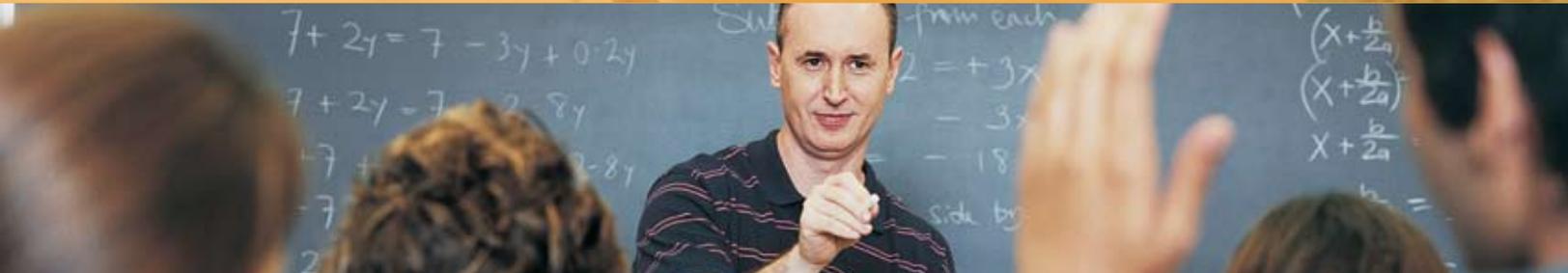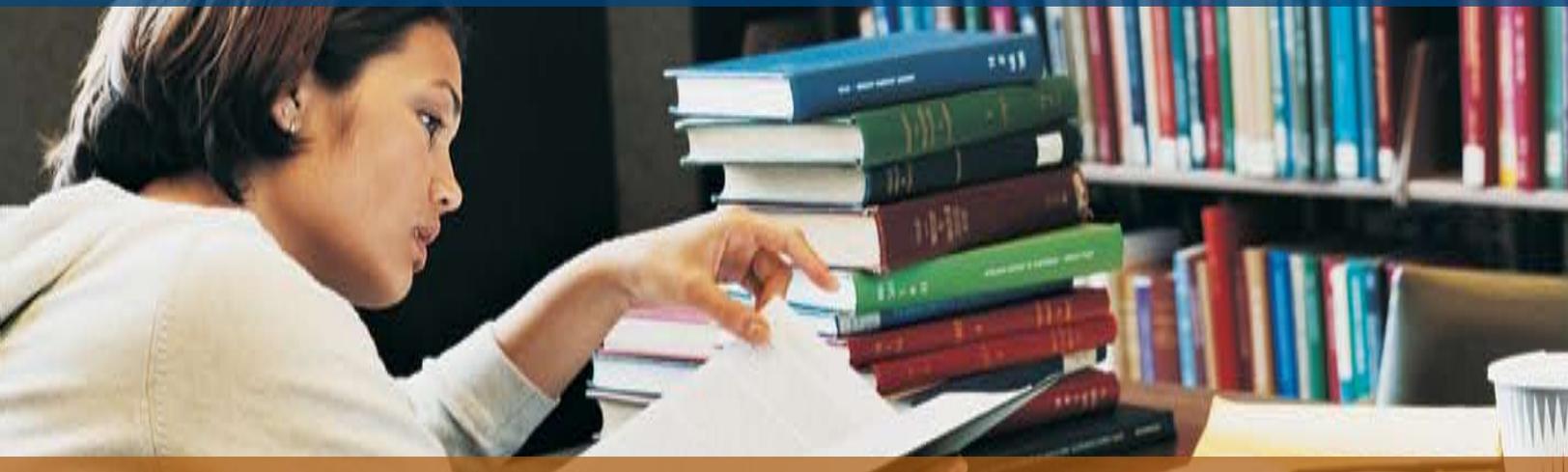# Exploring Different Dimensions of Student Engagement

2005 Annual Survey Results

![National Survey of Student Engagement]

National Survey of Student Engagement

National Advisory Board

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Dedication

Russ Edgerton took a bold, courageous step when, while at The Pew
Charitable Trusts, he invested in what now is known as the National
Survey of Student Engagement. His vision, high standards, and wise
counsel are written all over NSSE, and his leadership for the past six
years as chair of the National Advisory Board has been as extraordi-
nary as the man himself. We are proud to dedicate the 2005 annual
report to him.

Table of Contents

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.

The Past and Future NSSE

When NSSE and the Indiana University Center for Postsecondary Research began issuing these annual reports, it seemed a good idea to begin with a word from the sponsoring organizations. For six years, Lee Shulman and Tom Ehrlich on behalf of the Carnegie Foundation for the Advancement of Teaching, and I on behalf of The Pew Charitable Trusts, jointly authored or took turns at offering some opening comments. This year is my last time at bat. The Pew Forum on Undergraduate Learning, an original sponsor of NSSE and a venue for connecting it with other "like-minded" efforts, has finished its work. I've turned over my role as chair of the NSSE National Advisory Board to Douglas Bennett, President of Earlham College. It's time to say farewell.

It's been nearly eight years since, while serving as Director of Education for The Pew Charitable Trusts, I convened a meeting to explore alternatives to the *U.S. News and World Report* rank-

Given NSSE's momentum and visibility, one might conclude that NSSE's future was secure. But sustaining the NSSE survey and enabling NSSE to thrive as an intellectual force for effective practices is quite another matter. To understand what it will take to enable NSSE to stay on the cutting edge, we need to consider why NSSE was so successful in the past.

What Went Right

Many people had a hand in making NSSE what it is today. But NSSE's prominence and success is essentially a story of the leadership and vision provided first by Peter Ewell, NSSE's masterful architect, then by George Kuh, NSSE's master builder.

After the meeting at Pew in January 1998, Peter volunteered to see what he could do to turn the idea that had emerged into reality. Peter, I would soon learn, could do more things than a Swiss army knife,

> "NSSE has become a major source of intellectual leadership about issues of college quality…"

ings. The idea that Pew might invest in developing a new source of evidence about the extent to which students engaged in effective practices emerged during this meeting.

NSSE could easily have become yet another project that operates for several years with foundation support but fails to develop a base of revenue that enables it to become self-sustaining. Instead, each year the number of participating institutions has grown and NSSE is thriving without foundation support.

Or, NSSE might have become financially viable but evolved into a routine, relatively invisible activity disconnected from the larger conversations about the future of higher education. Instead, NSSE has become a major source of intellectual leadership about issues of college quality, and NSSE's Director has become a national spokesman for the importance of engaging students in effective practices.

and do them superbly. He knew the effective practices of research, loved crunching numbers, had a savvy understanding of what was practical, chaired meetings with the finesse of an orchestra leader, and went about his work in a quiet and an unassuming way that made it all seem easy. In short order he had put together a design team, and before long the team had developed a survey that was conceptually sound, intuitively appealing, and eminently practical. Its questions were based in empirical research. They made sense to faculty. All an institution had to do to participate was to turn over its enrollment data to NSSE's staff. All students had to do was spend about 15 minutes responding to the survey.

When it came time for Peter to hand off the design to someone who could actually conduct the survey, it was again our good fortune that George Kuh expressed interest in taking it on. In George, we found a leader who was himself a scholar of note about effective colleges and – to boot – was already running a survey (The College Student Experience Questionnaire) that was a precursor to NSSE.

Early on in this process, Sandy Astin—who was a member of the design team and who rendered invaluable service in helping start NSSE—gave me some marvelous advice. "Don't think of this as just a survey," Sandy said, "but as an agenda. Then you'll appreciate how important it is to locate the project in a university setting where faculty can provide intellectual leadership and graduate students can be caught up in the work and carry the ideas forward." How right he was!

NSSE presented a huge management challenge. Consider the logistics of annually collecting student files from more than 500 institutions, honoring all the special arrangements that make institutional participation appealing, administering the survey to 200,000 students, analyzing the data, and providing each institution its own customized report. George assembled a superb team to do all this, developing NSSE into a center of intellectual leadership. In 2003, George established the NSSE Institute which assists institutions in using student engagement results to bring about change, and a research program on the characteristics of effective institutions.

In brief, George transformed NSSE from an annual survey into a national expedition to explore and advance the agenda of engaging students in effective practices.

What Could Be

What will enable NSSE not only to thrive but continue as an expedition in pursuit of effectiveness?

Job number one is to preserve the quality of NSSE's leadership and staff. George can't direct NSSE forever. Assuming that the leadership transition goes well, the next issue is whether NSSE will continue to pursue a bold and imaginative agenda. One thing that's different now is that NSSE has become community property. Lots of people have a stake – and would like to have a say – in the agenda that NSSE takes on. One way for NSSE to acknowledge and profit from this interest would be to sponsor a national colloquium on NSSE's role in the pursuit of effectiveness.

Were I to participate in such an event, I would argue that NSSE has helped colleges be more effective. But a college that in fact becomes more effective has few ways, other than its own marketing efforts, to acquire a reputation for effectiveness. Colleges that become more selective are rewarded with rising rankings in *U.S. News*. But colleges that become more effective in contributing to student learning are largely ignored.

Accordingly, NSSE should give new impetus to the task of shaping a new public understanding of college quality. NSSE has enabled colleges and universities to see themselves in a new way. But excellence in higher education is still largely defined as having resources others don't have – like students with high SAT scores and faculty with national reputations as scholars. Institutions that aspire to be "the best" are encouraged to become more exclusive. What America needs instead are colleges that are inclusive, and excellent, too.

> "Colleges that become more selective are rewarded with rising rankings in *U.S. News.* But colleges that become more effective in contributing to student learning are largely ignored."

I do not believe that the traditional order will ever be overthrown. There will always be a race to be like Harvard, or what people perceive it to be. But the pursuit of prestige need not be the only game in town. As the RAND economists Brewer, Gates, and Goldman point out in their book, *In Pursuit of Prestige*, prestige and reputation are

two different kinds of assets. Prestige comes from having characteristics that are associated with quality such as having talented students, star faculty, big endowments, and winning football teams. Prestige is an asset that institutions acquire and lose very gradually. Reputation, on the other hand comes from meeting specific student needs. Reputations can be won or lost rather quickly.

In my view, there are a lot of colleges and universities that are eager for the new game to begin; eager to turn from the pursuit of prestige to the pursuit of effectiveness. The question is, what can NSSE do to make this "road less traveled" a more viable option? Here, for starters, are three ways to begin.

Be More Public

If colleges and universities are to earn reputations for effectiveness, the evidence about each institution's performance will have to be more public. One way to be more public would be to give visibility to those colleges and universities that do especially well on the annual survey. For example, institutions could be identified that are the top performers across all five clusters of effective educational practice, or on a combination of practices, or for each individual benchmark. Touting top performers for each benchmark and, perhaps, also within each institutional type, would underscore the point that institutions have particular, distinctive strengths. NSSE itself could be the source of visibility by publishing the top performers in its annual report or, alternatively, by allowing a prominent publication such as *The Atlantic Monthly* to do so.

Another path would be to help institutions publish their NSSE data on their own Web sites using a common template that would facilitate institutional comparisons. Imagine a world where a prospective student goes to an institution's Web site, clicks on a section that deals with NSSE evidence and how to interpret it, and then on a hot link to a Web site maintained and endorsed by the NSSE staff that allows the student to access the same kind of information from 20 other institutions. It could be possible to facilitate this kind of benchmarking, both for students and for institutions focused on improvement, by providing information that allows for selection of a group of benchmark institutions based on selected key characteristics.

Help Colleges Highlight What's Distinctive

What does a college do to build a competitive, high-profile athletic program? Once it picks the sport and invests in its success, there are leagues to join and schedules already worked out that will enable the college both to test itself against others and to earn a reputation if it is good. But when it comes to building an academic program, these opportunities are few and far between.

Many institutions don't even know what academic "sports" are their strong suits. Just as the popular Myers-Briggs inventory describes the distinctive proclivities of individuals, NSSE can help institutions become aware of what makes them special. Some institutions are writing-intensive, others are especially civic-minded, still others are caring and nurturing. Institutions that want to bring forward these strengths can form networks with other institutions and engage in serious benchmarking.

Dig Deeper and Add New Tools

NSSE's repertoire of tools has already expanded beyond the original survey. It now includes a faculty survey, a beginning college student survey, and an accreditation toolkit. Each year the staff explores new possibilities, such as ways to measure whether students are engaged in "deep learning." Colleges are beginning to think of NSSE not as a single instrument, but a whole tool box.

There is "a lot more gold in them thar hills." The NSSE survey came out of a tradition of research about the impact of college on students. But there is another tradition that has also been going on in parallel under the interdisciplinary banner of the cognitive sciences. As summarized in *How People Learn*, this research has come up with a treasure trove of new insights about instructional practices that are important if students are to learn a concept at the level we call understanding. Examples: the importance of dealing with the student's prior knowledge of the topic, a "less is more" curriculum, and the need to ensure that students constantly "perform" with the idea in novel situations.

These insights from the cognitive sciences have not yet been integrated into the good practices literature. One obstacle is that many are still

hypotheses that have not been verified by empirical research. Another is that one can't rely on students alone to testify as to the extent to which they are learning with understanding, or whether the practices that lead to such understanding are being used in a given program or institution.

But I imagine a day – and it will be a great day – when NSSE further expands its repertoire and invites institutions that use the core survey to go to the next level and administer the advanced battery – the Learning with Understanding Inventory.

NSSE is often referred to as the gold standard for determining effectiveness. Yet NSSE measures pretty basic stuff, like time on task. With all due respect, NSSE is the bronze standard. The gauge for measuring the gold standard has yet to be developed. But it could, and should, be.

Others in the NSSE family will have even better ideas. My main point is, go for the gold.

Russ Edgerton
President Emeritus, AAHE
Visiting Scholar, Carnegie Foundation

"Colleges really are starting to use the findings as a recruitment tool. High school students may not pay attention to all the benefits, but parents and college counselors sure do." —*Carla Shere, Director of College Counseling, The Heritage School*

Getting Off the Dime

Since the beginning, NSSE has focused on two goals. First, we wanted to be an authoritative source of valid, reliable information about the quality of undergraduate education, measuring student behaviors and institutional actions that matter to student learning and success in college. Second, we wanted institutions to actually *use* their student engagement results to improve the student experience and educational effectiveness.

There is a fair amount of evidence of the former. All told, almost 1,000 different four-year colleges and universities have used NSSE at

student engagement results more effectively. There are a handful of common reasons for why they are not.

At some schools, faculty and staff members initially are not convinced their results are valid. Such concerns are understandable when response rates produce large error estimates that could lead to misleading conclusions about the student experience. Other schools delay taking action until a second round of results to be sure the patterns in the data hold. Still others decide they need to explore in more depth with focus groups or other means the areas where their

> "If NSSE did not exist, someone would have to invent it, because it is a vital part of the ongoing effort to raise college and university standards." —*John Merrow, Senior Producer, Learning Matters*

least once. More than 530 schools were involved in 2005, marking the fifth consecutive year that the number of participating schools increased. The national database represents about three-quarters of undergraduate FTE in this sector. In recent years, NSSE and the importance of student engagement have been featured in a variety of national media including *The Chronicle of Higher Education, New York Times, Wall Street Journal, USA Today, Washington Post, Newsweek,* and the PBS special, *Declining by Degrees.* Ernest Pascarella and Patrick Terenzini underscored the value of student engagement in their new synthesis of research studies on college student development. In their words, "Because individual effort and involvement are the critical determinants of college impact, institutions should focus on the ways they can shape their academic, interpersonal, and extracurricular offerings to encourage *student engagement*" [emphasis added] (2005, p. 602).

On the second point, each of the six annual NSSE reports includes short examples of how different types of institutions are using their student engagement results. We've also threaded additional illustrations into publications and presentations, many of which are accessible from the NSSE web site. We are especially pleased that so many colleges are focusing on student engagement in their continuous improvement plans and using NSSE as evidence of their progress. At the same time, many more schools could and should be using their

NSSE results suggest action is warranted, a step we strongly endorse before making decisions that lead to changes in policy or resource allocations. Sadly, a small number of institutions bury the results because they are unflattering. For what it's worth, we haven't yet encountered a college or university where NSSE data were inconsistent with other information the institution has about its students and the quality of their experience.

The majority of institutions about which we have first-hand knowledge appear to authentically desire to improve the student experience. Even so, many seem paralyzed when they reach the point of taking action on their findings. This was one reason that in 2003 we created the NSSE Institute for Effective Educational Practice. As we briefly discuss later, Institute associates have worked directly with a variety of institutions in their efforts to maximize the use of NSSE data to enhance undergraduate education. Several institutions have sponsored faculty workshops and other events related to fostering the engagement of all students in learning, while others have conducted institutes on increasing collaboration between academic and student affairs. Institute associates also had the privilege of studying 20 high-performing colleges and universities as part of Project DEEP – Documenting Effective Educational Practices (Kuh, Kinzie, Schuh, Whitt & Associates, 2005). These experiences and the advice of change masters reported in the literature point to four steps schools must take to convert NSSE data into action.

Use Student Engagement Data to Work on a Real Problem

Organizations that improve do so because they create and nurture agreement on what is worth achieving, and they set in motion the internal processes by which people progressively learn how to do what they need to do in order to achieve what is worthwhile (Elmore as cited in Fullan, 2001, p. 125).

Elmore's observation hits the mark. Mobilizing people to action is more likely to succeed if the target of the effort is an issue that many people believe is important. At most colleges and universities, there is no shortage of places to improve – persistence, under-engaged students, a lackluster first-year experience, fragmented general education offerings, tired pedagogical practices, incoherent sequencing of major field courses, insufficient opportunities for students to connect their learning to real world issues and challenges, and capstone experiences, to name a handful.

Focusing on issues in which large numbers of faculty, staff, and students have a stake attracts interest, animates discussion, and helps sustain enthusiasm and momentum over a longer period of time. For example, Western Kentucky University's revised strategic planning goals emphasize enhancing student learning by promoting greater use of active learning strategies and expanded opportunities for curricular and cocurricular experiential learning.

Two other keys to mobilizing a campus are explaining the importance of "the problem" in language that people can understand, and then consistently repeating this message in different forums over months, and even years. At The University of Texas at El Paso (UTEP), senior administrators adopted the mantra, "talent is everywhere, opportunity is not," to remind people – faculty, staff, and students alike – of the institution's commitment to helping all students succeed. Ursinus College pursued a "campaign" strategy to focus faculty and staff energy on activities that would emphasize student achievement (Hirschhorn & May, 2000).

Put Someone in Charge

There is an aphorism about accountability that goes something like this: When everyone is responsible for something, no one is accountable for it. We've found this to be true as schools take the first often awkward steps toward using student engagement data for institutional improvement and related change efforts.

Some person or group must take the lead in coordinating and monitoring improvement initiatives and seeing that the change efforts bleed down into academic departments and front-line student support programs and services. At Delta State University in Mississippi, Student Engagement Champions composed of faculty and staff lead the charge. At Miami University, a dynamic partnership between academic and student affairs is, in part, responsible for high quality programs that reach large numbers of students in meaningful ways. Of course, those "in charge" – perhaps a high profile task force or similar group – cannot bring about change on their own. Grass roots buy-in is essential, buttressed by consistent, public support from senior institutional leaders. In these endeavors, personal persuasion is usually more valuable than top-down edicts.

Change experts recommend validating pockets of quality by calling attention to and celebrating strong performing units and demonstrably effective programs and services. Not everyone needs to be converted to set the stage for changes that enhance student engagement and learning. As Saul Alinsky and his compadres illustrated when organizing communities in the 1960s, it only takes about 10% of the people to begin to move a neighborhood in a different direction. This strategy takes advantage of the fact that many people are ambivalent or neutral about innovative ideas, especially if the efforts do not immediately demand them to change what they are doing. As noted on the next page, sooner or later, innovative practices must spread. But first things first, such as demonstrating their value and recruiting additional champions to grow support.

Align New Initiatives with the Institutional Mission, Values, and Complementary Efforts that have Similar Goals

One of my favorite cartoons shows a herd of bison all headed in the same direction with the caption, "As if we all know where we're going…" The message is plain to faculty and staff almost immediately. One reason improvement efforts stumble is because little attention is given to whether everyone is on the same page in terms of how proposed activities complement the institution's mission and values and students' academic preparation, ability, and interests.

One way to achieve a desirable level of "spread," the degree to which a good idea is adopted by different elements of an organization (Coburn, 2003), is to link new ideas with existing programs that have complementary goals. Indeed, sustainable improvements are more likely to take root if they cross traditional organization boundaries, such as the collaborations between academic and student affairs on learning communities at UTEP, early-alert programs at Fayetteville State University, and first-year initiatives at Miami. Moreover, they often spread horizontally to different areas, which increase the chances that larger numbers of students would be touched. For example, efforts aimed at enhancing undergraduate education at the University of Michigan were enthusiastically endorsed by the president, provost, and board of regents, and championed by the division of student affairs, faculty members, and student leaders. Moreover, the commitment to improving undergraduate programs became embedded in strategic planning activities and, subsequently, policy decisions.

Most campuses have one or more initiatives underway that can be strengthened by weaving into them more frequent use of the effective educational practices represented on NSSE. Consider sharing student engagement data and the research undergirding effective educational practices with colleagues involved in programs such those listed below:

- AASCU American Democracy Project
- AAC&U "Greater Expectations" activities
- General education reform task force
- Carnegie Campus Clusters/SOTL/CASTL
- Service learning/Campus Compact programs
- Accreditation and reaffirmation steering committees
- Internationalization and diversity efforts
- Projects undertaken as part of the Building Engagement and Attainment of Minority Students project (BEAMS)

A data-informed monitoring system is needed to guide and track the efficacy of the various strategies and any changes in student engagement and, ideally, learning outcomes. While NSSE is an obvious data component, other kinds of information are needed to fashion a comprehensive picture of the nature and quality of the student experience and institution's environment for learning. Some colleges and universities are coupling their NSSE results with data from the Faculty Survey of Student Engagement. Others are linking student engagement information with data provided by other surveys of entering students (Beginning College Survey of Student Engagement, CIRP, ACT and SAT score reports), student satisfaction such as that collected by Noel Levitz, and outcomes measures, including the Collegiate Learning Assessment tasks and nationally standardized measures from ACT and ETS.

Focus on Culture Sooner Rather than Later

Michael Fullan (2001) concluded from his studies of school performance that culture is the single most important element that must be altered and managed in order to change what an organization or institution values and how it acts. The immediate lesson is that efforts to enhance student engagement are doomed to fail unless they fit the culture, or the culture can be modified to support the innovation. The challenge is too complicated to adequately address here. I offer three observations from our work in the field to date.

One early essential task is to identify the aspects of the campus culture that impede or encourage student engagement. This may require conducting a systematic review of current policies and practices; testing assumptions about who students are, their aspirations, motivations, and preferred learning styles; and examining teaching approaches and institutional policies and practices. NSSE Institute associates have developed a self-guided template for this purpose, the Inventory for Student Engagement and Success, described later in this report.

Most people who work at a college or university sooner or later become "culturally competent." That is, they learn how to get along-what words mean when used in different contexts, what's valued and what isn't, what acceptable behavior is, and so forth. But relatively few people become astute cultural practitioners, people who "make the familiar strange" (Whitt, 1993), in the sense that they analyze the influence of norms, tacit beliefs, and other cultural properties on behavior to determine what needs to be addressed to effect change. To cultivate an ethos that values student success, it is essential to address aspects of institutional culture, including whether reward systems and

moment" (2001, p.186). So it will be with reculturing colleges and universities with student engagement and educational effectiveness as the goals.

NSSE 2005

I now invite you to review some of the highlights from the 2005 NSSE program. This is the sixth such report exploring the relationships between effective educational practice and selected aspects of student success in college. The data come from more than 190,000 first-year and senior students randomly sampled from 530+ institu-

"A group of higher-education researchers has come up with a new list, one that parents and prospective college students might find especially instructive…. It's an effort to identify diverse institutions that do an especially good job of educating students." —*Alvin P. Sanoff,* USA Today, *August 29, 2005*

the criteria for distributing resources will encourage or discourage people to work toward desired ends. That is, do these and other institutional policies and practices acknowledge student engagement, achievement, and success in a meaningful way?

Among the many endearing characteristics of DEEP institutions worth emulating is that they are never quite satisfied with their performance. Rather, they are always looking for ways to improve the student experience and to encourage faculty and staff to experiment with approaches that improve learning. Such examinations were sometimes formal, such as program reviews or accreditation self-studies. The six major reports of the quality of the undergraduate experience conducted by Michigan since the mid-1980s is one such example (Kuh et al., 2005). But many informal reviews stimulated by faculty curiosity or unease led the way to changes that enhanced student engagement.

Changing collegiate cultures is hard work. Good ideas are important, but persistence, effort and a willingness to stay the course are needed to bring them to fruition. As Jim Collins, author of *Good to Great*, discovered: "The good-to-great transformations never happened in one fell swoop. There was no single defining action, no grand program, no one killer innovation, no solitary lucky break, no miracle

tions. In addition to summarizing activities measured by the core survey, we also report results from experimental items added to the on-line version related to concurrent multiple institution enrollment, students' expectations for college matched with their first-year experiences, spirituality practices, and participation in athletics as well as some other educationally purposeful activities. Finally, as with previous reports, we offer examples of how a variety of institutions are putting their NSSE data to use and summarize ongoing and new efforts undertaken by the NSSE Institute.

The annual NSSE survey and this report are a collaborative effort in every sense of the word. Those who had a hand in some aspect or another of the enterprise are listed later. It is a special group.

George D. Kuh
Chancellor's Professor of Higher Education
Indiana University Bloomington

Quick Facts

Survey
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 under-graduate education, inform state accountability and accreditation efforts, and facilitate national and sector benchmarking efforts.

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

Participating Colleges & Universities
More than 844,000 students at 972 different four-year colleges and universities thus far (Figure 1).

Figure 1

NSSE 2000-2005 Participating Colleges and Universities
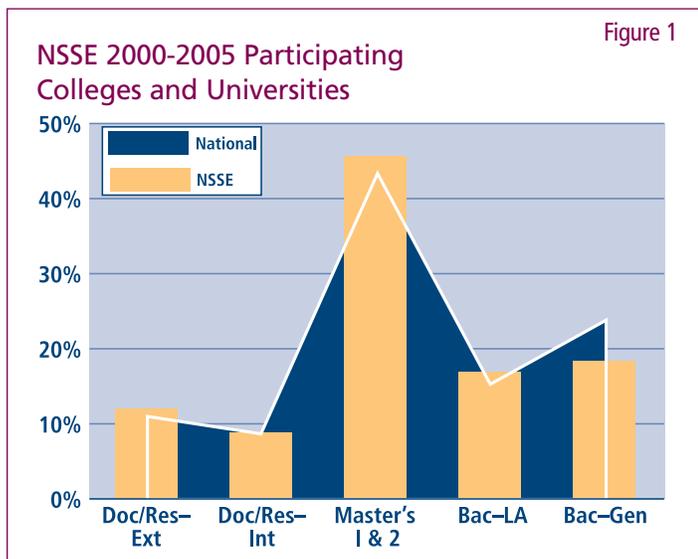
Administration
Indiana University Center for Postsecondary Research in cooperation with the Indiana University Center for Survey Research.

Validity & Reliability
The NSSE survey was designed by experts and extensively tested to ensure validity and reliability and to minimize nonresponse bias and mode effects. For more information visit the NSSE Web site at nsse.iub.edu.

Response Rates
The average institutional response rate is about 40%. In 2005, for the first time, the average Web-only school response rate (42%) surpassed that of paper schools (35%).

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

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.

Consortium & State or University Systems
Different groups of institutions (e.g., urban institutions, women's colleges, research institutions, denominational colleges, engineering, independent colleges, and technical schools) and state and university systems (e.g., California State University, Georgia, Indiana, Kentucky, Massachusetts, North Carolina, South Dakota, Texas, and Wisconsin) ask additional mission-specific questions and may 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).

Cost

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

Current Initiatives

The NSSE Institute for Effective Educational Practice is partnering with the Institute for Higher Education Policy and the Alliance for Equity in Higher Education on the Building Engagement and Attainment of Minority Students (BEAMS) project. Other ongoing collaborative work is with The Policy Center on the First Year of College "Foundations of Excellence" project, the Wabash College National Study of Colleges and Universities, and AAC&U's "Bringing Theory to Practice" project.

Other Programs & Services

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

National Benchmarks of Effective Educational Practice

- Level of Academic Challenge

- Active and Collaborative Learning

- Student-Faculty Interaction

- Enriching Educational Experiences

- Supportive Campus Environment

"NSSE continues to be a singularly valuable resource to campuses seeking to improve learning outcomes…"
—Alma Clayton-Pedersen, Vice President, Association of American Colleges and Universities

Selected Results

Since its inception more than 844,000 students at 972 four-year colleges and universities across the country have reported their college activities and experiences to the National Survey of Student Engagement (NSSE). As a result, NSSE is a leading authority on the improvement of 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.

■ The single best predictor of student satisfaction with college is the degree to which they perceive the college environment to be supportive of their academic and social needs.

■ Almost half (45%) of all seniors took at least one course from another postsecondary institution prior to enrolling at their current institution.

■ Students who frequently engage in spirituality-enhancing practices also participate more in a broad cross-section of collegiate activities.

Promising Findings:

■ High-profile student-athletes are generally as engaged in effective educational practices as are other students.

■ At institutions where faculty members use effective educational practices more frequently in their classes, students are more engaged overall and gain more from college.

■ Graduates of institutions where students interact more with faculty and have a more supportive campus environment are more likely to contribute to the annual fund.

■ A majority of students (54% first-year students, 63% seniors) say they often discuss ideas from readings or classes with others outside of class; more than 9 of 10 do this at least sometimes.

■ One-fifth of all seniors worked on a research project with a faculty member; almost one-third of those at Baccalaureate Liberal Arts institutions did so.

Disappointing Findings:

■ African American and Asian American students are the least satisfied with their college experiences.

■ Less than one-fifth of first-year students expect to spend more than 25 hours per week studying, the approximate amount of time faculty say is needed to do well in college.

■ Between 40% and 50% of first-year students *never* used career planning, financial advising, or academic tutoring services.

■ Transfer students participated in fewer educationally enriching activities.

■ A majority of seniors (58%) say their institution gives very little or some emphasis on encouraging contact among students from different economic, social, and racial or ethnic backgrounds.

■ More than two-fifths of students (43% first-years, 48% seniors) spend no time on cocurricular activities.

■ By their own admission, three of ten first-year students do just enough academic work to get by.

- Effective educational practices measured by NSSE are independent of institutional selectivity.
- Schools that have a lower student-faculty ratio, more full-time faculty, and more classes with fewer than 20 students generally score higher on all five NSSE benchmarks.

- More than 75% of "A" students say they are highly motivated to succeed compared with only half of the "C" students.
- The most common reason for taking courses concurrently at another institution was to complete degree requirements sooner.

"Effective educational practices as measured by NSSE are independent of institutional selectivity."

Table 1

Most Frequent Activities	First-Year Students*	Seniors*
Worked on a paper or project that required integrating ideas or information from various sources	77%	88%
Used e-mail to communicate with an instructor	72%	82%
Asked questions in class or contributed to class discussions	62%	75%
Received prompt feedback from faculty on your academic performance (written or oral)	63%	73%
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	61%	62%
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	58%	65%
Put together ideas or concepts from different courses when completing assignments or during class discussions	51%	70%
* Percent responding "Very often" or "Often"		

Least Frequent Activities	First-Year Students*	Seniors*
Participated in community-based project (e.g., service learning) as part of a regular course	62%	50%
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	56%	42%
Tutored or taught other students (paid or voluntary)	49%	40%
Discussed ideas from your readings or classes with faculty members outside of class	40%	24%
Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	37%	34%
Attended an art exhibit, gallery, play, dance, or other theater performance	23%	27%
* Percent responding "never"		

The First-Year Student Experience

Responses from more than 80,000 first-year students to experimental questions on the Web version of the survey show that participation in orientation and first-year seminars are related to a variety of educationally purposeful activities and outcomes (Figure 2, Table 2).

Orientation and First-Year Seminar

■ Most (87%) first-year students attended an institution-sponsored orientation program.

■ More than half (54%) participated in a course specifically designed to enhance their academic skills or social development.

■ Participating in a first-year seminar increased the chances that students would use campus services, but attending orientation did not.

■ Most first-year students (88%) used academic planning or advising services during the academic year (Figure 2).

■ Between 40% and 50% *never* used career planning, financial advising, or academic tutoring services.

■ Students at Baccalaureate Liberal Arts Colleges were more likely than their counterparts at other types of institutions to use tutoring or academic skills centers.

"We used NSSE results to increase awareness of the definition and scope of student engagement. Most importantly, those results served as a call for the development of a first-year experience program."
—*Eileen B. Evans, Vice Provost for Institutional Effectiveness, Western Michigan University*

Use of Campus Services during the First Year of College — Figure 2

Legend: Never, Sometimes, Often, Very often

Service	Never	Sometimes	Often	Very often
Academic advising or planning	12%	51%	26%	11%
Career advising or planning	49%	34%	12%	5%
Financial aid advising	46%	32%	14%	7%
Academic assistance (tutoring, writing center, etc.)	43%	35%	15%	8%
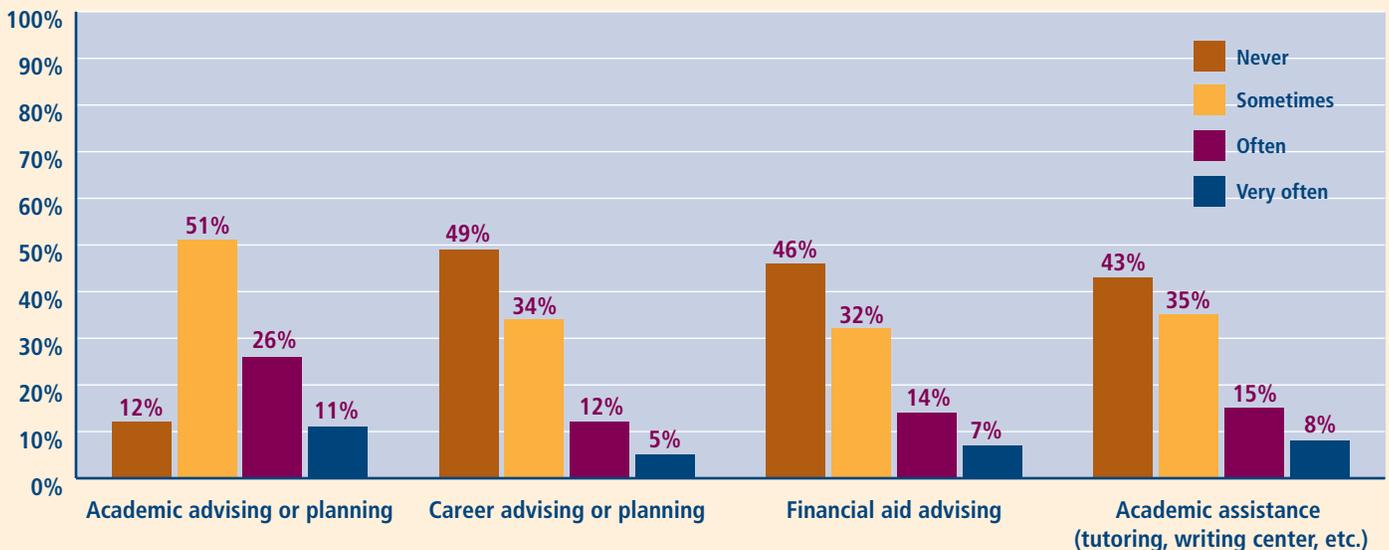
Effects on Student Engagement, Gains, and Satisfaction

Students Who Participated in a First-Year Seminar:

■ Were more challenged academically.

■ Reported more active and collaborative learning activities.

■ Interacted more frequently with faculty.

■ Perceived the campus environment as being more supportive.

■ Reported that they gained more from their first year of college.

■ Were more satisfied with the college experience.

Students Who Attended Orientation:

■ Were more involved in educationally enriching activities.

■ Perceived the campus environment to be more supportive.

■ Reported greater developmental gains during their first year of college.

■ Were more satisfied with their overall college experience.

Effects of Orientation and First-Year Seminar on Student Engagement, Developmental Gains, and Satisfaction   Table 2

	Orientation	First-year seminar
Academic advising or planning[a,b]		+
Career advising or planning[a,c]		+
Financial aid advising[a,c]		+
Academic assistance[a,c]		+
Academic challenge[a]		+
Active and collaborative learning[a]		+
Student-faculty interaction[a]		+
Enriching educational experiences[a]	+	+
Supportive campus environment[a]	+	+
Developmental gains[d]	+	+
Satisfaction[e]	+	+

a. Model statistically controls for gender, race, international status, parent education, ACT/SAT scores, enrollment status, commuter status, and college major.

b. Model compares chances of using "Very often" or "Often" versus "Sometimes" or "Never."

c. Model compares chances of using "Very often," "Often," or "Sometimes" versus "Never."

d. Model statistically controls for predictors in "a" plus five engagement indices.

e. Model statistically controls for predictors in "a" and "b" plus developmental gains.

"NSSE is one of the most powerful tools available to stimulate and guide intellectually powerful and credible conversations to focus us on what needs to be changed and how." —*John N. Gardner, Executive Director, Policy Center on the First Year of College*

Academic Efforts

NSSE collaborated with the Educational Testing Service (ETS) to develop seven experimental questions about students' academic effort that were included at the end of the online survey. The findings in this section represent approximately 92,000 students from 309 colleges and universities. Unsurprisingly, motivation, age, year in school, and grades are highly correlated. Older students, seniors, and those with higher grades are more motivated to do well in school. They also are willing to spend more time studying and believe that through hard work people can succeed.

- Approximately half (46%) of seniors and 29% of first-year students reported doing more than what's expected of them.

- Although almost all (96%) first-year students agree at least slightly that people can develop their academic ability through hard work and practice, close to one-third (30%) did just enough work to get by.

- More than four-fifths of students age 40 or older said they were highly motivated to succeed, compared with only two-thirds of students age 19 or younger.

Student Attitudes about Academic Performance by Age   Table 3

	Under 30	Over 30
I am highly motivated to succeed.	68%	79%
I do more than what's expected of me.	36%	57%
Disagree with the statement "I do just enough to get by."	43%	77%
No concept is beyond a student's understanding if they are willing to put in the effort.	38%	48%
Disagree with the statement "You can't really change the abilities you are born with."	41%	66%

These numbers do not include 'slightly agree' or 'slightly disagree' responses.

Percent of Students Highly Motivated to Succeed by Age Categories   Figure 3
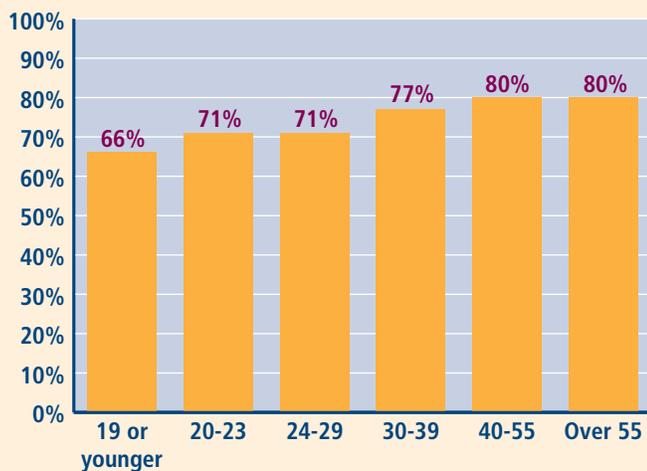
19 or younger	20-23	24-29	30-39	40-55	Over 55
66%	71%	71%	77%	80%	80%

These numbers do not include 'slightly agree' or 'slightly disagree' responses.

Percent of Students Highly Motivated by Average Grades   Figure 4

C- or lower	C	C+	B-	B	B+	A-	A
42%	48%	55%	58%	65%	70%	74%	79%

These numbers do not include 'slightly agree' or 'slightly disagree' responses.

Deep Learning across Fields of Study

In 2005, NSSE added three reflective learning items to the core survey asking students how they learn. Reflective learning joins two existing item sets, integrative learning and higher-order learning, and the three together provide an estimate of a student's investment in "deep learning." Deep learning is as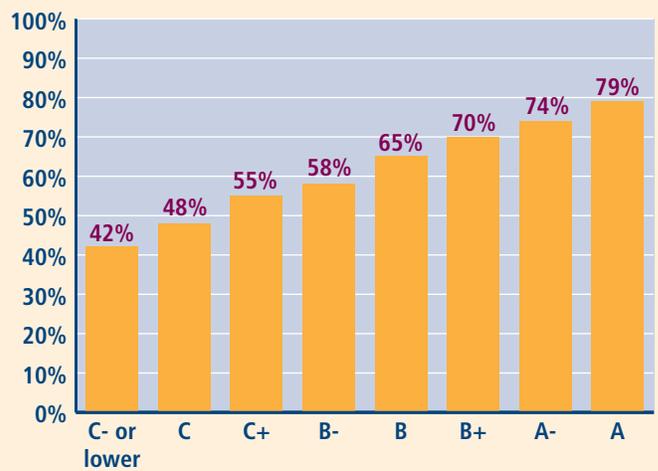sociated with better grades and long-term retention of information, and is also a more satisfying learning experience as opposed to the surface approach.

Figure 5 shows the effect sizes for each of seven primary major field classifications (after controls) for the deep learning scales relative to biology (the reference group). The effects are similar for the integrative learning and reflective learning scales. Seniors in the social sciences, arts and humanities, professional fields, and education score above biology, while seniors in business, physical sciences, and engineering score below. For higher-order learning, however, seniors in engineering and physical science score higher than on other scales. This advantage is particularly dramatic for engineering students.

These data also show that no fields are essentially void of such activities, while at the same time every field has room for improvement. To foster more deep learning, faculty can:

- Ask students to identify and solve unstructured problems that require the use of multiple data sources.
- Encourage autonomous, experiential learning by taking students into the field and challenging them to deal with real world complexities.
- Progressively increase the intellectual challenge of students' learning experiences sequentially across courses and throughout their degree.

Overall, most college and university seniors are exposed to and benefit from pedagogies that encourage deep learning, regardless of discipline.

> "We are using NSSE to monitor progress on meeting our academic and community goals articulated in our Academic Vision Plan..." —*Jane Jakoubek, Vice President and Dean of Academic Affairs, Hanover College*

Deep Learning Effect Sizes by Major (Relative to Biology Majors)   Figure 5
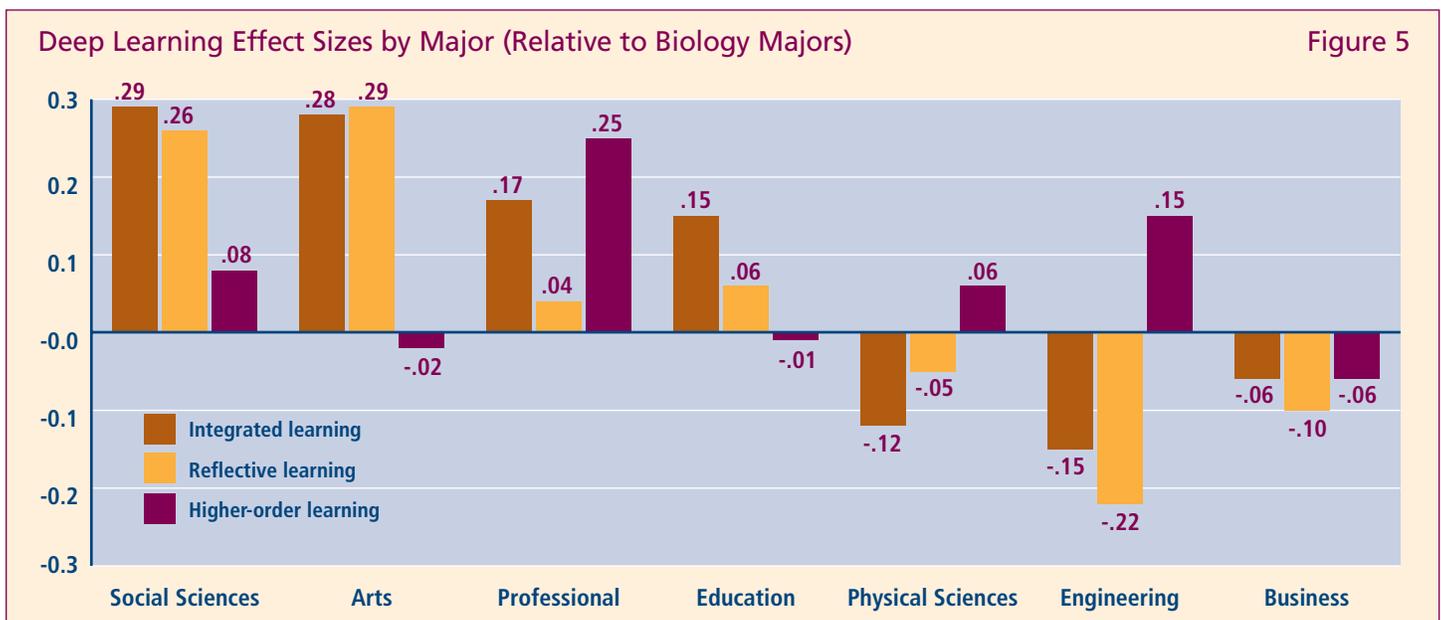
Student-Athletes

The public remains fascinated with the college athlete. Popular media often paint the picture of privileged athletes separated from the broader campus culture. This year we examined the engagement of athletes in different sports, asking two questions:

(1) How do student-athletes playing high-profile sports (football and basketball for men, basketball for women) differ from other student-athletes?

(2) How do athletes differ from students not involved with intercollegiate athletics?

High-Profile and Low-Profile Student-Athletes

On balance, high-profile student-athletes are as engaged in effective educational practices as are other athletes.

- First-year high-profile student-athletes show some signs of being less academically challenged than their lower-profile athletic peers. For example, both male Division II and female Division I high-profile athletes are less likely to spend 16 or more hours a week preparing for class than their lower-profile peers.

- High-profile Division I senior female athletes see their campus environment as more supportive than other women athletes.

- First-year women in Division III high-profile sports are slightly less engaged across all NSSE benchmarks than are Division III women in lower-profile sports.

Student-Athletes and Non-Athletes

Overall, high-profile student-athletes are as engaged and often more engaged in effective educational practices as are their non-athlete peers (Table 4).

- Student-athletes in both high- and low-profile sports at Division I institutions are more satisfied with the quality of academic advising available than are their non-athlete peers.

- Compared with other seniors, student-athletes are more likely to participate in community service projects, culminating senior experiences, and foreign language courses, regardless of gender or division of play.

- Senior women at Division I institutions report participating in more enriching educational activities, see the campus as more supportive of their educational and social needs, and report gaining more in terms of speaking clearly and persuasively and understanding people from backgrounds different from their own.

On balance, these results show that student-athletes, including those participating in high-profile sports, participate as often or more often than their non-athlete peers in effective educational practices. It is not known to what extent these findings are influenced by the additional attention many athletes receive by advisors and others.

Comparison of Division I High-profile Athletes[a] and Non-athletes — Table 4

		NSSE Benchmarks of Effective Educational Practice				
		Level of academic challenge	Active & collaborative learning	Student-faculty interaction	Enriching educational experiences	Supportive campus environment
First year	Female			+	+	+
	Male	+	+	+	+	+
Senior	Female			+	+	+
	Male		+	+	+	+

a. High-profile male student athletes play football or basketball; high-profile female student athletes play basketball.
+ Indicates that high-profile student-athletes are more likely to participate in activities related to a given NSSE Benchmark. Shading indicates an effect size greater than .30.

"Swirling" Seniors: Multiple Institution Attendance

More than 80,000 seniors responding to the Web version answered questions about multiple institution attendance, including their transfer and concurrent enrollment status (Figure 6, Table 5).
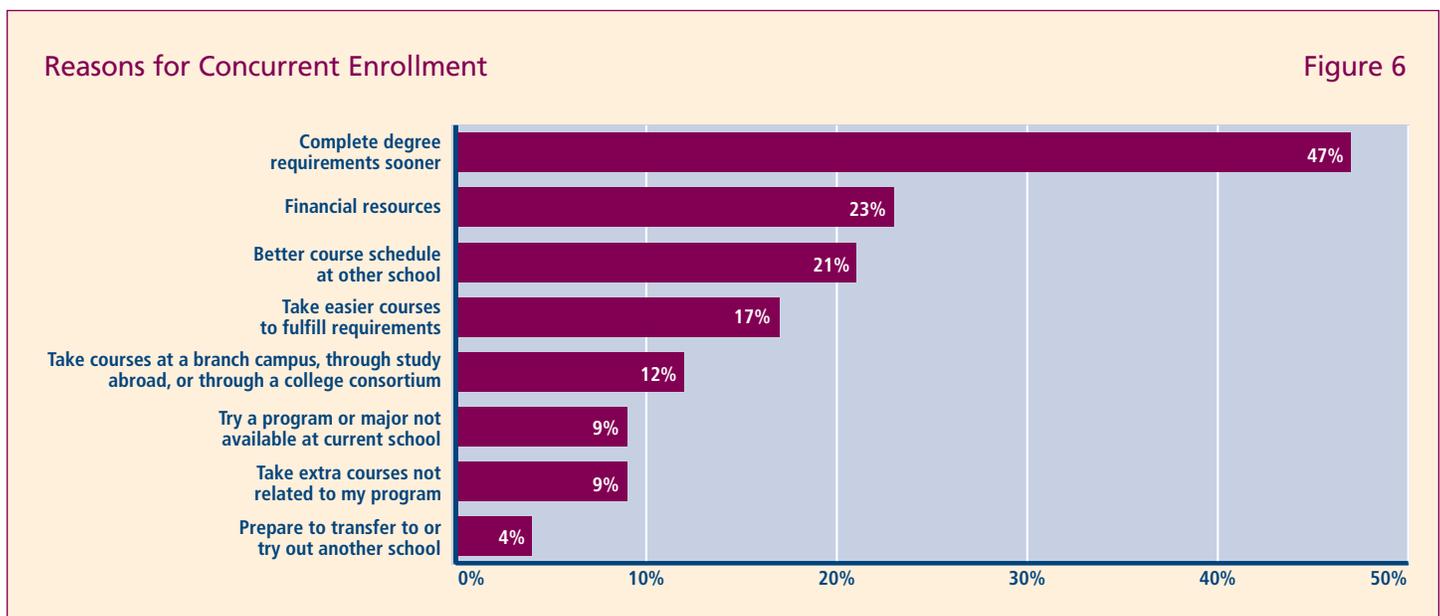
Transfer Students

- Almost half (45%) of all seniors completed at least one course at another postsecondary institution since graduating from high school but prior to enrolling at their current institution.

- More than half (55%) of all transfer students took the majority of their courses from a vocational-technical school or from a community or junior college.

- The most common reasons given for transferring to their current institution were the institution's location and the availability of a specific program of study.

Concurrent Enrollment at Two or More Institutions

- One-third of all seniors took at least one course at another postsecondary institution since first enrolling at their current institution.

- Fifty-eight percent of these students took the majority of their concurrent coursework at a vocational-technical school or from a community or junior college, while 42% took this coursework from another 4-year college or university.

- About half of these concurrently enrolled seniors took courses from another institution to complete their degree requirements sooner; 17% did so to take easier required courses.

"We've used NSSE results to develop a 'map of student success activities' on campus." —*Steve Bondeson, Associate Vice Chancellor for Teaching, Learning, and Academic Programs, University of Wisconsin-Stevens Point*

Reasons for Concurrent Enrollment   Figure 6

Reason	Percent
Complete degree requirements sooner	47%
Financial resources	23%
Better course schedule at other school	21%
Take easier courses to fulfill requirements	17%
Take courses at a branch campus, through study abroad, or through a college consortium	12%
Try a program or major not available at current school	9%
Take extra courses not related to my program	9%
Prepare to transfer to or try out another school	4%

Effects of Multiple Institution Attendance on Student Engagement, Gains, and Satisfaction

Compared with seniors who began and persisted at their current institution, transfer students tended to be less engaged.

Transfer Students from Two-Year Institutions:

■ Had fewer interactions with faculty.

■ Participated in fewer educationally enriching activities.

Transfer Students From Four-Year Institutions:

■ Participated in more active and collaborative learning.

■ Participated in fewer educationally enriching activities.

■ Viewed the campus as less supportive.

■ Reported gaining less from college than their peers.

■ Were less satisfied with college.

Class Standing at Time of Transfer:

Compared with seniors who began and persisted at their current institution, students who transferred later in the course of studies (i.e., had a higher class standing) when they initially enrolled at their current institution:

■ Interacted less with faculty.

■ Participated in fewer educationally enriching activities.

■ Reported gaining less from college than their peers.

"NSSE provides a rich data set about the collegiate experience that is invaluable for every campus and organization hoping to deepen and enrich student learning in and out of the classroom."
—*Elizabeth L. Hollander, Executive Director, Campus Compact*

Effects of Multiple Institution Attendance on Student Engagement, Developmental Gains, and Satisfaction   Table 5

	Academic challenge[a]	Active and collaborative learning[a]	Student-faculty interaction[a]	Educationally enriching experiences[a]	Supportive campus environment[a]	Developmental gains (sum of 16 gains items)[b]	Satisfaction[c]
Class standing at first enrollment			−	−		−	
Two-year college transfer (versus non-transfer)			−	−			
Four-year college transfer (versus non-transfer)		+		−	−	−	−
Concurrent enrollment (versus exclusive enrollment)	+	+	+	+			−

a. Model statistically controls for gender, race, international status, parent education, enrollment status, commuter status, and college major.

b. Model statistically controls for predictors in superscript 'a' plus five engagement indices.

c. Model statistically controls for predictors in superscript 'b' plus developmental gains.

Religion and Spirituality

One of the more intriguing trends at the turn of the 21st century is the ascendant influence of religion in various aspects of American life. Some faculty members worry that students who arrive at college holding fast to religious beliefs are conditioned to resist the "liberal learning" curriculum and may graduate without seriously re-examining their beliefs and values.

With support from the Teagle Foundation we analyzed NSSE data and found that the resurgence in participating in worship, prayer, meditation and related practices do not have a dampening effect on liberal learning experiences or self-reported outcomes.

Relationships between Spirituality, Liberal Learning, and Student Engagement[a]   Table 6

			Dependent Variable				
Independent Variable	Deep learning	Spiritual practices	Interactions w/ diverse peers in terms of religion, politics, values	Deepened sense of spirituality	Personal-social development	Practical competence	General education
Engagement							
Deep learning	n/a			+	+ +	+ +	+ +
Spiritual practices		n/a		+ +			
Working with faculty out of classroom	+						
Community-based work as part of a course	+	+		+	+		
Community service/volunteerism		+					
Interactions with diverse peers: religious beliefs, political opinions, and personal values	+ +		n/a	−			
Interactions with diverse peers: race and ethnicity	+		+ + +				
Attending art events		+	+				
Exercising		+					
Relaxing and socializing	−						
Perceptions of the Campus Environment							
Perceptions of the out-of-class environment	+	+		+ +	+ +	+	+ +
Quality of relationships	+			+	+	+	+
Overall satisfaction with the college experience	+	+		+	+	+ +	+ +
Institutional Mission							
Faith-based institution	−	+ + +	- -	+ + +	+	−	−

a. Student- and institution-level controls included class standing, sex, race/ethnicity, enrollment, transfer students, participation in the Greek system, parental income, international students, athletes, self-reported grades, sector, Carnegie type, selectivity, and enrollment size.
+ Effect size >.04,   ++ Effect size >.2,   +++ Effect size >.4,   − Effect size < -.04,   - - Effect size < -.2

Religion and Spirituality (continued)

The plus and minus signs in Table 6 represent the effect size associated with the variable, or the degree to which a statistically significant difference represents a "real," meaningful difference in student behavior or institutional performance. The more plus or minus signs, the stronger the relationship.

The Findings Point to Three Major Conclusions

1. Students who frequently engage in spirituality-enhancing practices also participate more in a broad cross-section of collegiate activities.

Students who engage frequently in spirituality-enhancing activities exercise more, attend cultural events more often, and are more likely to perform community service. They also are somewhat more satisfied with college and view the out-of-class environment more positively. There is no evidence that spiritual practices have negative effects on other desirable activities, such as studying, deep learning, or extracurricular involvements.

2. Institutional mission and campus culture matter more to spirituality and liberal learning outcomes than most other institutional characteristics.

Students who view the out-of-class climate as supportive of their social and non-academic needs report greater gains in all of the outcomes on the NSSE survey, including a deepened sense of

spirituality. Institutional size and selectivity have only trivial effects on the frequency with which students engage in spirituality-enhancing activities and interact with students from different backgrounds or the extent to which they deepen their sense of spirituality.

3. Students at faith-based colleges engage in spiritual practices more and gain more in this area, but participate less often in certain other activities associated with liberal education outcomes.

As expected, students at faith-based schools worship much more frequently and report deepening their sense of spirituality to a greater degree than students at other institutions. However, students at faith-based colleges have far fewer serious conversations with students whose religious, political, and personal beliefs and values differ from their own. The findings also indicate a tendency for students at faith-based colleges to engage less in deep learning and activities and to gain less in developing practical competence and general education outcomes. However, the effect sizes associated with these differences are small.

A more detailed report on these findings is at nsse.iub.edu/html/research.htm or www.teaglefoundation.org.

"NSSE's national reputation for measuring the true essence of academic quality provides prospective students and their parents with helpful data to make informed choices about college."
—*Louise Allen Zak, Associate Dean for Academic Affairs, Marlboro College*

Student Engagement and Indicators of Quality Used in *U.S. News* Rankings

Every year the *U.S. News and World Report* annual ranking of colleges and universities generates a good deal of interest. After comparing NSSE benchmarks with indicators incorporated in *U.S. News* rankings we draw four conclusions:

First, although they differ dramatically in terms of their outward approach to institutional quality, both *U.S. News* and NSSE cover some common ground. Between 36% and 49% of institution-level variation in academic challenge, student-faculty interaction, enriching educational experiences, and supportive campus environment are associated with some of the *U.S. News* indicators.

Second, institutions that invest more in faculty resources, as measured by the percentage of classes with less than 20 students, student-faculty ratio, and percent of faculty that are full-time, score higher on all five NSSE benchmarks (Table 7).

Third, alumni from campuses where students interact more with faculty and have a more supportive campus environment are more likely to contribute to the annual fund.

Finally, institutional selectivity as measured by Barron's is *not* related to any cluster of effective educational practice. This is all the more intriguing inasmuch as we have also found that the *U.S. News* rankings of the top 50 ranked national universities can essentially be replicated by an institution's combined SAT or ACT score (Kuh & Pascarella, 2005).

> "NSSE has changed the national conversation about quality in undergraduate education, providing a rich model for institutional change and improvement." —*Joni Finney, Vice President, National Center for Public Policy in Higher Education*

Relationships between NSSE Benchmarks and Selected *U.S. News* Indicators of Quality — Table 7

U.S. News Indicators of Quality	NSSE Benchmarks of Effective Educational Practice				
	Academic challenge	Active learning	Student-faculty interaction	Enriching educational experiences	Supportive campus environment
Academic reputation	*			***	
Alumni giving rate			*		*
Graduation & retention rate	*			*	+
Barron's selectivity					
Faculty resources	***	***	***	***	***

*** p<.001, ** p<.01, * p<.05, + p<.10

Notes:

All statistically significant relationships are positive with effect sizes between .02 and .10.

Student-level controls include gender, minority status, athlete status, first-generation status, on-campus residence, Greek membership, full-time status, and major; Institution-level variables not listed include educational expenditure per student and Carnegie classification.

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 using student engagement results.

Improving Teaching and Learning
Iowa State University

The Center for Excellence in Learning and Teaching (CELT) uses the NSSE clusters of effective educational practice to promote engaged learning at the annual University Teaching Seminar, new faculty

> "Our Center for Excellence in Learning and Teaching has sponsored campus-wide Faculty Forums to discuss ways to enhance learning related to NSSE results, benchmarks, and student engagement." —*Corly Brooke, Director, Center for Excellence in Learning and Teaching, Iowa State University*

orientation, Faculty Forums, and CELT workshops throughout the year. The university's Research Institute for Studies in Education incorporates NSSE data to inform accreditation reviews, such as whether participation in a learning community is linked with student engagement, gains in educational outcomes, and overall student satisfaction. The university annually reviews its performance against national norms and peer-university benchmarks at a President's Council meeting and posts a summary at the Office of the President's Web site.

Promoting Student Engagement Across Generations
Meredith College

Meredith College underscores the value of engagement beginning with a student's first inquiry about admissions through the alumnae years. Enrollment managers examine trends in the NSSE data to guide marketing strategies, and make adjustments to programs and campus visitation days to ensure that students are aware of engagement opportunities. Academic deans share NSSE information as evidence of the quality of the Meredith College experience to prospective students and families. The president uses NSSE results to keep alumnae informed about the quality of Meredith education, while Institutional

Advancement staff use NSSE as background information for potential donors.

Developing a Culture of Critical Thinking
Spelman College

Spelman College uses NSSE writing items as part of its BEAMS institutional improvement plan to assess students' critical thinking skills. Reforms in selected writing courses across the curriculum are designed to increase student engagement in this area. Heuristics are being developed for critical thinking and problem solving, developing digital student portfolios, teaching and learning institutes for faculty, and faculty "brown bag" sessions. The intent is to develop a community of practice involving students, faculty, and administrators that fosters critical thinking through writing. Also, after seeing the institution's NSSE results, individual faculty members inquired about ways student engagement information could be used to address discipline-specific teaching and research concerns.

Building Community Support On and Off Campus
Kentucky State University

Combining results from its BEAMS administrations of NSSE, a locally designed survey, and student focus groups, Kentucky State University is taking action to improve relations between KSU students and the local community and streamline ways for students to get information about important services on campus. A community campaign was launched to encourage "town-gown" representatives to explore avenues for improving relationships between students and community members. Its Academic Success Campaign centralizes information about admissions, financial aid, registration, housing, counseling, and tutoring, and relocating offices with related responsibilities physically closer. The front line office staff is being trained to help students use

campus resources appropriately. All tutoring services are now coordinated by an Academic Success Center, and vocational counseling was included in career counseling, planning, and placement.

Enhancing Student Engagement Campus-wide
Washington State University

Washington State University launched learning communities as part of a renewed focus on first-year students based on NSSE results. About 80 percent of new freshmen are involved in a residential learning community. Other initiatives are focused on shaping freshman expectations, such as a "freshman job description" to familiarize incoming students with important engagement concepts. To expand their understanding of student engagement, staff conducted focus groups and shared NSSE results with the President's Student Learning Academy, a group of student leaders who give input on improving the undergraduate experience. The President's Teaching Academy, a group of award-winning faculty, also used NSSE results to generate suggestions for improving the undergraduate experience. In addition, the student affairs council identified NSSE items to use for benchmarking, which can influence budget and planning decisions.

from members of the President's Twenty, a student organization that meets regularly with the college president. A second focus group included juniors and seniors in a variety of majors. Students described the difficulty of their coursework and identified what they had learned and which assignments contributed to that learning. They talked about their relationships with faculty and the extent to which their coursework had prepared them for real-world experiences.

Developing a Comprehensive Organizational Plan
California State University, Dominguez Hills

Guided by the university's strategic plan, California State University, Dominguez Hills used NSSE results and other research on active and collaborative learning to create a student success model for the campus. The effort focuses on several short term initiatives that address a handful of key student development outcomes, including oral and written communication skills and persistence and graduation rates. Efforts to improve the transition for first-year students include the creation of a first-year experience coordinating council and expansion of new student orientation to include all first-time first-year students and transfer students. They also are conducting a

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"NSSE asks some simple, yet vitally important, compelling questions: Are we challenging our students? Do we provide experiences inside and outside the classroom that contribute to their intellectual and personal development? How are we doing compared to our peers? Are we improving over time? How can we do better?" —Alex McCormick, Senior Scholar, Carnegie Foundation for the Advancement of Teaching

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Involving Students To Increase Academic Challenge
William Woods University

A market research course at William Woods University used NSSE data as part of a year-long learning exercise to practice skills in the discipline and provide the school more information about how to increase academic challenge. Student focus groups explored vocabulary and questions from the survey instrument to understand better what student responses really mean. One focus group was formed

needs assessment of first-time first-year students to inform the implementation of a required introduction to higher education course. The Center for Teaching and Learning and a Scholarship of Teaching and Learning seminar series are sponsoring faculty development activities to expand the number of people involved in these and related efforts.

Using NSSE in Accreditation

Accrediting agencies are the primary external group with which schools share NSSE results. Available from the NSSE Web site, the Accreditation Toolkits are specific to the six regional accreditation bodies and provide suggestions for incorporating student engagement results into accreditation reviews with an emphasis on mapping the data to regional accreditation standards. Specific applications vary, ranging from minimal use, such as including the results in a self-study appendix to systematic incorporation of NSSE results over a several-year period to demonstrate the impact of improvement initiatives on student behavior, and the efficacy of modifications of policies and practices. Here are two examples of how institutions are putting NSSE data to use in the accreditation process:

Focusing the QEP on Student Engagement

Western Kentucky University

Western Kentucky's Quality Enhancement Plan (QEP), approved in their 2005 reaffirmation by the Commission on Colleges of the Southern Association of Colleges and Schools, aims to enhance the institution's capacity to promote student engagement with communities other than their own and to increase student learning in critical thinking, service and leadership. The plan is grounded in the premise that students who are more actively involved in a broad array of educational experiences learn more and are more likely to develop an expanded sense of social responsibility and worldview. The QEP planning team reviewed a variety of data, including NSSE results from 2001 and 2003, to develop the focus of the plan and to establish baseline indicators. Western's QEP identifies several global indicators of student engagement including NSSE, Western's own student engagement survey, course evaluations, and student retention and graduation data. NSSE items related to diversity experiences (the frequency with which students report including diverse perspectives in class and writing assignments), enriching educational experiences (participation in community service, practicum and internships) and educational gains (solving complex real world problems, contributing to the welfare of your community) are pertinent to Western's assessment of the success of the QEP. The institution plans to participate in annual NSSE administrations to measure institutional progress.

Using Multiple Surveys to Document Educational Effectiveness

University of California, Santa Cruz

UC Santa Cruz (UCSC) used a variety of indicators to demonstrate evidence of Western Association of Schools and Colleges (WASC) *Standard 2: Achieving Educational Objectives through Core Functions*. By using multiple data points and comparison data, the institution had corroborating evidence for its educational outcomes. UCSC administered a series of surveys the two years prior to creating its Institutional Proposal to measure students' attainment and satisfaction relative to other national research universities and to sister UC campuses. The institution used its NSSE 2001 data, the University of California Undergraduate Education Survey, and a local survey of graduating seniors to demonstrate several educational outcomes. NSSE results showed that UCSC students are substantially more engaged than those in the national cohort on such measures as hours of reading and studying, and personal acquaintance with instructors. The UC Undergraduate Education Survey was used to show that UCSC students report similar aspirations and progress towards those aspirations as students at other UC campuses, but UCSC students give higher assessments than at other campuses on such factors as: active solicitation of feedback, political engagement, advising, social and cultural environment, and overall academic satisfaction. The institution used a local survey of graduating seniors, administered in spring 2003, to demonstrate student satisfaction with most aspects of the Santa Cruz experience. Finally, to illustrate the success of UCSC graduates, the institution pointed to a national study demonstrating that a higher percentage of UCSC graduates attend graduate school than any other public research university except UC Berkeley. NSSE results also were used to identify the programs and practices related to success in graduate school, such as the quality of the senior experience, including the proportion of students who have a culminating experience (required at UCSC).

Maximizing the Use and Impact of Student Engagement Results

In this section we offer brief examples to illustrate how different types of institutions are integrating student engagement findings into on-going assessment and improvement efforts.

Generate Interest in Using Survey Data

One way to generate enthusiasm and commitment to increase student response rates and develop the partnerships needed to effectively translate survey results into meaningful action plans is to assemble a group representing broad campus interests—faculty, students, staff, administrators, others—early in the academic year NSSE is to be administered. **California Polytechnic State University** formed task

forces to define research questions of interest and determine which surveys best address these issues. **California State University, Fresno's** president formed a Student Success Task Force to identify ways to increase student success. **Western Michigan University's** president publicly and repeatedly underscored the importance of academic and student affairs collaborations to improve the first-year student experience. Student Engagement Champions appointed from each of the schools and colleges at **Delta State University** provide leadership for the Quality Enhancement Plan steering committee preparing for Southern Association of College and Schools accreditation.

Identify Sub-populations of Interest

NSSE data can be a revealing window into the experiences of different campus sub-populations of students. A common faculty complaint is that survey data provides an aggregate summary of the institution's students, but doesn't give them enough information on students in their departments to be of much use. Identifying the groups about which people want to know more should be done months before the survey is conducted in order to guide decisions about sampling. For example, a school can either expand the numbers of students to be surveyed or select a stratified random oversampling approach to ensure enough responses from the subpopulations of interest to permit

"We have found NSSE data to be quite instructive both in terms of identifying students who are engaged, and the opportunities for their engagement, as well as those who are disengaged and most likely not to be retained." *—Diane Lee, Vice Provost, University of Maryland Baltimore County*

meaningful analyses. Another approach, taken by **Central Missouri State University**, is for institutional researchers to aggregate data from multiple NSSE administrations to create a large enough sample to allow for analysis on sub-groups.

Schools also may wish to learn more about certain groups, such as students in a given major or those from underrepresented demographic groups. **Rockhurst University** compared engagement of several groups: transfer student seniors with those enrolled all four years at the university, and traditional versus non-traditional students. As part of its BEAMS project work, **Clark Atlanta University** is concentrating on improving the campus learning climate for commuters by using more collaborative learning activities in various disciplines. To prepare for discipline-specific accreditations, the **University of Nevada, Reno**, targeted students in engineering and other disciplines.

Develop a Communications Strategy

NSSE institutional reports and benchmark reports are delivered to schools in August and November respectively, but dissemination strategies should be developed well in advance to quickly and effectively get the information into the hands of people who can

Other approaches are to identify groups of institutions considered peers in terms of their educational mission, or a smaller subset of schools viewed as exemplars. **University of Nebraska-Kearney** has taken both approaches—requesting comparisons against a broad peer group and schools they consider aspirational.

> "NSSE data have been most useful in terms of focusing our questions and providing us with key indicators of student learning and development known to be associated with student academic success."
> —*Suzanne L. Pieper, Assessment Specialist, Truman State University*

use it to guide decision-making. **Illinois State University** identifies a broad group of stakeholders (students, administrators, faculty, staff, and parents) with a potential interest in the data, and then schedules workshops to summarize the data and identify ways these groups might be able to use it to improve outcomes. At **Wichita State University,** the Office of Institutional Research disaggregates results by college for the deans, who then share the data with their department chairs to initiate discussions at the disciplinary level. NSSE findings were discussed at faculty retreats, and the results also were shared with students to raise awareness of the meaning of level of academic challenge, active and collaborative learning, and the importance of student-faculty interaction.

Identify Peer or Aspirational Institutions

Schools with similar missions or educational programs often form consortia, allowing them to ask additional questions of common interest and compare their scores against other schools in the consortium. Nearly 50 different consortia have formed since NSSE started, including engineering schools, art and design colleges, women's colleges, and urban institutions. To facilitate peer comparisons, this year NSSE allowed any school not in a consortium or state system comparison group to identify a set of peer institutions against which it could compare its performance.

Validate Findings by Linking NSSE to Other Data Sources

To increase confidence in making policy decisions, schools look for ways to corroborate student engagement results with other data sources. **Indiana University-Purdue University-Ft. Wayne,** conducted student focus groups to discuss NSSE-related topics and items from the NSSE survey to develop a richer understanding of how students interpret questions on the survey based on their educational experiences. Focus groups typically confirm the findings, but also provide important clarifications.

Central Missouri State University's Office of Institutional Effectiveness creates "data packs" from several different assessment sources for each department to provide guidance for strategic planning and resource allocation decisions. As part of its annual assessment cycle, **Brenau College** links student responses to NSSE with other institutional data on those students to expand the range of analysis. **Augsburg College** combines its NSSE results with data from CIRP, the College Student Survey, and the Noel-Levitz Student Satisfaction Inventory to provide comprehensive profiles of students in its day and weekend college programs. The student affairs division at **Bowling Green State University** collaborates with the Institutional Research Office in distilling implications for policy and practice from noteworthy trends in information from NSSE data and the
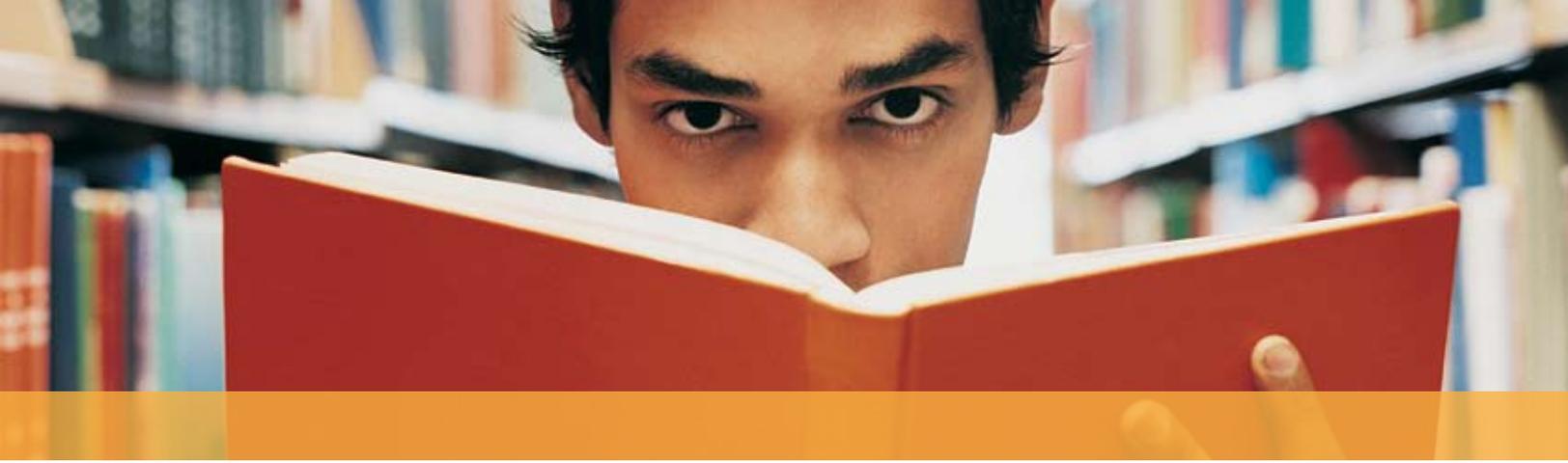
institution's first-year student questionnaire, graduating senior questionnaire, and new student transition instrument along with departmental reports of student use and satisfaction with programs and services.

The **University of Charleston** links survey data to liberal learning and disciplinary outcomes across all four years, with a heavy focus on strengthening synthesis and integration of assignments in the senior capstone. To assess its general education goals, **Saint Ambrose University** mapped survey data from multiple sources to specific student outcomes previously identified as priorities. For example, the fluent writing competency is measured by several NSSE items, the Academic Profile, and institutional paper-scoring rubrics.

Translate Data into Action

As George Kuh emphasized in his Director's essay, simply distributing student engagement results will not by itself lead to action. A plan is needed for how priorities will be addressed. College deans and department chairs at **California State University Chico** reviewed their NSSE results and then chose one of Chickering and Gamson's (1987) *Seven Principles for Good Practice in Undergraduate Education* as

the basis for changes in student and faculty practice. The English department, for example, focused on communicating high expectations, developing plans for letting students know the increased demands of college over high school work, and emphasizing that students are accountable for their own education.

Lees-McRae College used its NSSE results to identify areas in the general education curriculum where more structure was needed, focusing on basics skills in math, writing, reading, and computing at the beginning before moving on to discipline-specific courses. **SUNY Plattsburgh** created a new First-Year Programs office and implemented several new programs for first-year students, including residential living/learning communities and a greater emphasis on retention efforts targeted at student identified as most at risk.

Intent on further enhancing student-faculty interaction, **George Mason University** supported a series of departmental functions to bring students and faculty together. Brief interviews after a pilot effort with the psychology department indicated participants benefited from the experience and the institution is moving forward with the initiative.

"The NSSE data from 2000 and 2003 were key pieces of information to help guide us towards a focused and coherent plan with the simple yet powerful aim of enhancing student learning." *—Fiona H. Chrystall, Director of Teaching and Learning, Lees-McRae College*
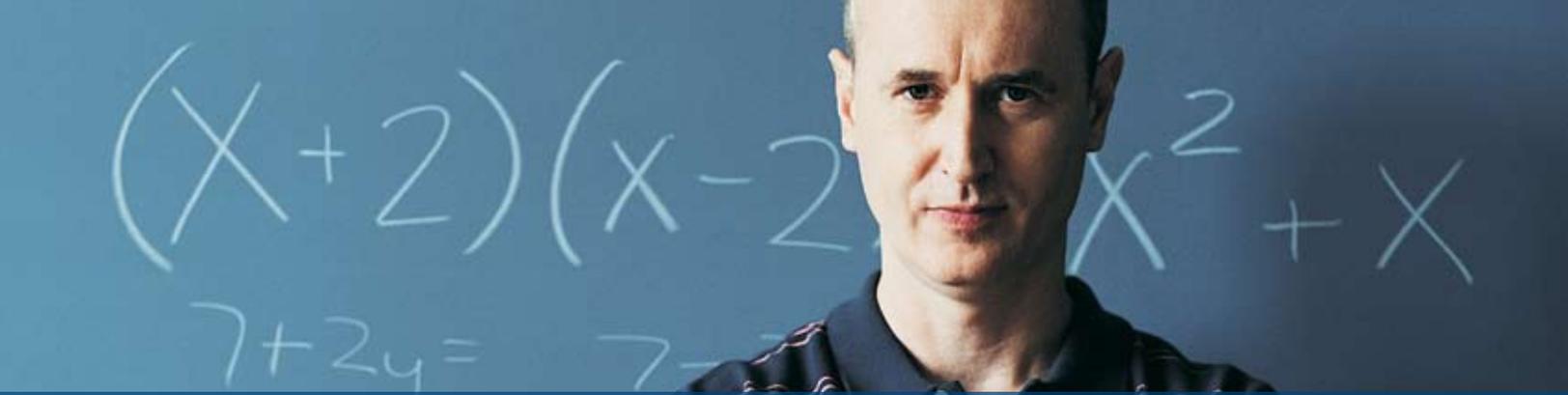
High School Survey of Student Engagement (HSSSE)

High schools are under more scrutiny today than at any other time in recent memory. University faculty and employers lament that high school graduates do not have the knowledge and practical competencies to perform adequately in college or work environments. While it's important that students take the right courses in high school, we also need to know if they are doing enough studying, reading, and writing to prepare them for what to expect in college. As with NSSE, the High School Survey of Student Engagement (HSSSE – pronounced "hessie") collects data about effective educational practices that can be used to guide school improvement efforts. HSSSE results from more than 180,000 students from 167 high schools in 28 states are a harbinger of what colleges and universities can expect in terms of study habits and other behaviors associated with postsecondary success (High School Survey of Student Engagement, 2005). Some key findings:

■ Only one-fifth (18%) of students in the college prep track took a math course in their senior year of high school.

These and other HSSSE findings indicate that many college-bound students are not engaging frequently enough in the kinds of educational activities that will prepare them to do well in college.

Beginning College Survey of Student Engagement (BCSSE)

The Beginning College Survey of Student Engagement (BCSSE – pronounced "bessie") is a companion survey to NSSE. BCSSE measures entering first-year students' academic and extracurricular involvements in high school, as well as the importance that these students place on participating in related educationally purposeful activities during college. BCSSE results will help faculty and staff members better understand the behavioral patterns students established prior to entering college and the factors that influence their

"NSSE is a cornerstone of our overall assessment program and, more generally, our data gathering for informed decision-making." —*P. Bruce Pipes, Provost, Franklin & Marshall College*

■ Of the more than 80% of high school students who are certain of their plans, nine out of ten intend to continue their education.

■ Students do not work very hard to do well, as less than three-fifths (56%) say they devote a great deal of effort to their school work.

■ About half (55%) spend only three or fewer hours per week preparing for all of their classes.

■ Two-thirds of those who study three or fewer hours per week reported receiving mostly A and B grades.

■ Only 8% of high school seniors spend more than 10 hours per week studying, compared to half of first-year college students.

■ Four-fifths of high school seniors spend three or fewer hours a week reading assigned materials; one-fifth (18%) do no assigned readings.

■ Seven of ten high school seniors wrote only three or fewer papers five or more pages long; more than one-third (36%) of first-year students at four-year colleges wrote at least five papers or reports 5 to 19 pages in length.

engagement after they matriculate. This information can be used to design pre-college orientation and socialization experiences with an eye toward enhancing student engagement and learning during college.

The results that follow are based on nearly 16,000 entering students from 28 colleges and universities who participated in the first pilot administration of the survey during the summer of 2004.

High School Experiences

Assessing students' high school or pre-college experiences is important in order to better understand and control for attitudes and behavior that are known to influence their subsequent activities in college. Of all high school seniors:

■ 58% took at least one advanced placement class in high school.

■ 62% felt their high school was academically challenging.

- 89% reported grades of B or better with 44% reporting either A or A-.
- 98% took four or more years of English, 79% had four years of math, 62% science, 60% history or social studies, and 31% foreign language.
- 51% participated on an athletic team, 35% in band, choir, or theater, 34% in academic clubs, and 19% in student government.

College Expectations

Students' expectations of college play an important role in determining the extent to which they actually participate in various educational activities during college. This information is particularly useful when compared to what actually occurs during the first year of college in order to assess areas where there may be a relevant mismatch or gap between expectations and reality.

- 14% are uncertain as to whether they will graduate from their current institution and 3% are certain they will not.
- 32% do not have any close friends attending college with them.
- 92% expect grades of B or better.
- 72% expect to spend 15 or less hours per week relaxing and socializing.
- Only 17% expect to spend more than 25 hours per week studying, which approximates the amount of time faculty say is needed to do well in college.

Expectations and Realities about Time on Task

The following results are based on nearly 6,000 respondents who completed BCSSE in fall 2004 and NSSE in spring 2005.

- Although 60% of entering students expected to spend more than 15 hours per week preparing for class, only 40% studied that much during their first year of college.
- The vast majority (93%) of entering students expected to participate in cocurricular activities, yet nearly one-third (32%) spent *no* time in these activities during their first year.
- Entering students' expectations about their time spent relaxing and socializing during their first year of college was surprisingly accurate, with 25% expecting to relax and socialize for more than 15 hours per week and 27% actually doing so.

High School and College Classroom Environments

- Four-fifths (82%) of entering students frequently ('very often' or 'often') asked questions in class or contributed to class discussions during their senior year of high school, but only 61% did so in their first-year college courses.
- Although 65% of entering students frequently worked on projects with other students in class during their senior year of high school, only 41% did so in their first-year college courses.
- Eighteen percent of first-year students frequently came to class without completing readings or assignments, while only 8% did so during their senior year of high school.

"The Indiana surveys, both college and high school, are based on research into what produces the best learning environment…. The questions go to the heart of what's wrong – and in some cases what's right – with high schools." —*Jay Mathews, washingtonpost.com, August 30, 2005*

Next Steps

This year, BCSSE conducted a second, larger pilot test with almost 100,000 students at 70 schools from 33 states and two Canadian provinces. These colleges and universities will participate in NSSE in spring 2006.

Faculty Survey of Student Engagement (FSSE)

The Faculty Survey of Student Engagement (FSSE – pronounced "fessie") complements NSSE by measuring faculty priorities and expectations of student engagement in effective educational practices and selected classroom teaching and learning activities. Approximately 19,000 faculty members from 109 four-year colleges and universities completed the survey in 2005.

FSSE findings point to important connections between faculty expectations, pedagogical approaches, and student engagement. Table 8 contains several examples of how this plays out when examining NSSE and FSSE data side by side (Kuh, Nelson Laird, & Umbach, 2004). At institutions where faculty more frequently use active and collaborative activities than faculty from other institutions, students report being more involved in these activities. Emphasizing active and collaborative learning appears to have salutary effects, as students at these institutions also participate more frequently in other effective educational practices, such as experiencing diversity and engaging in higher order mental activities. They also report gaining more from their college experience. Similarly, when faculty at an institution place more emphasis on diversity experiences or higher order thinking, students report higher levels of involvement in other effective educational practices, as well as gaining more in general education.

How Faculty Shape Student Engagement and Outcomes — Table 8

Average Faculty Score	Average Student Score			
	Active and collaborative learning	Diversity experiences	Academic challenge	Gains in general education
Active and collaborative practices	✓	✓	✓	✓
Emphasis on diversity experiences	✓	✓	✓	✓
Emphasis on higher order thinking	✓	✓	✓	✓

Note: A check mark indicates that student scores tend to be higher on campuses where faculty scores are high.

Faculty members differ in the extent to which they emphasize effective educational practices (Table 9). Women faculty and faculty of color emphasize active and collaborative learning, diversity experiences, and higher order thinking skills in their courses to a greater degree than men and white faculty, respectively. Full-time faculty members are more likely than their part-time colleagues to place greater emphasis on diversity experiences.

How faculty members organize class time is generally consistent with what they say they value. Figure 7 shows that that women faculty

"Freshmen in science and engineering reported far less engagement than we expected or desire. This 'gap,' when combined with differences in faculty and student perceptions of how much they interact or simply talk to one another made us pause.... And then we mobilized! The pace of positive change on campus since then has been inspiring." —*Kate Alley, Associate Vice President for Academic Affairs, South Dakota School of Mines and Technology*

Characteristics of Faculty Who Value Effective Educational Practices   Table 9

Faculty characteristics	Emphasis on Student Engagement		
	Active and collaborative practices	Emphasis on diversity experiences	Emphasis on higher order thinking
Faculty of color	+	+[a]	+
Women	+	+	+
Full-time faculty		+	

Note: A plus sign indicates faculty from this group score higher, on average, than their counterparts
a. Except for Asian/Pacific Islander faculty

spend less of their class time lecturing than their male counterparts (35% and 46%, respectively) and more of their class time on small group activities (18% and 11%, respectively).

How faculty members spend their class time varies by discipline. Among all areas, physical science faculty members devote the most class time to lecturing (58%), while education faculty members report the least (21%). Education faculty members allocate about twice as much class time to small group work than their physical science colleagues (25% compared to 12%), but faculty from both areas spend about the same amount of time on testing and evaluation as well as experiential activities or performances.

How Faculty Spend Class Time – Gender   Figure 7

Men

Small group activities 11%
Experiential activities or performances 14%
Testing & evaluation 11%
Other activities 18%
Lecturing 46%

Women

Experiential activities or performances 16%
Small group activities 18%
Testing & evaluation 12%
Other activities 19%
Lecturing 35%

NSSE Institute for Effective Educational Practice

The NSSE Institute for Effective Educational Practice reflects the evolution of NSSE from an annual survey to a center of research, development, and service focused on institutional improvement and educational effectiveness. The Institute conducts funded initiatives and collaborative ventures with a variety of partners including individual colleges and universities, institutional consortia, higher education organizations, and other entities that share NSSE's commitment to improving undergraduate education. Toward these ends, the Institute focused on five sets of activities in the past year: DEEP, BEAMS, regional workshops, "Connecting the Dots" project, and campus consultations.

Student Success in College can be ordered directly from the NSSE Institute Web site at a 15% discount: nsse.iub.edu/institute.

DEEP Practice Briefs

Presidents, senior academic affairs and student affairs administrators, faculty members, and governing board members don't have as much time as they would like to read lengthy reports. For this reason we prepared more than a dozen four-page briefs that summarize key policies, practices, and cultural properties common to the 20 high-performing schools. Titles are listed in the box on page 35. They along with related publications are available at nsse.iub.edu/institute.

> "Kuh and his colleagues have turned a probing spotlight on the 'how' of pervasive educational change. *Student Success in College* should become a basic text for everyone concerned with the quality of undergraduate learning…" —*Carol Geary Schneider, President, Association of American Colleges and Universities*

Documenting Effective Educational Practice (DEEP)

Project DEEP examined the everyday workings of 20 educationally effective colleges and universities to learn what they do to promote student success. Over a two-year period, the research team made 40 multiple-day site visits to the 20 DEEP schools, each of which was distinguished by higher-than-predicted graduation rates and scores on the five NSSE benchmarks of effective educational practice. The project documented campus features – policies, programs and practices – that contribute to high levels of student success. Major findings from the study are reported in *Student Success in College: Creating Conditions That Matter* (Kuh, Kinzie, Schuh, Whitt, & Associates, 2005), which features a wide array of effective educational practices and policies and suggestions for how to create and sustain effective practices and develop a culture to promote student success. The publication is intended for institutional leaders, faculty members, student and academic affairs administrators, and others interested in promoting student engagement, persistence, and success. It can be used as a resource for faculty and staff development workshops, governing board retreats, and committees charged with assessment and institutional improvement.

Is Your Institution Organized to Promote Student Success?

An essential step toward improving institutional effectiveness is for a school to take stock of its performance and then act on what they learn from the effort. To assist with this important task, *Assessing Conditions to Enhance Educational Effectiveness: The Inventory for Student Engagement and Success* (Kuh, Kinzie, Schuh & Whitt, 2005) offers a framework for institutions to use with *Student Success in College* (Kuh et. al., 2005). The Inventory is a template that institutions can use to conduct their own assessment of the extent to which their policies, practices, and learning environments are educationally effective. Using the suggested protocols, a school can launch a comprehensive institutional examination initiative and move toward creating conditions to facilitate institutional change to enhance student learning and success.

Building Engagement and Attainment of Minority Students (BEAMS) Update

Now in its fourth year, the BEAMS project assists Historically Black, Hispanic-serving, and tribal colleges and universities in using student engagement data and related information for institutional improvement. In partnership with the Institute for Higher Education Policy (IHEP) and the Alliance for Equity in Higher Education, the project works with more than 100 members of the Alliance that are analyzing the character and scope of their students' engagement in educationally purposeful activities and implementing action plans to improve engagement, learning, persistence, and student success.

Five-person action teams from 40 campuses participated in the 2005 Summer Academy in Snowbird, Utah, working together to develop ideas for improving their action plans and strategies for communicating project goals, progress, and accomplishments to various constituents.

More information about the BEAMS Project, including participating institutions, is available at www.msi-alliance.org.

NSSE Users Share Lessons Learned at Regional Workshops

The University of Central Florida co-sponsored a regional workshop at its Orlando campus on February 13-14, 2005. Another workshop was conducted October 6-7, 2005 at University of Central Oklahoma. Among the sessions offered were:

- Making Data Meaningful: Involving Faculty and Department Chairs in NSSE
- Your NSSE Administration and Increased Response Rates
- Creating an Engagement Agenda on Campus
- Using NSSE "Scalelets" to Interpret NSSE Results
- Nuggets from NSSE & FSSE on Student Learning Outcomes for Accreditation

- Proceed with Caution: Examining the Validity of NSSE & FSSE Comparisons
- NSSE Benchmarks 101
- A DEEPer Look at Student Engagement and Success

The NSSE Institute Web site (nsse.iub.edu/institute) contains information about upcoming workshops and presentations.

DEEP Practice Beliefs: *Promoting Student Success*

- What Campus Leaders Can Do
- Creating Conditions So Every Student Can Learn
- The Importance of Shared Leadership and Collaboration
- What Student Affairs Can Do
- What Faculty Members Can Do
- Using Financial and Other Resources to Enhance Student Success
- What Student Leaders Can Do
- Small Steps Senior Administrators Can Take
- What Department Chairs Can Do
- What Advisors Can Do
- What New Faculty Need to Know about Effective Educational Practices
- Making Place Matter to Student Success
- What SHEEOs and System Heads Can Do
- What Accreditation Teams Can Learn From Student Success in College
- What the Media and the General Public Need to Know
- What Business Leaders Can Do

Documents available at nsse.iub.edu/institute

"Our BEAMS project was to develop The Mentoring Institute, which is recruiting and training of 200 faculty, staff and student mentors." —*Dennis L. Nef, Dean of Undergraduate Studies, California State University Fresno*

Connecting the Dots Project: Identifying, Understanding, and Linking Factors that Promote Student Engagement and Success

With support from Lumina Foundation for Education, the NSSE Institute began a two-pronged research project last year to (1) determine relationships between student engagement and student success indicators and (2) analyze the psychometric properties of NSSE data from minority-serving institution populations and among underrepresented students at predominantly white institutions. Working with 19 partner institutions, this effort builds on and extends the work of two other Lumina-funded initiatives, the DEEP and BEAMS projects. Connecting the Dots will allow us to determine more precisely the relationships between key student

- Reviewed 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.
- Introduced conditions for student success identified in Project DEEP to faculty and student affairs staff at a historically Black liberal arts college to inform the institution's efforts to enhance student engagement.
- Met with the General Education Task Force at an urban doctoral extensive university to tease out areas where the institution's student engagement results suggested attention was needed.

> "The Academic Advisement Task Force uses NSSE data to revise our undergraduate academic advisement program and to identify self-study topics for Middle States Re-accreditation." —*Anne J. Herron, Associate Dean for Academic Affairs, Le Moyne College*

behaviors and the institutional practices and conditions that foster student success for all students at a variety of colleges and universities.

Facilitating Institutional Improvement

NSSE Institute associates are available to assist institutions in using student engagement results to improve student learning and institutional effectiveness. Here are a few examples:

- Discussed NSSE results at a day-long retreat with academic and student affairs staff of a state university to help further strategic planning goals around increasing student engagement and promoting educational effectiveness.
- Facilitated a "back-to-school" faculty workshop for a regional liberal arts college aspiring to improve academic challenge by focusing on enhancing curricular and cocurricular first-year experience initiatives.
- Organized a day-long series of working sessions with administrators and faculty at a Canadian research-intensive university to examine how student engagement data can be used to enhance student learning and respond to province accountability expectations.

International Perspectives and Projects

An appreciation for the value of student engagement is spreading beyond U.S. borders. Canada has led the way to assist its efforts to responsibly use NSSE data as an accountability tool. We adapted the core survey for Canada and also translated it into French. Canada's premier G-10 universities participated in a consortium in 2004, followed by a general Canadian consortium in 2005, and an Ontario consortium is forming for 2006.

As part of the Indiana Consortium for International Programs USAID grant, IU is working with colleagues in Macedonia to bring economic development to the Tetovo region, particularly through the expansion of higher education. As part of this effort, NSSE was translated into Albanian and Macedonian for the South-East European University (SEEU) and administered in spring 2005.

In addition, the core survey has been used at the American University in Rome, as well as part of educational initiatives in Australia, Kazakhstan, Japan, and England. Future collaborations are planned in Ireland, Lebanon, Russia, and Spain. As globalization brings

institutions of higher education around the world together, NSSE is excited to partner in the effort to improve student learning and effective educational practice for all students.

Looking Ahead

NSSE remains committed to providing high-quality information that institutions can use to improve the undergraduate experience. We will continue to seek opportunities to collaborate with like-minded partners – consortia, states, professional associations, accreditors, and public- and private-sector entities. Our highest priority is to maintain and, if possible, improve the range and level of services we provide to institutional users. As always, we welcome suggestions toward this end.

In addition to the many ongoing activities described earlier in this report, in the coming year we will focus on four initiatives that promise to enhance the utility of student engagement data.

First, we will continue to develop an interactive Web portal that will allow NSSE users to manipulate the national database in selected, appropriate ways. For example, we would like to make it easier for institutions to make peer comparisons by selecting a minimum number of institutions whose data will then be aggregated to create a set of peer group benchmarks or item comparisons. Users will also be able to examine the engagement of specific groups of students (e.g., first-generation students, by discipline, etc.). An interactive Web portal promises to increase the ways institutions and others can use student engagement results for improvement.

Second, we will complete our review of the research on student success as part of a National Postsecondary Education Cooperative and National Center for Education Statistics initiative. Our team is one of five across the country working on this issue. The goal is to produce a state-of-the-art compendium of what is known that can be used to guide additional research and theory-building in the area. Our work will also help inform NSSE Institute associates who work with colleges and universities on this critical issue.

Third, we intend to develop one or more templates that institutions can use to integrate multiple sources of information about the student experience. From our work with schools across the country, we know how challenging it can be to bring together different types of data such as national and local surveys, transcript information, test scores, and the like. Some colleges and universities are doing this well, and we hope to share and build on their good work. We've also gained valuable experience and insight into this process from the "Connecting the Dots" project described earlier, which we believe would be helpful for NSSE users.

Finally, as a step toward taking up the challenge that Russ Edgerton set forth in the foreword, we will continue to test experimental items with an eye toward creating modules of questions that institutions may ultimately be able to select in order to customize the Web version of the core survey for their students. Imagine being able to learn more about the relationships between deep learning, civic engagement, and academic challenge, or self-efficacy, service learning, and values development by incorporating additional items that enhance depth, richness, and nuance to the questions on the core survey related to these areas. One day we may even be able to experiment with items that address learning with understanding, as Russ hopes.

In the meantime, we are grateful for the opportunity to work with so many dedicated, forward-thinking people around the country who are committed to improving the quality of the undergraduate experience.

"NSSE data inform planning and decision-making, provide a comprehensive snapshot of the quality of the undergraduate experience, and encourage institutions to adopt best models and practices."
—James A. Anderson, Vice President for Student Success, University of New York at Albany

Supporting Materials

Supporting Materials on NSSE Web Site

For more detailed information on the 2005 Annual Survey, please visit NSSE's Web site at: nsse.iub.edu/html/report-2005.shtml

- Copy of NSSE's survey instrument, *National Survey of Student Engagement 2005*
- A comprehensive list of all participating colleges and universities
- NSSE 2005 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
- NSSE Accreditation Toolkits to help guide mapping student engagement results to regional accreditation standards
- Project DEEP and overviews of related publications (e.g., *Student Success in College*)
- Presentations from NSSE User's Workshops and national conferences
- NSSE research and publications
- Additional findings from the Faculty Survey of Student Engagement

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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

Pages 42 through 51 show percentile and frequency distributions of student scores on these indicators within Carnegie Classification groups and all NSSE 2005 colleges and universities.[1] Also included are student distributions for schools that scored in the top 10% of all NSSE 2005 institutions.[2] These data are based on the 2005 results[3] and reflect responses from about 237,000 first-year and senior students at 528 different four-year colleges and universities.

Student cases in the percentile and frequency tables are weighted within their institutions by gender and enrollment status (full-time, less than full-time). Scores are presented for randomly-selected students only. 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 Web site at nsse.iub.edu.

As in previous years, students attending smaller schools have higher scores across the board on average. However, the variation of student scores within 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.

Revision to NSSE Benchmarks

In 2004 the process for calculating benchmark scores was revised substantially. The following list describes the 2004 changes:

- The Enriching Educational Experiences benchmark added a measure of whether or not a student participated in a learning community.

- Student-level 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.

- Response categories for the 'Enriching' items (question 7) were revised. As a result, student response patterns shifted and multi-year comparisons using these items require caution. Two benchmarks were affected: Enriching Educational Experiences and Student-Faculty Interaction. 'Enriching' benchmark scores in 2003 and earlier cannot be compared with 2004 or 2005. The Student-Faculty Interaction benchmark can be compared to the earlier years provided that the 'research' item is dropped. For this reason NSSE provided both forms of this variable in school data files. All 2005 NSSE schools that also participated in 2003 and earlier received a "benchmark recalculation report" that displayed their comparable benchmark scores through the years.

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 stable and that percentile rankings remain generally unchanged. NSSE continues to work with schools that have participated in multiple years to understand yearly comparisons based on the revised calculation process.

More information about the revisions in 2004, calculations for 2005, and descriptions of how to calculate the student-level scores (current and past years), are posted on the NSSE 2005 annual report web site.

Guide to Benchmark Figures

The benchmark figures are a modified "box and whiskers" type of chart. Each column shows students' scores within the distribution at the 95th, 75th, 50th (median), 25th, and 5th percentiles.[4] The circle signifies the median—the middle score that divides all students' scores into two equal halves. The rectangular box shows the 25th to 75th percentile range, the middle 50% of all scores. The "whiskers" on top and bottom are the 95th and 5th percentiles, showing a wide range of scores, but excluding outliers.

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

Benchmark Frequency Tables

Following each set of percentile distributions is a table of frequencies based on data from 2005. 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 data-set. 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 shows the response percentages of students attending schools that scored in the top 10% (53 schools) of all institutions on the benchmark. Thus, the pattern of responses among these institutions sets a high bar for schools aspiring to be among the top performers on a particular benchmark.

Guide to Benchmark Figures
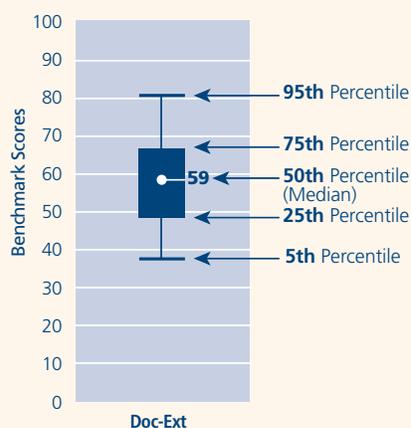
Notes:

[1] This is a departure from past years when the mean *institution-level* benchmarks were reported. Starting in 2005, NSSE will report *student-level* benchmarks for multi-institution groups to emphasize the variance and range among students attending different types of institutions. Thus, scores for multi-institution groups (Carnegie Classifications and national) represent the *average student* attending those types of institutions.

[2] To derive the top 10% categories, institutions were ranked according to their precision-weighted scores. Precision-weighting adjusts less reliable scores toward the national mean.

[3] Since 2004 NSSE uses single-year data to create the national benchmarks, a policy shift from past years when three years of data were used.

[4] 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.

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
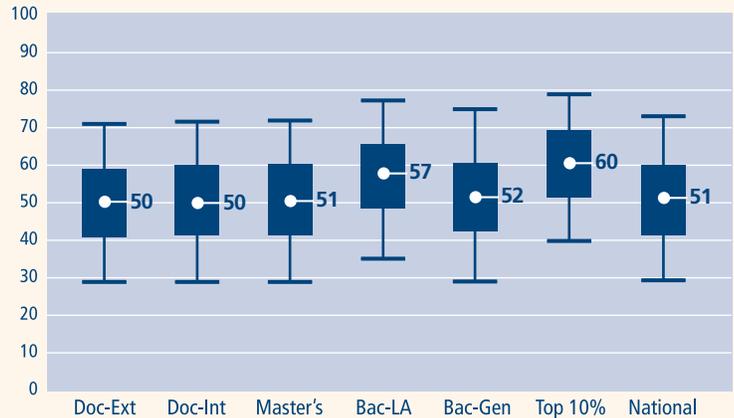
Percentile First-Year Students

	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 10%	Nat'l
95th %	72	73	73	78	75	79	73
75th %	59	60	60	66	61	69	60
50th %	50	50	51	57	52	60	51
25th %	41	42	42	48	43	52	42
5th %	29	29	29	35	29	40	29

Benchmark Scores Seniors
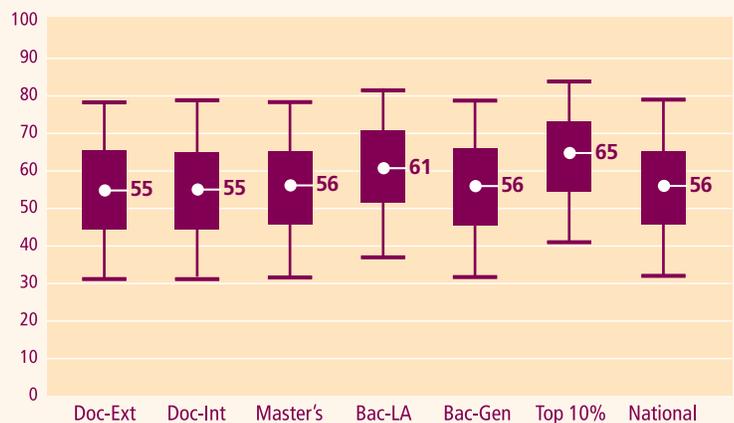
Percentile Seniors

	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 10%	Nat'l
95th %	78	79	78	82	79	84	79
75th %	65	65	65	71	66	73	65
50th %	55	55	56	61	56	65	56
25th %	45	45	46	52	46	55	46
5th %	31	31	32	37	32	41	32

Guide to Benchmark Figures

95th Percentile
75th Percentile
50th Percentile (Median)
25th Percentile
5th Percentile

Benchmark Scores

Doc-Ext
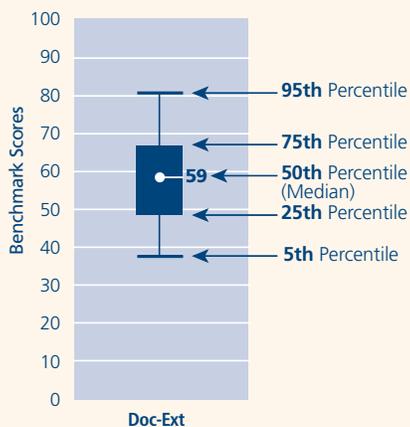
Level of Academic Challenge (in percentages)

		First-Year Students							Seniors						
		Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 10%	Nat'l	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 10%	Nat'l
Number of assigned textbooks, books, or book-length packs of course readings	None	1	1	1	1	1	0	1	1	2	2	1	1	1	1
	Between 1-4	21	24	26	12	26	10	24	28	32	31	17	30	15	29
	Between 5-10	42	43	41	31	41	28	41	37	37	36	31	36	28	36
	Between 11-20	26	23	21	35	21	37	24	21	19	19	29	19	31	20
	More than 20	10	8	10	21	11	25	10	13	11	12	22	13	25	12
Number of written papers or reports of 20 pages or more	None	85	83	80	83	76	80	82	52	49	50	35	45	30	50
	Between 1-4	11	13	14	14	16	16	13	40	41	41	56	43	57	41
	Between 5-10	2	2	3	2	4	2	3	6	7	6	7	7	9	6
	Between 11-20	1	1	1	1	2	1	1	1	2	2	1	2	3	2
	More than 20	1	1	1	1	2	1	1	1	1	1	1	1	2	1
Number of written papers or reports between 5-19 pages	None	16	14	15	6	14	4	15	11	10	9	4	8	3	10
	Between 1-4	51	50	53	47	50	42	51	44	45	44	32	43	27	44
	Between 5-10	24	27	24	33	25	36	25	29	29	30	40	31	41	30
	Between 11-20	7	8	7	12	9	15	7	11	12	12	19	13	22	12
	More than 20	1	1	2	2	2	3	2	4	5	4	6	5	7	4
Number of written papers or reports of fewer than 5 pages	None	4	4	4	2	4	1	4	7	7	7	4	7	4	7
	Between 1-4	32	29	30	20	26	17	30	32	33	32	25	32	24	32
	Between 5-10	33	33	32	34	31	34	33	27	25	26	29	25	29	26
	Between 11-20	20	22	21	28	25	30	22	19	19	19	23	20	24	20
	More than 20	11	12	12	16	14	17	12	15	16	16	18	17	19	16
Coursework: Analyzing the basic elements of an idea, experience, or theory, and considering its components	Very little	2	3	3	1	3	1	3	2	2	2	1	2	1	2
	Some	21	22	23	14	23	10	22	16	16	16	10	17	8	15
	Quite a bit	46	45	45	44	44	41	45	44	44	44	41	44	37	44
	Very much	30	30	29	40	30	48	30	39	38	39	48	37	55	39
Coursework: Synthesizing and organizing ideas, information, or experiences	Very little	6	5	6	3	6	1	6	4	4	4	2	4	1	4
	Some	31	31	31	23	32	18	31	25	25	24	17	23	12	24
	Quite a bit	41	41	41	43	40	42	41	41	40	41	39	42	37	41
	Very much	22	22	21	31	22	38	22	30	31	31	43	30	50	31
Coursework: Making judgements about the value of information, arguments, or methods	Very little	7	6	6	4	7	3	6	7	6	6	3	5	2	6
	Some	32	30	30	26	29	22	30	27	25	25	21	24	17	25
	Quite a bit	40	41	41	42	42	42	41	38	40	40	40	40	39	39
	Very much	21	22	23	27	23	33	22	28	29	30	36	31	41	29
Coursework: Applying theories or concepts to practical problems or in new situations	Very little	4	4	5	4	5	3	5	4	3	3	3	3	2	3
	Some	26	26	26	23	26	18	26	19	19	19	17	19	13	19
	Quite a bit	39	40	41	40	40	39	40	37	38	38	37	39	35	38
	Very much	31	29	28	33	29	41	30	40	40	40	44	39	50	40
Working harder than you thought you could to meet an instructor's standards or expectations	Never	11	9	7	7	6	6	8	8	7	5	6	5	5	7
	Sometimes	42	40	39	38	37	34	40	38	36	35	35	34	32	36
	Often	34	37	39	38	39	39	37	37	38	40	38	40	38	38
	Very often	13	14	15	16	19	20	15	17	19	21	21	21	25	19
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	1	1	1	0	1	0	1	0	1	0	0	1	0	0
	1-5	18	23	25	11	26	8	22	20	23	23	12	24	11	21
	6-10	26	29	29	21	26	18	27	25	26	27	22	27	20	26
	11-15	21	19	19	21	21	20	20	19	18	18	19	18	18	18
	16-20	15	14	12	19	13	20	14	15	15	14	18	13	18	14
	21-25	9	8	7	13	6	15	8	9	8	8	12	7	13	8
	26-30	5	4	4	8	4	10	4	6	5	5	8	4	9	5
	More than 30	5	3	3	6	3	8	4	7	5	6	8	5	9	6
Institutional: Spending significant amounts of time studying and on academic work	Very little	3	3	3	1	3	1	3	3	3	3	2	3	1	3
	Some	21	22	21	14	19	10	20	20	20	20	13	20	10	19
	Quite a bit	46	47	47	44	47	41	46	46	47	46	42	45	38	46
	Very much	30	29	29	41	32	49	31	31	29	32	44	31	50	32

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
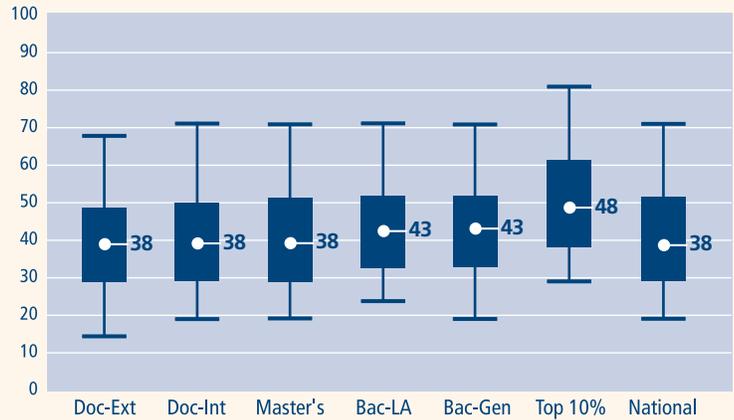
Percentile First-Year Students

	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 10%	Nat'l
95th %	67	71	71	71	71	81	71
75th %	48	50	52	52	52	62	52
50th %	38	38	38	43	43	48	38
25th %	29	29	29	33	33	38	29
5th %	14	19	19	24	19	29	19

Benchmark Scores Seniors
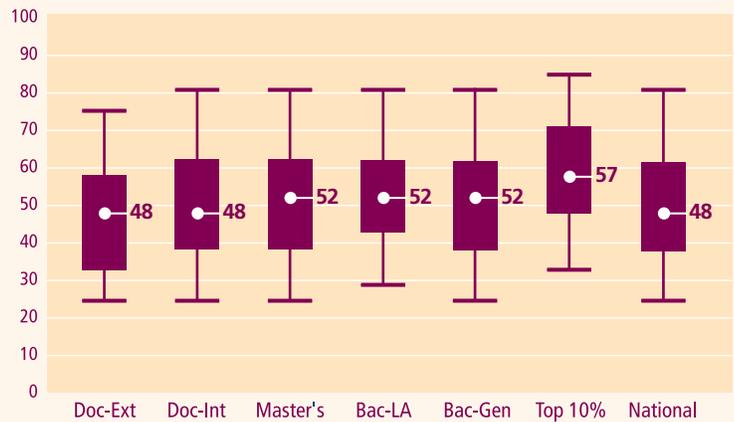
Percentile Seniors

	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 10%	Nat'l
95th %	76	81	81	81	81	86	81
75th %	57	62	62	62	62	71	62
50th %	48	48	52	52	52	57	48
25th %	33	38	38	43	38	48	38
5th %	24	24	24	29	24	33	24

Guide to Benchmark Figures
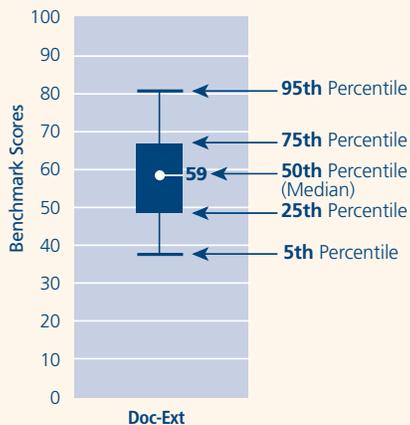
Active and Collaborative Learning (in percentages)

		First-Year Students							Seniors						
		Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 10%	Nat'l	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 10%	Nat'l
Asked questions in class or contributed to class discussions	Never	6	4	3	2	2	1	4	3	2	2	1	1	1	2
	Sometimes	46	40	38	27	31	25	39	34	28	25	18	21	17	28
	Often	31	34	35	36	36	35	34	32	33	34	30	34	32	33
	Very often	17	21	24	35	31	38	23	30	36	39	51	45	51	36
Made a class presentation	Never	24	15	14	10	9	4	17	8	6	4	2	3	2	6
	Sometimes	56	55	52	60	48	45	53	42	35	31	34	30	20	36
	Often	16	25	26	24	31	36	23	32	36	37	41	39	39	36
	Very often	4	6	8	6	11	15	7	18	23	27	23	28	39	23
Worked with other students on projects during class	Never	15	10	10	14	9	7	12	13	9	9	13	9	7	10
	Sometimes	47	45	45	49	45	39	46	46	41	41	49	42	38	43
	Often	30	35	33	28	35	36	32	28	32	33	27	34	32	31
	Very often	9	11	11	8	11	17	10	14	18	17	11	15	23	15
Worked with classmates outside of class to prepare class assignments	Never	16	15	16	6	15	6	15	7	7	7	4	9	3	7
	Sometimes	47	47	45	46	46	36	46	35	32	35	36	38	24	35
	Often	26	29	28	35	29	39	28	32	35	35	38	34	36	34
	Very often	11	10	11	13	10	20	11	26	26	24	22	19	37	24
Tutored or taught other students (paid or voluntary)	Never	48	52	52	48	53	39	51	43	43	43	34	42	31	42
	Sometimes	36	33	33	36	32	37	34	36	36	35	37	35	39	36
	Often	12	11	10	12	10	17	11	13	13	13	15	13	17	13
	Very often	5	4	4	5	5	8	5	8	9	9	13	10	14	9
Participated in a community-based project (e.g., service learning) as part of a regular course	Never	69	66	66	65	55	50	67	61	53	52	51	45	35	55
	Sometimes	21	24	23	23	28	28	22	26	30	30	31	33	34	29
	Often	7	8	8	8	12	14	8	8	10	11	11	14	18	10
	Very often	3	3	3	4	5	7	3	5	6	7	7	8	13	6
Discussed ideas from your readings or classes with others outside of class	Never	8	7	7	4	7	6	7	4	4	4	2	4	2	4
	Sometimes	39	41	38	32	38	34	38	33	34	33	26	35	28	33
	Often	35	34	36	39	35	37	35	37	38	38	40	39	39	38
	Very often	19	18	19	25	20	24	19	25	24	25	33	22	31	25

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, lifelong learning.
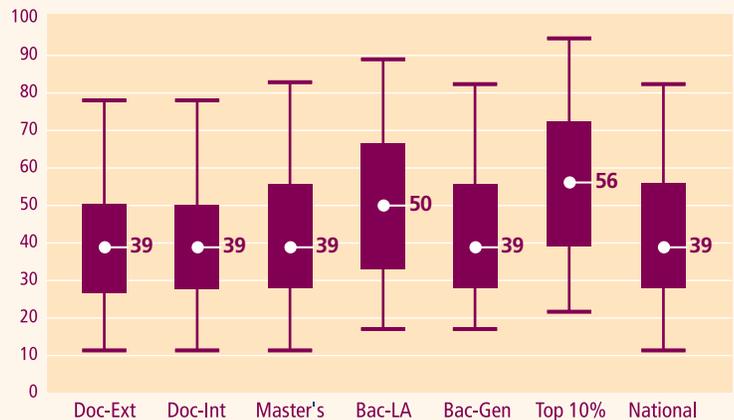
Benchmark Scores First-Year Students
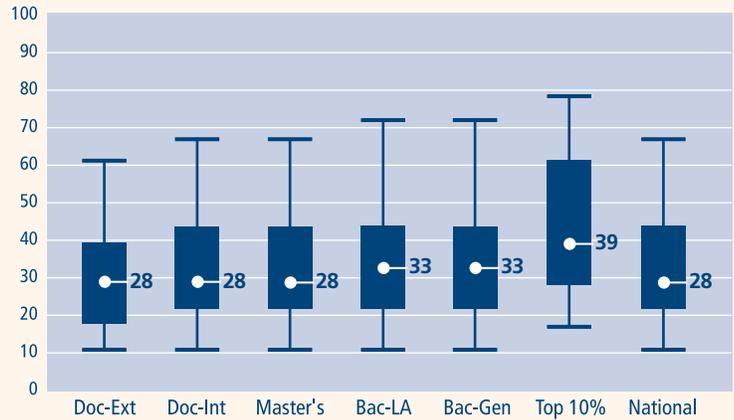
Percentile First-Year Students

	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 10%	Nat'l
95th %	61	67	67	72	72	78	67
75th %	39	44	44	44	44	56	44
50th %	28	28	28	33	33	39	28
25th %	17	22	22	22	22	28	22
5th %	11	11	11	11	11	17	11

Benchmark Scores Seniors

Percentile Seniors

	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 10%	Nat'l
95th %	78	78	83	89	83	94	83
75th %	50	50	56	67	56	72	56
50th %	39	39	39	50	39	56	39
25th %	27	28	28	33	28	39	28
5th %	11	11	11	17	17	22	11

Guide to Benchmark Figures
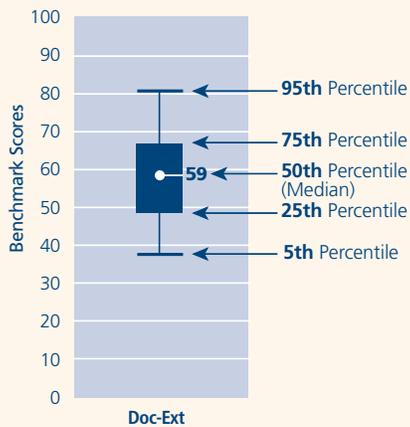
Student-Faculty Interaction (in percentages)

		First-Year Students							Seniors						
		Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 10%	Nat'l	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 10%	Nat'l
Discussed grades or assignments with an instructor	Never	10	8	8	6	7	3	8	5	5	4	4	4	2	5
	Sometimes	46	45	42	41	40	30	43	39	37	35	32	34	25	37
	Often	30	31	32	34	34	40	32	32	34	35	35	36	34	34
	Very often	14	16	18	19	20	27	17	24	24	26	30	26	39	25
Discussed ideas from your readings or classes with faculty members outside of class	Never	48	46	43	31	37	25	44	32	30	28	16	25	11	29
	Sometimes	37	37	38	45	42	44	38	45	45	45	45	47	43	45
	Often	11	12	14	16	14	20	13	15	16	18	24	19	27	17
	Very often	4	5	5	8	6	10	5	8	9	9	15	10	19	9
Talked about career plans with a faculty member or advisor	Never	28	27	25	23	22	15	26	19	19	17	9	14	5	17
	Sometimes	48	47	46	47	44	39	46	45	43	41	37	38	30	42
	Often	17	18	20	20	23	29	19	23	23	26	29	28	31	24
	Very often	7	8	9	9	11	17	8	14	15	17	26	20	34	16
Received prompt feedback from faculty on your academic performance (written or oral)	Never	6	6	6	3	6	2	6	4	4	3	1	3	1	3
	Sometimes	38	34	35	28	33	24	35	31	28	27	20	26	15	28
	Often	42	44	43	48	43	48	43	47	48	48	52	48	51	48
	Very often	13	16	16	22	18	25	16	18	21	22	27	22	33	21
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	Never	66	63	62	51	52	39	62	53	52	47	30	42	20	49
	Sometimes	23	24	25	33	31	36	25	29	29	31	37	33	38	30
	Often	8	9	9	12	12	18	9	12	12	14	19	16	24	13
	Very often	3	4	4	5	5	8	4	6	7	8	13	9	18	7
Worked on a research project with a faculty member outside of course or program requirements	Have not decided	41	41	41	42	41	36	41	15	17	17	10	16	9	16
	Do not plan to do	25	27	28	17	26	20	26	52	54	54	51	55	47	53
	Plan to do	31	28	27	37	26	37	29	12	13	12	8	11	7	12
	Done	4	4	5	4	6	8	4	20	17	17	31	18	36	19

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.
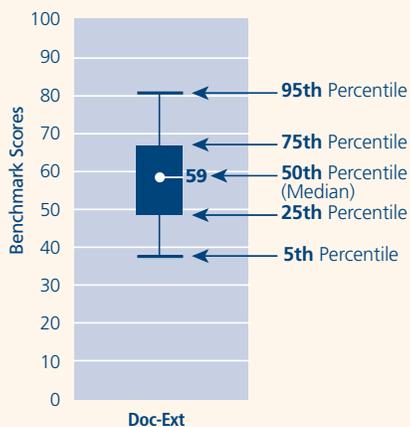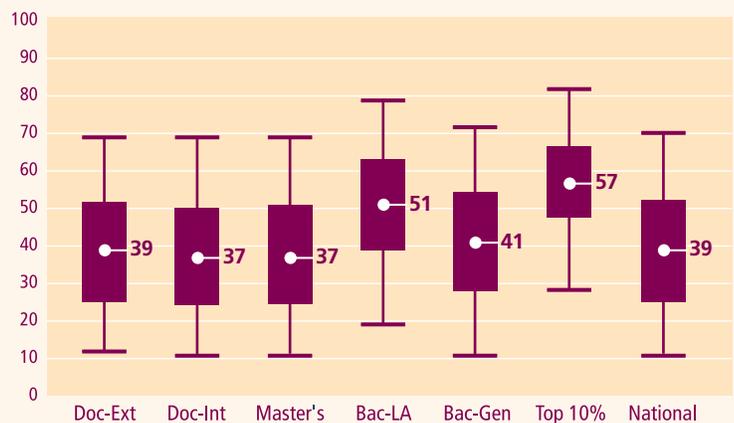
Guide to Benchmark Figures

Benchmark Scores First-Year Students
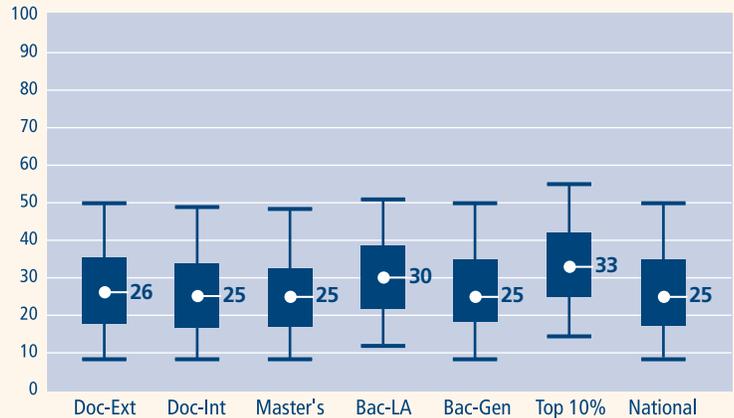
Percentile First-Year Students

	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 10%	Nat'l
95th %	50	49	48	51	50	55	50
75th %	35	34	33	38	35	42	35
50th %	26	25	25	30	25	33	25
25th %	18	17	17	22	18	25	17
5th %	8	8	8	12	8	14	8

Benchmark Scores Seniors

Percentile Seniors

	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 10%	Nat'l
95th %	69	69	69	79	72	82	70
75th %	51	50	51	63	54	67	52
50th %	39	37	37	51	41	57	39
25th %	26	25	25	39	28	46	26
5th %	12	11	11	19	11	28	11

Enriching Educational Experiences (in percentages)

		First-Year Students							Seniors						
		Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 10%	Nat'l	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 10%	Nat'l
Had serious conversations with students of a different race or ethnicity	Never	15	16	17	13	18	9	16	11	13	13	9	15	8	12
	Sometimes	32	34	35	32	36	29	34	34	34	36	34	37	33	35
	Often	27	26	26	27	25	28	26	28	28	27	27	27	28	28
	Very often	26	23	22	28	21	34	24	27	25	24	29	22	32	26
Had serious conversations with students who are very different from you	Never	10	11	12	6	13	5	11	9	11	10	5	11	4	10
	Sometimes	32	33	34	28	34	26	33	33	35	35	29	37	27	34
	Often	30	29	29	32	29	31	30	30	30	30	32	30	33	30
	Very often	29	27	25	35	24	38	27	28	25	25	34	23	37	27
Institutional: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Very little	16	16	16	13	15	10	16	22	21	21	18	18	16	21
	Some	34	33	35	33	32	30	34	38	37	36	37	35	37	37
	Quite a bit	32	32	31	32	31	32	31	26	27	28	27	29	28	27
	Very much	18	19	18	23	21	28	19	14	14	15	18	18	19	15
Hours spent participating in co-curricular activities	0	37	45	48	21	44	20	43	45	52	52	24	49	14	48
	1-5	33	30	28	35	31	37	30	30	28	27	34	28	36	29
	6-10	14	11	10	18	11	19	12	12	9	9	17	9	21	10
	11-15	7	6	6	11	5	11	6	5	5	5	10	5	11	5
	16-20	4	3	3	7	4	7	4	3	2	3	7	4	7	3
	21-25	2	2	2	3	2	3	2	2	2	1	4	2	4	2
	26-30	1	1	1	1	1	1	1	1	1	1	2	1	2	1
	More than 30	2	1	2	2	2	2	2	2	1	2	3	2	3	2
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	Never	15	17	19	16	21	12	17	12	11	12	12	15	11	12
	Sometimes	30	31	30	31	29	29	30	29	27	28	31	28	30	28
	Often	28	27	26	28	25	29	27	26	28	27	27	26	27	27
	Very often	27	25	24	25	25	30	25	33	34	33	31	32	32	33
Practicum, internship, field experience, co-op experience, or clinical assignment	Have not decided	13	14	15	14	14	11	14	8	8	8	6	7	5	8
	Do not plan to do	4	4	5	3	5	3	4	18	17	16	17	15	15	17
	Plan to do	76	74	72	74	73	76	73	24	25	24	11	19	7	23
	Done	7	7	8	8	9	10	8	51	50	52	66	59	73	52
Community service or volunteer work	Have not decided	15	16	17	12	13	8	16	10	10	11	6	9	4	10
	Do not plan to do	7	8	9	5	7	4	8	18	19	18	13	16	11	18
	Plan to do	39	40	39	39	37	35	39	13	14	14	8	12	6	13
	Done	39	36	35	44	43	52	37	59	57	57	73	63	79	59
Foreign language coursework	Have not decided	18	19	20	13	21	11	19	6	9	9	4	9	2	8
	Do not plan to do	26	31	30	16	28	16	28	40	46	44	26	47	20	42
	Plan to do	33	31	32	31	34	31	32	8	9	9	4	8	3	8
	Done	23	20	18	41	17	43	21	46	36	38	66	36	75	42
Study abroad	Have not decided	30	31	30	24	31	22	30	12	14	13	6	13	4	13
	Do not plan to do	26	32	33	15	31	17	30	65	67	68	54	66	49	66
	Plan to do	43	34	34	59	34	58	38	9	8	9	6	8	5	9
	Done	2	3	3	2	4	2	2	15	11	11	34	14	42	13
Independent study or self-designed major	Have not decided	34	34	35	38	36	34	35	11	12	13	6	12	3	12
	Do not plan to do	51	49	46	39	39	44	47	64	60	60	55	56	56	61
	Plan to do	13	14	16	21	20	19	16	8	10	9	5	10	3	9
	Done	2	3	3	3	5	3	3	17	18	17	35	22	37	18
Culminating senior experience	Have not decided	44	40	42	32	39	33	41	12	11	12	5	11	2	12
	Do not plan to do	13	12	13	6	11	7	13	37	26	27	20	23	13	30
	Plan to do	42	46	43	60	48	58	45	25	29	31	21	28	18	28
	Done	1	2	2	1	2	2	2	25	34	31	54	38	67	31
Participate in a learning community	Have not decided	33	35	35	42	37	34	35	13	15	16	12	15	9	14
	Do not plan to do	31	29	26	29	22	28	28	57	52	51	61	47	57	53
	Plan to do	19	22	23	19	26	19	22	7	8	8	5	9	4	8
	Done	18	15	16	10	16	19	16	24	24	25	23	29	31	25

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.
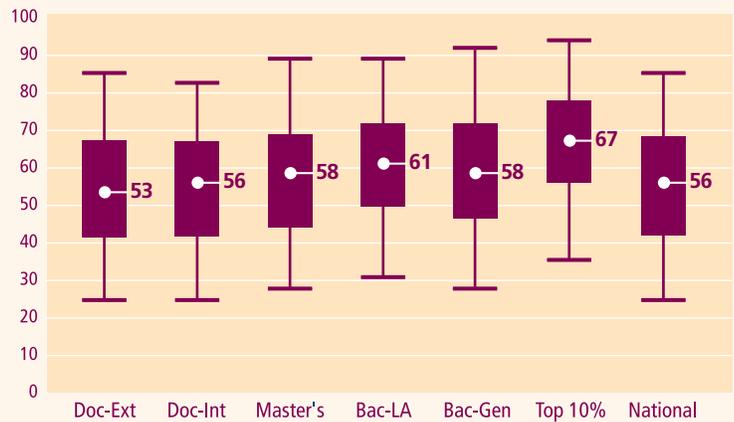
Benchmark Scores First-Year Students
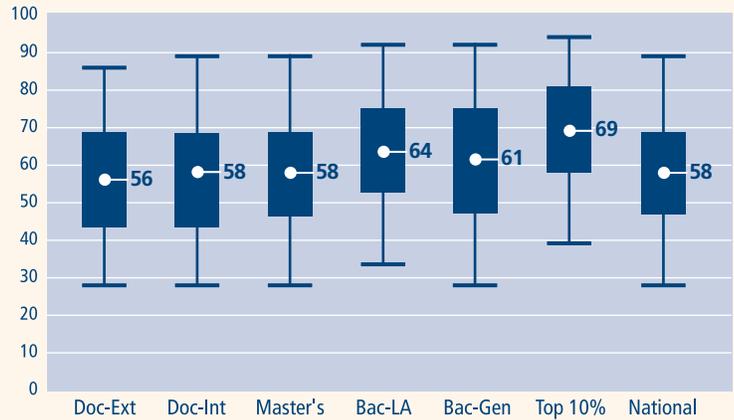
Percentile First-Year Students

	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 10%	Nat'l
95th %	86	89	89	92	92	94	89
75th %	69	69	69	75	75	81	69
50th %	56	58	58	64	61	69	58
25th %	44	44	47	53	47	58	47
5th %	28	28	28	33	28	39	28

Benchmark Scores Seniors

Percentile Seniors

	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 10%	Nat'l
95th %	86	83	89	89	92	94	86
75th %	67	67	69	72	72	78	69
50th %	53	56	58	61	58	67	56
25th %	42	42	44	50	47	56	42
5th %	25	25	28	31	28	36	25

Guide to Benchmark Figures

95th Percentile
75th Percentile
50th Percentile (Median)
25th Percentile
5th Percentile

Doc-Ext
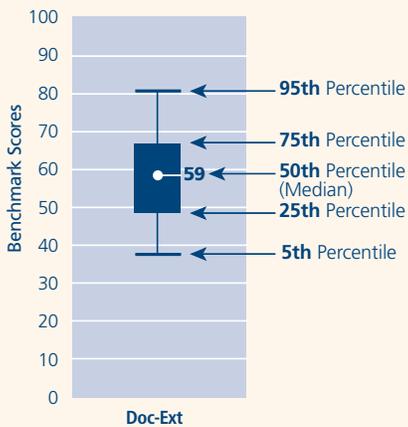
Supportive Campus Environment (in percentages)

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

Participating Colleges and Universities: 2000-2005

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

B
Baker University College of Arts and
    Sciences
Baldwin-Wallace College
Ball State University
Baptist Memorial College of Health
    Sciences
Barnes-Jewish College of Nursing and
    Allied Health
Barry University*
Barton College
Baylor University
Beacon College
Bellarmine University
Belmont University
Beloit College

Bemidji State University
Benedict College*
Benedictine College
Bennett College for Women*
Bennington College
Berea College
Berry College
Bethel University
Bethune Cookman College*
Birmingham Southern College
Black Hills State University
Blackburn College
Bloomfield College
Boise State University
Boston University
Bowie State University*
Bowling Green State University
Bradley University
Brenau University
Bridgewater State College
Brigham Young University
Brigham Young University-
    Hawaii Campus
Bryan College
Bryant University
Bryn Mawr College
Bucknell University
Butler University

C
California College of the Arts
California Lutheran University
California Polytechnic State University-
    San Luis Obispo
California State Polytechnic
    University-Pomona
California State University San Marcos
California State University, Fresno*
California State University, Sacramento
California State University-Bakersfield
California State University-Chico
California State University-
    Dominguez Hills*
California State University-Fullerton
California State University-Los Angeles*
California State University-
    Monterey Bay*
California State University-Northridge*
California State University-
    San Bernardino*
California State University-Stanislaus*
California University of Pennsylvania
Calumet College of Saint Joseph
Calvin College
Campbell University Inc.

Campbellsville University
Canisius College
Capella University
Capital University
Cardinal Stritch University
Carleton University**
Carroll College (MT)
Carroll College (WI)
Carthage College
Case Western Reserve University
Catawba College
Catholic University of America
Cazenovia College
Cedar Crest College
Cedarville University
Centenary College
Centenary College of Louisiana
Central College
Central Connecticut State University
Central Methodist University
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
Cheyney University of Pennsylvania*
Chicago State University*
Christian Brothers University
Christopher Newport University
Circleville Bible College
Claflin University*
Clark Atlanta University*
Clark University
Clarke College
Clarkson University
Clayton College and State University
Cleary 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 Notre Dame of Maryland
College of Saint Benedict
College of Saint Elizabeth

College of St. Catherine
College of the Atlantic
College of the Holy Cross
College of the Ozarks
College of William and Mary
Colorado College
Colorado School of Mines
Colorado State University
Colorado State University-Pueblo*
Columbia College
Columbia College Chicago
Columbia International University
Columbus College of Art and Design
Columbus State University
Concordia College
Concordia University (CA)
Concordia University (IL)
Concordia University (MI)
Concordia University (OR)
Concordia University Nebraska
Concordia University-St. Paul
Concordia University-Wisconsin
Connecticut College
Converse College
Coppin State University*
Corcoran College of Art and Design
Cornell College
Covenant College
Creighton University
CUNY Bernard M. Baruch College
CUNY Brooklyn College
CUNY City College
CUNY College of Staten Island
CUNY Hunter College
CUNY John Jay College Criminal Justice
CUNY Lehman College*
CUNY Medgar Evers College*
CUNY New York City College
    of Technology*
CUNY Queens College
CUNY York College*

D
Daemen College
Dakota State University
Dalton State College
Daniel Webster College
Davenport University
Davis and Elkins College
Defiance College
Delaware State University*
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
Edward Waters College*
Elizabeth City State University*
Elizabethtown College
Elmhurst College
Elmira College
Elon University
Embry Riddle Aeronautical University-
    Daytona Beach
Embry Riddle Aeronautical University-
    Prescott
Emerson College
Emmanuel College
Emory and Henry College
Emporia State University
Endicott College
Eureka College
Evergreen State College

F

Fairfield University
Fairleigh Dickinson University-
    Metropolitan Campus
Fairmont State University
Fayetteville State University*
Fitchburg State College
Flagler College
Florida A&M University*
Florida Atlantic University-Boca Raton
Florida Gulf Coast University

Florida Institute of Technology
Florida International University*
Florida Memorial University*
Florida Southern College
Florida State University
Fontbonne University
Fort Hays State University
Fort Lewis College
Fort Valley State University*
Framingham State College
Franciscan University of Steubenville
Franklin and Marshall College
Franklin Pierce College
Franklin W. Olin College of Engineering
Fresno Pacific University
Friends University
Frostburg State University
Furman University

G

Gallaudet University
George Fox University
George Mason University
Georgetown College
Georgia College and State University
Georgia Institute of Technology
Georgia Southern University
Georgia Southwestern State University
Georgia State University
Georgian Court University
Gettysburg College
Goldey-Beacom College
Gonzaga University
Gordon College
Goucher College
Graceland University-Lamoni
Grand Valley State University
Grand View College
Great Lakes Christian College
Greensboro College
Greenville College
Grinnell 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
Hendrix College
Heritage University*
High Point University
Hiram College
Hobart and William Smith Colleges
Hollins University
Holy Family University
Holy Names University
Hope College
Houghton College
Howard Payne University
Howard University
Humboldt State University
Huntingdon College
Huntington College
Husson College
Huston-Tillotson College*

I

Idaho State University
Illinois College
Illinois Institute of Technology
Illinois State University
Illinois Wesleyan University
Indiana State University
Indiana University-Kokomo
Indiana University-Bloomington
Indiana University-East
Indiana University-Northwest
Indiana University-Purdue University-
    Fort Wayne
Indiana University-Purdue University-
    Indianapolis
Indiana University-South Bend
Indiana University-Southeast
Indiana Wesleyan University
Institute of American Indian and Alaska
    Native Culture*
Inter American University of Puerto Rico-
    Ponce Campus*
Inter American University of Puerto Rico-
    San German*
Iona College
Iowa State University
Ithaca College

J

Jackson State University*
Jacksonville University
James Madison University
Jarvis Christian College*

John Brown University
John Carroll University
Johnson Bible College
Johnson C Smith University*
Johnson State College
Judson College (AL)
Judson College (IL)
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*
Kenyon College
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
Le Moyne-Owen College*
Lebanon Valley College
Lee University
Lees-McRae College
Lewis & Clark College
Lewis University
Limestone College
Lincoln Christian College and Seminary
Lincoln Memorial University
Lincoln University*
Lindsey Wilson College
Linfield College
Lipscomb University
Livingstone College*
Lock Haven University of Pennsylvania
Long Island University-Brooklyn Campus
Longwood University
Loras College

Participating Colleges and Universities: 2000-2005 (continued)

Louisiana State University & Ag & Mech & Hebert Laws Ctr
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
Macon State 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
Mars Hill College
Marshall University
Marymount College Tarrytown
Marymount Manhattan College
Marymount University
Maryville College
Maryville University of Saint Louis
Marywood University
Massachusetts College of Liberal Arts
Mayville State University
McDaniel College
McGill University**
McKendree College
McMaster University**
Medaille College
Medical College of Georgia
Menlo College
Mercer University
Mercy College*
Mercyhurst College
Meredith College
Messiah College
Metropolitan State College of Denver
Metropolitan State University
Miami University-Oxford
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-Mankato
Minnesota State University-Moorhead
Minot State University
Mississippi State University
Mississippi State University-Meridian Campus
Mississippi Valley State University*
Missouri Baptist University
Missouri Southern State University
Missouri Valley College
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 Saint Mary's University
Mount Union College
Mountain State University
Muhlenberg College
Murray State University

N
National University
Nazareth College of Rochester
Nebraska Methodist College
Nebraska Wesleyan University
Neumann College
Nevada State College at Henderson
New College of Florida
New England College
New Jersey City University*
New Jersey Institute of Technology
New Mexico State University
New School University
Newman University
Niagara University
Norfolk State University*
North Carolina A&T State University*
North Carolina Central University*

North Carolina State University at Raleigh
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 of Louisiana
Northwestern University
Norwich University
Notre Dame College
Nova Southeastern University

O
Oakland University
Oakwood College*
Occidental College*
Oglala Lakota College*
Oglethorpe University
Ohio Northern University
Ohio State University-Mansfield Campus
Ohio State University-Newark Campus
Ohio University
Ohio University-Zanesville Branch
Ohio Wesleyan University
Oklahoma City University
Oklahoma State University
Old Dominion University
Olivet Nazarene University
Oral Roberts University
Oregon State University
Otterbein College
Our Lady of the Lake University-San Antonio
Oxford College of Emory University

P
Pace University
Pacific Lutheran University
Palm Beach Atlantic University-West Palm Beach
Paul Smiths College of Arts and Science
Peace College
Pennsylvania State University
Pennsylvania State University-Abington
Pennsylvania State University-Altoona
Pennsylvania State University-Berks

Pennsylvania State University-Erie, The Behrend College
Pepperdine University
Pfeiffer University
Philadelphia University
Philander Smith College*
Pine Manor College
Pitzer College
Plymouth State University
Point Loma Nazarene University
Polytechnic University
Pontifical Catholic University of Puerto Rico-Ponce*
Portland State University
Post University
Prairie View A&M University*
Presbyterian College
Providence College
Purdue University
Purdue University-Calumet Campus
Purdue University-North Central Campus

Q
Queens University of Charlotte
Queen's University**
Quinnipiac University

R
Radford University
Ramapo College of New Jersey
Randolph-Macon College
Randolph-Macon Woman's College
Regis College
Regis University
Rhode Island College
Rhode Island School of Design
Rhodes College
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
Rogers State University
Rollins College
Roosevelt University
Rose-Hulman Institute of Technology
Rosemont College
Rowan University
Russell Sage College
Rutgers University-New Brunswick
Ryerson University**

S

Sacred Heart University
Sage College of Albany
Saint Ambrose University
Saint Anselm College
Saint Bonaventure University
Saint Cloud State University
Saint Edward's University
Saint Francis University
Saint John Vianney College Seminary
Saint Joseph College
Saint Josephs College
Saint Joseph's College (Maine)
Saint Josephs College-Suffolk Campus
Saint Josephs University
Saint Leo University
Saint Louis University
Saint Mary's College of California
Saint Mary's University of Minnesota
Saint Michaels College
Saint Olaf College
Saint Peters College*
Saint Thomas University*
Saint Vincent College
Saint Xavier University
Salem College
Salisbury University
Salish Kootenai College*
Salve Regina University
Sam Houston State University
Samford University
San Diego Christian College
San Diego State University
San Francisco State University
San Jose State University
Santa Clara University
Savannah State University*
School of Visual Arts
Scripps College
Seattle Pacific University
Seattle University
Seton Hall University
Seton Hill University
Shepherd University
Shippensburg University of Pennsylvania
Shorter College
Siena College
Sierra College
Simmons College
Simons Rock College of Bard
Simpson University
Skidmore College
Slippery Rock University of Pennsylvania

Sojourner-Douglass College*
Sonoma State University
South Dakota School of Mines
    and Technology
South Dakota State University
Southeastern Louisiana University
Southeastern University
Southern Adventist University
Southern Arkansas University
Southern Connecticut State University
Southern Illinois University Edwardsville
Southern Oregon University
Southern Polytechnic State University
Southern University and A&M College*
Southern Utah University
Southwest Minnesota State University
Southwestern Assemblies of
    God University
Southwestern College
Southwestern University
Spelman College*
Spring Arbor University
Spring Hill College
Springfield College
St. Andrews Presbyterian College
St. Francis College (NY)
St. John's University-New York
St. Lawrence University
St. Mary's College of Maryland
St. Mary's University*
Stephen F. Austin State University
Sterling College
Stillman College
Stonehill College
Stony Brook University
Suffolk University
SUNY at Binghamton
SUNY at Buffalo
SUNY College at Brockport
SUNY College at Geneseo
SUNY College at Old Westbury
SUNY College at Oneonta
SUNY College at Oswego
SUNY College at Plattsburgh
SUNY College of Environmental Science
    and Forestry
SUNY Fredonia
SUNY Potsdam
Susquehanna University
Swarthmore College
Sweet Briar College
Syracuse University

T

Tarleton State University
Taylor University-Upland
Temple University
Tennessee State University*
Texas A&M International University*
Texas A&M University
Texas A&M University-Commerce
Texas A&M University-Corpus Christi*
Texas A&M University-Galveston
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 College of New Jersey
The College of New Rochelle
The College of Saint Rose
The College of Saint Scholastica
The College of Wooster
The Master's College and Seminary
The Ohio State University
The Richard Stockton College of
    New Jersey
The University of Montana-Missoula
The University of Tampa
The University of Tennessee
The University of Tennessee-Chattanooga
The University of Tennessee-Martin
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 Texas-Pan American*
The University of the Arts
The University of the South
The University of Virginia's College
    at Wise
The University of West Florida
Thiel College
Thomas University
Tiffin University
Tougaloo College*
Towson University
Transylvania University
Trinity Christian College
Trinity University
Trinity Western University**

Troy State University-Montgomery
Truman State University
Tulane University of Louisiana

U

Union University
United States Air Force Academy
United States Merchant Marine Academy
United States Military Academy
United States Naval Academy
Unity College
Universidad del Este*
Universidad Politecnica de Puerto Rico*
University of Akron
University of Alabama
University of Alabama at Birmingham
University of Alabama in Huntsville
University of Alaska Anchorage
University of Alaska Southeast
University of Alberta**
University of Arizona
University of Arkansas
University of Arkansas at Ft. Smith
University of Arkansas at Little Rock
University of Arkansas at Pine Bluff*
University of Bridgeport
University of British Columbia**
University of Calgary**
University of California-Davis
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 &
    Health Sciences Center
University of Connecticut
University of Dayton
University of Delaware
University of Denver
University of Detroit Mercy
University of Dubuque
University of Evansville
University of Florida
University of Georgia
University of Guelph**
University of Hawaii at Hilo
University of Hawaii at Manoa
University of Hawaii-West Oahu
University of Houston-Downtown*

Participating Colleges and Universities: 2000-2005 (continued)

University of Houston-University Park
University of Idaho
University of Illinois at Chicago
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 Farmington
University of Maine at Fort Kent
University of Maine at Presque Isle
University of Mary
University of Mary Washington
University of Maryland-
    Baltimore County
University of Maryland-College Park
University of Maryland-Eastern Shore*
University of Massachusetts-Dartmouth
University of Massachusetts-Lowell
University of Massachusetts-Amherst
University of Massachusetts-Boston
University of Memphis
University of Miami
University of Michigan-Ann Arbor
University of Michigan-Dearborn
University of Minnesota-Duluth
University of Minnesota-Morris
University of Mississippi
University of Missouri-Columbia
University of Missouri-Kansas City
University of Missouri-Rolla
University of Missouri-St. Louis
University of Nebraska at Kearney
University of Nebraska at Lincoln
University of Nebraska at Omaha
University of Nevada-Reno
University of New Brunswick-
    Fredericton Campus**
University of New Haven
University of New Mexico*
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 Wilmington

University of North Dakota
University of North Texas
University of Oklahoma Norman Campus
University of Oregon
University of Ottawa**
University of Pittsburgh
University of Pittsburgh-Bradford
University of Pittsburgh-Greensburg
University of Pittsburgh-Johnstown
University of Puerto Rico-Humacao*
University of Puerto Rico-Mayaguez*
University of Puerto Rico-Ponce*
University of Puerto Rico-Utuado*
University of Puget Sound
University of Redlands
University of Regina**
University of Rhode Island
University of Richmond
University of Saint Mary
University of San Diego
University of San Francisco
University of Scranton
University of South Carolina Columbia
University of South Carolina-Aiken
University of South Dakota
University of South Florida
University of South Florida St. Petersburg
University of Southern Indiana
University of Southern Maine
University of Southern Mississippi
University of St. Francis
University of St. Thomas (MN)
University of St. Thomas (TX)*
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
University of Toronto**
University of Tulsa
University of Utah
University of Vermont
University of Virginia
University of Washington-Seattle Campus
University of Waterloo**
University of West Georgia
University of Western Ontario**
University of Windsor**
University of Wisconsin-Eau Claire
University of Wisconsin-Green Bay
University of Wisconsin-La Crosse

University of Wisconsin-Madison
University of Wisconsin-Milwaukee
University of Wisconsin-Oshkosh
University of Wisconsin-Parkside
University of Wisconsin-Platteville
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
Urbana University
Ursinus College
Ursuline College
Utah State University

V

Valdosta State University
Valley City State University
Valparaiso University
Vassar College
Villa Julie College
Villanova University
Virginia Commonwealth University
Virginia Intermont College
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 Oregon University
Western Washington University
Westminster College (MO)
Westminster College (UT)
Westmont College
Wheaton College (IL)
Wheaton College (MA)
Wheeling Jesuit University
Wheelock College
Whitman College
Whittier College
Whitworth College
Wichita State University
Widener University
Wiley College*
Wilkes University
Willamette University
William Carey College
William Jewell College
William Paterson University of
    New Jersey
William Woods University
Williams College
Wilmington College
Winston-Salem State University*
Winthrop University
Wisconsin Lutheran College
Wittenberg University
Wofford College
Woodbury College
Woodbury University*
Worcester Polytechnic Institute
Wright State University

X

Xavier University
Xavier University of Louisiana*

Y

York College Pennsylvania
York University**
Youngstown State University

* Participating in the Building
    Engagement and Attainment of
    Minority Students project (BEAMS)
** Canadian Institution

Project Personnel

Director	George Kuh
Associate Director, Research & Data Analysis	Robert Gonyea
Associate Director, NSSE Institute & BEAMS	Jillian Kinzie
Assistant Director, Survey Operations	Todd Chamberlain
Finance Manager	Kim Harris
BCSSE Project Manager & Research Analyst	Ty Cruce
BCSSE Project Associate	John Moore
FSSE Project Manager	Thomas Nelson Laird
FSSE Project Associate	Michael Schwarz
LSSSE Project Manager	Patrick O'Day
LSSSE Project Associate	Amy Garver
CSEQ Project Manager	Julie Williams
CSEQ Project Associate	John Kuykendall
NSSE Institute Project Manager	Kathy Anderson
NSSE Institute Project Associates	Jennifer Buckley
	Susan Johnson
NSSE Project Associates	Rob Aaron
	Chad Ahren
	Lowell Davis
	Michelle Salinas Holmes
	Ted Ingram
	Camille Kandiko
	Ryan Padgett
	Helen-Grace Ryan
Research Analysts	Pu-Shih Daniel Chen
	Shimon Sarraf
	Rick Shoup

NSSE Research Project Associates	Fred Wanjera
	Xingming Yu
Webmasters	Justin Reynard
	Jonathan Tweedy
Special Projects Coordinator	Julie Sylvester
Office Coordinator	Delene Churchill
Office Secretary	Kriszta Lane
Project Support Staff	Abbi Deveary
	Lyndsey Gibson
	Kyle Heady
	Nick Lindholm
	Jared Sloane
	Erin Whisler

Indiana University Center for Survey Research

Director	John Kennedy
Associate Director	Nancy Bannister
Assistant Director, Finance	Donna Hackney
Assistant Director, Technology	Kevin Tharp
Project Managers	Andrew Davis
	Kathleen Matthews
Field Director	Katherine Mabbitt
Field Manager, Mail	Jamie Roberts
Field Manager, Telephone	Brian Brake
Research Assistants	Sara Griffin
	Erica Moore
Senior Supervisors	Sean Fear
	Nicholas Roberts
Programmer/Analyst	Tom Wang
Computing Assistants	Nicholas Bannister-Andrews
	Andrew Hill

National Survey of Student Engagement

Center for Postsecondary Research
School of Education
Indiana University Bloomington
1900 E. 10th Street
Eigenmann Hall, Suite 419
Bloomington, IN 47406-7512

Phone: 812-856-5824
Fax: 812-856-5150
E-mail: nsse@indiana.edu

nsse.iub.edu