

Student Engagement

Pathways to Collegiate Success



2004 Annual Survey Results



National Survey
of Student Engagement

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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.

Foreword

Much good news will be found in the pages that follow—good news particularly for prospective undergraduates and their parents, and good news generally for those who are concerned about higher education. This 2004 NSSE Report is peppered with examples of campuses that use NSSE data to enhance teaching and learning on their campuses. I applaud the hundreds of participating colleges and universities listed in the back of the report. They and their leaders have shown that they care about the engagement of their students relative to their institutional peers and in absolute terms. They want to improve the quality of student learning, and they find NSSE an important tool in that effort.

Once again this year, college rankings were in the headlines, though they were overshadowed by the scoring scandals that roiled the Olympics. In the end, the problems involved with scoring gymnastics and scoring colleges are not dissimilar. Whether a particular athlete was properly awarded a few hundredths of a point, and thus a medal, depends on both objective measures and subjective judgments made in the applications of formulae that are largely hidden from public view. Where a particular college is ranked depends largely on some objective measures, particularly the selectivity of colleges in choosing their students, based on average ACT

guiding spirit of NSSE, and Ernest T. Pascarella, the Mary Louise Peterson Professor at the University of Iowa. They showed first that for all practical purposes the national rankings in *US News & World Report* of the top 50 universities can be reproduced largely by looking at student selectivity—the SAT or ACT scores of their incoming students. Then they examined the extent to which student selectivity and the effective educational practices such as those represented on NSSE are related. Kuh and Pascarella clearly demonstrate that the relation is minimal—student selectivity is a poor indicator of whether students on a campus are engaged learners. Obviously, student selectivity—and thus rankings—and good educational practices are not mutually exclusive. But prospective students and their parents could make troubling mistakes if they rely solely on the rankings of campuses.

NSSE has become known, and widely used, for its attention to more meaningful and relevant indicators of quality such as the extent to which students find the academic work challenging, the degree to which they are active learners, the extent of student-faculty interactions, the richness of the out-of-class experiences, the overall campus environment, the exposure to diverse cultural experiences, and the scope of technology uses.

“This 2004 NSSE Report is peppered with examples of campuses that use NSSE data to enhance teaching and learning on their campuses.”

or SAT scores, and some subjective measures, particularly the judgments of college and university presidents who are asked to rank other colleges based on their reputation. As one who used to fill out those surveys regularly, I can attest that few institutional leaders are familiar with more than a small share of the campuses that they rank, and that most of their opinions are based on little more than gossip.

More troubling, in terms of college rankings, is the study in *Change* magazine by George D. Kuh, Chancellor’s Professor at Indiana University, the

NSSE offers a particularly powerful tool for college and university leaders to identify aspects of their undergraduate programs that are not as strong as they might wish and also to compare their programs with those in peer institutions—to “drill down” in ways that were not possible before. A dean of undergraduate studies might find, for example, that students majoring in the social sciences—or even a single field such as sociology—on her campus are less likely to prepare two or more drafts of a paper or assignment before turning it in than is true of students majoring in the humanities, or a single field such as philosophy. Alternatively, the dean might

Foreword (continued)

compare her campus findings with those at peer campuses, generally or even within a field or discipline. Knowing an issue, of course, does not mean that it will be addressed, let alone resolved. But it is much more likely that faculty members in a discipline or cluster of disciplines will be willing to take steps to remedy a concern if they see hard evidence that compares responses from students in their discipline with those from students in other disciplines within their institution. It can also be instructive to compare student responses to ones from undergraduates at peer colleges or universities with which they compete.

Now that NSSE has made an indelible mark in undergraduate education, college leaders are also finding that NSSE can serve as a useful assessment instrument for consortia of institutions that are especially interested in learning in depth about one particular dimension of the undergraduate experi-

are summarized later in this report.) The answers to these additional questions showed that most students, both freshmen and seniors, are concerned about major issues of public policy such as education and the environment, though the differences between female and male students on some issues was significant. For example, concern about human rights issues and about civil rights issues was registered by 91% and 89% of female students, respectively, as opposed to 81% and 78% of male students. On the other hand, there were few differences between full-time and part-time students. A troubling finding is that only small percentages of students were actively involved in civic activities such as “contacted public official about an issue” (7% of freshmen and 13% of seniors) and only 37% of seniors said they had even voted. In short, there is much work that needs to be done by the campuses of the American Democracy Project. Their willingness to engage in this supplemental effort is a

“NSSE can serve as a useful assessment instrument for consortia of institutions that are especially interested in learning in depth about one particular dimension of the undergraduate experience.”

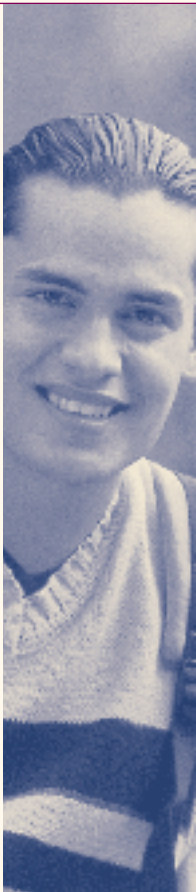
ence on their campuses. A prime example is the American Democracy Project, which is co-sponsored by the American Association of State Colleges and Universities in collaboration with *The New York Times* and The Carnegie Foundation for the Advancement of Teaching. The aim of this ambitious project is to enhance the civic engagement of students in the 191 participating campuses. The project is focused on civic learning in the curriculum, the co-curriculum, and in the activities and arrangements that make up the campus environment.

With the help of the NSSE staff, a set of civic engagement questions was added last year to the core survey for 32 campuses that are participating in both the American Democracy Project and NSSE. (These questions go beyond the set of experimental items about civic engagement that were included on NSSE this year. Conclusions from those items

good sign they will take steps to help grapple with the problem. This tailored use of the NSSE survey promises to help shape how best to target efforts to this end.

Some insights can already be gained from the NSSE survey that will be helpful to particular types of colleges. The NSSE survey will be useful, for example, to those who want to publicize the special benefits of attending a women’s college. It shows that in general, women at those colleges are more engaged in the good educational practices covered by NSSE than women at co-educational institutions. They report higher levels of academic challenge, greater opportunities for active and collaborative learning, more interactions with faculty members, and more interaction with diverse peers.

Using NSSE as part of a consortia of institutions with similar characteristics, such as public liberal





Foreword (continued)

arts colleges or faith-based colleges, offers many more opportunities to examine in depth particular dimensions of the undergraduate experience that are otherwise difficult to assess, especially without measures that are common for a number of like campuses.

If NSSE is such a good idea, why are some college and university leaders deciding not to participate? My informal soundings suggest that a primary reason is that some campuses do not see the benefit compared to what they view as the risks. They think their institutions are doing a great job of educating talented undergraduates and they are particularly concerned lest data show that there are gaps in student engagement in comparison to their peers. Some of those institutions give NSSE the highest compliment by copying the NSSE approach in their own surveys, and we applaud those efforts when they are successful.

Others, however, are simply choosing not to know the facts about their institution—even though the

information is confidential—in comparison with others. One of our challenges is helping their leaders to understand that it makes sense to learn the facts about student engagement and then to take steps to improve. Without the facts, progress will happen only by happenstance, not by design.

NSSE is certainly not a perfect instrument to measure student engagement, and student engagement is not all there is to undergraduate education. But NSSE is a remarkably useful tool for everyone on a campus who wants to improve undergraduate education. Thanks to helpful advice from many who use NSSE, we are confident that results from the survey will be even more useful in the future.

All of those involved with NSSE will welcome your comments and suggestions in the years ahead.

Thomas Ehrlich

Senior Scholar, Carnegie Foundation for the Advancement of Teaching

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A Message from the Director

Pointing the Way to Student Success

There's a lot of buzz these days about student success. It's an umbrella term for a host of desirable outcomes of college including achievement, satisfaction, a variety of learning and personal development measures, and educational attainment. As college costs rise and participation in postsecondary education becomes ever more important, the federal government, parents, and students among others are asking tough questions about what they can reasonably expect an institution of higher education should contribute to student success. College enrollments are at an all-time high, yet the proportion of students earning degrees has stayed nearly constant for decades. This leads some to conclude that colleges aren't holding up their end of the educational bargain. Higher education leaders predictably push back, pointing to the fact that record numbers of students today start college with one or more

things, and motivate them to invest the necessary time and energy to meet academic challenges. These are among the behaviors associated with success in college. But for many reasons, large numbers of students do not engage in them frequently or well enough, though they are capable of doing so. The result? They leave college. Many never return to try again.

To come to grips with this unacceptable waste of human potential, some colleges and universities are taking action. One important step is to create *pathways to engagement* that are clearly marked, so that students can more easily find their way to educational resources and become involved in purposeful activities. Through a combination of intentionally crafted policies and practices, these institutions begin to teach students long before they arrive on



*“One important step is to create *pathways to engagement* that are clearly marked, so that students can more easily find their way to become involved in purposeful activities.”*

academic deficiencies. Access, they say, comes at a price—the risk that some students may not be ready to perform at the level required to succeed. Both positions have merit, suggesting that graduating more students while increasing educational quality is both a national priority and a complex challenge.

Among the students who start college ill-prepared are some who are the first in their family to attend college. Many of these students lack tacit knowledge about what college will be like. Other traditional-age students are not developmentally “ready” to do serious academic work. For these and a host of other reasons—most of which they cannot control—they struggle academically and socially. Indeed, a sizable fraction is figuratively lost at sea. They see few markers on their daily horizons that direct them toward familiar activities, allow them to build on their strengths, give them confidence to try new

campus what they can expect from faculty, staff, and other students, *and* what they themselves need to do to thrive. They arrange for students to participate in events and activities upon matriculation to help them effectively navigate their new environment and make meaning of their experiences. And they monitor student performance in the crucial first weeks and months of college, giving students plenty of early feedback about the nature and quality of their work.

A research team organized by the NSSE Institute for Effective Educational Practice learned a good deal about what such pathways look like from a two-year study of 20 four-year colleges and universities that had higher-than-predicted graduation rates and higher-than-predicted scores on the National Survey of Student Engagement (NSSE). More information about the Documenting Effective Educational



A Message from the Director *(continued)*

Practice (DEEP) project is described later in this report. In the following pages, I would like to briefly review what selected pathways to success look like.

Pathways to Engagement

To channel student time and energy toward effective educational activities, the schools in the DEEP study do two things very well. First, they teach students early on how to take advantage of institutional resources for their learning. To be sure students take advantage of these resources, these colleges sometimes *require* certain students to participate in activities, such as summer advising and orientation as well as substantive welcome-week events in the fall. Second, they make available to students *what* they need *when* they need it. Faculty and staff members identify students at risk and assiduously follow up with intensive advising and other mechanisms that enable students to mark their progress over the course of the first year.

Teaching Newcomers

Project DEEP colleges and universities send prospective students clear messages about the institution's mission, values, and expectations. Most offer pre-college opportunities for students who need a head

the College's academic demands. Faculty advisors monitor students' academic progress and meet with students on a weekly basis during the fall term. Successful by any measure, Bridge Program students now graduate from Ursinus at the same rate as majority students.

Applicants to the University of Michigan receive a compact disc describing what the experience will be like—"an academic boot camp," as one administrator characterized it. Its Pathways to Student Success and Excellence (POSSE) program provides academically and economically disadvantaged undergraduates with tutoring and academic advising primarily in the first and second year. As one student told us, "POSSE taught me how to survive the University of Michigan."

Winston-Salem State University's pathway to success starts with its First Year College (FYC). Most FYC offices and programs are housed in one building near the center of campus, conveniently locating most sources of academic support for new students under one roof. All new and transfer students with fewer than 30 credit hours must enroll in one of three new-student adjustment courses. One distinctive twist is designating certain sections for students interested in specific majors. Faculty members

"NSSE has elevated campus-level discussion on student engagement, providing university leaders with the comparative data needed to evaluate the campus learning environment and implement needed change." —Molly Broad, *President, University of North Carolina*

start in adapting to college. For example, Creating Higher Expectations for Educational Readiness (CHEER) is Fayetteville State's summer transition program that helps students acquire the academic skills and social confidence they need to succeed in college. CHEER students receive scholarships to cover the cost of the three credit MATH 121, Introduction to Algebra course.

The Ursinus College Bridge Program was created in the late 1980s. Participants take an intensive sociology or literature course during the three-week late-summer program that acclimates them to

teaching these sections also serve as academic advisors and "mentors" for the first academic year. Student services professionals teach sections for undecided students. The FYC instructors receive pre-service training and meet every other week to discuss how the course is going and to share ideas.

California State University-Monterey Bay (CSUMB) introduces its new students, including transfers, to the flow and substance of academic and social life through the Freshman-Year Experience Seminar. Students design an Individualized Learning Plan (ILP) that will guide their studies throughout the



A Message from the Director (continued)

baccalaureate experience, and are expected to periodically update the ILP to respond to their changing educational and vocational goals. One key reflection point is the required major-specific ProSeminar 300 in the junior year.

One of the University of Texas at El Paso's signature interventions is UNIV 1301, a transition to college course taught by an instructional team of a faculty member, peer leader, and librarian. Classes are small, making it possible for students to work frequently with others and to get to know their classmates in a setting that values active and collaborative learning, the cornerstone of the UTEP experience. Instructors emphasize active-learning techniques including "open forums" and group projects. UNIV 1301 instructors, along with the peer leaders, meet with each student in their class twice during the fall semester to review the student's academic progress; they typically follow up with

their students the next semester to monitor their performance.

Evergreen's roadmap to success is organized around its "Expectations of an Evergreen Graduate," which outlines what students should strive for in their individualized academic plan. The Expectations flow from the College's Five Foci for teaching and learning: interdisciplinary learning; learning across significant differences; personal engagement with learning; linking theory to practice; and collaborative learning. Both the Expectations and Five Foci are posted in main buildings and outdoor kiosks as a constant reminder to students.

Another way DEEP schools instill in students a commitment to engage fully in campus life is through meaningful rituals and traditions. On "Traditions Night" at the University of Kansas, more than 3,000 students gather in the football stadium to rehearse the Rock Chalk Chant and hear stories about the Jayhawk, a mythical bird that

"DEEP schools set high, but reasonable, standards for achievement consistent with students' academic preparation but at levels that also stretch them to go beyond what they think they can accomplish."

Expectations of an Evergreen Graduate

- Articulate and assume responsibility for your own work
- Participate collaboratively and responsibly in our diverse society
- Communicate creatively and effectively
- Demonstrate integrative, independent, and critical thinking
- Apply qualitative, quantitative, and creative modes of inquiry appropriately to practical and theoretical problems across disciplines
- Demonstrate depth, breadth, and synthesis of learning and the ability to reflect on the personal and social significance of that learning

(Advising Handbook, 2001-2002, p. 10)

along with being the campus mascot is a powerful, enduring symbol of Kansas as a Free State. To deepen new students' commitment to graduating from KU, students who are second and third generation Jayhawks are asked to stand at a point during the event while a torch is passed from a student representing the senior class to a first-year student class representative, both of whom are usually fourth or fifth generation Jayhawks. The ritual is powerful and moving for everyone involved.

Aligning Resources with Student Needs

Showing newcomers what they must do to succeed in college is necessary but not sufficient. Also important is an infrastructure of support including early warning systems, redundant safety nets, reward systems, and ongoing assessment. DEEP colleges purposefully align their resources and structures with their educational missions, curricular offerings,



A Message from the Director *(continued)*

and student abilities and aspirations, continually tweaking or introducing new programs to meet changing student needs.

DEEP schools set high, but reasonable, standards for achievement consistent with students' academic preparation but at levels that also stretch them to go beyond what they think they can accomplish. After reviewing its NSSE results and other information, Miami University was convinced its students would learn even more if more of their time and energy were directed toward educationally purposeful activities. The University introduced the "Choice Matters" initiative with the goal that students become more intentional about how they spend their time and reflect more systematically on what they are learning from their experiences, inside and outside the classroom. A menu of linked programs compose the initiative, including: (1) Miami Plan Foundation courses taught by full-time faculty; (2) optional first-year seminars; (3) community living options that emphasize leadership and service; and (4) cultural, intellectual, and arts events.

Many first-generation college students at the University of Maine at Farmington must work to attend college. Up until several years ago, most students who worked did so off campus, which

of student persistence to graduation has improved from 51% to 56% and continues to climb.

Most DEEP schools have early warning systems in place to identify and support students at academic risk. George Mason University monitors students' performance to ensure they do not slip through the cracks. In the midterm progress report, faculty members, who receive reports for their advisees, and the Academic Advising office, which receives grades for undeclared students, contact students with low grades. In addition, the UNIV 100 orientation course uses a series of assessments as student performance indicators. Students can access their assessment records online, as well as faculty evaluations when they register for class.

Fayetteville State's Early Alert System depends on an intricate network of faculty, mentors, academic support units, and University College and Career Center staff to identify and assist students in academic difficulty. Faculty members teaching 100-level courses are paired with University College staff, while those teaching courses at the 200 level and above work with colleagues at the Advisement and Career Services Center to intervene when needed. Within the first two weeks of the semester, all faculty teaching freshmen-level courses receive a

"NSSE was launched with ambitious aims—among them to be widely used by institutions to improve undergraduate education and to help reshape public perceptions of collegiate quality. In five short years, NSSE has done all this and more. No other measure has become so authoritative and so informative so quickly."
—Peter T. Ewell, Vice President, National Center for Higher Educational Management Systems

research shows is related to a greater likelihood of leaving college prematurely. After documenting this behavior, the University increased the number of meaningful work-study jobs on campus. The program began in 1998 with an \$86,000 allocation from the UMF president. Five years later the Student Work Initiative fund had doubled. Campus jobs were created with two goals in mind: (1) to provide students with meaningful learning experiences through employment, and (2) to increase persistence and graduation rates. Now, about 50% of UMF students work on campus, and the rate

roster indicating the mentor (usually the instructor of the First-Year Seminar course) for each first-year student. The faculty use this information to contact the mentor and the University College to alert them about students experiencing difficulty. Mentors, in turn, contact students and determine whether additional referrals are needed.

It's Much More Complicated Than This

These are just a few of the many initiatives we found at the 20 Project DEEP colleges and universities that help put students on a pathway to success



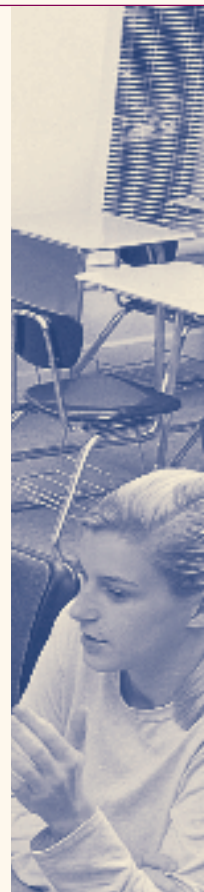
A Message from the Director (continued)

by involving them early and often in effective educational practices. Some of the guideposts that mark these paths are tied directly to the academic program, such as first-year seminars, regular advising meetings, and capstone courses. Others are interwoven into the institutions' social fabric, such as convocations that raise aspirations and celebrate academic achievement. In general, these schools are unmistakably intentional about periodically reminding students about the resources and services available to help them succeed. Some institutions are more intrusive than others in this regard; some require specific activities of some or all of their students. Others have few, if any, such requirements. Additionally, they tailor their efforts to meet the needs of their students. Each institution sets standards according to what is reasonable, given students' educational backgrounds and aspirations, and provides the support—remedial, supplemental, or enrichment—students need to meet these stan-

NSSE 2004

Now, I invite you to review the highlights from the 2004 NSSE program. This is the fifth such report featuring insights into the relationships between effective educational practice and selected aspects of student success. The data come from more than 160,000 first-year and senior students randomly sampled from more than 470 institutions. Other analyses examine a few noteworthy trends over time and the results from experimental items added to the NSSE online version, including the relationships between selected civic engagement activities and other educationally purposeful activities during college. Finally, as with previous reports, we offer examples of how a variety of institutions are using their NSSE data.

This report is the product of the combined efforts of an enormously talented cadre of personnel at the Indiana University Center for Postsecondary



“DEEP schools are unmistakably intentional about periodically reminding students about the resources and services available to help them succeed.”

dards. Most important, the programs and practices they offer are of unusually high quality and touch large numbers of students.

Creating pathways to success is one of a handful of integrated, complementary conditions we found operating at DEEP colleges and universities. While we do not claim that these schools are the “best” in the country, they all have in place numerous policies and practices that are worthy of emulation in other settings with appropriate adaptations. We describe these noteworthy efforts more fully in *Student Success in College: Creating Conditions That Matter*, which will be available from Jossey-Bass and the American Association for Higher Education in March 2005.

Research and the Indiana University Center for Survey Research in partnership with the participating colleges and universities. The names of these people as well as the colleges and universities that have used NSSE are listed later. Please join me in thanking them for their superb contributions.

George D. Kuh

Chancellor's Professor and Director
Center for Postsecondary Research
Indiana University Bloomington



Quick Facts

Survey

The annual NSSE survey is entirely supported by institutional participation fees. The survey itself, *The College Student Report*, is available in paper and Web versions and takes about 15 minutes to complete.

Objectives

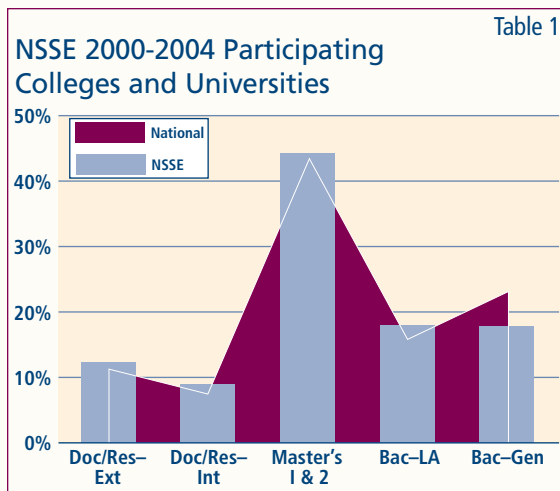
Provide data to colleges and universities to use for improving undergraduate education, inform state accountability and accreditation efforts, and facilitate national and sector benchmarking efforts, among others.

Partners

Established with a grant from The Pew Charitable Trusts. Current support for research and development projects is from Lumina Foundation for Education, the Center of Inquiry in the Liberal Arts at Wabash College, and the American Association for Higher Education. Cosponsored by The Carnegie Foundation for the Advancement of Teaching and the Pew Forum on Undergraduate Learning.

Participating Colleges and Universities

More than 620,000 students at 850 different four-year colleges and universities thus far. About 500 schools are registered for the spring 2005 program.



Consortium & State or University Systems

Numerous peer groups (e.g., urban institutions, women's colleges, research institutions, Christian colleges, engineering, and technical schools) and state and university systems (e.g., California State University, Georgia, Indiana, Kentucky, Massachusetts, North Carolina, South Dakota, Texas, Wisconsin) have formed to ask additional mission-specific questions and share aggregated data.

Data Sources

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

National Benchmarks of Effective Educational Practice

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

Administration

Indiana University Center for Postsecondary Research in cooperation with the Indiana University Center for Survey Research and the National Center for Higher Education Management Systems (NCHEMS).

Validity & Reliability

The NSSE survey was designed by experts and extensively tested to ensure validity and reliability and to minimize non-response bias and mode effects. For more information visit the NSSE Web site at www.iub.edu/~nsse.

Response Rates

Average institutional response rate for paper and Web versions is about 42%, with a range of 15% to 89%.

Audiences

College and university administrators, faculty members, students, governing boards, external authorities such as accreditors and government agencies, prospective students and their families, college advisors, institutional researchers, higher education scholars.

Participation Agreement

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

Cost

Institutions pay a minimum participation fee ranging from \$1,800 to \$7,800 determined by undergraduate enrollment.

Current Initiatives

NSSE is involved with the American Democracy Projects which is cosponsored by American Association of State Colleges and Universities (AASCU) and *The New York Times*. The NSSE Institute for Effective Educational Practice is also collaborating with AAHE on two major initiatives, Documenting Effective Educational Practices (DEEP) and Building Engagement and Attainment of Minority Students (BEAMS), and with The Policy Center on the First Year of College "Foundations of Excellence" project.

Other Programs and Services

Faculty Survey, Beginning College Student Survey, Law School Survey, NSSE workshops, faculty and staff retreats, consulting, peer comparisons, norms data, and special analyses.

Student Engagement Quiz

Student engagement information is often used to challenge existing assumptions related to the college student experience—whether it is for institutional improvement purposes or to assist during the

college decision-making process. This short quiz is designed to challenge your knowledge of the college student experience at various types of colleges and universities.

Student Engagement Quiz

True or False?

1. More seniors at liberal arts colleges work on research projects with a faculty member than their counterparts at research universities.
2. First-year students at master's colleges and universities and research universities spend more time in extracurricular activities than students at liberal arts colleges.
3. Seniors at doctoral research-intensive universities use technology such as listservs, chat groups, and the internet to discuss or complete assignments more than seniors at liberal arts colleges.
4. Fewer students attending institutions with "most competitive" admissions criteria report gaining a substantial amount in terms of their understanding of people of other racial and ethnic backgrounds compared with those at the "least competitive" institutions.¹
5. More students at master's colleges and universities are first in their family to go to college than students at liberal arts colleges.
6. First-year students at urban universities are more likely to work off-campus more than 10 hours a week than their counterparts at other schools.
7. More students at research universities do community service as part of a class than students attending liberal arts colleges.
8. More first-year students at research universities participate in learning communities compared with students at liberal arts colleges.
9. Fewer first-year students at small public colleges and universities report grades of "A" compared to first-year students at medium-size private colleges and universities.
10. Students at liberal arts colleges are more likely to study a foreign language and study abroad compared with students at master's colleges and universities.

Answers

1. True, 33% at liberal arts colleges compared with 19% at research universities.
2. False, students at liberal arts colleges spend an average of 6.8 hours per week on extracurricular activities versus 4.4 hours at master's colleges and universities and 5 hours at research universities.
3. True, 63% of seniors at doctoral research-intensive universities report frequent use of technology to discuss or complete assignments, compared with 57% of seniors at liberal arts colleges.
4. True, 44% of students at the "most competitive" institutions report gaining a substantial amount in terms of their understanding of people of other racial and ethnic backgrounds versus 52% at the "least competitive" institutions.
5. True, approximately 39% of students enrolled at master's colleges and universities are first in their family to go to college versus 21% at liberal arts colleges.
6. True, 25% of first-year students at urban universities work off-campus more than 10 hours per week versus 17% at nonurban colleges and universities.
7. False, 47% of students at liberal arts colleges report doing community service as part of a class versus 37% at research universities.
8. True, 15% of first-year students participate in learning communities versus 9% at liberal arts colleges.
9. True, 35% of first-year students at small public colleges and universities reported "A" grades versus 57% at medium-size private institutions.
10. True, 55% of students at liberal arts colleges study a foreign language and 20% study abroad versus 29% and 7%, respectively, at master's colleges and universities.

Note:

¹ Selectivity guide by Barron's Profiles of American Colleges.



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Student Engagement in 2004—A Closer Look

Selected Results

In the past five years, more than 620,000 students at 850 four-year colleges and universities across the country have reported their college activities and experiences by completing the National Survey of Student Engagement (NSSE). As a result, NSSE is a leading authoritative voice dedicated to improving undergraduate education, enhancing student success, and promoting collegiate quality.

Campuses use NSSE results to stimulate conversations about how to enhance student learning and improve collegiate quality. The following sections highlight key findings from this year's annual survey.

- When faculty members expect students to study more and arrange class work toward this end, students do so.
- Students at historically Black colleges and universities are far more likely to participate in a community project linked to a course and report gaining more in personal, social, and ethical development.
- Students who engage more frequently in “deep” learning activities report greater educational and personal gains from college, participate in more enriching educational experiences, perceive their campus to be more supportive, and are more satisfied overall with college.

“NSSE is giving us increasingly credible evidence of student engagement in effective educational practices and allows us to compare campus findings with those of local, regional, and national peers.” —*Trudy Banta, Vice Chancellor for Planning and Institutional Improvement, Indiana University-Purdue University Indianapolis*

Promising Findings

Since 2000, some aspects of the student experience have improved. For example, today more seniors:

- Participate in service learning (+7%)
- Have serious conversations with students with different social, political, and religious views (+10%)
- Perceive their campus administration to be helpful, considerate, and flexible (+15%)

Some findings for all students:

- About 9 of 10 students rate their college experience “good” or “excellent” and 82% would “probably” or “definitely” attend the same school if they were starting college again.
- Four-fifths of fraternity and sorority members participate in a fundraising event compared with only 43% of non-Greek members.
- Three-fifths of seniors and 37% of first-year students do community service or volunteer work.

- About half of denominational college students say that their institution substantially (“very much” or “quite a bit”) contributes to their development of a deepened sense of spirituality compared with only 19% of the students at public institutions.

Disappointing Findings

- Only one-tenth of students rely on newspapers or magazines as their primary source of local, national, or international news; more than half say television is their primary source.
- Two-fifths of first-year students and a quarter of seniors “never” discuss ideas from their classes or readings with a faculty member outside of class.
- One-fifth of all students spend no time exercising.
- More than a quarter of all students have “never” attended an art exhibit, gallery, play, dance, or other theater performance during the current school year.

Student Engagement in 2004—A Closer Look (continued)

Other Key Findings

Here are some other key NSSE 2004 findings. Additional results by Class and by Carnegie type can be found in the Summary Statistics section of the report on page 34.

Time on Task

What students put into their education determines what they get out of it. Table 2 outlines how students spend their time during the week.

Table 2

	First-Year Students		Seniors	
	Part-time	Full-time	Part-time	Full-time
Studying	9	13	10	14
Working on-campus	2	3	3	4
Working off-campus	18	5	20	10
Participating in co-curricular activities	1	5	2	5
Relaxing and socializing	10	12	10	11
Caring for dependents	13	2	12	4
Commuting to class	5	4	5	5

- Time devoted to preparing for class, co-curricular activities, and on-campus work are all positively related with other engagement items and self-reported educational and personal growth.

- Only about 11% of full-time students spend more than 25 hours a week preparing for class, the approximate number that faculty members say is needed to do well in college. More than two-fifths (44%) spend 10 or less hours a week preparing for class.

- More than half of all part-time students (51% first-year students, 61% seniors) work off-campus more than 20 hours per week.

- A non-trivial fraction of seniors (about 19%) spend 11 or more hours per week caring for dependents.

- A quarter of all students spend 16 or more hours a week relaxing and socializing, nearly one out of every ten (8%) spends more than 25 hours.

Living Arrangements

- Forty-five percent of all students live in campus housing (68% of first-year students, 22% of seniors). The remainder live within driving distance (41%), within walking distance (13%), or in a fraternity or sorority house (1%).

Fraternity and Sorority Membership

- Twelve percent of men and 10% of women are members of a social fraternity or sorority.

Grades

- About two-fifths of all students reported that they earned mostly A grades, another 41% reported grades of either B or B+, and only 3% of students reported earning mostly Cs or lower.

Parental Education

- Thirty-four percent of NSSE respondents are first-generation college students, 37% have parents who both graduated from college, 22% have master's degrees, and 7% reported parents with doctoral degrees.

Multiple Institutions

- Approximately 36% of students attend one or more "other institutions" in addition to the one at which they were currently enrolled. Of this group, 25% went to another four-year college, 36% to a community college, 7% to a vocational-technical school, 6% to another form of postsecondary education, and 25% went to a combination of these.



Student Engagement in 2004—A Closer Look (continued)

College Activities

The survey includes questions about the nature of the activities in which students engage. A “substantial amount” of engagement is defined to be at least 50% of all students reporting “often” or “very often” on a given item (Table 3). The least frequent activities are those where the percentage of students who respond “never” exceed 35%, meaning that roughly one-third had no experiences in these areas during the 2003-2004 academic year.

Most Frequent Activities	First-Year Students*	Seniors*
Worked on a paper or project that required integrating ideas or information from various sources	75%	87%
Used e-mail to communicate with an instructor	69%	79%
Asked questions in class or contributed to class discussions	60%	75%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	58%	66%
Received prompt feedback from faculty members on your academic performance (written or oral)	56%	67%
Included diverse perspectives (different races, religions, genders, political beliefs) in class discussions or writing assignments	58%	61%
* Percent responding “Very often” or “Often”		
Least Frequent Activities	First-Year Students*	Seniors*
Participated in community-based project as part of a regular course	62%	52%
Worked with faculty members on activities other than coursework	60%	44%
Tutored or taught other students	52%	42%
* Percent responding “Never”		

Educational and Personal Growth

A number of questions on the survey ask students to self-report the extent to which their college experience has contributed to their knowledge, skills, and personal development. Table 4 highlights the percentage of students reporting substantial (“very much” and “quite a bit”) gains from their educational experience.

Self-Reported Educational and Personal Gains From College	First-Year Students*	Seniors*
Thinking critically and analytically	81%	87%
Acquiring a broad general education	81%	85%
Working effectively with others	66%	78%
Writing clearly and effectively	72%	77%
Learning effectively on your own	70%	77%
Using computing and information technology	65%	76%
Acquiring job or work-related knowledge and skills	57%	72%
Speaking clearly and effectively	60%	72%
Understanding yourself	60%	66%
Analyzing quantitative problems	55%	65%
Developing a personal code of values and ethics	54%	59%
Solving complex real-world problems	49%	58%
Understanding people of other racial and ethnic backgrounds	50%	52%
Contributing to the welfare of your community	41%	45%
Developing a deepened sense of spirituality	33%	30%
Voting in local, state, or national elections	24%	22%
* Percent responding “very much” or “quite a bit”		

Enriching Educational Experiences

NSSE annually reports student participation in selected enriching educational experiences. This year NSSE revised the response options for these activities to obtain more accurate information about the experiences in which seniors have participated before graduation.

Table 5 shows certain types of students are more likely to engage in various activities. This analysis only includes seniors and adjusts for differences in major field of study.

Table 5

Likelihood of Participating in Educationally Enriching Experiences

Student	Practicum, internship, or field, co-op, or clinical experience	Community service or volunteer work	Learning community	Research with faculty member outside of program	Foreign language coursework	Studying abroad	Independent study or self-designed major	Culminating senior experience
Nontraditional	–	–	–			–		–
Female	+	+	+		+	+	+	
African American vs. White		+	+	+	+			
Asian/Pacific vs. White	–					–		–
Hispanic vs. White					+			
Foreign National				+	+	+	+	
First-generation	–	–			–	–		
Part-time	–	–	–		–			
Transfer	–	–	–	–	–	–	–	–
Off-campus	–	–	–	–	–	–	–	–
Fraternity/Sorority Member	+	+	+	+	+	+		+
Varsity Athlete	+	+					+	+

+ indicates student is more likely to participate
– indicates student is less likely to participate

■ On balance, African Americans, foreign nationals, fraternity or sorority members, and varsity athletes are more likely to participate in one or more enriching activity.

■ Older students, Asian/Pacific Islanders, students of Hispanic origin, first-generation students, part-time students, transfers, and commuters are less likely than their counterparts to participate in one or more of these activities.



Arts, Wellness and Spirituality

This year NSSE added items to the core survey related to attending fine and performing arts events, participating in exercise and physical fitness activities, and engaging in spiritual activities and spiritual development during college.

Fine and Performing Arts

Roughly one quarter of students (28% first-years, 24% seniors), indicated that they frequently (“very often” or “often”) attended an art exhibit, gallery, play, dance, or other theater performance. Yet, about 1 in 4 first-year students (26%) and about 1 in 3 seniors (31%) “never” attended one such event during the current school year. For both first-year students and seniors, the frequency with which they went to fine or performing arts events was positively related to the emphasis students perceived the institution placed on attending campus events and activities. Attending fine or performing arts events was negatively related to the number of hours per week the student worked off campus, provided care for dependents, or commuted to class.

Exercise and Physical Fitness

Although at least half of all students (56% of first-years, 50% of seniors) frequently exercised or participated in physical fitness activities, 17% of first-year students and 21% of seniors reported that they “never” participated in these activities during the current school year. The percentage of students who participated in exercise or physical fitness activities varied by type of institution attended, ranging from almost two-thirds (67% first-years, 64% seniors) at baccalaureate liberal arts institutions to about half (51% first years, 44% seniors) at doctoral intensive institutions. Exercising was negatively related to the number of hours per week spent working off-campus, providing care for dependents, and commuting to class, but was positively related to students’ perceptions of the amount of support the institution provided to meet their social needs.

Spiritual Activity and Spiritual Development

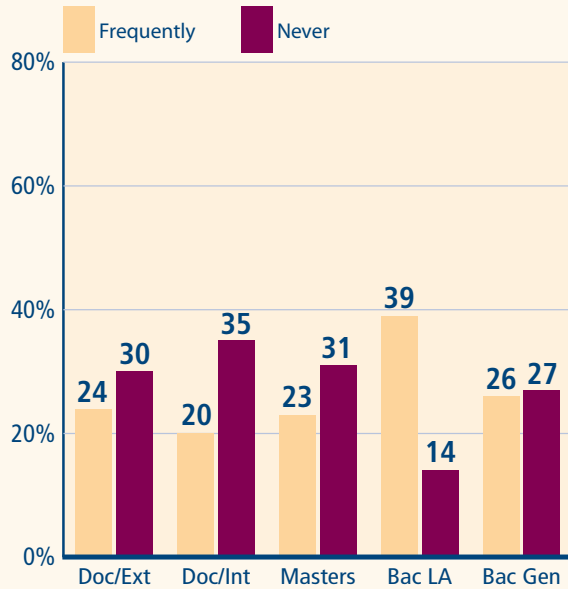
During the current school year, about one-third of all students (32% first-years, 31% seniors) frequently participated in activities to enhance their spirituality; however, 42% never participated in these activities. Frequent participation in spirituality-enhancing activities was more common for students at denominational institutions (44% first-years, 41% seniors) than those at other types of colleges and universities (25% first-years, 26% seniors). At the same time, more than a quarter of the students at denominational institutions (26% first-years, 29% seniors) said they “never” engaged in such activities.

About a third of all students (33% first years, 30% seniors) reported that their experience at the institution contributed “quite a bit” or “very much” to their deepened sense of spirituality. Again, students at denominational colleges were more likely than their counterparts elsewhere to report gaining substantially in spirituality during college. Not surprisingly, how often students participated in spirituality-enhancing activities was strongly linked ($r=.42$) to gains in spiritual development, especially at denominational institutions ($r=.52$).

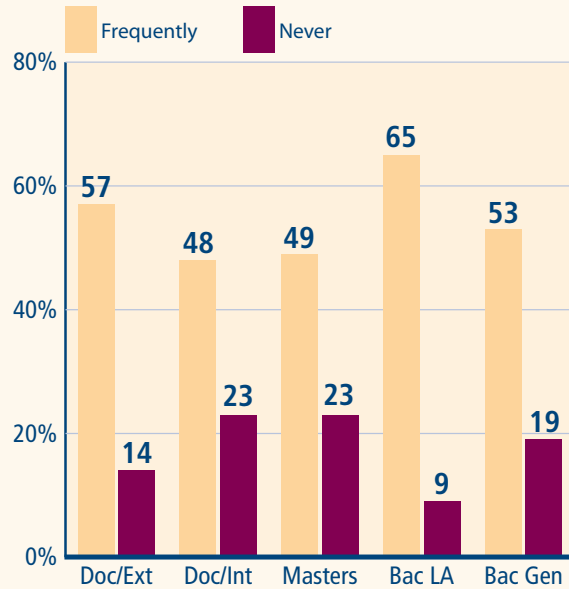


Arts, Wellness and Spirituality (continued)

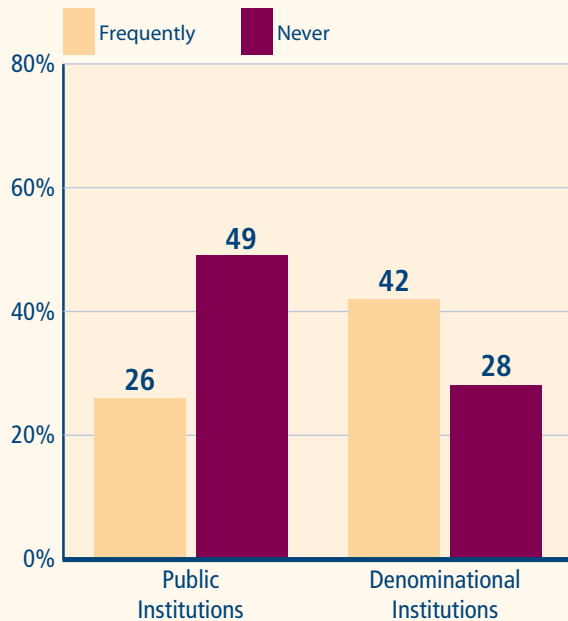
Percent of students who attended a fine or performing arts event during their school year.



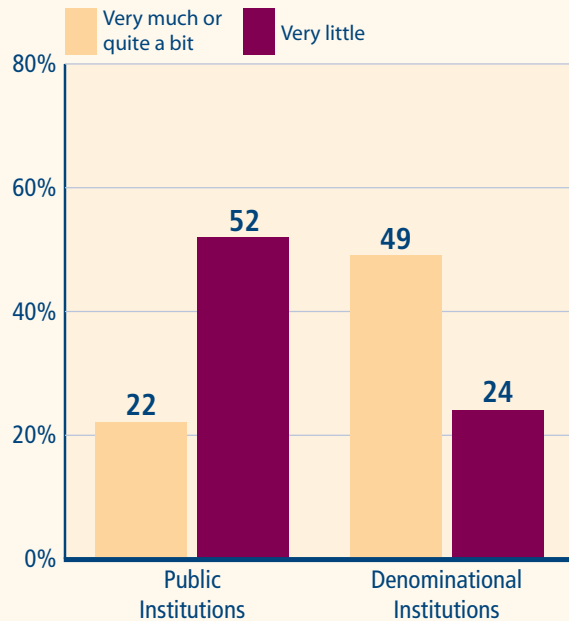
Percent of students who exercised during their current school year.



Percent of students who participated in activities to enhance spirituality during their current school year.



Percent of students who reported extent to which college experience contributed to their development of a deepened sense of spirituality during their current school year.



Civic Engagement

Many groups such as the Association of American Colleges and Universities are encouraging campuses to take a more active role in preparing students to practice democratic citizenship, on and off campus. For example, the American Democracy Project (ADP), a joint project of the American Association of State Colleges and Universities (AASCU) and *The New York Times*, seeks to increase the number of undergraduate students who understand and are committed to engaging in meaningful civic actions.

To help document the level of college student involvement in civic activities, NSSE added five experimental items to the online survey (Table 6).

Approximately 113,000 students from 449 institutions answered the five experimental civic engagement items.

- 54% of male students and 46% of females at least “sometimes” expressed their opinions about a political or community issue in a public forum.
- 93% of all students used one or more media source to stay informed about political or community issues.
- Four-fifths (81%) of fraternity and sorority members participated at least once in a fundraising event, while more than half (57%) of non-Greek members “never” did so.
- More than one-fourth of all students attended a rally, vigil, or protest.

- Students reporting higher levels of civic engagement also reported that their college experience contributed more to knowledge about voting in local, state or national elections and contributing to the welfare of their community.

Table 6
Percent of Students Responding to Civic Engagement Experimental Items

	Very Often or Often	Sometimes	Never
Expressed your opinion about a political or community issue in a public forum (e.g., sent a letter or e-mail to the media, contacted a government official, made a speech, signed a petition)	20%	29%	51%
Used media sources (e.g., newspaper, radio, television, Internet) to stay informed about local political or community issues	65%	28%	7%
Participated in a fundraising event (e.g., phone-a-thon, run, walk, dance marathon)	18%	29%	53%
Attended a rally, vigil, or protest about an issue that is important to you	8%	19%	73%
Led meetings or activities for a local community organization or religious group	13%	14%	74%

“Newspapers and magazines are the primary source of national and international news for only about 10% of students.”

- 22% of first-year students and 30% of seniors led meetings or activities for groups or organizations.
- Students at liberal arts colleges more frequently engaged in civic activities than their counterparts at other schools.

Civic Engagement (continued)

American Democracy Project (ADP)

About 12,000 students from a consortium of 32 ADP-member AASCU institutions answered an additional 18 civic engagement questions. Some key findings are highlighted in Table 7.

- The vast majority considered education, environmental, healthcare, and human rights issues to be at least “somewhat” important.
- Women students consider religious, safety/security, human rights, and civil rights issues to be more important than men do.

- About 25% of first-year students and 37% of seniors had voted in an election, either on- or off-campus.
- Only about 10% had contacted public officials about an issue; and less than 10% organized a petition, volunteered with a political campaign, or ran for an elected position.
- More than half of all respondents say that television is their primary source for news; newspapers and magazines are the primary source of national and international news for only about 10%.

“NSSE is an invaluable device for assessing the degree to which we are engaged in those practices that are known to promote student learning. I know of no better way to promote institutional improvement and accountability.” —*Michael S. Bassis, President, Westminster College*

Table 7

Percent of Students at AASCU Institutions Engaged in Selected Civic Activities

Activity	First-Year Students	Seniors
Voted in an election either on or off campus	25%	37%
Volunteered with a local community organization or religious group	23%	28%
Fundraised for a charitable organization	16%	24%
Signed a petition related to a political or community issue	20%	23%
Joined a local community group or association	20%	19%
Participated in a fundraising run/walk/ride	12%	17%
Sent a letter or e-mail to the media	8%	13%
Contacted public officials about an issue	7%	13%
Displayed buttons, signs, or stickers about political or social issues	8%	10%
Ran for an elected leadership position on or off the campus	5%	8%
Participated in a boycott, protest, or rally about an issue that is important to you	4%	6%
Volunteered to work on a political or issue campaign	4%	4%
Organized a petition	2%	2%

Deep Learning

Students have far more learning potential than traditional pedagogical methods often tap. One of the pleasant surprises from the first few years of NSSE findings was the substantial number of students engaged in various forms of active and collaborative learning activities. This shift from passive, instructor-dominated pedagogy to active, learner-centered activities promises to have desirable effects on learning. They take students to deeper levels of understanding and meaning, encouraging them to apply what they are learning to real life examples in the company of others (Lave & Wenger, 1990; Tagg, 2003).

To examine more closely student behaviors related to deep learning we added six items to the 2004 online NSSE survey that attempt to measure this form of engagement. We then created a deep learning scale, combining the experimental items with selected questions from the core NSSE survey that tapped similar constructs (Table 8). These items represent three clusters of deep learning activities:

- Higher-Order Learning—activities that require students to utilize higher levels of mental activity than those required for rote memorization.

Regression analyses of the responses from the 61,000 students across 459 colleges and universities who answered these questions indicate that students who scored higher on the deep learning scale:

- Gained more in general education, practical knowledge and skills, and personal/social development.
- Participated more often in enriching educational activities.
- Perceived that their campus is more supportive of their academic and social needs.
- Were more satisfied with their overall educational experience.
- Seniors, full-time students, and students at baccalaureate liberal arts colleges scored higher on the deep learning scale. Students majoring in arts and humanities and the social sciences scored higher on the deep learning scale than other majors; engineering majors scored lowest, due primarily to relatively low integrative and reflective learning scores.

“Seniors, full-time students, and students at baccalaureate liberal arts colleges scored higher on the deep learning scale.”

- Integrative Learning—activities that require integrating acquired knowledge, skills, and competencies into a meaningful whole.
- Reflective Learning—activities that ask students to explore their experiences of learning to better understand how they learn.

Students who scored higher on the deep learning scale also made more purposeful use of their time (Table 9). Students in the top quartile of deep learning scores reported spending more time preparing for class, working on campus, and participating in co-curricular activities than students in the lower quartiles. Conversely, top-quartile students spent less time each week relaxing and socializing than students in the lower quartiles. Deep learners also appear to spend more time reading materials outside of class. About a third (31%) of top-quartile deep learners reported reading five or more books for their own personal enjoyment or academic enrichment during the school year as compared to only 17% of students in the lower quartile.

Deep Learning (continued)

Table 8

Deep Learning Scale

Higher-Order Learning

- Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components
- Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships
- 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
- Applying theories or concepts to practical problems or in new situations

Integrative Learning

- Worked on a paper or project that required integrating ideas or information from various sources
- Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments
- Put together ideas or concepts from different courses when completing assignments or during class discussions
- Discussed ideas from your readings or classes with faculty members outside of class
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

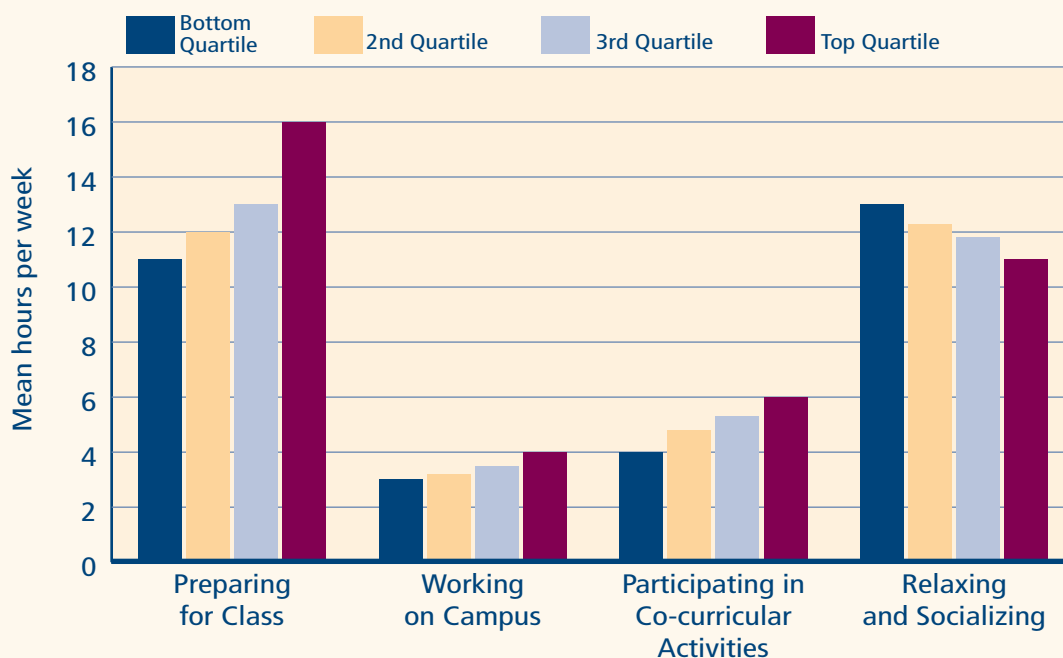
Reflective Learning

- Learned something from discussing questions that have no clear answers
- Examined the strengths and weaknesses of your own views on a topic or issue
- Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
- Learned something that changed the way you understand an issue or concept
- Applied what you learned in a course to your personal life or work
- Enjoyed completing a task that required a lot of thinking and mental effort



Table 9

Time Spent per Week in Selected Activities by Deep Learning Quartile





Faculty Survey of Student Engagement

Designed to complement NSSE, the Faculty Survey of Student Engagement (FSSE—pronounced “fessie”) measures faculty priorities and expectations of student engagement in effective educational practices and selected classroom faculty activities related to teaching and learning. After a successful pilot in 2003, about 20,000 faculty members from 132 four-year colleges and universities completed the survey in 2004.

FSSE findings point to important connections between faculty expectations, pedagogical approaches, and student engagement. For example, at institutions where faculty members have higher-than-average expectations for student engagement, students report being involved at higher levels in effective educational practices and report greater gains from their collegiate experience.

Table 10 highlights selected similarities and differences between faculty and student views of the student experience. Noting where there is either a

match or mismatch between faculty and student perceptions can help a campus focus its teaching and learning conversations and challenge existing assumptions.

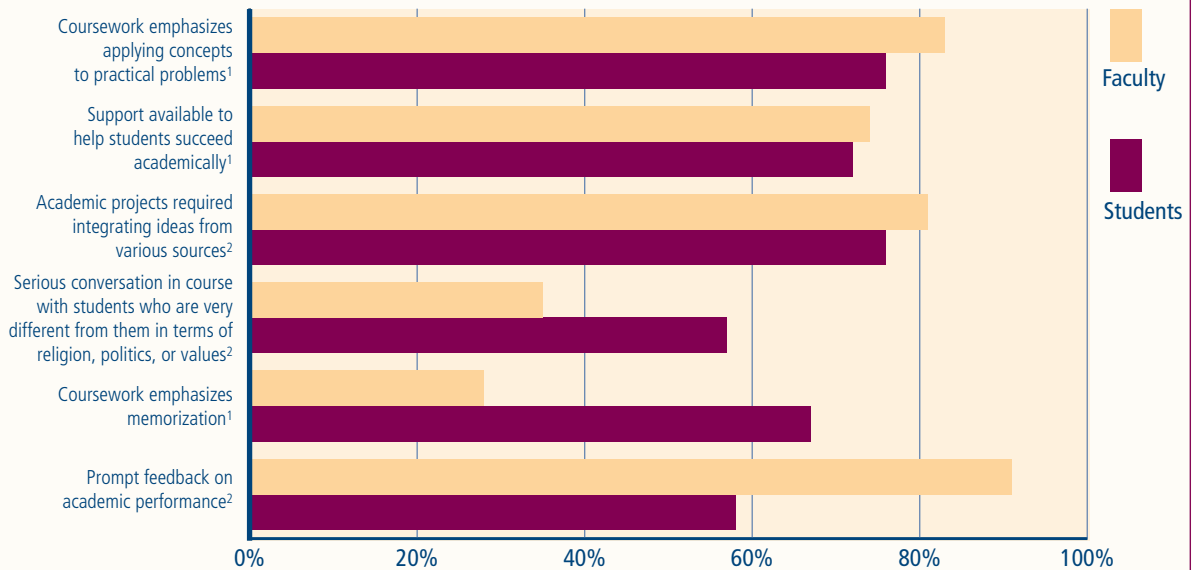
Class Preparation

FSSE asks faculty members how much time they expect students to spend preparing for their class and how much time they estimate students actually spend preparing for their course. In general, faculty expect students to study about twice as much (6 hours per class per week) as students actually reported (3 hours per class per week). Faculty members in the Physical Sciences, Engineering, and Biological/Life Sciences expected students to spend more time studying than their colleagues in other fields. Students in these majors do report actually spending more time preparing for class than do their peers in other fields. Additional information by discipline is included on NSSE’s 2004 annual report Web site.

“The combination of NSSE and FSSE is very powerful in getting faculty members’ attention. Focusing on ‘gaps’—areas where student-faculty responses differ significantly—is a particularly productive approach for stimulating improvement-oriented discussions and actions.”—*Thomas A. Angelo, Director, University Teaching Development Centre, Victoria University of Wellington*

Selected Faculty and Student Views of the Student Experience

Table 10



1 = percent responding “very much” or “quite a bit”
 2 = percent responding “very often” or “often”

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Faculty Survey of Student Engagement (continued)

How Faculty Spend Class Time

Faculty members devote about two-fifths (42%) of their class time to lecturing, 16% to small group work, and almost 14% to experiential activities such as labs and field work. The remainder of the time is spent on a variety of activities, such as instructor led discussions and student presentations (Table 11).

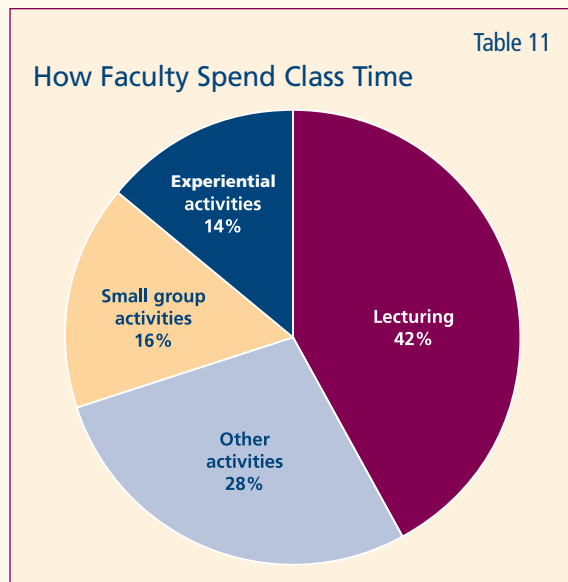
- Biological/Life Sciences, Physical Sciences, and Engineering faculty report spending more class time (between 57% and 60%) lecturing while Education faculty spend the least amount of time (around 25%).
- Faculty teaching lower and upper division courses spend approximately the same amount of class time on these activities. The most notable exception is that upper division Social Sciences faculty members spend less time (44%) than their lower division colleagues (53%) lecturing.
- Education faculty devote more class time (25% and 28% to lower and upper division courses, respectively) to small group work than their colleagues from other disciplines.
- Biological/Life Sciences faculty devote about one-quarter of their class time to experiential activities, which includes lab and field work.

The NSSE Web site contains more detailed information by discipline at www.iub.edu/~nsse.

Full-time and Part-time Faculty

Understanding how full-time and part-time faculty compare in terms of their expectations of students and their classroom practices becomes more important with institutions relying more heavily on part-time faculty.

- Part-time faculty expect students to study about one hour less per week than do full-time faculty, five hours and six hours per class, respectively.
- Part-time faculty also estimate that students actually spend less than three hours studying for their classes whereas full-time faculty estimate that their students spend about 3.5 hours preparing for class.
- At the same time, part-time faculty devote less class time to lecturing and more to involving students in small group work.



"We very much like the comparative information NSSE provides. The data are central to our efforts to individualize education for our students."—Margaret Malmberg, Provost and Dean of the Faculty, University of Charleston

Using NSSE Data

NSSE was designed to provide information colleges and universities can use to improve the quality of the undergraduate experience. This section illustrates a variety of different applications and interventions of student engagement results.

Southern Illinois University Edwardsville

Southern Illinois University Edwardsville (SIUE) uses NSSE for several purposes including curriculum planning and faculty development. As with increasing numbers of colleges and universities, in spring 2003 SIUE requested an oversample. That is, in addition to NSSE's standard random sample, surveys were also sent to all freshman who had taken selected first-year courses including its freshman experience course (UNIV 112) and academic development courses. Four questions were of particular interest: asked questions in class or contributed to class discussion; attended campus events and activities (special speakers, cultural performances, etc.); understanding yourself; and evaluate your entire educational experience at this institution. In general, students who took UNIV 112, an academic development course, or the honors seminar, participated more in class, more frequently attended campus events, gained more in self-understanding, and were more satisfied with

students in an intellectual community of students and faculty.

Westminster College

Westminster College in Utah uses NSSE results along with a variety of other sources of data in its strategic planning and performance indicator dashboard. President Michael Bassis and his colleagues have set goals to enhance student engagement across all five NSSE benchmarks by one decile over the next five years compared with other Carnegie master's institutions as well as its own criterion referenced measures. Additionally, Westminster benchmarks against a selected aspirational peer group of liberal arts colleges. It also combines selected results from the Faculty Survey of Student Engagement with its annual local faculty and staff survey to monitor the degree to which faculty and staff perceive the College to be open, collaborative, and inclusive.

Indiana University Bloomington

To be able to discover engagement patterns of students in various majors, Indiana University Bloomington requested that all students in selected academic units be surveyed. Specifically, all seniors in the College of Arts and Sciences and all

"A study committee has recommended to the Faculty Senate Curriculum Council to require a freshman seminar for all first-year students and is using the NSSE data to support the recommendation."—David Sill, Associate Provost, Southern Illinois University Edwardsville

the first year of college. According to David Sill, Associate Provost, the results also showed that students who took UNIV 112 or an honors seminar tended to be more satisfied overall with the quality of relations with peers, faculty members, and administrators. Based on these findings along with other information, the campus has proposed that all new students be required to take a New Student Seminar designed to: assist new freshmen in making the transition from high school to college-level work and expectations, to orient the students to the services and culture of the University, and to engage

sophomores, juniors, and seniors in the School of Education and the School of Health, Physical Education, and Recreation (HPER) were included. According to HPER Dean David Gallahue, his faculty and staff intend to use NSSE results as part of his school's Markers of Excellence, indicators of progress toward meeting its eight strategic goals. "Birddogs"—chairs of various implementation committees—are charged with identifying strengths and weaknesses and adopting approaches to maximize strengths and enhance areas where performance is falling short. Other large institutions requesting oversamples with similar intentions

Using NSSE Data (continued)

include University of Wisconsin-Madison, University of Toronto, University of Nebraska-Lincoln, University of Kansas, Indiana University-Purdue University Indianapolis, and University of Texas at El Paso.

Judson College

Judson College, in Illinois, annually reviews its NSSE results at a faculty colloquium. From the perspective of Provost Dale Simmons, the data have helped faculty and staff members at this fairly young institution understand how they are performing. Prior to sharing the results with the faculty, focus groups are held with sophomores who completed the survey the previous year to get a richer sense about the areas that appear to be either a concern or a surprise. The combination of information has been instructive for changing some of the things the College does in its foundational freshmen orientation course. Finally, at the end of every academic

occasionally prompt new programs, according to Iain Crawford, Vice President for Academic Affairs. One such initiative is the “Sophomores Speak and Dinner with the President” program, an effort to enhance the quality of student-administration relations. Findings are also examined over time to discern any changes in terms of student views of the faculty, classes, and the quality of the College’s overall learning environment.

Drew University

As with many schools, in some areas Drew University student responses were at or exceeded the desired level, in other areas they fell short. Christopher Van Wyk, Associate Dean and Director of Institutional Research, with assistance from a mathematics faculty member, compared Drew’s data with other baccalaureate liberal arts colleges. The results were especially instructive when put in the context of the three elements that the faculty

“Each time that we have used the NSSE survey we share the results with the faculty at a faculty colloquium. Comparative data help us understand that we are doing many things very well and give us important hints at where we need to improve.”—*Dale H. Simmons, Provost & VP for Academic Affairs, Judson College (IL)*

year, each academic unit spends a day assessing its performance and discussing the results of campus-wide and departmental assessments including NSSE, CIRP, and SSI with an eye toward making changes in the curriculum or in other ways they interact with students.

The College of Wooster

The College of Wooster publishes its NSSE results in its annual Fact Book, which is distributed to the Board of Trustees to keep them informed about student engagement with faculty and peers and other educational activities as they articulate with the College’s strategic plan. The president also presents the results to the faculty at-large to highlight areas of strong performance (such as student-faculty interaction) and to provide credible evidence regarding changing student needs and areas that might warrant improvement. Benchmark results are considered by the Executive Staff, which

had identified as important to a Drew education: a curriculum that integrates modes of learning; the application of advanced technologies to a liberal arts education; and strong faculty involvement helping students identify and explore opportunities for postgraduate education and personal and career development. In each of these areas, NSSE data revealed some areas of student performance that were below what the University considered acceptable. These findings prompted spirited discussion in both faculty meetings and the student government. Students, for example, spent over an hour critiquing the wording of the questions before someone pointed out that the same questions were asked everywhere (highlighting the value of the comparison data). The longer-term effect, according to Van Wyck, has been to make “engagement” part of the campus vocabulary, prompting increased attention to class size as well as a review of Drew’s course evaluation forms to what extent effective educational practices are represented.



Using NSSE Data *(continued)*

Elon University

At Elon University, student engagement has long been a hallmark and its NSSE scores reflect this distinctive emphasis. Not resting on its laurels, Elon also uses the results to identify areas that could be further strengthened in the context of strategic planning. According to Provost Gerald Francis, Elon altered one of its General Studies mathematics course (statistics) in an effort to increase academic challenge by emphasizing analysis and interpretation. NSSE 2003 results showed a modest decrease in two areas that generated some concern: fewer students reported that they discussed their career plans with a faculty member or advisor, and fewer reported that they had serious conversations with students from different ethnic backgrounds. Steps were subsequently taken to increase the contact between Career Center staff and academic departments and to expand employment opportunity contacts throughout the eastern United States. The institution also implemented plans to increase the racial and ethnic diversity of students and faculty at the institution. Although this effort is designed to span multiple years, progress has been made after only one year.

Taylor University

Taylor University uses NSSE data in a variety of ways to inform practice, goal setting, and decision-making, according to Tim Herrmann, Associate Dean for Academic Assessment. For example:

- Disseminate the results in its annual assessment report distributed to all administrative and academic divisions including the Academic Council;
- Discuss how the data could be used to more effectively communicate with prospective students;
- Present and discuss the results at a meeting of the faculty as a whole;
- Use the data to guide campus-wide discussions about creating a more engaged model for teaching;
- Incorporate NSSE information along with the results from other surveys such as CIRP and faculty course evaluations in the planning of the new faculty orientation workshop;
- Adopt two NSSE benchmarks (active and collaborative learning and student-faculty interaction) as outcome measures for one of its initial Academic Quality Improvement Process Action Projects;

“NSSE results over three years showed a need for supplementary academic support services and in 2003 the College was awarded a Title III grant to address these and related issues.”—*S. Margaret McGarry, Director of Institutional Research, Regis College, Massachusetts*

Marlboro College

Marlboro College students are “rather survey averse” in the eyes of Louise Allen Zak, Associate Dean for Academic Affairs. Thus, the 67% response rate suggests to her that students appreciated the validity of the exercise and the potential value of the data. The results were published in the College’s Parent Newsletter and used in its NEASC self-study to confirm areas of strength. All in all, participating in NSSE has helped to bring a focus to tracking and analyzing data on student experiences.

- Establish and Implement the Center for Teaching Excellence.

University of Kentucky

In an effort to increase student volunteerism as measured by NSSE, the University of Kentucky implemented several initiatives: a Student Volunteer Center information clearinghouse to make community service opportunities known; the UK Fusion program that takes students to various community venues for a day of service; development of more living-learning communities, including one focused on community service; and using the freshman orientation seminar to introduce students to the



Using NSSE Data (continued)

larger Lexington community. NSSE results also are being used to compare student engagement in courses that incorporate a service-learning activity and those that do not.

The University of Hawaii-Hilo

The University of Hawaii-Hilo used NSSE results to demonstrate to faculty how it measures areas of desired improvement in relation to Chickering and Gamson's (1987) "Seven Principles for Good Practice in Higher Education." Experienced UH-Hilo faculty then led workshops about those practices, using examples such as a large lecture class where active learning was fostered by calling students up on stage to dance out the structure of DNA. Other faculty members discussed ways to involve students in community research projects.

Towson University

Towson University disaggregated its NSSE results from seniors by those who started at the institution as first-year students and those who entered as transfer students to better understand the transfer student experience. Toward this end, Towson administers the CIRP to all incoming transfers

as well as first-year students and will oversample seniors in their next NSSE administration to develop a fuller portrait of the transfer student experience.

University of Wisconsin System

The 13 campuses in the University of Wisconsin system have coordinated NSSE administrations as a system twice, yielding comparable indicators for the system's annual *Achieving Excellence* accountability reports. This approach allows for system-wide assessment while also providing each institution with data to guide local initiatives.

Additional examples of how colleges, universities, and state systems (Table 12) are using their NSSE data can be found in previous annual reports as well as in the "Using NSSE Data" section of the institutional report (www.iub.edu/~nsse).



"We're using NSSE data to help us benchmark progress on our goal to promote and support excellence in teaching, learning and student development."—David L. Gallahue, Dean of School of Health, Physical Education, & Recreation, Indiana University Bloomington

Table 12

State & University Consortia from 2000-04

California State University	South Dakota	University of North Carolina
City University of New York	Texas A&M	University of New Hampshire
Connecticut State Universities	University of Hawaii	University of Texas
Indiana University	University of Maryland	University of Wisconsin
Kentucky	University of Massachusetts	West Virginia
New Jersey	University of Missouri	

NSSE Institute for Effective Educational Practice

The NSSE Institute was established in 2003 in response to numerous requests for assistance in using student engagement data to improve student learning and institutional effectiveness. Institute associates have completed a major national study of high-performing colleges and universities, made dozens of presentations at national and regional meetings, and worked with several campuses to enhance student success.

Cosponsored by The Carnegie Foundation for the Advancement of Teaching and the Pew Forum on Undergraduate Learning, support for the initial set of NSSE Institute activities came from Lumina Foundation for Education and the Wabash College Center of Inquiry in the Liberal Arts. The following are examples of NSSE Institute outreach:

- Facilitated a day-long retreat of key administrators of a metropolitan university to identify institutional policies and practices that promote and inhibit student success with the goal of improving student persistence and satisfaction.
- Reviewed the NSSE results of a small comprehensive private university and met in small groups with faculty, administrators, and staff to identify areas where the institution could profitably focus to improve student engagement.
- Planned and facilitated a “back-to-school” faculty workshop for a regional liberal arts college aspiring to improve its national reputation by focusing on educational quality as measured by student success indicators.
- Helped a philanthropic organization design a symposium to examine the role of assessment and accountability for private colleges and universities.
- Contributed to an invitational conference that examined the changing role of student affairs professionals in promoting student engagement.
- Worked with teams from dozens of colleges and universities that participated in several regional workshops (Illinois, Ohio, Texas) and regional and national meetings on using NSSE and FSSE results.

Current Initiatives

Several other initiatives are underway to assist colleges and universities in using student engagement and related information to guide institutional improvement efforts. They include the Documenting Effective Educational Practice (DEEP) project, Building Engagement and Attainment of Minority Students (BEAMS), and the Accreditation Toolkit.

Documenting Effective Educational Practice (DEEP)

In partnership with the American Association for Higher Education (AAHE), Project DEEP examined the everyday workings of 20 diverse educationally effective colleges and universities to learn what they do to promote student success. The research team completed 40 multiple-day site visits to DEEP schools, each of which is distinguished by higher-than-predicted graduation rates and higher-than-predicted scores on the five NSSE benchmarks of effective educational practice. The project was guided by the following questions:

- What do high-performing colleges and universities do to promote student success?
- What campus features—policies, programs, and practices—contribute to high levels of engagement and better-than-predicted graduation rates?

The first major DEEP product is a book entitled, *Student Success in College: Creating Conditions That Matter*, scheduled for publication by AAHE/Jossey-Bass in March 2005. The book is intended for institutional leaders, faculty members, student and academic affairs professionals, and other

Properties Common to DEEP Schools

- 1) A “living” mission and a “lived” educational philosophy
- 2) An unshakeable focus on student learning
- 3) Clearly marked pathways to student success
- 4) Environments adapted for educational enrichment
- 5) An improvement-oriented campus culture
- 6) Shared responsibility for educational quality and student success

NSSE Institute for Effective Educational Practice (continued)

campus stakeholders to stimulate new ways of thinking about student engagement and provide effective approaches to enhance educational quality. Six properties and conditions shared by the DEEP schools are featured along with a wide array of effective educational policies and practices that if adapted appropriately can help a campus create and sustain a culture that supports student success. The book can be used in faculty and staff development, strategic planning, institutional mission clarification, leadership development, and collaborative efforts between academic and student affairs.

Building Engagement and Attainment of Minority Students (BEAMS)

The BEAMS Project is a five-year initiative to assist historically Black, Hispanic-serving, and tribal colleges and universities use student engagement data and related information for institutional

improvement. The project is a partnership among NSSE, the American Association for Higher Education (AAHE), and the Alliance for Equity in Higher Education, and is funded by Lumina Foundation for Education. This year BEAMS worked with its second cohort of 40 schools, which brings the total number of institutions in the project to 80 (Table 13).

The final cohort of BEAMS will participate in NSSE 2005. The project continues to diversify the NSSE database of institutions and student respondents, providing a more comprehensive picture of student engagement at the nation's colleges and universities; supply valuable information for institutional improvement efforts at minority serving institutions; and provide information used to promote the use of effective educational practices at these campuses.



“NSSE is useful to all types of institutions interested in improving the student experience. Through the BEAMS (Building Engagement and Attainment for Minority Students) project, NSSE and AAHE are helping more than 100 minority-serving institutions do just that.”—*Clara M. Lovett, President, American Association for Higher Education*

Table 13

BEAMS Colleges and Universities

2003		2004	
Adams State College	North Carolina Agricultural and Technical State University	Alcorn State University	Morehouse College
Benedict College	Oakwood College	Alliant International University	Morgan State University
Bethune Cookman College	Occidental College	Bennett College	New York City College of Technology, CUNY
California State University, Dominguez Hills	Pontifical Catholic University of Puerto Rico	Bowie State University	North Carolina Central University
California State University, Fresno	Prairie View A&M University	California State University, Northridge	Philander Smith College
California State University, Los Angeles	Saint Peter's College	Chicago State University	St. Mary's University
California State University, San Bernardino	Savannah State University	Clafin University	St. Thomas University
California State University, Stanislaus	Spelman College	Dillard University	Texas College
Central State University	Texas A&M International University	Elizabeth City State University	Tougaloo College
Clark Atlanta University	Texas A&M University - Corpus Christi	Florida International University	Universidad Del Este
Colorado State University, Pueblo	Texas A&M University - Kingsville	Herbert H. Lehman College, CUNY	University of Maryland, Eastern Shore
Fayetteville State University	University of Houston - Downtown	Huston-Tillotson College	University of New Mexico
Florida Memorial College	University of Puerto Rico at Humacao	Inter American University of Puerto Rico-San Germán	University of Puerto Rico at Utuado
Fort Valley State University	University of St. Thomas	Jarvis Christian College	University of Puerto Rico Cayey
Haskell Indian Nations University	University of Texas - Pan American	Lane College	University of Puerto Rico Ponce
Heritage College	The University of Texas at El Paso	Mercy College	University of the District of Columbia
Institute of American Indian Arts	The University of Texas at San Antonio	Miles College	University of the Incarnate Word
Jackson State University	The University of Texas of the Permian Basin	Mississippi Valley State University	Virginia Union University
Kentucky State University	The University of the Virgin Islands		Wiley College
Medgar Evers College of The City University of New York	Voorhees College		Winston-Salem State University
Morris College	Western New Mexico University		York College, CUNY
Norfolk State University	Xavier University of Louisiana		

NSSE Outreach

In an effort to encourage even greater use of student engagement and related information and for institutional representatives to share information, NSSE annually hosts several regional and pre-conference workshops. The goal of these sessions is to increase participant proficiency in applying NSSE data toward institutional improvement.

Patterned after well-attended events held in Illinois, Texas, and Ohio, regional workshops are designed for faculty members and administrators with commitments and responsibilities for enhancing the quality of the undergraduate learning experience. More specifically, workshop topics address how to use NSSE data for different purposes, such as assessment, accreditation, self-studies, general education reviews, and faculty development (Table 14).

Through a combination of plenary sessions, concurrent interest sessions, group activities, and hands-on work in a computer lab, participants learn more about how to link NSSE data to other institutional data, use the Faculty Survey of Student Engagement (FSSE) to understand faculty expectations for student engagement, and gain insight into educationally effective practice.

Table 14

NSSE Workshop Sessions

- Understanding and Using NSSE Data
- NSSE and Strategic Planning
- Responding to Institutional Needs Using NSSE Data
- Using Student Engagement Information to Stimulate Conversations about Teaching and Learning
- Evaluating a Pilot Freshman Seminar Program
- Effectively Communicating Student Engagement Information on Campus

Accreditation Toolkit

NSSE's Accreditation Toolkit first appeared in the 2004 Institutional Report, and is now available on the NSSE Web site. The toolkit provides suggestions for incorporating NSSE into regional accreditation processes with an emphasis on mapping student engagement results to accreditation standards specific to each region (Table 15). The Toolkit also offers illustrative timelines to help institutions determine when and how often to collect student engagement data for accreditation and examples of how colleges and universities are incorporating their NSSE results.

Highlighted below are two examples of how institutions are putting NSSE data to use in the accreditation process.

Lawrence Technological University

Lawrence Technological University (LTU) participated in NSSE in 2002 and used writing item results as additional data in their university- and department-level assessment efforts. LTU's NSSE results encouraged the institution to conduct a more in-depth study of the type and amount of writing required of students. This led to the development of a university-wide writing matrix, which documented the type and amount of writing assignments for each undergraduate major offered at the university. LTU developed an action plan to improve student writing, including initiatives such as stating clearer expectations about the quality of writing required in courses, a junior writing portfolio required for graduation, and a junior writing course for students needing improvement. The institution incorporated the results of their data and their improvement plan into their North Central Association (NCA) self-study. Future administrations of NSSE will be used to help assess the effectiveness of the writing improvement initiatives.

Agnes Scott College

Agnes Scott College's Southern Association of Colleges and Schools (SACS) Quality Enhancement Plan (QEP) outlined a comprehensive approach to increase intellectual vibrancy on campus. These included enriched First-Year Seminars, a new

NSSE Outreach (continued)

Table 15

NSSE Results Mapped to Selected New England Association of Schools and Colleges (NEASC) Standards

NSSE Survey Items	NEASC Standards
1. Academic and Intellectual Experiences	
a. Asked questions in class or contributed something in class	4.19
b. Made a class presentation	4.19
c. Prepared two or more drafts of a paper or assignment	4.19 4.29
d. Worked on a paper or project that required integrating ideas or information from various sources	4.16 4.18 4.19
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments	11.5
f. Came to class without completing reading or assignments	4.7 4.19 4.29

Sophomore Year Experience, an expanded Junior Year experience, and the creation of a departmentally based culminating experience for seniors. NSSE data, along with a variety of other measures, were used to help identify the focus and features of the QEP, and will serve as a baseline from which to measure the success of the interventions once fully implemented. The College is considering additional ways to use NSSE over the next few years to further assess the quality of the undergraduate experience and to identify other areas for further improvement. The next administration will be timed to assess the impact of initiatives in the QEP. For example, a 2006 administration of NSSE is intended to examine the experiences of senior students after the capstone courses are fully implemented across the curriculum.



“Information about student engagement is an excellent foundation for the accreditation review process, providing much needed evidence of areas of strength as well as where improvement may be needed.”—*Ralph Wolff, Executive Director, WASC Senior College Commission*

Looking Forward

As Thomas Ehrlich observed in the Foreword, NSSE's top priority is to provide high-quality information about the undergraduate experience that can be used for institutional improvement and for informing the public about dimensions of collegiate quality. Toward this end we are committed to making our various reports and services as user-friendly as possible. Under the auspices of the NSSE Institute for Effective Educational Practice, we will work with colleges and universities and institutional consortia to refine ways to use student engagement results productively. We will also collaborate with states, professional associations, accreditation agencies, and other entities such as the Community College Survey of Student Engagement (CCSSE) that share the goal of enhancing the undergraduate experience. Some of these ongoing initiatives were briefly described earlier in this report. Others are just getting started.

For example, with support from Lumina Foundation for Education and the Center of Inquiry in the Liberal Arts at Wabash College, we have launched a study to learn more about the relationships between student engagement and key indicators of student success in college. Working with about 18 colleges and universities around the country, the "Connecting the Dots" project

college by comparing their responses to the new Beginning College Student Survey (BCSS) just prior to starting college and to NSSE at the end of their first year. This will enable us to isolate the relative importance of institutional policies and practices on student engagement after controlling for student input variables. Institutions will be able to use these findings to improve pre-college communications with prospective students as well as early college socialization experiences such as orientation, fall welcome week, first-year seminars, service learning, and so forth. Schools will also be able to document their contribution to fostering student engagement. To further validate the BCSS, we are conducting individual cognitive interviews and focus groups with students at a handful of four-year colleges and universities.

Over the next 18 months, NSSE staff along with colleagues at the IU Center for Postsecondary Research will conduct a major review of the research on student success as part of a National Postsecondary Education Cooperative and National Center for Education Statistics initiative. This work complements NSSE's workscope and promises to make a valuable contribution to the literature as well as better inform NSSE Institute associates who work with colleges and universities on this

"Under the auspices of the NSSE Institute for Effective Educational Practice, we will work with colleges and universities and institutional consortia to refine ways to use student engagement results productively."

will link student-level records including SAT/ACT scores, high school rank, financial aid information, persistence, transcripts, and outcome measures with NSSE results for those students who completed the survey in 2000, 2001 or 2002. The findings promise to help us better understand the student behaviors and institutional practices that are most important in predicting student success, after controlling for a host of potentially confounding influences.

We also intend to learn more about the relationships between new students' expectations and high school experiences and their engagement in effective educational practices during the first year of

critical issue. In addition, we plan to undertake some collaborative research projects with scholars at other institutions who have intellectual interests and goals compatible with NSSE's philosophy and purposes.

All of these activities will help us better understand how institutions can use information about the activities and experiences of their students to create pathways that lead to student success and to improve collegiate quality. It is a privilege and pleasure for NSSE to be involved in this important work.



Supporting Materials

Supporting Materials on NSSE Web Site

For more detailed information on the 2004 Annual Survey, please visit NSSE's Web site at:

www.iub.edu/~nsse/html/report-2004.shtml

- Copy of NSSE's survey instrument, *The College Student Report 2004*
- Profiles of all participating colleges and universities
- NSSE 2004 benchmark percentiles and descriptive statistics by first-year students and seniors by Carnegie Classification
- Creating the National Benchmarks of Effective Educational Practice
- NSSE's conceptual framework and overview of psychometric properties
- Additional findings from the Faculty Survey of Student Engagement
- NSSE Research and Publications
- NSSE Workshop Information

Resources

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National Survey of Student Engagement (2002). *From promise to progress: How colleges and universities are using student engagement results to improve collegiate quality*. Bloomington, IN: Indiana University Center for Postsecondary Research.

National Survey of Student Engagement (2003). *Converting data into actions: Expanding the boundaries of institutional improvement*. Bloomington, IN: Indiana University Center for Postsecondary Research.

Pascarella, E.T. (2001). Identifying excellence in undergraduate education: Are we even close? *Change*, 33(3), 19-23.

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Summary Statistics—National 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

The benchmarks are based on the results from 2004¹ and reflect responses from about 163,000 first-year and senior students at 472 different four-year colleges and universities.

Student cases are weighted for gender and enrollment status (full-time, less than full-time). Comparison group benchmarks (Carnegie classification and national) are the mean of institutional benchmarks within the respective category.² To facilitate comparisons across time, as well as between individual institutions and types of institutions, each benchmark is expressed as a 100-point scale. For more details on the construction of the benchmarks, visit our website at www.iub.edu/~nsse.

As in previous years, smaller schools generally have higher benchmark scores across the board. However, the variation of benchmark scores within categories of institutions is substantial. 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 ask for student engagement results or comparable data from the specific institution under consideration.

Notes:

¹ This marks a departure from our practice in past years when three years worth of data were used.

² Thus, differences between multi-institution groups (Carnegie Classifications and national) represent only institution-level variance and not student-level variance.

Revision to NSSE Benchmarks

In 2004, the process for calculating benchmark scores was revised. The changes are intended to make the process easier to understand and to allow institutions to make their own calculations, particularly intra-institutional comparisons. The following list describes the primary changes in the process.

- All items that comprise the benchmark scores are converted to a 0-100 point scale.
- The items that contribute to each benchmark are the same as in 2003 with one exception. Enriching Educational Experiences now includes a measure of whether or not a student participated in a learning community.
- The adjustment part-time students receive on four of the items that contribute to the Level of Academic Challenge benchmark are based on national averages for those items.
- Student-level scale scores (i.e., precursors to the benchmarks at the student level) are calculated by taking the mean of each student’s responses to the set of items that contribute to a benchmark as long as the student has valid responses for at least 60% of the items.
- Benchmarks are calculated by taking the weighted average of student-level scale scores for the randomly sampled students at a given institution.
- Due to the change in the response categories for question seven as well as changes in our process for calculating weights, only one year of data is used in calculating and comparing benchmarks.

Although not directly comparable on a yearly basis, analyses of the results produced by the revised benchmark calculation process compared with the one used previously show that institutions’ scores are highly correlated (e.g., $r > .90$ for 2003 scores) and that percentile rankings remain generally unchanged. NSSE will work with schools that



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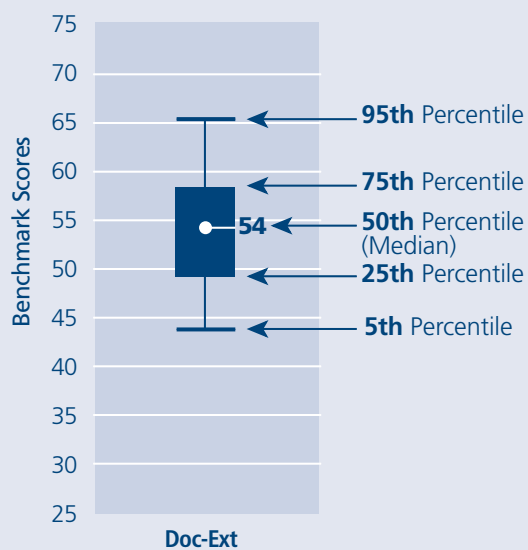
Summary Statistics—National Benchmarks of Effective Educational Practice *(continued)*

have participated in multiple years to understand yearly comparisons based on the revised calculation process.

More information about the calculations for 2004, examples of intra-institutional analyses, and descriptions of how to calculate student-level scale scores for 2004, as well as previous years, are posted on the NSSE 2004 annual report Web site.

Guide to Benchmark Figures

The benchmark figures are a modified “box and whiskers” type of chart. Each column shows the benchmark scores at the 5th, 25th, 50th (median), 75th, and 95th percentiles.³ The circle signifies the median—the middle score that divides all institutional benchmarks into two equal halves. The rectangular box shows the 25th to 75th percentile range, i.e. the middle 50% of all scores. The “whiskers” on top and bottom are the 95th and 5th percentiles, as illustrated below:



This type of chart gives more information than a chart of simple point-estimates such as means or medians. One can see the range and variation of institutional scores in each category, and also where mid-range or normal scores fall. At the same time one can see what score is needed (i.e., 75th or 95th percentile) to be a top performer in the group.

Benchmark Frequency Tables

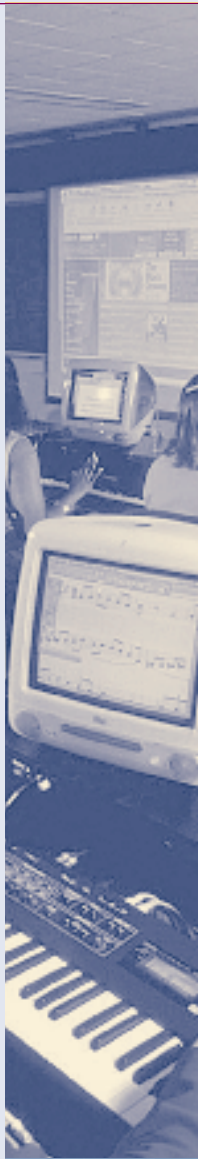
Following each benchmark is a table of frequencies based on data from 2004. These tables show the percentages of how students responded to each of the survey items within the benchmark. The values listed are column percentages. Frequencies are shown by class standing for each of the Carnegie Classification types and national dataset. A weight was applied to adjust for non-response and to ensure that students from a single institution contribute to the figures in the same proportion as if every first-year and senior student from that institution responded to the survey.

In addition, a special column labeled “Top 5%” shows the response percentages of students attending schools that scored in the top 5% of all institutions (roughly 24 schools) on the benchmark. Thus, the pattern of responses among the Top 5% institutions shows what would need to be achieved in order to be among the top performers on a particular benchmark.

		First-year Students						
		Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	Nat'l
Hours spent preparing for class (studying, reading, writing, rehearsing, and other activities)	0 hrs/wk	0	1	0	0	0	0	0
	1-5 hrs/wk	17	20	22	10	18	5	18
	6-10 hrs/wk	24	26	27	20	25	14	24
	11-15 hrs/wk	21	20	19	21	19	19	20
	16-20 hrs/wk	16	15	15	19	16	19	16
	21-25 hrs/wk	10	9	9	14	11	17	10
	26-30 hrs/wk	6	5	5	9	6	13	6
30+ hrs/wk	5	4	4	7	5	13	5	
Worked harder than you thought to meet expectations	Never	11	9	8	8	7	6	8
	Sometimes	41	41	40	37	38	31	39
	Often	34	35	38	37	39	38	37
	Very Often	14	14	15	18	16	24	15
Number of assigned textbooks and readings	None	1	1	1	0	1	0	1
	Between 1-4	15	18	18	7	16	4	15
	Between 5-10	36	37	36	26	35	18	34
	Between 11-20	33	30	29	40	33	39	32
	More than 20	15	14	15	27	15	37	17

Notes:

³ A percentile is a score within a distribution below which a given percentage or scores is found. For example, the 75th percentile of a distribution of scores is the point below which 75 percent of the scores fall.



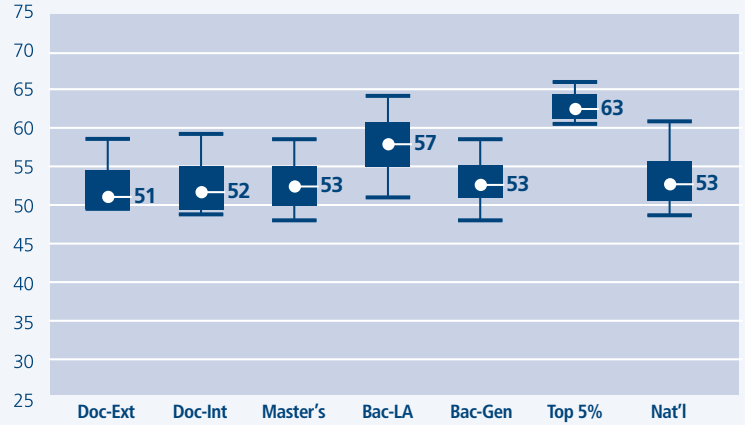
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National Benchmarks of Effective Educational Practice (continued)

Level of Academic Challenge

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

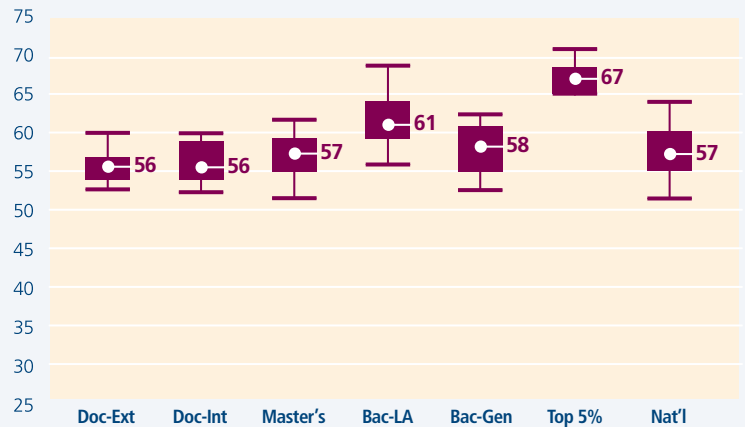
Benchmark Scores First-Year Students



Percentile First-Year Students

	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	Nat'l
95th %	58	59	58	64	58	66	61
75th %	54	55	55	61	55	64	56
50th %	51	52	53	57	53	63	53
25th %	49	49	50	55	52	62	51
5th %	48	48	47	52	47	61	48

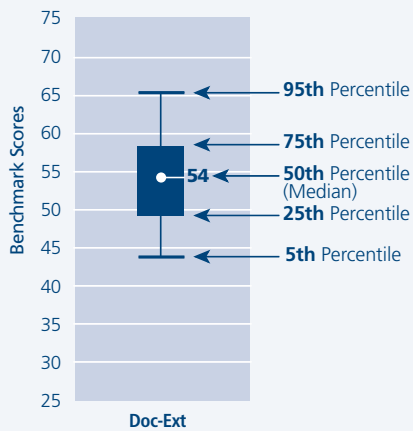
Benchmark Scores Seniors



Percentile Seniors

	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	Nat'l
95th %	60	60	62	69	63	71	64
75th %	57	58	59	64	61	68	60
50th %	56	56	57	61	58	67	57
25th %	54	54	55	59	55	65	55
5th %	53	53	52	56	53	65	52

Guide to Benchmark Figures



Level of Academic Challenge (in percentages)

		First-Year Students							Seniors						
		Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	Nat'l	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	Nat'l
Number of assigned textbooks, books, or book-length packs of course readings	None	1	1	1	0	1	0	1	2	2	2	1	2	0	2
	Between 1-4	19	22	21	9	22	5	20	24	28	27	14	24	8	25
	Between 5-10	40	40	39	29	39	20	39	36	37	37	30	36	21	36
	Between 11-20	27	25	26	38	27	39	27	24	21	22	32	24	34	23
	More than 20	13	11	13	24	12	35	13	14	13	13	24	14	36	14
Number of written papers or reports of 20 pages or more	None	85	83	82	82	78	79	83	54	53	51	36	47	25	51
	Between 1-4	11	12	13	15	14	18	13	38	38	40	56	42	64	40
	Between 5-10	2	3	3	2	4	2	3	5	6	6	6	7	9	6
	Between 11-20	1	1	1	1	2	1	1	1	1	2	1	2	1	2
	More than 20	1	1	1	1	1	0	1	1	1	1	1	2	1	1
Number of written papers or reports between 5-19 pages	None	17	14	16	6	14	3	15	11	11	10	5	8	2	10
	Between 1-4	50	48	50	45	49	36	50	44	45	44	32	43	22	43
	Between 5-10	25	28	24	34	25	41	26	30	29	30	40	32	45	30
	Between 11-20	6	8	8	12	9	16	8	11	11	12	18	13	23	12
	More than 20	1	2	2	3	2	4	2	3	4	4	5	5	8	4
Number of written papers or reports of fewer than 5 pages	None	4	3	4	1	4	1	3	7	9	8	5	7	4	7
	Between 1-4	30	29	27	18	27	18	28	32	33	31	25	29	22	32
	Between 5-10	33	33	33	33	31	33	33	28	26	26	29	26	29	27
	Between 11-20	21	23	24	29	24	28	23	19	18	19	23	20	25	19
	More than 20	11	12	13	18	14	20	13	14	14	15	18	17	20	15
Coursework: Analyzing the basic elements of an idea, experience, or theory, and considering its components	Very little	2	2	2	1	3	0	2	1	2	2	1	2	0	2
	Some	18	20	20	12	20	7	19	14	13	14	9	14	5	13
	Quite a bit	46	46	46	43	45	36	45	42	42	42	38	43	32	42
	Very much	35	33	32	44	33	57	34	43	43	42	52	41	63	43
	Coursework: Synthesizing and organizing ideas, information, or experiences	Very little	5	6	5	3	5	1	5	4	4	4	2	4	1
Some		30	30	30	22	30	14	30	24	24	22	16	22	9	23
Quite a bit		41	42	42	43	42	40	41	39	40	41	39	43	34	40
Very much		24	22	23	32	24	45	24	32	33	33	44	32	56	33
Coursework: Making judgements about the value of information, arguments, or methods		Very little	7	6	6	4	5	3	6	7	6	6	4	5	2
	Some	32	29	29	25	28	19	30	27	25	24	21	23	17	25
	Quite a bit	39	41	40	42	43	43	40	37	39	39	39	40	36	38
	Very much	22	23	24	29	24	35	23	29	30	32	37	32	45	31
	Coursework: Applying theories or concepts to practical problems or in new situations	Very little	4	5	5	3	5	2	4	4	3	3	2	3	2
Some		22	23	24	20	24	16	23	18	18	17	15	16	12	17
Quite a bit		39	40	40	39	40	36	40	34	35	37	35	38	32	35
Very much		35	32	31	37	32	45	33	45	44	43	48	43	54	44
Working harder than you thought you could to meet an instructor's standards or expectations		Never	12	10	9	9	7	8	10	10	8	7	6	6	6
	Sometimes	41	42	40	36	37	32	40	39	38	35	34	34	30	37
	Often	34	35	36	36	38	36	36	35	37	39	39	39	40	37
	Very often	13	14	15	18	18	24	15	16	17	19	21	21	24	18
	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	1	1	0	0	0	1	0	1	1	0	1	0
1-5		19	23	25	12	25	6	22	19	24	24	14	24	7	21
6-10		25	29	28	22	26	16	27	25	27	27	23	27	17	26
11-15		21	20	20	22	20	20	20	18	18	18	21	17	21	18
16-20		16	14	13	18	13	20	14	16	14	14	17	13	19	14
21-25		9	8	8	12	8	17	8	9	7	8	11	8	14	8
26-30		5	4	3	7	4	11	4	6	4	5	7	5	11	5
More than 30		5	3	3	6	4	9	4	7	5	5	7	5	11	6
Institutional: Spending significant amounts of time studying and on academic work	Very little	2	3	2	2	2	1	2	3	3	3	1	2	1	3
	Some	17	20	19	13	16	7	18	20	20	19	14	18	5	19
	Quite a bit	47	47	48	45	47	35	47	45	46	47	42	47	31	46
	Very much	33	30	31	40	36	57	32	33	31	31	42	33	63	32

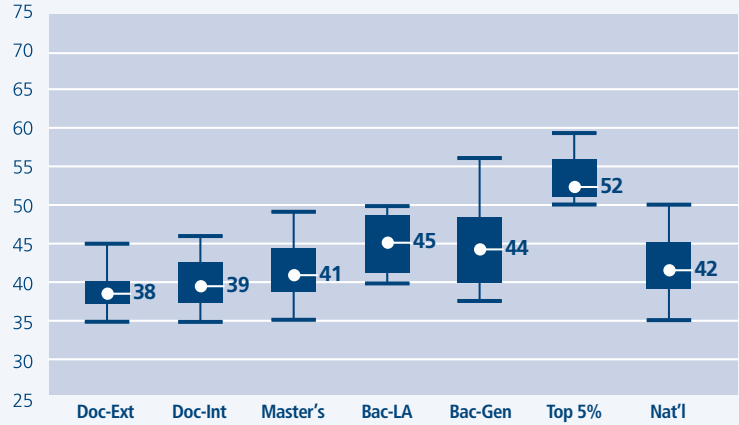


National Benchmarks of Effective Educational Practice (continued)

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.

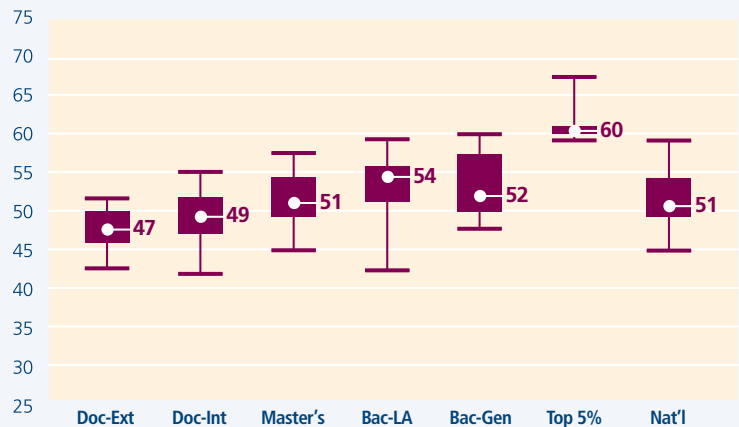
Benchmark Scores First-Year Students



Percentile First-Year Students

	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	Nat'l
95th %	45	46	49	50	56	59	50
75th %	40	43	44	48	48	56	45
50th %	38	39	41	45	44	52	42
25th %	37	37	38	42	40	51	39
5th %	35	35	35	40	37	50	35

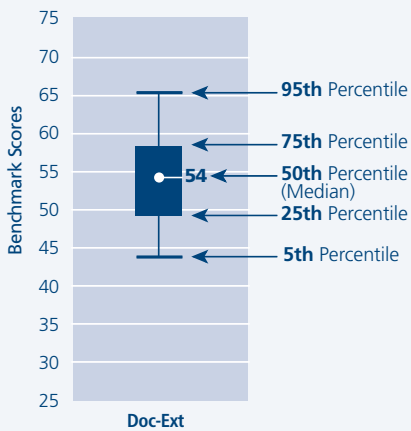
Benchmark Scores Seniors



Percentile Seniors

	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	Nat'l
95th %	52	55	57	59	60	67	59
75th %	50	52	54	56	57	61	54
50th %	47	49	51	54	52	60	51
25th %	46	47	49	52	50	60	49
5th %	43	42	45	47	47	59	45

Guide to Benchmark Figures



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Active and Collaborative Learning (in percentages)

		First-Year Students							Seniors						
		Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	Nat'l	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	Nat'l
Asked questions in class or contributed to class discussions	Never	5	4	3	1	2	1	4	4	3	2	1	1	0	3
	Sometimes	45	42	38	27	34	21	40	34	30	25	17	21	13	29
	Often	32	33	35	35	36	37	34	31	31	32	29	33	27	32
	Very often	18	20	24	37	27	41	23	31	36	40	53	45	59	37
Made a class presentation	Never	24	15	16	9	10	6	18	9	7	4	2	4	1	6
	Sometimes	54	56	53	59	51	34	54	43	35	32	33	28	20	36
	Often	17	23	24	25	30	34	22	31	35	37	41	40	41	35
	Very often	4	6	7	6	10	26	6	17	22	26	24	28	38	22
Worked with other students on projects during class	Never	15	13	12	15	11	9	13	17	12	11	16	10	7	13
	Sometimes	48	49	47	50	46	40	48	45	44	43	49	43	38	44
	Often	29	30	32	28	33	34	31	27	31	32	26	33	37	30
	Very often	8	7	9	7	10	17	8	11	13	14	9	14	18	13
Worked with classmates outside of class to prepare class assignments	Never	14	16	16	6	14	7	15	8	9	8	4	8	3	8
	Sometimes	47	48	47	45	45	31	47	33	36	35	36	38	27	35
	Often	29	27	28	37	30	37	29	33	34	35	38	35	41	34
	Very often	10	9	9	12	11	26	10	26	22	22	21	20	29	23
Tutored or taught other students (paid or voluntary)	Never	50	54	55	49	53	45	53	43	47	45	36	42	29	44
	Sometimes	34	33	32	35	32	33	33	36	34	34	37	35	38	35
	Often	11	9	9	11	10	14	10	12	12	12	13	13	18	12
	Very often	5	4	4	5	5	8	4	10	8	9	14	10	16	9
Participated in a community-based project (e.g., service learning) as part of a regular course	Never	69	69	66	58	59	38	66	61	58	54	50	48	30	57
	Sometimes	21	21	23	28	26	35	23	26	26	28	31	32	34	27
	Often	7	7	7	9	10	17	7	8	10	11	12	13	22	10
	Very often	3	3	4	5	5	10	4	5	6	7	8	7	14	6
Discussed ideas from your readings or classes with others outside of class	Never	7	9	7	4	7	4	7	4	4	4	2	4	2	4
	Sometimes	36	39	38	30	36	29	37	32	35	32	25	31	23	32
	Often	35	33	35	39	36	39	35	37	37	38	38	38	40	37
	Very often	21	19	20	27	21	28	21	27	24	26	34	26	35	26



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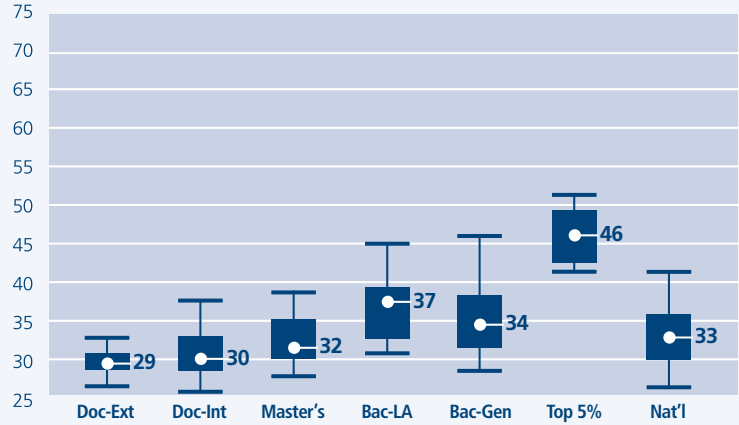
National Benchmarks of Effective Educational Practice (continued)

Student-Faculty Interaction

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



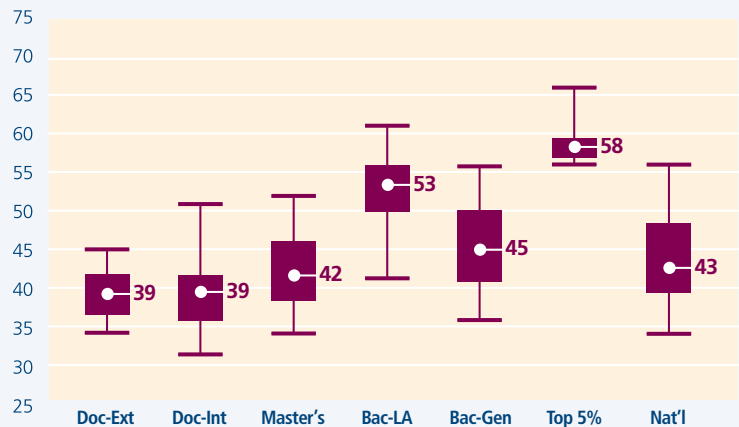
Benchmark Scores First-Year Students



Percentile First-Year Students

	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	Nat'l
95th %	33	37	38	45	46	52	42
75th %	31	33	35	39	38	49	36
50th %	29	30	32	37	34	46	33
25th %	28	28	30	33	32	43	30
5th %	26	25	27	31	28	42	26

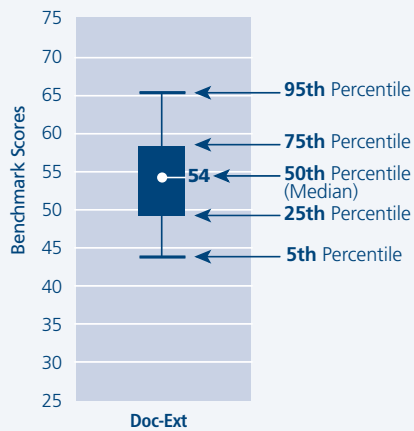
Benchmark Scores Seniors



Percentile Seniors

	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	Nat'l
95th %	45	51	52	61	56	66	56
75th %	42	42	46	56	50	59	48
50th %	39	39	42	53	45	58	43
25th %	37	36	38	50	41	57	39
5th %	34	32	34	41	36	56	34

Guide to Benchmark Figures



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Student-Faculty Interaction (in percentages)

		First-Year Students							Seniors						
		Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	Nat'l	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	Nat'l
Discussed grades or assignments with an instructor	Never	10	9	9	5	8	5	9	6	5	5	3	4	2	5
	Sometimes	46	45	44	39	40	23	44	39	39	36	30	34	23	37
	Often	30	31	31	36	33	38	31	32	32	35	35	36	34	34
	Very often	14	15	16	21	18	34	16	23	23	25	31	26	40	24
Discussed ideas from your readings or classes with faculty members outside of class	Never	47	47	44	30	37	19	44	32	33	28	16	23	10	29
	Sometimes	40	40	41	47	44	41	41	48	47	47	47	49	43	47
	Often	10	10	12	17	14	27	11	15	15	18	25	19	28	17
	Very often	3	3	4	6	5	13	4	6	6	7	13	8	19	7
Talked about career plans with a faculty member or advisor	Never	26	27	25	22	21	14	26	21	23	18	8	13	4	19
	Sometimes	49	49	47	47	47	37	48	43	42	41	36	40	27	42
	Often	18	17	20	22	23	29	19	23	21	25	29	28	33	24
	Very often	7	7	8	10	10	20	8	13	13	17	27	19	36	16
Received prompt feedback from faculty on your academic performance (written or oral)	Never	9	9	8	4	8	5	9	7	5	5	2	4	1	5
	Sometimes	40	41	40	31	38	24	39	34	35	30	24	28	17	32
	Often	38	38	38	45	40	42	39	43	43	45	47	48	45	44
	Very often	12	12	13	20	15	29	13	15	17	20	27	20	37	18
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	Never	70	69	64	50	56	34	65	54	56	50	31	41	21	51
	Sometimes	21	22	24	32	28	34	24	28	27	29	37	33	35	29
	Often	7	7	8	12	11	20	8	12	11	13	19	16	22	12
	Very often	2	3	3	5	5	12	3	7	6	8	14	10	21	8
Worked on a research project with a faculty member outside of course or program requirements	Have not decided	42	42	42	43	42	34	42	15	18	17	9	15	8	16
	Do not plan to do	25	26	30	18	27	16	27	53	54	57	52	56	46	55
	Plan to do	30	28	24	35	26	39	27	12	12	11	7	11	7	11
	Done	3	3	4	3	5	11	3	21	16	16	31	18	40	18



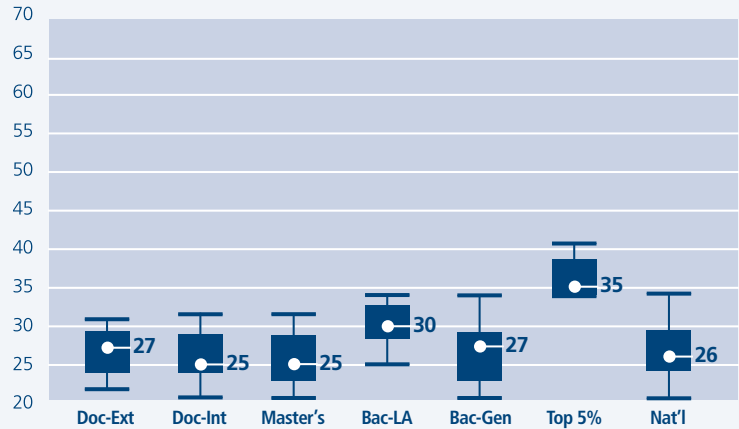
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National Benchmarks of Effective Educational Practice (continued)

Enriching Educational Experiences

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

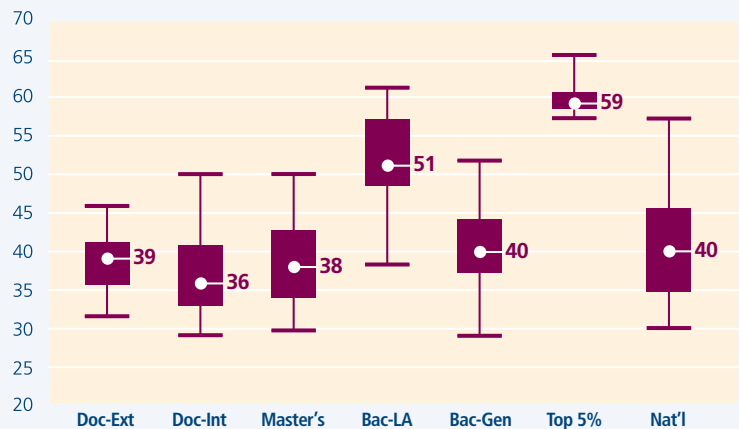
Benchmark Scores First-Year Students



Percentile First-Year Students

	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	Nat'l
95th %	31	32	32	34	34	41	34
75th %	29	28	28	33	29	38	29
50th %	27	25	25	30	27	35	26
25th %	24	24	23	28	23	34	24
5th %	22	20	20	25	20	34	20

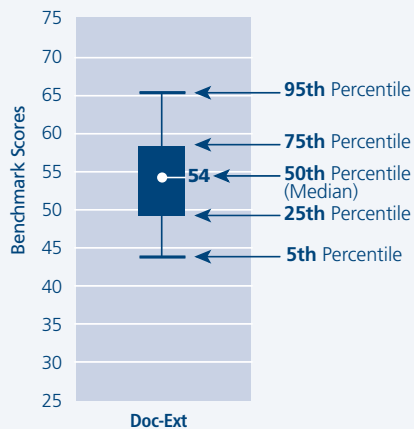
Benchmark Scores Seniors



Percentile Seniors

	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	Nat'l
95th %	46	50	50	62	52	66	57
75th %	42	41	43	57	44	61	46
50th %	39	36	38	51	40	59	40
25th %	36	33	34	48	37	58	35
5th %	32	29	30	38	29	57	30

Guide to Benchmark Figures



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Enriching Educational Experiences (in percentages)

		First-Year Students							Seniors						
		Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	Nat'l	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	Nat'l
Had serious conversations with students who are very different from you	Never	11	12	12	6	15	7	12	9	11	11	6	13	3	10
	Sometimes	31	31	33	26	35	23	32	33	34	34	30	39	25	34
	Often	29	29	29	33	27	29	29	29	30	29	30	28	32	29
	Very often	29	28	26	35	23	41	27	29	25	25	34	20	40	26
Had serious conversations with students of a different race or ethnicity	Never	15	17	18	14	22	9	17	12	13	14	10	19	7	13
	Sometimes	34	34	35	32	36	23	34	34	34	35	36	39	33	35
	Often	26	25	25	27	22	29	25	27	27	27	26	23	28	27
	Very often	25	25	22	27	20	40	24	27	25	23	27	19	33	25
Institutional: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Very little	15	15	16	11	15	8	15	23	22	21	17	20	15	22
	Some	35	35	35	31	31	28	34	38	36	37	37	36	35	37
	Quite a bit	31	31	30	33	32	33	31	25	27	27	28	27	29	26
	Very much	19	19	19	25	23	31	20	14	15	15	18	17	22	15
Hours spent participating in co-curricular activities	0	39	47	48	23	45	27	44	43	56	52	24	45	14	48
	1-5	34	30	29	36	31	39	31	33	25	28	36	31	35	30
	6-10	14	10	11	17	10	16	12	12	8	9	16	10	21	10
	11-15	6	5	5	10	6	9	6	5	4	4	10	6	13	5
	16-20	4	3	3	6	4	4	4	3	3	3	6	4	7	3
	21-25	2	2	2	3	2	2	2	2	1	2	3	2	3	2
	26-30	1	1	1	2	1	1	1	1	1	1	2	1	2	1
	More than 30	1	2	1	2	1	2	1	2	1	2	3	2	4	2
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	Never	16	16	19	15	21	10	18	14	13	14	14	15	11	14
	Sometimes	29	29	30	29	27	29	29	27	26	27	29	27	28	27
	Often	27	27	26	27	25	24	26	26	27	26	26	25	28	26
	Very often	28	28	25	28	28	37	27	33	34	33	31	32	33	33
Practicum, internship, field experience, co-op experience, or clinical assignment	Have not decided	14	14	15	15	15	8	15	8	8	9	6	6	5	8
	Do not plan to do	4	3	5	3	4	3	4	19	18	19	18	16	14	19
	Plan to do	78	77	74	76	74	80	76	23	25	23	9	22	6	23
	Done	5	5	6	6	7	9	6	50	49	49	67	55	75	50
Community service or volunteer work	Have not decided	17	20	18	13	18	8	18	10	13	11	7	10	4	11
	Do not plan to do	8	9	9	5	7	3	9	20	22	21	15	18	10	21
	Plan to do	42	41	40	40	39	36	41	12	13	14	7	13	4	13
	Done	33	30	32	42	36	53	33	58	52	54	71	59	83	56
Foreign language coursework	Have not decided	19	23	21	14	22	12	20	7	10	9	4	9	2	8
	Do not plan to do	28	31	32	16	29	17	29	40	48	47	27	48	16	44
	Plan to do	28	31	29	31	34	33	30	6	8	8	3	8	2	7
	Done	26	15	18	39	14	38	21	48	34	36	65	34	79	41
Study abroad	Have not decided	29	32	30	22	30	22	30	9	12	11	4	10	2	10
	Do not plan to do	29	34	33	15	33	20	31	69	72	72	59	71	40	70
	Plan to do	41	33	34	61	33	54	37	7	7	7	4	8	2	7
	Done	1	2	3	2	4	4	2	14	9	10	34	11	56	13
Independent study or self-designed major	Have not decided	32	35	34	37	34	28	34	8	12	11	4	10	2	10
	Do not plan to do	53	49	47	37	41	49	48	66	64	62	55	57	47	63
	Plan to do	13	14	16	24	20	19	16	8	10	10	4	10	3	9
	Done	2	2	3	2	4	4	3	18	15	18	37	22	48	18
Culminating senior experience	Have not decided	46	45	43	35	38	34	43	11	13	12	4	9	1	11
	Do not plan to do	16	15	16	7	12	15	15	41	32	31	22	23	7	34
	Plan to do	38	40	40	57	48	48	41	26	32	30	22	33	21	28
	Done	1	1	1	1	2	2	1	23	24	28	52	36	72	27
Participate in a learning community	Have not decided	34	36	38	43	40	25	37	13	17	16	11	15	9	15
	Do not plan to do	34	29	29	28	24	28	30	61	56	55	63	53	61	58
	Plan to do	17	20	21	19	24	19	20	5	7	7	4	8	3	6
	Done	15	15	12	9	12	29	13	20	21	21	22	24	27	21



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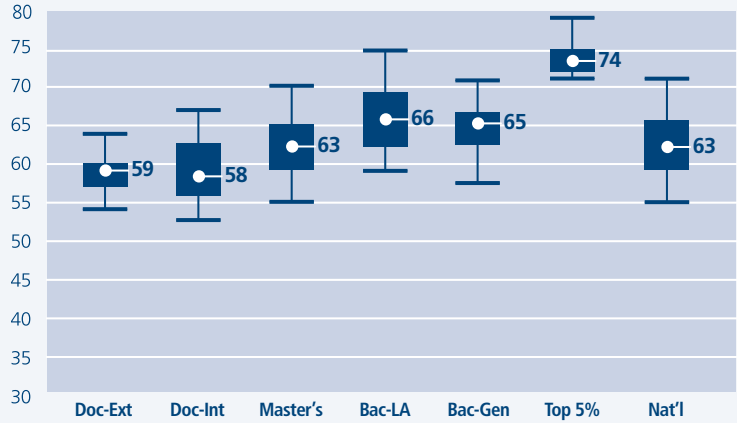
National Benchmarks of Effective Educational Practice (continued)

Supportive Campus Environment

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



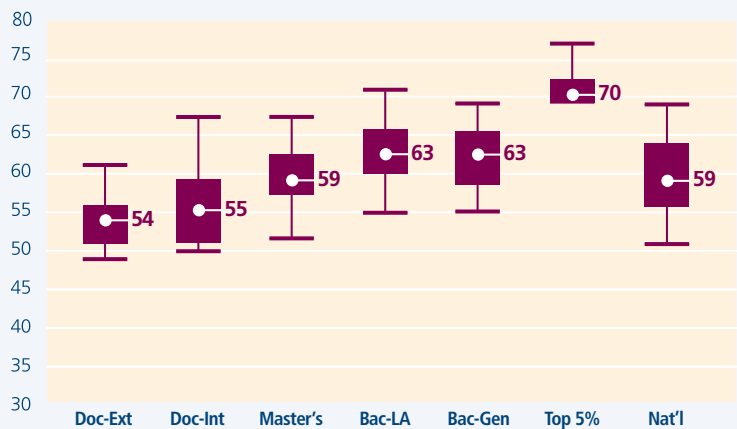
Benchmark Scores First-Year Students



Percentile First-Year Students

	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	Nat'l
95th %	64	67	70	75	71	79	72
75th %	60	63	65	69	67	75	66
50th %	59	58	63	66	65	74	63
25th %	57	56	59	63	63	73	59
5th %	54	53	55	59	57	72	55

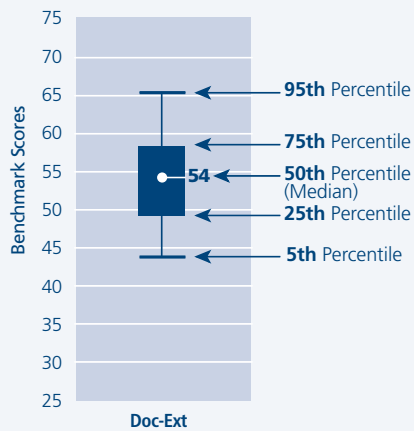
Benchmark Scores Seniors



Percentile Seniors

	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	Nat'l
95th %	61	67	67	71	69	77	69
75th %	56	59	63	66	66	73	64
50th %	54	55	59	63	63	70	59
25th %	52	52	57	60	58	69	56
5th %	49	50	52	55	55	69	51

Guide to Benchmark Figures



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Supportive Campus Environment (in percentages)

		First-Year Students							Seniors						
		Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	Nat'l	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	Nat'l
Emphasis: Providing the support you need to thrive socially	Very little	19	22	21	14	18	6	20	31	34	31	23	25	9	31
	Some	41	40	39	39	39	26	40	41	42	41	41	41	30	41
	Quite a bit	29	29	29	33	30	39	29	21	18	21	27	24	37	21
	Very much	11	10	11	14	14	29	11	7	6	7	9	10	23	7
Emphasis: Providing the support you need to help you succeed academically	Very little	4	4	3	2	3	0	3	7	6	5	2	4	2	6
	Some	24	25	23	13	18	11	22	32	31	26	16	23	15	28
	Quite a bit	46	46	45	42	43	41	45	43	43	44	45	44	44	44
	Very much	27	26	29	43	36	48	29	18	19	24	37	30	39	22
Emphasis: Helping you cope with your non-academic responsibilities (work, family, etc.)	Very little	33	32	30	22	25	11	31	47	48	42	31	35	15	44
	Some	41	40	39	43	40	35	40	36	35	37	43	37	39	36
	Quite a bit	19	20	21	25	24	32	21	12	13	15	20	20	29	14
	Very much	7	7	9	10	11	21	8	4	4	6	7	8	16	5
Quality: Your relationships with other students	Unfriendly, unsupportive, sense of alienation	1	1	1	1	1	1	1	1	1	1	1	1	0	1
	2	2	2	2	2	2	1	2	2	2	2	2	1	1	2
	3	4	5	4	3	4	2	4	4	5	4	4	3	2	4
	4	10	11	10	8	9	4	10	9	11	9	8	8	4	9
	5	21	22	22	19	22	15	21	21	22	21	19	19	15	21
	6	33	32	31	33	30	34	32	33	31	31	33	32	36	31
Friendly, supportive, sense of belonging	29	27	30	34	32	44	29	30	28	33	34	36	42	31	
Quality: Your relationships with faculty members	Unavailable, unhelpful, unsympathetic	1	1	1	0	1	0	1	1	1	1	0	1	0	1
	2	2	2	2	1	2	1	2	2	2	2	1	1	2	2
	3	5	5	4	2	3	1	4	5	5	4	2	3	2	4
	4	15	14	12	7	10	7	13	13	13	9	5	8	6	11
	5	31	29	27	21	24	19	28	27	26	22	16	19	17	24
	6	32	33	34	40	34	38	34	34	32	36	39	34	37	35
Available, helpful, sympathetic	14	15	21	30	26	33	19	18	21	27	37	33	37	24	
Quality: Your relationships with administrative personnel and offices	Unhelpful, inconsiderate, rigid	3	3	3	2	2	1	3	6	6	5	4	4	2	5
	2	5	5	5	4	4	1	5	8	8	7	6	6	3	7
	3	9	9	8	6	8	4	8	11	11	10	10	8	6	11
	4	19	19	17	14	14	11	17	18	18	17	17	15	14	18
	5	27	26	26	26	23	22	26	24	23	23	24	23	24	24
	6	26	24	26	30	29	36	26	21	20	22	24	23	28	22
Helpful, considerate, flexible	12	13	17	18	20	24	15	12	13	16	15	20	24	14	



Participating Colleges and Universities: 2000-2004

A

Abilene Christian University
 Adams State College
 Adelphi University
 Agnes Scott College
 Alaska Pacific University
 Albertson College of Idaho
 Alcorn State University
 Alfred University
 Alice Lloyd College
 Allegheny College
 Alliant International University
 Alma College
 Alvernia College
 Alverno College
 American University
 Angelo State University
 Antioch College
 Appalachian State University
 Arcadia University
 Arizona State University West
 Arkansas Tech University
 Armstrong Atlantic State University
 Asbury College
 Auburn University
 Auburn University Montgomery
 Augsburg College
 Augustana College (IL)
 Augustana College (SD)
 Aurora University
 Austin College
 Austin Peay State University

B

Baker University
 Baldwin-Wallace College
 Ball State University
 Baptist Memorial College of Health Sciences
 Barry University
 Barton College
 Baylor University
 Beacon College
 Bellarmine University
 Belmont University
 Beloit College
 Benedict College
 Benedictine College
 Berea College
 Bernard M. Baruch College of
 The City University of New York
 Berry College
 Bethel College
 Bethune Cookman College
 Birmingham-Southern College
 Black Hills State University
 Blackburn College
 Bloomfield College
 Boise State University
 Boston University
 Bowling Green State University
 Bradley University
 Brenau University
 Brigham Young University
 Brigham Young University-Hawaii
 Brooklyn College of The City University of New York
 Bryan College
 Bryant College
 Bryn Mawr College
 Bucknell University
 Butler University

C

California College of Arts and Crafts
 California Lutheran University
 California Polytechnic State University
 California State University San Marcos
 California State University, Bakersfield
 California State University, Chico
 California State University, Dominguez Hills
 California State University, Fresno
 California State University, Fullerton
 California State University, Los Angeles
 California State University, Monterey Bay
 California State University, Northridge
 California State University, Sacramento
 California State University, San Bernardino
 California State University, Stanislaus
 Calumet College of Saint Joseph
 Calvin College
 Campbell University
 Canisius College
 Capella University
 Cardinal Stritch University
 Carleton University in Ottawa
 Carroll College (MT)
 Carroll College (WI)
 Carthage College
 Case Western Reserve University
 Catawba College
 Cazenovia College
 Cedar Crest College
 Cedarville University
 Central College

Central Connecticut State University
 Central Methodist College
 Central Michigan University
 Central Missouri State University
 Central State University
 Central Washington University
 Centre College
 Chadron State College
 Chaminade University of Honolulu
 Champlain College
 Chapman University
 Chatham College
 Chicago State University
 Christian Heritage College
 Christopher Newport University
 Circleville Bible College
 City College of The City University of New York
 Claflin University
 Clark Atlanta University
 Clark University
 Clarkson University
 Clayton College & State University
 Clemson University
 Cleveland State University
 Coker College
 Colby-Sawyer College
 Colgate University
 College Misericordia
 College of Charleston
 College of Mount Saint Joseph
 College of New Jersey, The
 College of Notre Dame of Maryland
 College of Saint Benedict
 College of Saint Elizabeth
 College of Staten Island, The City University of New York
 College of the Holy Cross
 College of the Ozarks
 College of William and Mary, The
 Colorado College
 Colorado School of Mines
 Colorado State University
 Columbia College
 Columbia College Chicago
 Columbus College of Art and Design
 Columbus State University
 Concordia College
 Concordia University
 Concordia University Irvine
 Concordia University Nebraska
 Concordia University River Forest
 Concordia University Wisconsin
 Concordia University, Ann Arbor
 Concordia University, St. Paul
 Connecticut College
 Converse College
 Corcoran College of Art and Design
 Cornell College
 Covenant College
 Creighton University

D

Daemen College
 Dakota State University
 Dakota Wesleyan University
 Daniel Webster College
 Davis & Elkins College
 Delta State University
 Denison University
 DePaul University
 DePauw University
 Dickinson College
 Dickinson State University
 Dillard University
 Dominican University
 Dordt College
 Drake University
 Drew University
 Drexel University
 Drury University
 Duquesne University

E

Earlham College
 East Carolina University
 Eastern Connecticut State University
 Eastern Kentucky University
 Eastern Mennonite University
 Eastern Michigan University
 Eastern New Mexico University
 Eastern Oregon University
 Eastern University
 East-West University
 Eckerd College
 Edgewood College
 Edinboro University of Pennsylvania
 Elizabeth City State University
 Elizabethtown College
 Elmhurst College
 Elmira College
 Elon University
 Embry-Riddle Aeronautical University-Daytona Beach
 Embry-Riddle Aeronautical University-Prescott
 Emmanuel College

Emory & Henry College
 Emporia State University
 Endicott College
 Eureka College

F

Fairfield University
 Fairleigh Dickinson University-All Campuses
 Fairmont State College
 Fayetteville State University
 Ferrum College
 Fitchburg State College
 Florida Atlantic University
 Florida Gulf Coast University
 Florida Institute of Technology
 Florida International University
 Florida Memorial College
 Florida Southern College
 Fontbonne University
 Fort Hays State University
 Fort Lewis College
 Fort Valley State University
 Framingham State College
 Franciscan University of Steubenville
 Franklin & Marshall College
 Franklin Pierce College
 Franklin W. Olin College of Engineering
 Fresno Pacific University
 Friends University
 Furman University

G

George Fox University
 George Mason University
 Georgetown College
 Georgia College & State University
 Georgia Institute of Technology
 Georgia Southern University
 Georgia Southwestern State University
 Georgia State University
 Georgian Court College
 Gettysburg College
 Goldey-Beacom College
 Gonzaga University
 Gordon College
 Goucher College
 Graceland University
 Grand View College
 Greensboro College
 Greenville College
 Grove City College
 Guilford College
 Gustavus Adolphus College
 Gwynedd Mercy College

H

Hamilton College
 Hamline University
 Hampden-Sydney College
 Hanover College
 Hardin-Simmons University
 Harris-Stowe State College
 Hartwick College
 Harvey Mudd College
 Haskell Indian Nations University
 Hastings College
 Heidelberg College
 Henderson State University
 Herbert H. Lehman College of the
 City University of New York
 Heritage College
 High Point University
 Hiram College
 Hobart and William Smith Colleges
 Hollins University
 Holy Family College
 Holy Names College
 Hope College
 Houghton College
 Howard Payne University
 Howard University
 Humboldt State University
 Hunter College of The City University of New York
 Huntingdon College
 Huntington College
 Husson College
 Huston-Tillotson College
 Idaho State University

I

Illinois College
 Illinois Institute of Technology
 Illinois State University
 Illinois Wesleyan University
 Indiana State University
 Indiana University Bloomington
 Indiana University East
 Indiana University Kokomo
 Indiana University Northwest
 Indiana University Southeast
 Indiana University-Purdue University Fort Wayne
 Indiana University-Purdue University Indianapolis
 Indiana Wesleyan University
 Institute of American Indian Arts and Arts Development



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Participating Colleges and Universities: 2000-2004 (continued)

Iona College
Iowa State University
Ithaca College

J

Jackson State University
Jacksonville University
James Madison University
Jarvis Christian College
Jewish Hospital College of Nursing and Allied Health
John Brown University
John Carroll University
John Jay College of Criminal Justice of The City University of New York
Johnson Bible College
Johnson State College
Judson College (IL)
Judson College (AL)
Juniata College

K

Kalamazoo College
Kansas City Art Institute
Kansas State University
Kean University
Keene State College
Kennesaw State University
Kent State University
Kentucky State University
Kettering University
Keuka College
Keystone College
Knox College

L

La Roche College
La Salle University
Laboratory Institute of Merchandising
Lafayette College
LaGrange College
Lake Forest College
Lamar University
Lane College
Lawrence Technological University
Lawrence University
Le Moyne College
Lebanon Valley College
Lee University
Lees-McRae College
Lewis & Clark College
Lewis University
Lincoln Christian College and Seminary
Lincoln Memorial University
Lindsey Wilson College
Lipscomb University
Lock Haven University of Pennsylvania
Long Island University-Brooklyn Campus
Longwood University
Loras College
Louisiana State University and Agricultural and Mechanical College
Loyola College in Maryland
Loyola Marymount University
Loyola University Chicago
Loyola University New Orleans
Luther College
Lynchburg College
Lyndon State College
Lyon College

M

Macalester College
Madonna University
Maharishi University of Management
Malone College
Manchester College
Manhattanville College
Mansfield University of Pennsylvania
Marian College of Fond du Lac
Marist College
Marlboro College
Marquette University
Marshall University
Mary Washington College
Marymount College Tarrytown
Marymount Manhattan College
Marymount University
Maryville College
Marywood University
Massachusetts College of Liberal Arts
Massachusetts Institute of Technology
Master's College, The
McDaniel College
McGill University
McKendree College
McMaster University
Medgar Evers College of The City University of New York
Menlo College
Mercer University
Mercy College-Main Campus
Meredith College
Messiah College
Metropolitan State College of Denver, The

Metropolitan State University
Miami University
Michigan State University
Michigan Technological University
MidAmerica Nazarene University
Middle Tennessee State University
Miles College
Millersville University of Pennsylvania
Milligan College
Millikin University
Milwaukee Institute of Art Design
Milwaukee School of Engineering
Minnesota State University Moorhead
Minnesota State University, Mankato
Mississippi State University
Mississippi State University - Meridian Campus
Mississippi Valley State University
Missouri Western State College
Monmouth College
Monmouth University
Montclair State University
Moravian College And Theological Seminary
Morehead State University
Morehouse College
Morgan State University
Morningside College
Morris College
Mount Aloysius College
Mount Ida College
Mount Mary College
Mount Mercy College
Mount St. Mary's College
Mount Union College
Mountain State University
Muhlenberg College
Murray State University

N

National University
Nazareth College
Nebraska Methodist College of Nursing & Allied Health
Nebraska Wesleyan University
Neumann College
New College of Florida
New Jersey City University
New Jersey Institute of Technology
New Mexico Military Institute
New Mexico State University
New School University
Newman University
Niagara University
Norfolk State University
North Carolina Agricultural and Technical State University
North Carolina Central University
North Carolina State University
North Central College
North Dakota State University
North Georgia College & State University
Northeastern Illinois University
Northeastern University
Northern Arizona University
Northern Illinois University
Northern Kentucky University
Northern Michigan University
Northern State University
Northland College
Northwest Christian College
Northwest Missouri State University
Northwestern State University
Northwestern University
Norwich University
Notre Dame College
Nova Southeastern University

O

Oakland University
Oakwood College
Occidental College
Oglethorpe University
Ohio Northern University
Ohio State University at Mansfield, The
Ohio State University, The
Ohio State University-Newark Campus
Ohio University
Ohio University-Zanesville
Ohio Wesleyan University
Oklahoma City University
Oklahoma State University
Old Dominion University
Olivet Nazarene University
Oral Roberts University
Oregon State University
Ottawa University
Otterbein College
Our Lady of the Lake University
Oxford College of Emory University

P

Pace University
Pacific Lutheran University
Palm Beach Atlantic University
Paul Smiths College of Arts And Science
Peace College

Penn State Abington
Penn State Erie, The Behrend College
Pennsylvania State University
Pennsylvania State University Berks-Lehigh Valley College
Pepperdine University
Pfeiffer University
Philadelphia University
Philander Smith College
Pine Manor College
Pitzer College
Plymouth State College
Point Loma Nazarene University
Polytechnic University
Pontifical Catholic University of Puerto Rico
Portland State University
Prairie View A&M University
Presbyterian College
Purdue University Calumet
Purdue University-Main Campus
Purdue University-North Central Campus

Q

Queens College of The City University of New York
Queen's University
Queens University of Charlotte
Quinnipiac University

R

Radford University
Ramapo College of New Jersey
Randolph-Macon College
Randolph-Macon Woman's College
Regis College
Regis University
Rhode Island School of Design
Rice University
Rider University
Ringling School of Art And Design
Ripon College
Roanoke College
Robert Morris College
Rochester Institute of Technology
Rockford College
Rockhurst University
Roger Williams University
Rollins College
Roosevelt University
Rose-Hulman Institute of Technology
Rosemont College
Rowan University
Russell Sage College

S

Sacred Heart University
Saint Francis University
Saint John Vianney College Seminary
Saint Joseph's College of Maine
Saint Joseph's University
Saint Louis University
Saint Mary College
Saint Mary's College of California
Saint Mary's University of Minnesota
Saint Michael's College
Saint Peter's College
Saint Vincent College
Saint Xavier University
Salem College
Salisbury University
Sam Houston State University
Samford University
San Diego State University
San Francisco State University
San José State University
Santa Clara University
Savannah State University
School of Visual Arts
Scripps College
Seattle Pacific University
Seattle University
Seton Hall University
Seton Hill College
Shippensburg University
Shorter College
Siena College
Simmons College
Simons Rock College of Bard
Skidmore College
Slippery Rock University of Pennsylvania
Sonoma State University
South Dakota School of Mines and Technology
South Dakota State University
Southeastern Louisiana University
Southeastern University
Southern Arkansas University
Southern Connecticut State University
Southern Illinois University Edwardsville
Southern Utah University
Southwest Minnesota State University
Southwestern Assemblies of God University
Southwestern College
Southwestern University
Spelman College
Spring Hill College



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Participating Colleges and Universities: 2000-2004 (continued)

Springfield College
 St. Andrews Presbyterian College
 St. Ambrose University
 St. Bonaventure University
 St. Cloud State University
 St. Edward's University
 St. Francis College (NY)
 St. John's University
 St. Joseph's College, New York (Brooklyn Campus)
 St. Joseph's College, New York (Suffolk Campus)
 St. Lawrence University
 St. Mary's College of Maryland
 St. Mary's University
 St. Olaf College
 St. Thomas University
 State University of New York College at Brockport
 State University of New York College at Fredonia
 State University of New York College at Geneseo
 State University of New York College at Oneonta
 State University of New York College at Oswego
 State University of New York College at Plattsburgh
 State University of New York College at Potsdam
 State University of New York College of Environmental
 Science And Forestry
 State University of New York-Binghamton University
 State University of New York-Stony Brook University
 State University of West Georgia
 Stephen F. Austin State University
 Sterling College
 Stillman College
 Suffolk University
 Susquehanna University
 Sweet Briar College
 Syracuse University

T

Tarleton State University
 Taylor University-Upland
 Teikyo Post University
 Temple University
 Texas A&M International University
 Texas A&M University
 Texas A&M University at Galveston
 Texas A&M University-Commerce
 Texas A&M University-Corpus Christi
 Texas A&M University-Kingsville
 Texas A&M University-Texarkana
 Texas Christian University
 Texas Lutheran University
 Texas State University, San Marcos
 Texas Tech University
 The Catholic University of America
 The College of New Rochelle
 The College of Saint Rose
 The College of St. Catherine
 The College of St. Scholastica
 The College of Wooster
 The Evergreen State College
 The Richard Stockton College of New Jersey
 The University of British Columbia
 The University of Georgia
 The University of Maine at Farmington
 The University of Memphis
 The University of South Dakota
 The University of Tampa
 The University of Tennessee
 The University of Tennessee-Chattanooga
 The University of Tennessee-Martin
 The University of Texas-Pan American
 The University of Texas at Arlington
 The University of Texas at Austin
 The University of Texas at Brownsville
 The University of Texas at Dallas
 The University of Texas at El Paso
 The University of Texas at San Antonio
 The University of Texas at Tyler
 The University of Texas of the Permian Basin
 The University of the Arts
 The University of the South
 Thiel College
 Thomas University
 Towson University
 Transylvania University
 Trinity Christian College
 Trinity College
 Troy State University-Montgomery
 Truman State University
 Tulane University

U

Union University
 United States Air Force Academy
 United States Merchant Marine Academy
 Unity College
 Universidad Central Del Caribe
 University at Buffalo The State University of New York
 University of Akron, The
 University of Alabama at Birmingham
 University of Alabama in Huntsville
 University of Alabama, The
 University of Alaska Anchorage
 University of Alberta
 University of Arizona, The

University of Arkansas
 University of Arkansas at Fort Smith
 University of Calgary
 University of California Santa Cruz
 University of Central Arkansas
 University of Central Florida
 University of Central Oklahoma
 University of Charleston
 University of Cincinnati
 University of Colorado at Boulder
 University of Colorado at Colorado Springs
 University of Colorado at Denver
 University of Connecticut
 University of Dayton
 University of Delaware
 University of Denver
 University of Detroit Mercy
 University of Dubuque
 University of Florida
 University of Hawai'i - West O'ahu
 University of Hawai'i at Hilo
 University of Hawai'i at Manoa
 University of Houston
 University of Houston - Downtown
 University of Idaho
 University of Illinois at Springfield
 University of Illinois at Urbana-Champaign
 University of Indianapolis
 University of Iowa
 University of Kansas
 University of Kentucky
 University of La Verne
 University of Louisiana at Monroe
 University of Louisville
 University of Maine
 University of Maine at Fort Kent
 University of Maine at Presque Isle
 University of Maryland
 University of Maryland Eastern Shore
 University of Maryland, Baltimore County
 University of Massachusetts Amherst
 University of Massachusetts Boston
 University of Massachusetts Dartmouth
 University of Massachusetts Lowell
 University of Miami
 University of Michigan
 University of Michigan-Dearborn
 University of Minnesota Duluth
 University of Minnesota, Morris
 University of Mississippi
 The University of Missouri-Columbia
 University of Missouri-Kansas City
 University of Missouri-Rolla
 University of Missouri-St Louis
 University of Montana, The
 University of Nebraska at Kearney
 University of Nebraska at Omaha
 University of Nebraska-Lincoln
 University of Nevada, Reno
 University of New Haven
 University of New Mexico - Main Campus
 University of North Carolina at Asheville
 University of North Carolina at Chapel Hill
 University of North Carolina at Charlotte
 University of North Carolina at Greensboro
 University of North Carolina at Pembroke
 University of North Carolina at Wilmington
 University of North Dakota
 University of North Florida, The
 University of Oklahoma, The
 University of Oregon
 University of Pittsburgh
 University of Pittsburgh at Greensburg
 University of Pittsburgh at Johnstown
 University of Puerto Rico at Humacao
 University of Puerto Rico-Ponce
 University of Puget Sound
 University of Rhode Island
 University of Richmond
 University of San Diego
 University of San Francisco
 University of South Carolina
 University of South Carolina at Aiken
 University of South Florida St Petersburg
 University of Southern Colorado
 University of Southern Indiana
 University of Southern Maine
 University of St Francis
 University of St Thomas
 University of the District of Columbia
 University of the Incarnate Word
 University of the Ozarks
 University of the Pacific
 University of the Sciences In Philadelphia
 University of the Virgin Islands
 University of Toledo, The
 University of Toronto
 University of Tulsa, The
 University of Utah
 University of Vermont, The
 University of Virginia
 University of Washington
 University of Waterloo

University of West Florida
 University of Western Ontario
 University of Wisconsin-La Crosse
 University of Wisconsin-Eau Claire
 University of Wisconsin-Green Bay
 University of Wisconsin-Madison
 University of Wisconsin-Milwaukee
 University of Wisconsin-Oshkosh
 University of Wisconsin-Parkside
 University of Wisconsin-River Falls
 University of Wisconsin-Stevens Point
 University of Wisconsin-Stout
 University of Wisconsin-Superior
 University of Wisconsin-Whitewater
 University of Wyoming
 Ursinus College
 Ursuline College
 Utah State University

V

Valparaiso University
 Vassar College
 Villa Julie College
 Villanova University
 Virginia Commonwealth University
 Virginia Military Institute
 Virginia Union University
 Virginia Wesleyan College
 Voorhees College

W

Wabash College
 Wagner College
 Warner Pacific College
 Warner Southern College
 Warren Wilson College
 Wartburg College
 Washburn University
 Washington and Lee University
 Washington College
 Washington State University
 Wayne State College
 Wayne State University
 Waynesburg College
 Webb Institute
 Weber State University
 Webster University
 Wells College
 Wesleyan College
 West Texas A&M University
 West Virginia University
 West Virginia University Institute of Technology
 West Virginia Wesleyan College
 Western Carolina University
 Western Connecticut State University
 Western Illinois University
 Western Kentucky University
 Western Michigan University
 Western New England College
 Western New Mexico University
 Western Washington University
 Westminster College (MO)
 Westminster College (UT)
 Westmont College
 Wheaton College (IL)
 Wheaton College (MA)
 Wheelock College
 Whitman College
 Whittier College
 Wichita State University
 Widener University-Main Campus
 Wiley College
 Wilkes University
 Willamette University
 William Carey College
 William Jewell College
 William Paterson University of New Jersey
 William Woods University
 Wilmington College
 Winston-Salem State University
 Winthrop University
 Wisconsin Lutheran College
 Wittenberg University
 Wofford College
 Woodbury College
 Worcester Polytechnic Institute
 Wright State University

X

Xavier University
 Xavier University of Louisiana

Y

York College of Pennsylvania
 York College of The City University of New York
 York University
 Youngstown State University

National Survey of Student Engagement

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National Survey of Student Engagement

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