense of belonging	24	28	27	30	26	30	26	30	28	32	29	33	29	31	30	35	37	41	27	30	
Quality: Your relationships with faculty members	Unavailable, unhelpful, unsympathetic	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	2	3	3	3	3	3	2	3	2	2	2	2	2	1	1	2	2	1	1	2	2
	3	7	6	7	5	5	4	6	5	5	4	5	4	4	3	5	4	3	3	6	5
	4	20	15	18	13	17	11	16	12	15	10	14	10	12	8	14	9	11	7	16	12
	5	30	28	28	24	25	23	26	22	25	22	25	19	24	20	23	19	21	16	26	23
	6	27	31	28	32	30	33	30	32	30	33	31	34	35	37	30	33	32	33	30	33
Available, helpful, sympathetic	12	16	15	22	19	26	18	25	21	28	24	32	22	30	24	32	31	40	18	24	
Quality: Your relationships with administrative personnel and offices	Unhelpful, inconsiderate, rigid	3	4	3	5	4	5	3	5	3	4	3	5	2	4	4	4	2	3	3	5
	2	6	8	5	7	6	8	5	7	5	7	5	6	4	7	5	6	3	4	5	7
	3	11	12	10	11	9	10	10	10	9	10	9	10	8	10	9	9	6	7	10	11
	4	25	22	25	21	22	19	22	20	21	19	21	18	20	20	19	17	18	16	22	20
	5	25	23	24	22	23	20	23	21	23	22	24	21	24	23	22	21	23	21	24	22
	6	20	20	20	20	20	20	21	20	23	21	22	21	25	21	22	22	24	24	21	20
Helpful, considerate, flexible	10	11	12	14	16	17	15	16	16	17	17	18	16	15	20	20	25	25	15	15	

# Participating Colleges and Universities: 2000–2010

## Alabama

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

## Alaska

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

## Arizona

Arizona State University<sup>2</sup>  
Arizona State University at the Polytechnic Campus<sup>2</sup>  
Arizona State University at the West Campus<sup>2</sup>  
Embry Riddle Aeronautical University-Prescott  
Northern Arizona University<sup>2</sup>  
Prescott College<sup>1</sup>  
University of Advancing Technology  
University of Arizona  
University of Phoenix-Online Campus  
University of Phoenix-Phoenix-Hohokam Campus  
Western International University

## Arkansas

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

## California

Alliant International University<sup>3</sup>  
American Jewish University<sup>2</sup>  
Art Center College of Design  
California Baptist University<sup>2</sup>  
California College of the Arts<sup>1</sup>  
California Lutheran University<sup>1,2</sup>  
California Maritime Academy<sup>1</sup>  
California Polytechnic State University-San Luis Obispo<sup>1,2</sup>  
California State Polytechnic University-Pomona  
California State University-Bakersfield<sup>1</sup>  
California State University-Channel Islands<sup>1</sup>  
California State University-Chico<sup>2</sup>  
California State University-Dominguez Hills<sup>2,3</sup>  
California State University-East Bay<sup>1</sup>  
California State University-Fresno<sup>2,3</sup>

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

## Colorado

Adams State College<sup>1,2,3</sup>  
Colorado College<sup>2</sup>  
Colorado School of Mines  
Colorado State University<sup>2</sup>  
Colorado State University-Pueblo<sup>3</sup>  
Colorado Technical University Online  
Fort Lewis College<sup>1,2</sup>  
Johnson & Wales University-Denver  
Mesa State College  
Metropolitan State College of Denver<sup>2</sup>  
Naropa University  
Regis University  
United States Air Force Academy<sup>2</sup>  
University of Colorado at Boulder  
University of Colorado at Colorado Springs<sup>2</sup>  
University of Colorado Denver<sup>2</sup>  
University of Denver<sup>1,2</sup>

## Connecticut

Central Connecticut State University  
Charter Oak State College

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

## Delaware

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

## District of Columbia

American University  
Catholic University of America  
Corcoran College of Art and Design  
Gallaudet University<sup>2</sup>  
George Washington University<sup>1,2</sup>  
Georgetown University  
Howard University<sup>2</sup>  
Southeastern University  
Strayer University  
Trinity Washington University<sup>2</sup>  
University of the District of Columbia<sup>1,2,3</sup>

## Florida

American InterContinental University  
Ave Maria University  
Barry University<sup>1,2,3</sup>  
Beacon College<sup>1</sup>  
Bethune Cookman University<sup>1,2,3</sup>  
Eckerd College  
Edward Waters College<sup>1,2,3</sup>  
Embry Riddle Aeronautical University-Daytona Beach  
Embry Riddle Aeronautical University-Worldwide  
Flagler College<sup>1,2</sup>  
Florida Agricultural and Mechanical University<sup>3</sup>  
Florida Atlantic University<sup>2</sup>  
Florida Gulf Coast University<sup>2</sup>  
Florida Hospital College of Health Sciences<sup>2</sup>  
Florida Institute of Technology  
Florida International University<sup>2,3</sup>  
Florida Memorial University<sup>3</sup>  
Florida Southern College<sup>1,2</sup>  
Florida State University  
Jacksonville University<sup>1,2</sup>  
Johnson & Wales University-Florida Campus  
Lynn University<sup>2</sup>  
New College of Florida<sup>2</sup>  
Northwood University-Florida Education Center  
Nova Southeastern University  
Palm Beach Atlantic University-West Palm Beach<sup>2</sup>  
Ringling College of Art and Design  
Rollins College<sup>2</sup>  
Saint John Vianney College Seminary<sup>2</sup>  
Saint Leo University<sup>1</sup>  
Saint Thomas University<sup>3</sup>  
Southeastern University  
Stetson University<sup>1,2</sup>  
University of Central Florida<sup>2</sup>  
University of Florida  
University of Miami  
University of North Florida<sup>2</sup>  
University of South Florida  
University of South Florida St. Petersburg  
University of Tampa, The<sup>2</sup>

University of West Florida, The<sup>1,2</sup>  
Warner University<sup>2</sup>

#### Georgia

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

#### Guam

University of Guam

#### Hawaii

Brigham Young University-Hawaii  
Chaminade University of Honolulu<sup>1,2</sup>  
Hawai'i Pacific University  
University of Hawai'i at Hilo<sup>2</sup>  
University of Hawai'i at Manoa<sup>2</sup>  
University of Hawai'i-West O'ahu

#### Idaho

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

#### Illinois

American InterContinental University-Online  
Augustana College<sup>2</sup>  
Aurora University<sup>2</sup>  
Benedictine University<sup>2</sup>  
Blackburn College<sup>2</sup>  
Bradley University<sup>2</sup>  
Chicago State University<sup>3</sup>  
Columbia College Chicago<sup>2</sup>  
Concordia University<sup>1</sup>  
DePaul University<sup>2</sup>  
Dominican University<sup>1,2</sup>  
East-West University  
Eastern Illinois University

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

#### Indiana

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

Valparaiso University  
Wabash College

#### Iowa

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

#### Kansas

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

#### Kentucky

Alice Lloyd College  
Asbury College  
Bellarmine University<sup>1,2</sup>  
Berea College  
Brescia University  
Campbellsville University<sup>1,2</sup>  
Centre College<sup>1</sup>  
Eastern Kentucky University<sup>2</sup>  
Georgetown College  
Kentucky Christian University  
Kentucky State University<sup>2,3</sup>  
Kentucky Wesleyan College<sup>2</sup>  
Lindsey Wilson College  
Midway College  
Morehead State University<sup>1,2</sup>  
Murray State University<sup>2</sup>  
Northern Kentucky University<sup>1,2</sup>  
Pikeville College  
Sullivan University<sup>2</sup>  
Thomas More College  
Transylvania University<sup>2</sup>  
Union College  
University of Kentucky  
University of Louisville<sup>1</sup>  
Western Kentucky University<sup>2</sup>

## Participating Colleges and Universities: 2000–2010 (continued)

### Louisiana

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

### Maine

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

### Maryland

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

### Massachusetts

American International College  
Amherst College  
Anna Maria College<sup>2</sup>  
Assumption College  
Babson College  
Bard College at Simon's Rock<sup>1</sup>  
Bay Path College  
Bentley University  
Boston Architectural College  
Boston College  
Boston University  
Bridgewater State College  
Clark University<sup>1</sup>  
College of Our Lady of the Elms<sup>1</sup>

College of the Holy Cross  
Curry College  
Dean College  
Eastern Nazarene College  
Emerson College  
Emmanuel College  
Endicott College<sup>2</sup>  
Fitchburg State College<sup>2</sup>  
Framingham State College<sup>1,2</sup>  
Franklin W. Olin College of Engineering  
Gordon College  
Hampshire College<sup>2</sup>  
Lasell College<sup>1</sup>  
Lesley University<sup>2</sup>  
Massachusetts College of Art and Design  
Massachusetts College of Liberal Arts<sup>2</sup>  
Merrimack College  
Mount Holyoke College  
Mount Ida College<sup>1</sup>  
Newbury College-Brookline<sup>2</sup>  
Nichols College<sup>2</sup>  
Northeastern University  
Pine Manor College<sup>2</sup>  
Regis College  
Salem State College<sup>2</sup>  
School of the Museum of Fine Arts-Boston  
Simmons College  
Smith College  
Springfield College<sup>1,2</sup>  
Stonehill College<sup>2</sup>  
Suffolk University<sup>2</sup>  
Tufts University  
University of Massachusetts Amherst<sup>2</sup>  
University of Massachusetts Boston<sup>1</sup>  
University of Massachusetts Dartmouth  
University of Massachusetts Lowell<sup>2</sup>  
Wellesley College  
Wentworth Institute of Technology<sup>1,2</sup>  
Western New England College  
Wheaton College<sup>1,2</sup>  
Whelock College<sup>1</sup>  
Williams College  
Worcester Polytechnic Institute<sup>1,2</sup>  
Worcester State College<sup>1</sup>

### Michigan

Adrian College<sup>2</sup>  
Albion College<sup>2</sup>  
Alma College<sup>1,2</sup>  
Andrews University  
Calvin College<sup>1</sup>  
Central Michigan University<sup>2</sup>  
Cleary University<sup>2</sup>  
Concordia University-Ann Arbor  
Davenport University  
Eastern Michigan University<sup>2</sup>  
Ferris State University  
Grand Valley State University<sup>1,2</sup>  
Great Lakes Christian College  
Hope College  
Kalamazoo College<sup>1</sup>  
Kettering University  
Kuyper College  
Lake Superior State University  
Lawrence Technological University<sup>2</sup>  
Madonna University  
Marygrove College  
Michigan State University  
Michigan Technological University  
Northern Michigan University  
Northwood University  
Oakland University<sup>1</sup>  
Siena Heights University  
Spring Arbor University<sup>1</sup>  
University of Detroit Mercy<sup>2</sup>  
University of Michigan-Ann Arbor<sup>2</sup>  
University of Michigan-Dearborn<sup>2</sup>  
University of Michigan-Flint<sup>2</sup>

University of Phoenix-Metro Detroit Campus  
Wayne State University<sup>2</sup>  
Western Michigan University<sup>1,2</sup>

### Minnesota

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

### Mississippi

Alcorn State University<sup>3</sup>  
Delta State University<sup>2</sup>  
Jackson State University<sup>2,3</sup>  
Millsaps College  
Mississippi State University  
Mississippi State University-Meridian Campus  
Mississippi University for Women  
Mississippi Valley State University<sup>1,3</sup>  
Tougaloo College<sup>3</sup>  
University of Mississippi  
University of Southern Mississippi  
William Carey University

### Missouri

Avila University<sup>1,2</sup>  
Barnes-Jewish College Goldfarb School of Nursing  
Central Methodist University-College of Liberal Arts & Sciences<sup>2</sup>  
College of the Ozarks  
Columbia College<sup>2</sup>  
Culver-Stockton College<sup>2</sup>  
Drury University<sup>2</sup>  
Fontbonne University  
Harris-Stowe State University<sup>1,3</sup>  
Kansas City Art Institute  
Lincoln University  
Lindenwood University<sup>1</sup>  
Maryville University of Saint Louis<sup>2</sup>  
Missouri Baptist University  
Missouri Southern State University<sup>1,2</sup>  
Missouri State University<sup>1,2</sup>  
Missouri University of Science and Technology<sup>2</sup>  
Missouri Valley College<sup>2</sup>  
Missouri Western State University  
Northwest Missouri State University<sup>2</sup>  
Rockhurst University<sup>2</sup>  
Saint Louis University<sup>1</sup>  
Saint Luke's College<sup>2</sup>  
Southeast Missouri State University  
Stephens College  
Truman State University<sup>2</sup>  
University of Central Missouri<sup>2</sup>  
University of Missouri-Columbia

University of Missouri-Kansas City<sup>2</sup>  
 University of Missouri-St. Louis<sup>2</sup>  
 Webster University  
 Westminster College  
 William Jewell College<sup>1,2</sup>  
 William Woods University<sup>2</sup>

**Montana**

Carroll College<sup>2</sup>  
 Montana State University  
 Montana State University-Billings<sup>1,2</sup>  
 Salish Kootenai College<sup>3</sup>  
 University of Great Falls<sup>1</sup>  
 University of Montana-Western, The<sup>2</sup>  
 University of Montana, The<sup>2</sup>

**Nebraska**

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

**Nevada**

Nevada State College<sup>1</sup>  
 University of Nevada, Las Vegas<sup>1</sup>  
 University of Nevada, Reno<sup>2</sup>

**New Hampshire**

Colby-Sawyer College<sup>2</sup>  
 Daniel Webster College  
 Franklin Pierce University<sup>2</sup>  
 Granite State College  
 Keene State College<sup>2</sup>  
 New England College<sup>2</sup>  
 Plymouth State University<sup>2</sup>  
 Rivier College<sup>2</sup>  
 Saint Anselm College<sup>1</sup>

**New Jersey**

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

**New Mexico**

Eastern New Mexico University<sup>1,2,3</sup>  
 Institute of American Indian and Alaska Native Culture<sup>2,3</sup>

New Mexico Highlands University  
 New Mexico Institute of Mining and Technology  
 New Mexico State University  
 University of New Mexico<sup>2,3</sup>  
 Western New Mexico University<sup>2,3</sup>

**New York**

Adelphi University<sup>1,2</sup>  
 Alfred University<sup>2</sup>  
 Barnard College  
 Berkeley College<sup>2</sup>  
 Canisius College  
 Cazenovia College<sup>2</sup>  
 Clarkson University<sup>2</sup>  
 Colgate University  
 College of Mount Saint Vincent  
 College of New Rochelle, The  
 College of Saint Rose, The  
 Concordia College-New York<sup>1</sup>  
 CUNY Bernard M. Baruch College<sup>1,2</sup>  
 CUNY Brooklyn College<sup>1,2</sup>  
 CUNY City College<sup>2</sup>  
 CUNY College of Staten Island<sup>1,2</sup>  
 CUNY Herbert H. Lehman College<sup>2,3</sup>  
 CUNY Hunter College<sup>2</sup>  
 CUNY John Jay College of Criminal Justice<sup>2</sup>  
 CUNY Medgar Evers College<sup>1,2,3</sup>  
 CUNY New York City College of Technology<sup>2,3</sup>  
 CUNY Queens College<sup>2</sup>  
 CUNY York College<sup>2,3</sup>  
 Daemen College<sup>1,2</sup>  
 Dominican College of Blauvelt  
 Elmira College<sup>2</sup>  
 Excelsior College  
 Farmingdale State College of the State University of  
 New York  
 Fashion Institute of Technology  
 Fordham University  
 Hamilton College  
 Hartwick College<sup>2</sup>  
 Hilbert College<sup>1</sup>  
 Hobart William Smith Colleges  
 Hofstra University  
 Houghton College<sup>2</sup>  
 Iona College  
 Ithaca College  
 Keuka College  
 Le Moyne College  
 LIM College<sup>1,2</sup>  
 Long Island University-Brooklyn Campus<sup>2</sup>  
 Long Island University-C W Post Campus  
 Manhattan College  
 Manhattanville College<sup>2</sup>  
 Marist College<sup>1</sup>  
 Marymount College of Fordham University  
 Marymount Manhattan College  
 Medaille College<sup>1,2</sup>  
 Mercy College<sup>3</sup>  
 Metropolitan College of New York  
 Molloy College  
 Morrisville State College  
 Mount Saint Mary College<sup>2</sup>  
 Nazareth College<sup>2</sup>  
 New School, The  
 New York Institute of Technology-Manhattan Campus  
 New York Institute of Technology-Old Westbury  
 Niagara University  
 Pace University-New York<sup>1,2</sup>  
 Paul Smith's College<sup>1,2</sup>  
 Polytechnic Institute of New York University<sup>2</sup>  
 Pratt Institute-Main  
 Roberts Wesleyan College  
 Rochester Institute of Technology  
 Russell Sage College  
 Sage College of Albany  
 Saint Bonaventure University<sup>2</sup>  
 Saint Francis College  
 Saint John's University-New York<sup>2</sup>

Saint Joseph's College<sup>2</sup>  
 Saint Joseph's College-Suffolk Campus<sup>2</sup>  
 Saint Lawrence University  
 Sarah Lawrence College  
 School of Visual Arts  
 Siena College<sup>2</sup>  
 Skidmore College  
 Stony Brook University<sup>1,2</sup>  
 SUNY at Albany  
 SUNY at Binghamton  
 SUNY at Fredonia  
 SUNY at Geneseo  
 SUNY at Purchase College<sup>2</sup>  
 SUNY College at Brockport<sup>2</sup>  
 SUNY College at Buffalo<sup>2</sup>  
 SUNY College at Cortland  
 SUNY College at New Paltz  
 SUNY College at Old Westbury  
 SUNY College at Oneonta<sup>1</sup>  
 SUNY College at Oswego<sup>2</sup>  
 SUNY College at Plattsburgh<sup>2</sup>  
 SUNY College at Potsdam  
 SUNY College of Agriculture and Technology  
 at Cobleskill  
 SUNY College of Environmental Science and Forestry<sup>1</sup>  
 SUNY College of Technology at Alfred  
 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 Upstate Medical University  
 Syracuse University<sup>1</sup>  
 Touro College<sup>2</sup>  
 Union College<sup>1</sup>  
 United States Merchant Marine Academy<sup>2</sup>  
 United States Military Academy  
 University at Buffalo  
 Vassar College  
 Vaughn College of Aeronautics and Technology<sup>1,2</sup>  
 Wagner College<sup>1,2</sup>  
 Webb Institute  
 Wells College<sup>2</sup>  
 Yeshiva University

**North Carolina**

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

## Participating Colleges and Universities: 2000–2010 (continued)

Saint Augustine's College<sup>2</sup>  
Salem College<sup>2</sup>  
Shaw University<sup>1,2</sup>  
University of North Carolina at Asheville  
University of North Carolina at Chapel Hill  
University of North Carolina at Charlotte  
University of North Carolina at Greensboro<sup>1</sup>  
University of North Carolina at Pembroke<sup>2</sup>  
University of North Carolina-Wilmington<sup>2</sup>  
Warren Wilson College<sup>2</sup>  
Western Carolina University<sup>1,2</sup>  
Wingate University<sup>2</sup>  
Winston-Salem State University<sup>2,3</sup>

### North Dakota

Dickinson State University<sup>2</sup>  
Mayville State University<sup>2</sup>  
Minot State University<sup>2</sup>  
North Dakota State University<sup>2</sup>  
University of Mary<sup>1</sup>  
University of North Dakota<sup>1,2</sup>  
Valley City State University<sup>2</sup>

### Ohio

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

Wittenberg University<sup>1</sup>  
Wright State University<sup>1</sup>  
Xavier University<sup>1,2</sup>  
Youngstown State University  
**Oklahoma**  
Cameron University  
East Central University  
Northeastern State University  
Northwestern Oklahoma State University  
Oklahoma City University<sup>2</sup>  
Oklahoma State University  
Oral Roberts University<sup>1</sup>  
Rogers State University  
Southeastern Oklahoma State University  
Southern Nazarene University  
Southwestern Oklahoma State University  
University of Central Oklahoma  
University of Oklahoma Norman Campus  
University of Science and Arts of Oklahoma  
University of Tulsa<sup>2</sup>

### Oregon

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

### Pennsylvania

Albright College  
Allegheny College<sup>2</sup>  
Alvernia University<sup>1</sup>  
Arcadia University  
Bloomsburg University of Pennsylvania  
Bryn Mawr College  
Bucknell University<sup>1</sup>  
Cabrini College  
California University of Pennsylvania<sup>2</sup>  
Carlow University<sup>1</sup>  
Carnegie Mellon University<sup>1</sup>  
Cedar Crest College  
Chatham University<sup>1,2</sup>  
Chestnut Hill College<sup>2</sup>  
Cheyney University of Pennsylvania<sup>2,3</sup>  
Clarion University of Pennsylvania  
Delaware Valley College<sup>2</sup>  
Dickinson College  
Drexel University<sup>2</sup>  
Duquesne University  
East Stroudsburg University of Pennsylvania  
Eastern University<sup>2</sup>  
Edinboro University of Pennsylvania  
Elizabethtown College<sup>1</sup>  
Franklin and Marshall College  
Gannon University<sup>1</sup>  
Gettysburg College  
Grove City College<sup>1,2</sup>  
Gwynedd Mercy College  
Harrisburg University of Science and Technology  
Holy Family University  
Immaculata University  
Indiana University of Pennsylvania  
Juniata College<sup>2</sup>  
Keystone College  
Kutztown University of Pennsylvania  
La Roche College  
La Salle University<sup>2</sup>

Lafayette College  
Lebanon Valley College  
Lehigh University<sup>2</sup>  
Lincoln University of Pennsylvania<sup>1,2,3</sup>  
Lock Haven University<sup>2</sup>  
Lycoming College  
Mansfield University of Pennsylvania  
Marywood University<sup>2</sup>  
Mercyhurst College  
Messiah College  
Millersville University of Pennsylvania<sup>1,2</sup>  
Misericordia University  
Moore College of Art and Design  
Moravian College and Moravian Theological Seminary  
Mount Aloysius College  
Muhlenberg College<sup>1</sup>  
Neumann University<sup>2</sup>  
Penn State University-Abington<sup>2</sup>  
Penn State University-Altoona  
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-Brandywine  
Pennsylvania State University-Penn State Berks<sup>1,2</sup>  
Pennsylvania State University-Penn State Hazleton<sup>2</sup>  
Philadelphia University<sup>2</sup>  
Point Park University  
Robert Morris University  
Rosemont College  
Saint Francis University  
Saint Joseph's University  
Saint Vincent College<sup>2</sup>  
Seton Hill University  
Shippensburg University of Pennsylvania  
Slippery Rock University of Pennsylvania<sup>1,2</sup>  
Susquehanna University<sup>2</sup>  
Swarthmore College  
Temple University  
Thiel College<sup>1,2</sup>  
University of Pittsburgh-Bradford<sup>2</sup>  
University of Pittsburgh-Greensburg<sup>2</sup>  
University of Pittsburgh-Johnstown<sup>2</sup>  
University of Pittsburgh-Pittsburgh Campus  
University of Scranton<sup>1,2</sup>  
University of the Arts, The  
University of the Sciences in Philadelphia  
Ursinus College<sup>1,2</sup>  
Villanova University  
Washington & Jefferson College  
Waynesburg University  
West Chester University of Pennsylvania<sup>1</sup>  
Widener University<sup>1,2</sup>  
Wilkes University  
Wilson College  
York College Pennsylvania

### Puerto Rico

Inter American University of Puerto Rico-Ponce<sup>3</sup>  
Inter American University of Puerto Rico-San German<sup>3</sup>  
Pontifical Catholic University of Puerto Rico-Ponce<sup>3</sup>  
Universidad Del Este<sup>3</sup>  
Universidad Politécnica de Puerto Rico<sup>2,3</sup>  
University of Puerto Rico in Ponce<sup>2,3</sup>  
University of Puerto Rico-Carolina<sup>2</sup>  
University of Puerto Rico-Humacao<sup>2,3</sup>  
University of Puerto Rico-Mayaguez<sup>3</sup>  
University of Puerto Rico-Rio Piedras Campus<sup>2</sup>  
University of Puerto Rico-Utuado<sup>3</sup>  
University of Sacred Heart

### Rhode Island

Bryant University<sup>1,2</sup>  
Johnson & Wales University  
Providence College  
Rhode Island College



Rhode Island School of Design  
 Roger Williams University<sup>2</sup>  
 Salve Regina University  
 University of Rhode Island<sup>2</sup>

**South Carolina**

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

**South Dakota**

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

**Tennessee**

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

University of Tennessee at Chattanooga, The<sup>1,2</sup>  
 University of Tennessee-Martin, The  
 University of the South, Sewanee<sup>2</sup>

**Texas**

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

**Utah**

Brigham Young University<sup>1,2</sup>  
 Dixie State College of Utah  
 Southern Utah University  
 University of Utah<sup>2</sup>  
 Utah State University<sup>2</sup>

Utah Valley University<sup>1,2</sup>  
 Weber State University  
 Western Governors University  
 Westminster College<sup>1,2</sup>

**Vermont**

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

**Virgin Islands**

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

**Virginia**

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

**Washington**

Central Washington University  
 Eastern Washington University<sup>1</sup>  
 Evergreen State College, The<sup>2</sup>  
 Gonzaga University  
 Heritage University<sup>1,2,3</sup>  
 Northwest University  
 Pacific Lutheran University<sup>1,2</sup>  
 Saint Martin's University  
 Seattle Pacific University<sup>2</sup>  
 Seattle University<sup>1</sup>  
 University of Puget Sound  
 University of Washington-Bothell Campus  
 University of Washington-Seattle Campus  
 University of Washington-Tacoma Campus<sup>1,2</sup>

# Participating Colleges and Universities: 2000–2010 (continued)

Washington State University<sup>1,2</sup>  
Western Washington University  
Whitman College  
Whitworth University<sup>2</sup>

## West Virginia

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

## Wisconsin

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

## Wyoming

University of Wyoming<sup>2</sup>

## Canada

### Alberta

Ambrose University College  
Grant MacEwan University  
Mount Royal University  
University of Alberta  
University of Calgary<sup>1,2</sup>  
University of Lethbridge

### British Columbia

Capilano University  
Kwantlen Polytechnic University  
Quest University Canada  
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 the Fraser Valley<sup>2</sup>  
University of Victoria  
Vancouver Island University

## Manitoba

Brandon University  
University of Manitoba  
University of Winnipeg

## Newfoundland

Memorial University of Newfoundland,  
St. John's Campus

## New Brunswick

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

## Nova Scotia

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

## Ontario

Algoma University  
Brescia University College  
Brock University  
Carleton University<sup>1,2</sup>  
Humber College Institute of Technology and  
Advanced Learning<sup>2</sup>  
Huron University College  
King's College<sup>2</sup>  
Lakehead University  
Laurentian University  
McMaster University  
Nipissing University  
Ontario College of Art and Design  
Queen's University  
Ryerson University  
Trent University  
Tyndale University College and Seminary  
Université d'Ottawa/University of Ottawa  
Université de Hearst  
University of Guelph<sup>1,2</sup>  
University of Ontario-Institute of Technology

University of Toronto  
University of Waterloo  
University of Western Ontario  
University of Windsor  
Wilfrid Laurier University  
York University<sup>1</sup>

## Prince Edward Island

University of Prince Edward Island<sup>1,2</sup>

## Quebec

Bishop's University  
Concordia University  
École de technologie supérieure  
McGill University  
Université de Montréal, Montréal Campus  
Université de Sherbrooke  
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

## Afghanistan

American University of Afghanistan, The

## Egypt

American University in Cairo, The

## Lebanon

Lebanese American University<sup>2</sup>

## Qatar

Carnegie Mellon, Qatar Campus<sup>1,2</sup>  
Georgetown University School of Foreign Service  
in Qatar  
Texas A&M University at Qatar  
Virginia Commonwealth University in Qatar

## United Arab Emirates

American University of Sharjah  
Petroleum Institute, The



Ball State University

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

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