



NSSE

National Survey of
Student Engagement



Promoting Engagement for All Students: The Imperative to Look Within

2008 Results



National Survey
of Student Engagement

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

— Senior student, Elizabethtown College

Cover Images

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



Delaware Valley College

The Power of a Big Idea

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

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

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

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

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

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

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



Alma College



Radford University

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

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

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

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

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

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

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

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

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

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

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



Hamline University

“There is often a gap between how much college faculty think students are studying and what they are actually doing. NSSE combined with FSSE points to steps institutions can take to ensure that student performance and faculty expectations align.”

— Carol A. Twigg, President and CEO, National Center for Academic Transformation

growing “teaching commons” of educators sharing and building knowledge with a whole range of tools and methods. Indeed, this is precisely what higher education needs: more people using a wider range of good tools and methods to understand more deeply how to help all learners learn.

This point was prefigured in the foreword to NSSE’s first full annual report in 2000 by Lee S. Shulman, then president of The Carnegie Foundation for the Advancement of Teaching, and Russ Edgerton, then director of education programs at The Pew Charitable Trusts. Describing a lake at the center of the campus at Beijing University, they say, “To see [the whole lake], one must move from one vantage point to another, looking carefully, taking note, and moving on. So it is with what universities teach, learn, and investigate: those matters worth knowing well are rarely understandable from a single perspective.” NSSE, as they point out, is a huge step forward in providing a new perspective, and I would add that it’s all the better because the supply of tools for achieving different perspectives is quickly growing.

As many readers will know, Lee Shulman recently retired from Carnegie, and the Foundation has a new president, Anthony S. Bryk. Under his leadership, Carnegie will continue to be a co-sponsor of NSSE and a vigorous advocate for the big idea behind it. If anything, our enthusiasm for the enterprise has deepened over the years, a fact made evident in our ultimate sacrifice this last year: saying good-bye to long-time Carnegie senior scholar, Alex McCormick, as he went off to assume the directorship of NSSE. We wish him and his staff and the many users of NSSE all the best and look forward to learning from the many levels of engagement their work makes possible.

Pat Hutchings

Vice President

The Carnegie Foundation for the Advancement of Teaching

Toward a Nuanced View of Institutional Quality

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



Texas A&M University–Corpus Christi

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

The Imperative to Look Within

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

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

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

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

Director's Message (continued)

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

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

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

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



Albright College



Northern Arizona University

Promoting Success in the First Year of College

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

Writing Matters

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

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

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

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

Concluding Thoughts

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

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

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

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

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

— Senior student, Buffalo State College (SUNY)

Table 1: Bottom Quartile Benchmark Scores for Students at Top-Performing Institutions Compared with Median Scores for All NSSE 2008^a Students

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

^a Limited to U.S. NSSE institutions

Quick Facts

Survey

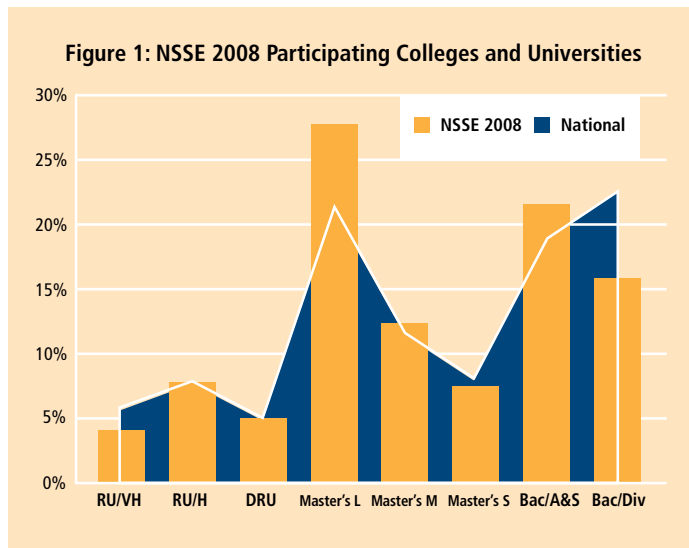
The NSSE survey is available in paper and Web versions and takes about 15 minutes to complete. To view the survey, go to: www.nsse.iub.edu/html/survey_instruments_2008.cfm.

Objectives

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

Partners

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



Carnegie 2005 Basic Classifications

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

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

www.carnegiefoundation.org/classifications/

Audiences

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

Participating Colleges & Universities

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

Participation Agreement

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

Administration

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

Data Sources

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

Validity & Reliability

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

Response Rates

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

Consortia & State or University Systems 2000–2008

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

Consortia & State or University Systems

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

Participation Cost & Benefits

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

Current Initiatives

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

Benchmarks of Effective Educational Practice

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

www.nsse.iub.edu/pdf/nsse_benchmarks.pdf

Other Programs & Services

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

Selected Results: Looking Within



Indiana State University

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

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

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

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

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

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

Promising/Disappointing Findings

Promising Findings

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

Disappointing Findings

- Only about one-half (56%) of first-year students who expected to frequently¹ discuss grades/assignments with an instructor reported doing so.
- One out of five first-year students and seniors reported that they frequently¹ came to class without completing readings or assignments.²
- Only 57% of first-year students and half of seniors receive substantial³ encouragement from their institutions to interact with students of different economic, social, and racial or ethnic backgrounds.
- Seniors who transferred to their current institution were less engaged on four out of five benchmarks.
- Just half of engineering students (53%) reported frequently¹ receiving prompt feedback from faculty compared to well over 60% in other fields.
- Among first-generation students, about half of both first-year students and seniors did not participate in any co-curricular activities (such as campus organizations or publications, student government, etc.).

Notes

¹ Frequently = “Often” or “Very often”

² Sentence revised November 14, 2008

³ Substantial = “Quite a bit” or “Very much”

To Understand Student Engagement, Look Within

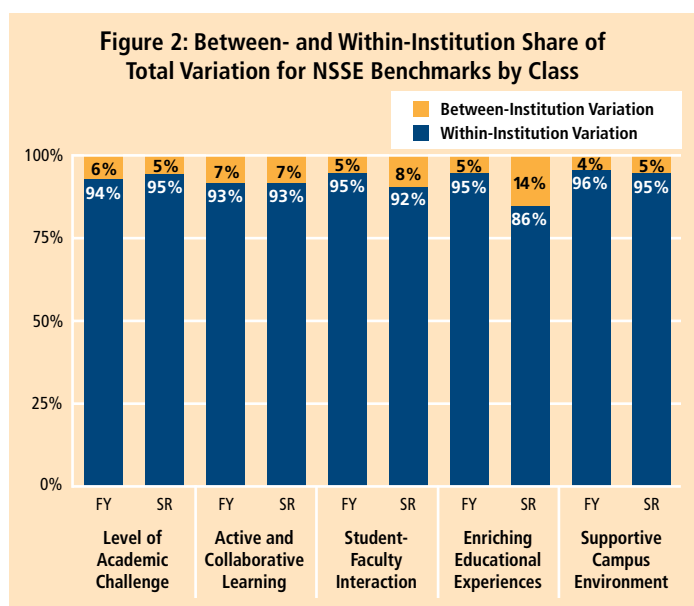
Consider the spread of a group of student scores such as NSSE benchmarks or item responses. Scores that span a wide range of values have more variation than scores that are bunched close together. NSSE collects responses from individual students who attend different institutions. So with these two levels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

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

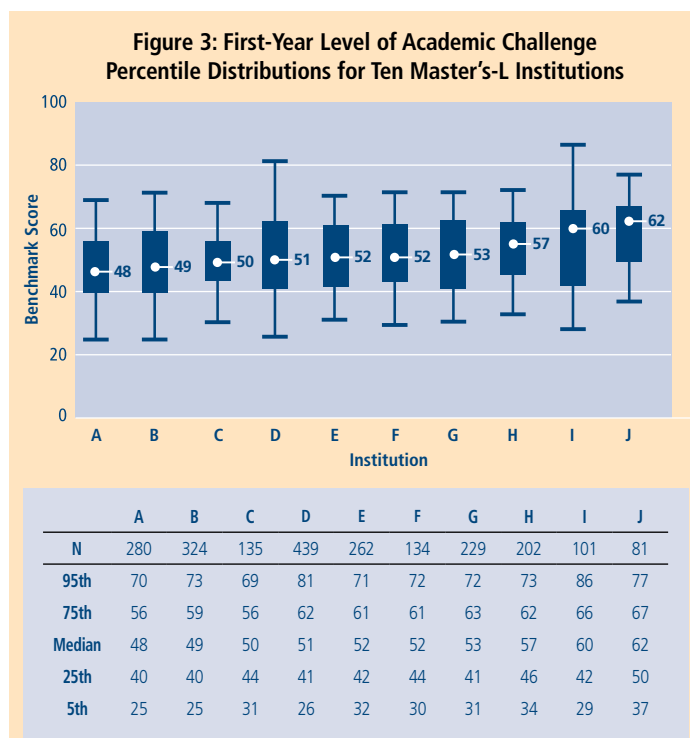
Consistent with past research, NSSE has found that within-institution variation far exceeds between-institution variation, meaning that students *attending the same institution* differ from each other a lot more than the average student at that institution differs from those at other institutions. To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

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

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



The chart in Figure 3 displays the distribution level of academic challenge scores for first-year students enrolled at 10 Master’s-L institutions (see page 32 for details on this type of chart). The institutions are arranged left to right by their median score, from a low of 48 to a high of 62—a between-institution range of 14 points. Yet, the size of the boxes (representing the middle 50% of scores at an institution) and the span of the whiskers (90% of scores at an institution) tell an additional story. First, it’s clear by the span of these figures that the level of academic challenge varies considerably within each institution, and that the dispersion is greater at some institutions than others. For example, compare institutions C and D. Their median scores show a mere one point difference, but institution D has a much greater range than institution C. The lowest scoring students at D are well below those at C, but the highest scoring students at D are also far above those at C.



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

Selected Results: Looking Within (continued)

Case Studies

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

Case #1 – Supportive Environment at “Constitution University”

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

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

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

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

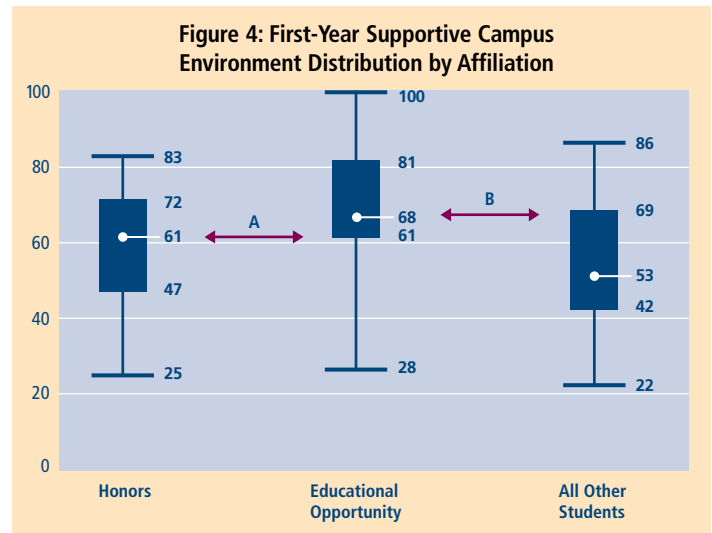


Table 3 shows how the three groups responded to the questions that make up the Supportive Campus Environment score. EOP students reported substantially more academic, non-academic, and social support, and also claimed better relationships with other students and with administrative personnel. Relationships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

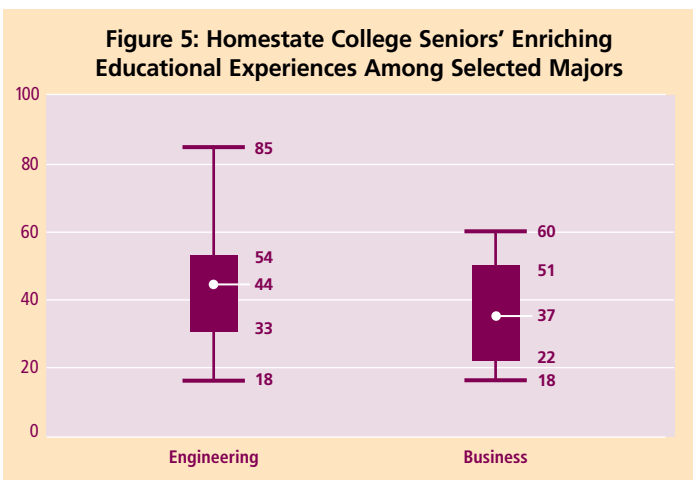
Items	Honors	Educational Opportunity	All Other Students
Campus provides substantial ^a academic support	75%	85%	70%
Campus provides substantial ^a support to help you cope with your non-academic responsibilities (work, family, etc.)	33%	65%	30%
Campus provides substantial ^a support for social needs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

^a “Very much” or “Quite a bit”
^b Rated at least a 6 on the 7-point scale

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

Case #2 – Enriching Activities at “Homestate College”

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



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

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

^a Percent responding “Often” or “Very often”
^b Percent responding “Done”

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

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

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



Grand View College

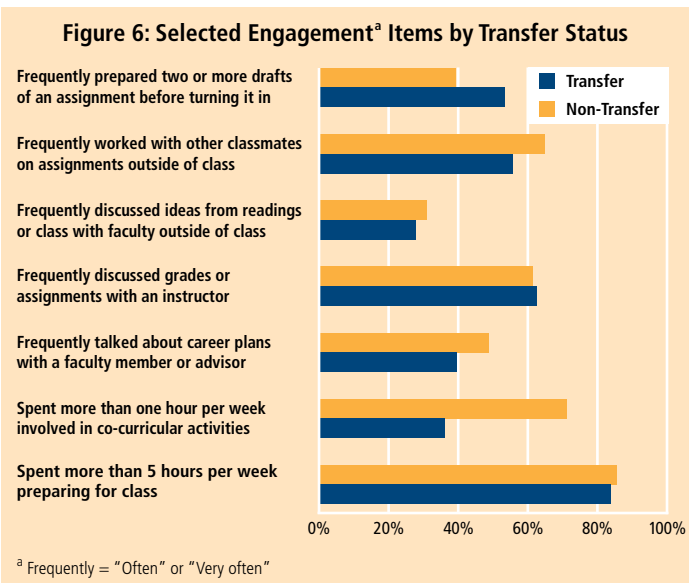
Selected Results: Looking Within (continued)

Transfer Students

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

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

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



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

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

Table 6: Net Effects^a of Transfer Status on Senior Benchmark Scores

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

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

^b - p<.001, -- p<.001 and unstandardized B < -0.1, --- p<.001 and unstandardized B < -0.2

Online Learners

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

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

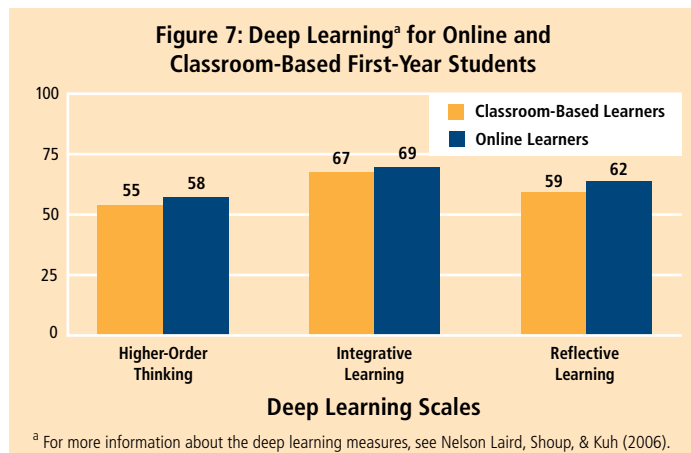
For both first-year and senior students, online learners were *more likely* than classroom-based learners to:

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

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

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

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



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

Table 7: Difference between Online and Classroom-Based Learners' Characteristics and Activities

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

^a Percentage of respondents who answered "Very often"
^b Percentage of respondents who answered "Very much"

Selected Results: Promoting Success in the First Year

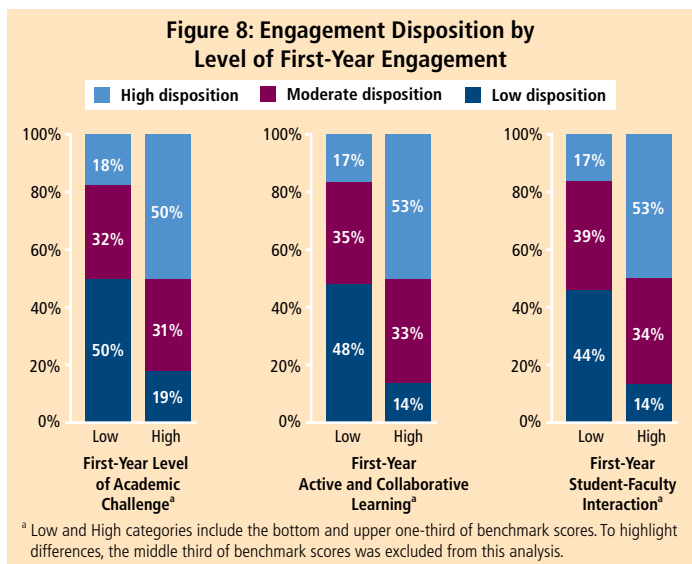
Students enter college with a variety of backgrounds and experiences. Some students were highly engaged in high school, while others were less engaged. Some students set high academic expectations for their first year, while others do not. Students also arrive on campus with varied levels of academic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

First-Year Students' Engagement Disposition

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

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

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



Engagement Disposition and Academic Engagement

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

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

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

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

— Vincent Tinto, Distinguished Professor of Education, Syracuse University

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

Engagement Disposition, Academic Engagement, and Persistence

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

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

Table 8: Engagement Disposition, First-Year Engagement, and Intent to Return^a

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

^a Low and High categories include the bottom and upper one-third of disposition or benchmark scores. To highlight differences, the middle third was excluded from this analysis.

^b Intent to return is generally high because the NSSE survey is administered during the spring, when some student attrition has already taken place.

Underprepared Students

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

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

Characteristics of underprepared and highly prepared first-year students

Underprepared first-year students:

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

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

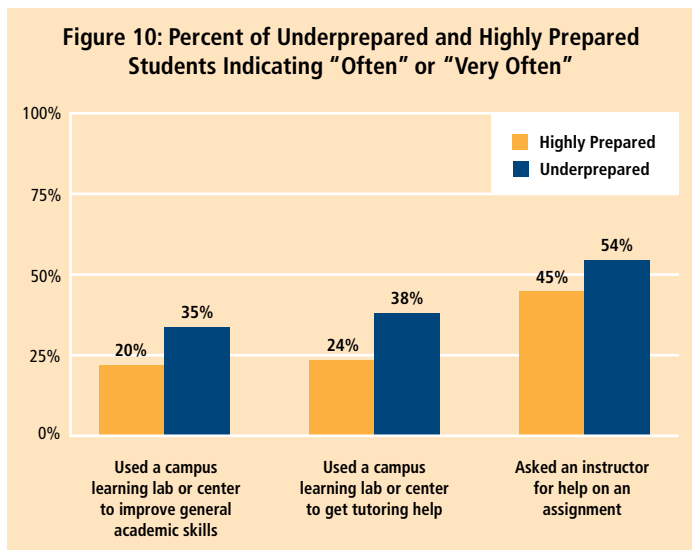
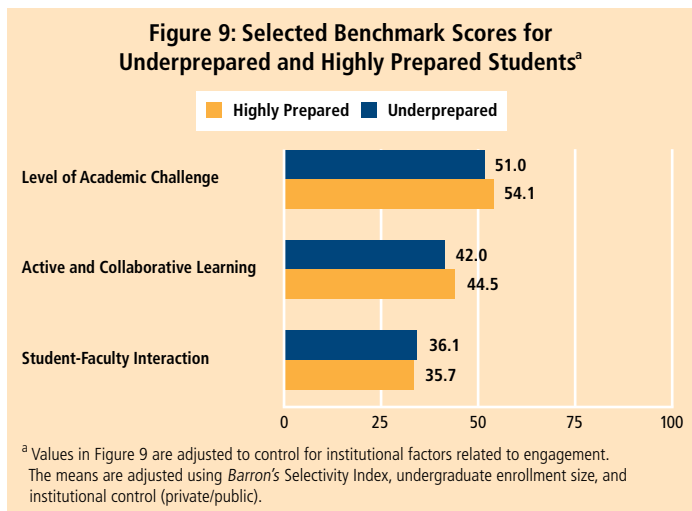
— Senior student, Alfred State College (SUNY)

Selected Results: Promoting Success in the First Year (continued)

Differences in level of engagement between underprepared and highly prepared students

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

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



Differences between underprepared and highly prepared students on educational outcomes

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

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

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

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

Faculty Survey of Student Engagement (FSSE)

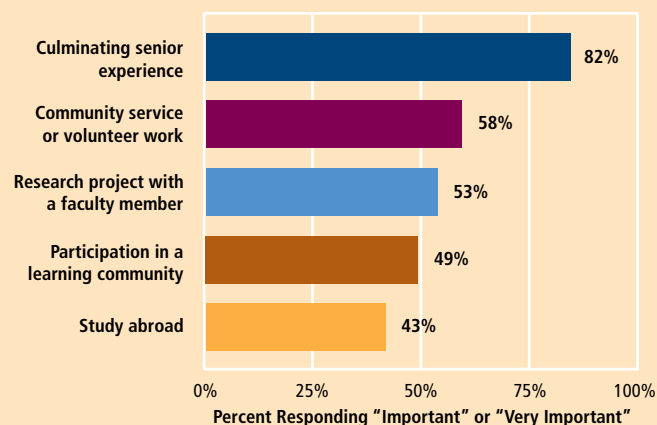
The Faculty Survey of Student Engagement (FSSE, pronounced “fessie”) measures faculty members’ expectations and practices related to student engagement in educational activities that are empirically linked with high levels of learning and development. The survey also collects information about how faculty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

FSSE Facts

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

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

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



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

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

Beginning College Survey of Student Engagement (BCSSE)

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

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

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

BCSSE 2007–NSSE 2008 Facts

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

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

Selected Results: Writing Matters

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

How much do students write?

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

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

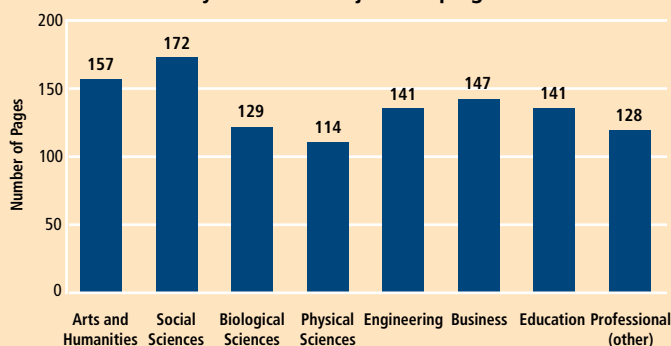
Enough about quantity, how do students learn to write well?

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

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

— Senior student, Amherst College

Figure 12: Average Number of Pages Written by Seniors in Major Groupings



Teaching Practices and Student Writing

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

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

Table 9: Percent Responding “Some,” “Most,” or “All” Assignments to Selected Writing Items^a

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

^a Response options included 1 = no assignments, 2 = few assignments, 3 = some assignments, 4 = most assignments, and 5 = all assignments. To view all 27 questions and their exact wording visit www.nsse.iub.edu/pdf/Writing_Questions_2008.pdf.



Juniata College

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

Table 10: Effects of Good Practices in Writing on Deep Learning and Gains for Seniors^a

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

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

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

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

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

Using NSSE Data

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

Measuring Organizational Performance

Clemson University (SC)

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

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

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

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

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

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

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

Reformulating the General Education Experience

Morehead State University (KY)

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

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

Examining Results at the Departmental Level

The College at Brockport, State University of New York

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

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

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

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

Identifying Trends over Time

University of Dayton (OH)

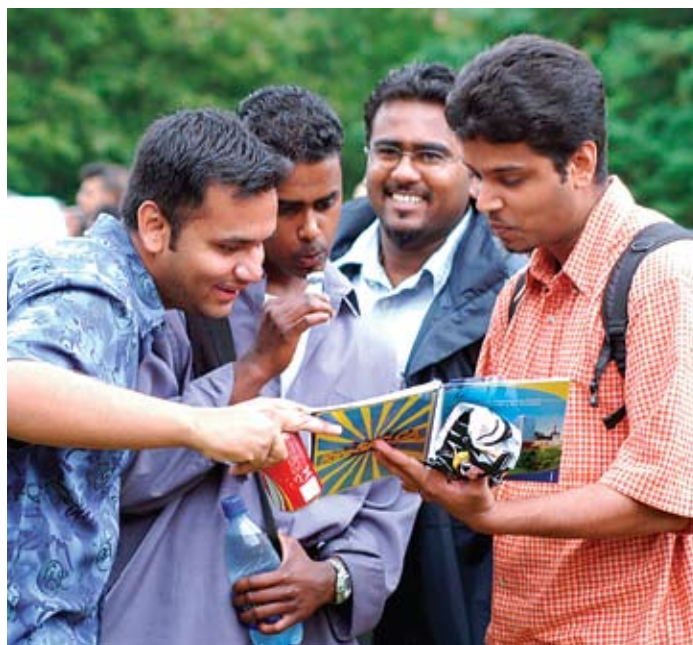
Results from its participation in NSSE in 2004, 2005, and 2007 will allow the University of Dayton to identify student engagement trends over time and support evaluation of responses by subgroups of students who completed the survey both in their first year and senior year. NSSE results along with other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

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

A Collaborative Approach to Promoting Student Engagement

Wittenberg University (OH)

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



Ryerson University

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

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

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

Using NSSE Data (continued)

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

Assessment and Accountability

Youngstown State University (OH)

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

Over the next year, YSU intends to drill down on specific NSSE items that are part of the VSA template and examine these data in relation to GPA, success, and progress rates to determine if there are patterns of performance among subpopulations of students (e.g., nontraditional students, diversity subgroups, transfer students). This process will inform future decisions about the selection of assessment tools that provide direct measures such as the CLA. YSU is using recommendations from *Assessment matters: The why and how of cracking open and using assessment results* (Ahren, Ryan & Massa-McKinley, 2008) as a planning guide to deeper analyses of the data and pacing of assessment tests and surveys over the next four years. The institution has also collected internal survey data on General Education over the past 10 years and plans to examine these data in relation to NSSE and to direct measures of student learning.

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

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

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

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

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

Using NSSE in Accreditation

Augustana College (IL)

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

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

The University of Texas at Austin

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

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

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

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

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

Viterbo University (WI)

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

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



Rhode Island School of Design

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

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

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

Outreach Services

NSSE Users Workshops

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

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

NSSE Webinars

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

User Resources

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

Working with NSSE Data: A Facilitator's Guide

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

Multi-Year Data Analysis Guide

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

The guide will help to answer questions such as:

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

The guide accompanies the new Multi-Year Benchmark Report, which provides recalculated and comparable benchmark scores and related statistics for all years of NSSE participation. Find a copy of the guide on the NSSE Web site, www.nsse.iub.edu/pdf/2008_Institutional_Report/Multiyear_Data_Guide.pdf.

Accreditation

Updated Regional Accreditation Toolkits

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

Specialized Accreditation Toolkits

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

Find links to regional and specialized toolkits on the NSSE Web site, www.nsse.iub.edu/links/accred_toolkits.

NSSE Use Study

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

Research Initiatives

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

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

CIC-CLA Consortium

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

Building Engagement and Attainment of Minority Students (BEAMS)

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

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

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

NSSE and the Voluntary System of Accountability (VSA)

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

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

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

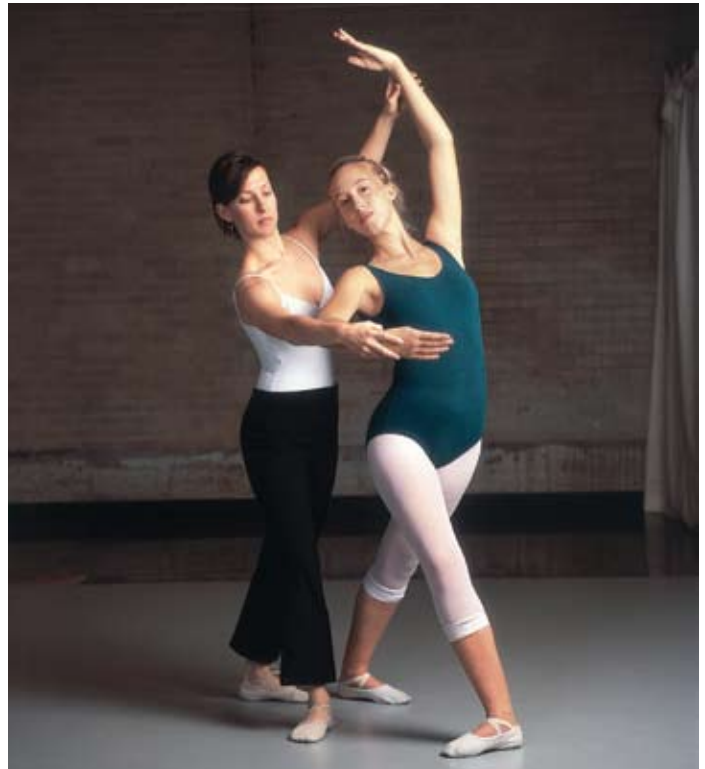
Looking Ahead

The year 2009 will mark NSSE's 10th full-scale national administration, an occasion to celebrate our accomplishments and plan for our second decade. The centerpiece of these activities will be an invitational conference in fall 2009. This anniversary also offers an opportunity to refine the core survey instrument as well as the reports we provide to users. We will review NSSE items, benchmarks, and scales for continued relevance and impact on practice, with sensitivity to the importance of comparability over time. We are also exploring the addition of items or modules targeted to first-year and senior students to add value and utility for participating institutions.

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

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

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



University of Michigan–Flint

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

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

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

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

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

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



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Whitt, E. J., Kinzie, J., Schuh, J. H., & Kuh, G. D. (2008). Assessing conditions to enhance student success. *About Campus*, 13(3), 9-10.

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

Benchmarks of Effective Educational Practice

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

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

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

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

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

Pages 33 through 42 show percentile distributions of student benchmark scores and frequency distributions of the individual items that make up each of the benchmarks. These statistics are presented separately by class standing for each of the 2005 Basic Carnegie Classification groups and for the entire U.S. NSSE 2008 cohort of colleges and universities. Also included are results for institutions that scored in the top 10% of all U.S. NSSE 2008 institutions¹ (71 schools) on the benchmark. The pattern of responses among these “Top 10%” institutions sets a high bar for schools aspiring to be among the top performers on a particular benchmark.

Sample

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

Weighting

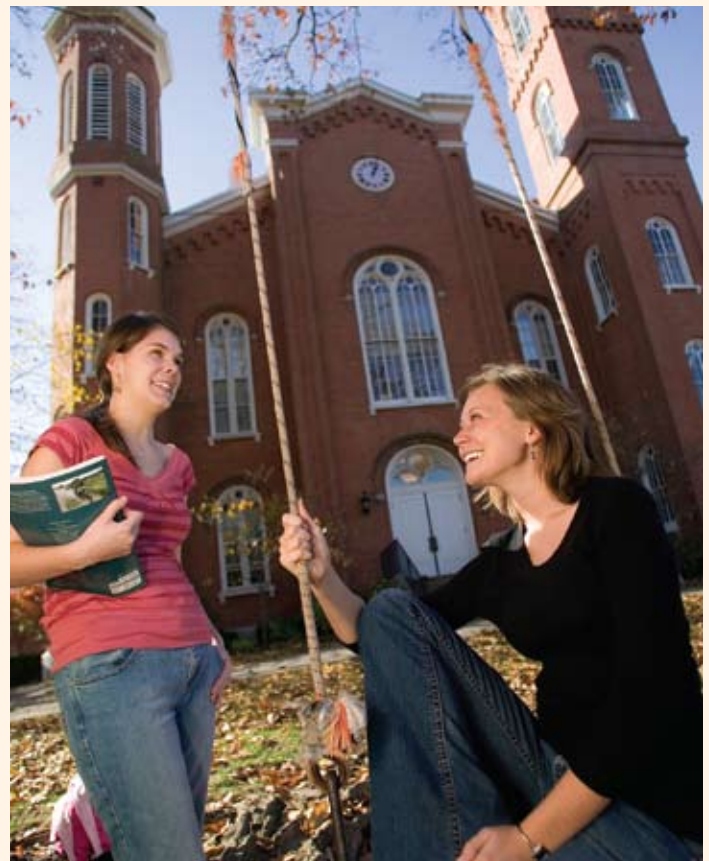
Student cases in the percentile distributions and frequency tables are weighted within their institution by gender and enrollment status (full-time, less than full-time). In addition, to compensate for different sampling and response rates across institutions of varying size, cases are weighted so that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

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

Interpreting Scores

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

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



Illinois College

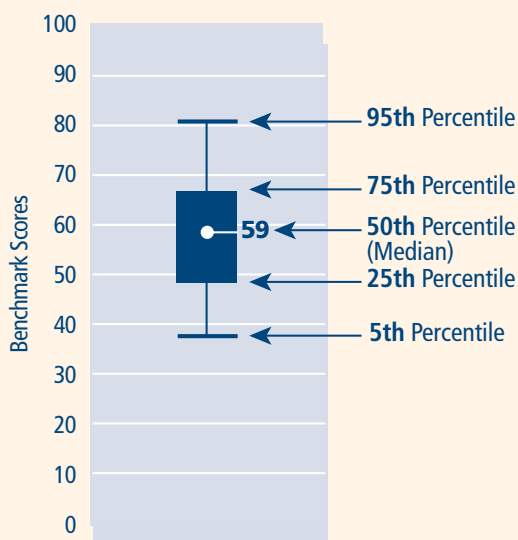
For this reason, it is prudent that anyone wishing to estimate collegiate quality review institution-specific results.

Percentile Distributions²

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

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

Guide to Benchmark Figures



Frequency Tables

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

For more details on the construction of the benchmarks, visit our Web site, www.nsse.iub.edu/2008_Institutional_Report, and click on the NSSE tab.

Carnegie 2005 Basic Classifications

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

www.carnegiefoundation.org/classifications/



University of South Dakota

Notes

¹To derive the top 10% categories, institutions were sorted according to their precision-weighted scores. Precision-weighting adjusts less reliable scores toward the grand mean.
²A percentile is a score within a distribution below which a given percentage of scores is found. For example, the 75th percentile is the score below which 75% of all scores fall.

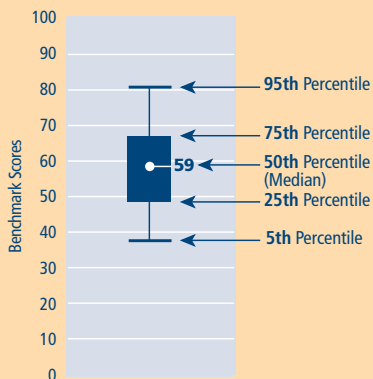
Level of Academic Challenge

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

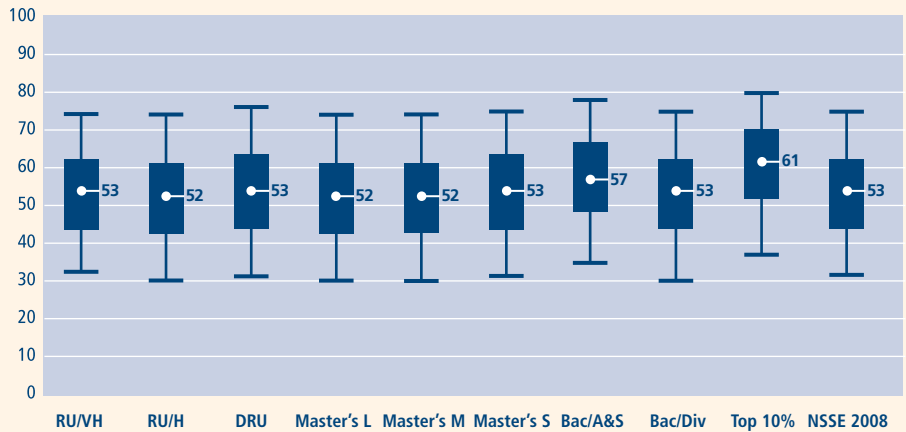
Key

- First-Year Students
- Seniors

Guide to Benchmark Figures



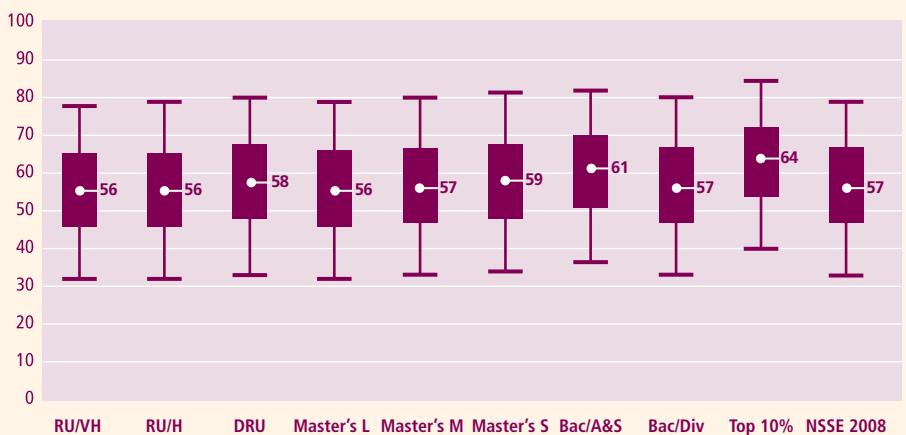
Benchmark Scores First-Year Students



Percentiles First-Year Students

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

Benchmark Scores Seniors



Percentiles Seniors

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

First-Year Students	Seniors	(in percentages)		RU/VH	RU/H	DRU	Master's L	Master's M	Master's S	Bac/A&S	Bac/Div	Top 10%	NSSE 2008								
Number of assigned textbooks, books, or book-length packs of course readings	None	1	1	1	1	1	1	1	1	0	1	1	1	1							
	Between 1 and 4	17	25	23	28	21	25	22	27	23	28	21	25	12	18	23	26	13	16	21	26
	Between 5 and 10	45	40	45	39	41	37	44	38	43	38	41	38	34	33	43	38	29	31	43	38
	Between 11 and 20	27	20	22	19	25	21	23	20	23	20	24	21	34	28	22	19	33	28	24	20
	More than 20	11	13	9	12	12	16	10	14	10	14	13	15	20	21	11	15	24	25	11	14
Number of written papers or reports of 20 PAGES OR MORE	None	85	51	83	53	79	46	82	51	80	50	78	47	81	38	78	47	76	36	81	50
	Between 1 and 4	11	41	13	38	14	43	12	40	14	41	15	43	14	53	16	43	17	50	13	41
	Between 5 and 10	2	5	3	6	4	7	3	6	3	6	4	7	2	7	4	6	3	9	3	6
	Between 11 and 20	1	2	1	2	1	2	1	2	2	2	2	1	1	1	2	2	2	2	1	2
	More than 20	1	1	1	1	1	2	1	1	1	1	1	2	1	1	1	2	2	2	1	1
Number of written papers or reports BETWEEN 5 AND 19 PAGES	None	13	9	15	11	10	7	15	9	15	9	13	8	7	5	15	8	8	4	14	9
	Between 1 and 4	52	44	55	47	50	43	54	44	55	44	53	43	48	35	54	44	43	29	53	44
	Between 5 and 10	27	32	23	28	30	33	24	30	23	31	25	32	33	39	24	32	35	39	25	31
	Between 11 and 20	6	11	5	10	8	12	6	11	6	11	7	12	10	17	6	11	12	20	6	11
	More than 20	2	4	2	4	2	5	1	5	1	4	1	5	2	5	2	5	3	8	2	4
Number of written papers or reports of FEWER THAN 5 PAGES	None	3	6	4	7	3	6	3	6	4	7	4	7	2	5	4	6	2	4	3	6
	Between 1 and 4	33	33	32	35	31	33	33	35	31	33	30	33	23	29	29	33	24	26	31	34
	Between 5 and 10	34	30	34	27	33	26	34	27	34	27	33	26	36	30	33	28	33	29	34	28
	Between 11 and 20	20	19	20	17	21	18	20	18	21	19	21	18	26	20	22	17	25	21	21	18
	More than 20	10	13	11	14	11	16	10	14	11	15	12	16	14	16	12	15	17	20	11	14
Coursework emphasized: ANALYZING the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	Very little	2	1	2	2	2	1	2	1	3	2	3	1	1	1	2	1	1	1	2	1
	Some	17	14	20	15	19	14	20	15	21	14	20	14	14	10	20	15	10	9	19	14
	Quite a bit	47	43	45	43	44	42	46	43	46	43	45	42	43	40	46	44	41	37	45	43
	Very much	35	42	33	41	35	43	31	40	31	41	32	43	43	49	32	40	48	53	34	42
Coursework emphasized: SYNTHESIZING and organizing ideas, information, or experiences into new, more complex interpretations and relationships	Very little	4	4	5	4	4	3	5	3	5	3	5	3	3	2	5	3	2	1	5	3
	Some	27	23	29	24	28	22	29	22	30	22	28	20	22	16	29	22	18	13	28	22
	Quite a bit	43	40	41	40	41	41	42	42	41	41	42	40	42	39	42	43	41	38	42	41
	Very much	26	33	25	32	27	35	24	32	23	34	25	36	33	42	25	33	39	48	26	34
Coursework emphasized: MAKING JUDGMENTS about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	Very little	5	6	6	6	4	4	5	5	6	4	5	4	3	3	5	4	3	3	5	5
	Some	28	25	27	24	26	21	26	23	27	22	25	20	23	20	26	22	19	17	26	23
	Quite a bit	43	40	41	39	41	40	42	40	42	39	42	40	43	40	42	41	41	38	42	40
	Very much	24	30	26	32	29	35	26	32	25	34	28	36	31	37	27	34	37	42	27	33
Coursework emphasized: APPLYING theories or concepts to practical problems or in new situations	Very little	3	4	4	3	4	2	4	3	4	2	4	2	3	2	4	3	2	2	4	3
	Some	21	19	22	18	23	17	24	18	24	16	23	15	20	16	23	16	17	14	23	17
	Quite a bit	40	37	40	37	39	37	41	38	42	38	41	38	41	37	40	38	38	35	40	37
	Very much	35	41	34	43	34	44	31	41	30	43	32	45	36	45	33	43	43	49	33	42
Worked harder than you thought you could to meet an instructor's standards or expectations	Never	9	9	9	6	7	5	7	6	7	5	7	5	7	6	6	5	5	5	7	6
	Sometimes	40	40	38	36	37	34	38	34	37	34	34	31	36	35	35	32	31	30	37	35
	Often	36	36	38	38	38	39	39	39	39	40	39	40	39	38	40	41	39	39	38	39
	Very often	14	16	16	20	18	22	17	21	17	21	20	24	18	22	18	23	25	26	17	20
Hours per 7-day week spent preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	1	0	0	0	0	0
	1-5	11	15	16	18	17	19	20	19	20	17	19	17	11	12	18	19	9	11	17	17
	6-10	24	24	26	25	28	27	29	27	27	27	28	25	21	22	27	27	18	23	26	26
	11-15	24	20	23	20	22	20	22	20	23	20	22	21	23	21	22	20	22	22	22	20
	16-20	19	17	16	15	16	14	15	15	15	16	15	15	19	19	16	15	21	18	16	16
	21-25	11	10	9	9	9	8	8	9	8	9	8	9	13	12	9	9	14	11	9	9
	26-30	6	6	4	5	4	5	4	5	4	5	5	5	7	7	4	5	8	8	4	5
More than 30	6	7	4	7	4	6	3	6	3	6	4	7	6	7	4	5	8	7	4	6	
Institutional emphasis: Spending significant amounts of time studying and on academic work	Very little	2	2	2	2	2	3	2	3	2	2	3	2	1	2	2	2	1	1	2	2
	Some	15	18	17	17	18	17	19	18	18	16	18	16	12	13	17	16	9	11	17	17
	Quite a bit	46	46	46	45	46	46	47	46	47	45	45	45	43	41	45	46	37	39	46	45
	Very much	36	34	35	36	33	34	33	34	33	36	34	36	43	45	36	36	52	49	35	36

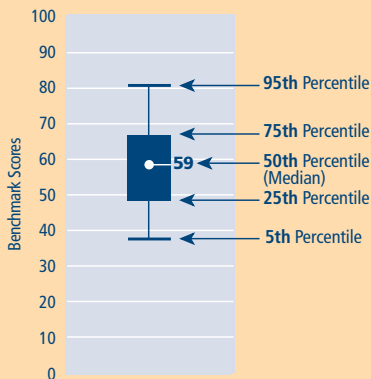
Active and Collaborative Learning

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

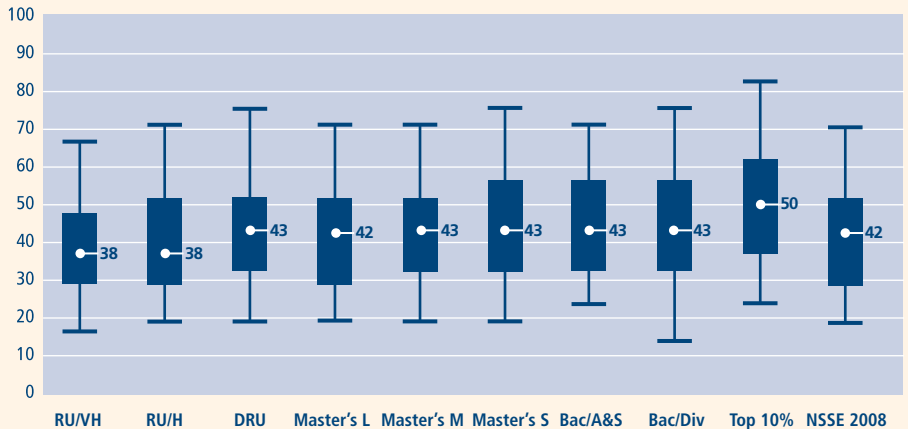
Key

- First-Year Students
- Seniors

Guide to Benchmark Figures



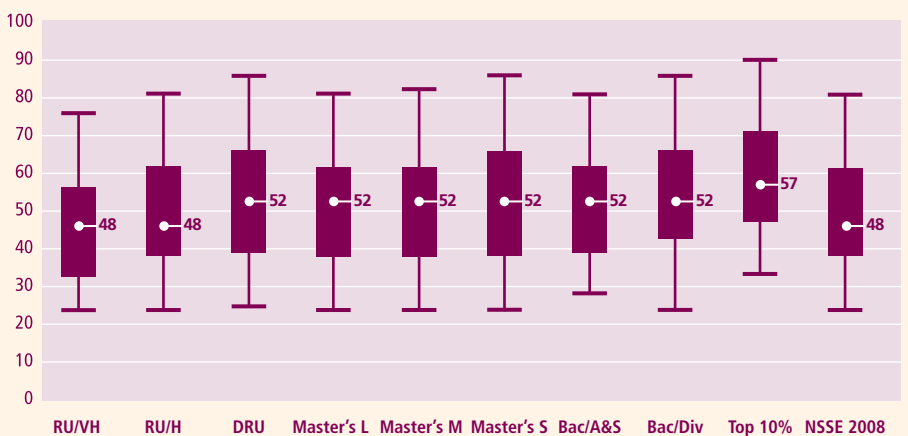
Benchmark Scores First-Year Students



Percentiles First-Year Students

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

Benchmark Scores Seniors



Percentiles Seniors

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

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

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

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

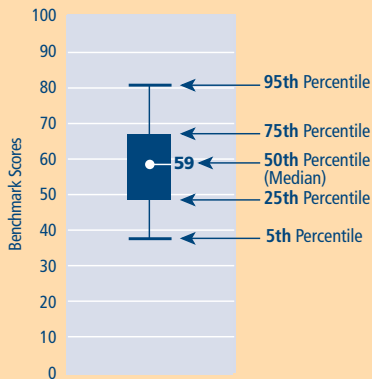
Student-Faculty Interaction

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

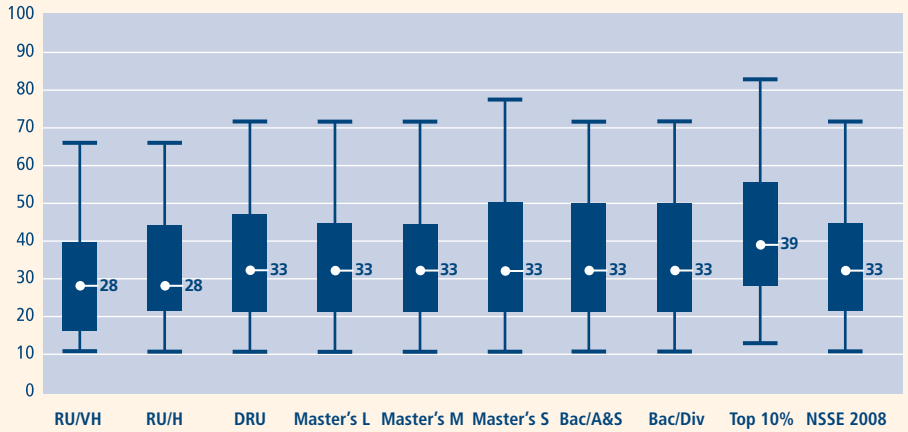
Key

- First-Year Students
- Seniors

Guide to Benchmark Figures



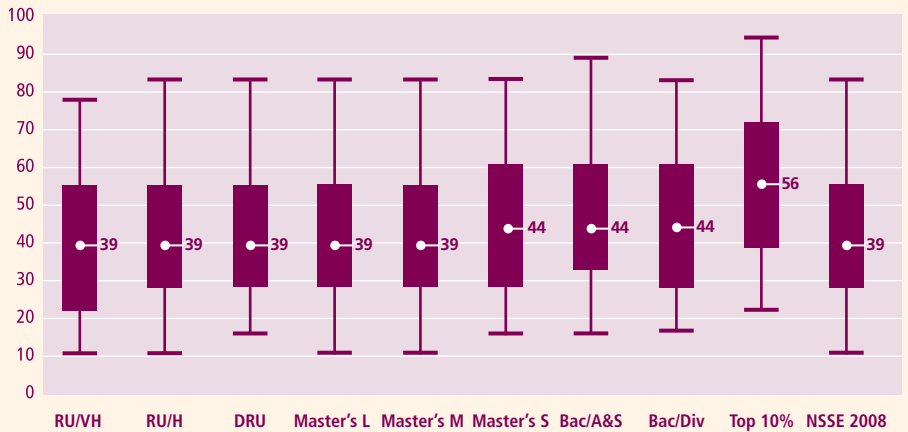
Benchmark Scores First-Year Students



Percentiles First-Year Students

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

Benchmark Scores Seniors



Percentiles Seniors

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

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

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

— Senior student, Wichita State University

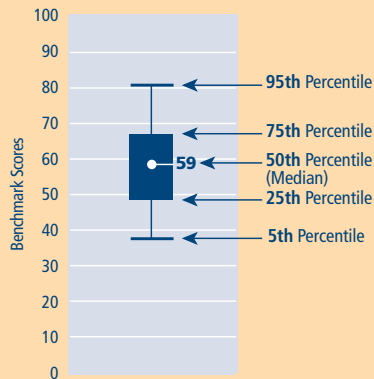
Enriching Educational Experiences

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

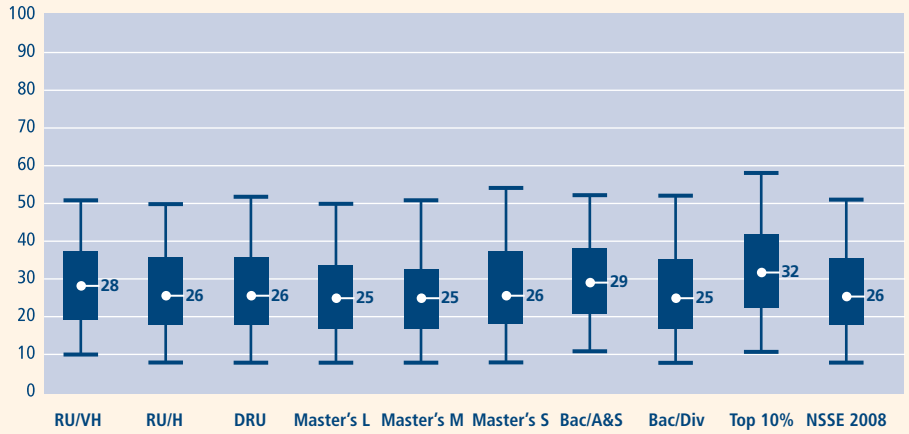
Key

- First-Year Students
- Seniors

Guide to Benchmark Figures



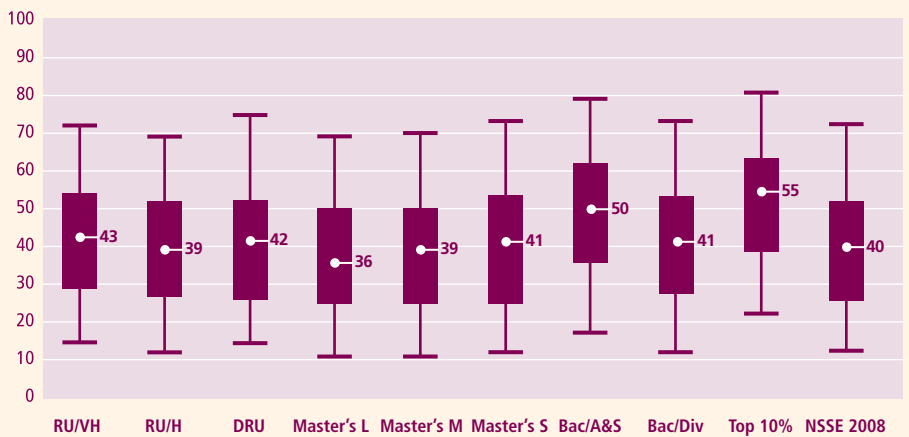
Benchmark Scores First-Year Students



Percentiles First-Year Students

	RU/VH	RU/H	DRU	Master's L	Master's M	Master's S	Bac/A&S	Bac/Div	Top 10%	NSSE 2008
95th	51	50	52	50	51	54	52	52	58	51
75th	37	36	36	34	33	37	38	35	42	36
Median	28	26	26	25	25	26	29	25	32	26
25th	19	18	18	17	17	18	21	17	23	18
5th	10	8	8	8	8	8	11	8	11	8

Benchmark Scores Seniors



Percentiles Seniors

	RU/VH	RU/H	DRU	Master's L	Master's M	Master's S	Bac/A&S	Bac/Div	Top 10%	NSSE 2008
95th	72	69	75	69	70	73	79	73	81	72
75th	56	51	56	50	52	55	62	54	67	53
Median	43	39	42	36	39	41	50	41	55	40
25th	31	27	28	25	25	28	36	28	43	27
5th	15	12	14	11	11	12	17	12	22	12

First-Year Students	Seniors (in percentages)	RU/VH	RU/H	DRU	Master's L	Master's M	Master's S	Bac/A&S	Bac/Div	Top 10%	NSSE 2008
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	Never	9 7	12 11	11 9	12 11	13 11	13 11	8 7	15 11	9 5	12 10
	Sometimes	32 33	33 35	33 32	33 34	34 36	32 35	29 32	35 36	28 28	33 34
	Often	32 32	29 29	29 31	29 29	29 29	30 29	32 32	28 29	30 33	30 30
	Very often	28 28	26 25	27 29	25 25	23 24	25 25	31 30	22 24	32 34	26 26
Had serious conversations with students of a different race or ethnicity than your own	Never	12 10	15 12	14 11	15 13	18 15	15 13	12 11	19 14	11 7	15 12
	Sometimes	33 34	34 34	33 32	33 34	35 37	34 35	32 34	35 35	29 30	33 34
	Often	30 29	27 28	27 29	28 28	26 26	27 27	28 28	26 27	28 29	27 28
	Very often	25 27	24 26	26 29	23 25	21 22	23 24	28 28	20 23	32 33	24 26
Institutional emphasis: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Very little	10 18	12 19	11 15	12 18	13 17	12 15	10 14	13 16	9 13	12 17
	Some	31 36	31 35	30 32	31 34	32 35	31 32	28 34	31 33	26 33	31 34
	Quite a bit	35 28	33 28	33 30	33 30	33 29	33 31	33 30	33 30	33 31	33 29
	Very much	24 17	23 18	26 23	23 19	22 19	25 22	29 22	23 21	32 24	24 19
Hours per 7-day week spent participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	0	28 34	38 47	41 46	45 54	45 51	41 49	25 30	43 48	25 21	40 47
	1-5	36 33	32 29	30 28	28 25	28 27	28 27	32 29	26 26	33 33	30 28
	6-10	18 15	14 11	14 11	11 9	12 10	12 10	17 16	12 10	18 20	13 11
	11-15	8 8	8 6	7 6	6 5	7 5	8 6	11 10	7 6	10 11	7 6
	16-20	5 4	4 3	4 4	4 3	4 3	5 4	7 7	5 4	6 7	4 4
	21-25	2 2	2 2	2 2	2 2	2 2	2 2	4 4	3 3	3 4	2 2
	26-30	1 1	1 1	1 1	1 1	1 1	1 1	2 2	1 1	1 2	1 1
More than 30	2 3	2 2	2 2	2 2	2 2	2 2	2 3	2 3	3 3	2 2	
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	Never	13 10	15 11	16 10	18 11	18 11	19 12	18 13	18 12	13 10	17 11
	Sometimes	33 30	31 28	31 29	32 28	32 27	30 27	32 32	30 27	29 30	31 29
	Often	29 29	28 26	28 28	27 27	27 27	27 27	28 26	27 28	29 27	27 27
	Very often	26 32	26 34	25 33	23 33	23 35	23 34	23 29	25 34	29 32	24 33
Practicum, internship, field experience, co-op experience, or clinical assignment	Have not decided	11 7	12 8	12 7	14 9	15 8	12 8	13 6	13 7	9 4	13 8
	Do not plan to do	3 16	4 16	5 15	5 16	6 16	4 16	4 17	6 15	4 13	5 16
	Plan to do	80 19	76 25	75 24	73 27	71 24	74 21	75 13	71 21	77 11	74 23
	Done	7 59	7 52	9 54	8 48	8 53	10 54	9 63	10 58	11 72	8 53
Community service or volunteer work	Have not decided	12 8	13 9	12 8	15 11	15 9	13 9	12 7	14 8	9 4	14 9
	Do not plan to do	6 16	7 16	6 13	8 18	7 16	6 14	6 15	8 14	5 11	7 17
	Plan to do	44 11	40 15	41 15	42 17	40 15	38 15	40 10	36 15	38 8	41 15
	Done	38 65	40 60	40 64	35 55	38 60	43 62	41 68	42 62	49 77	38 60
Participate in a learning community or some other formal program where groups of students take two or more classes together	Have not decided	30 11	30 13	31 14	33 16	35 15	32 15	37 12	33 15	28 9	32 14
	Do not plan to do	31 59	28 52	23 45	25 49	24 49	21 45	26 58	24 45	26 54	26 51
	Plan to do	21 6	24 8	29 10	26 10	27 9	29 10	25 5	28 10	24 4	26 9
	Done	18 25	18 26	18 32	15 25	14 27	18 29	12 25	15 29	22 32	16 26
Foreign language coursework	Have not decided	15 5	19 7	17 9	20 10	20 9	19 9	13 5	20 10	12 3	18 8
	Do not plan to do	23 35	27 40	25 40	29 46	28 46	25 42	16 28	32 46	17 19	27 41
	Plan to do	31 6	33 9	36 10	33 10	33 9	38 10	34 6	33 10	33 5	33 9
	Done	31 54	21 43	22 41	18 34	20 36	19 39	37 61	16 34	38 74	22 41
Study abroad	Have not decided	26 9	29 13	26 12	30 15	29 12	28 14	23 7	29 14	23 5	28 13
	Do not plan to do	18 60	26 64	27 61	29 66	29 67	27 64	17 54	35 66	16 44	26 63
	Plan to do	54 8	42 10	44 10	38 10	38 8	41 8	58 6	32 9	58 7	43 9
	Done	2 23	3 13	3 16	3 10	3 13	5 14	2 33	4 12	4 44	3 15
Independent study or self-designed major	Have not decided	31 8	32 11	33 13	34 14	34 12	32 12	37 7	31 12	32 5	33 12
	Do not plan to do	51 67	49 63	44 59	46 60	43 60	39 53	40 57	41 55	44 59	45 61
	Plan to do	15 6	16 9	19 10	16 10	18 10	23 10	20 6	20 10	19 6	18 9
	Done	3 18	4 17	4 18	4 16	5 19	6 25	3 30	8 22	5 30	4 18
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	Have not decided	43 10	39 10	36 10	39 13	39 11	35 12	31 5	33 10	34 4	38 11
	Do not plan to do	12 39	12 27	12 24	12 24	12 25	11 23	6 18	12 18	10 24	12 26
	Plan to do	42 22	47 33	49 32	47 33	46 32	51 30	62 25	52 32	54 20	48 31
	Done	2 29	2 30	2 34	2 30	2 33	3 35	2 52	3 39	3 53	2 32

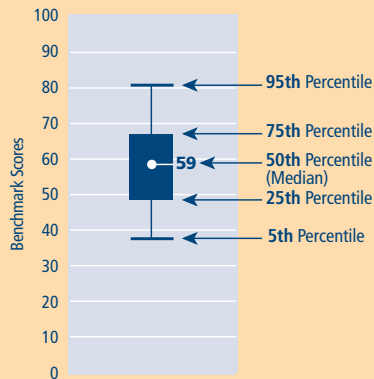
Supportive Campus Environment

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

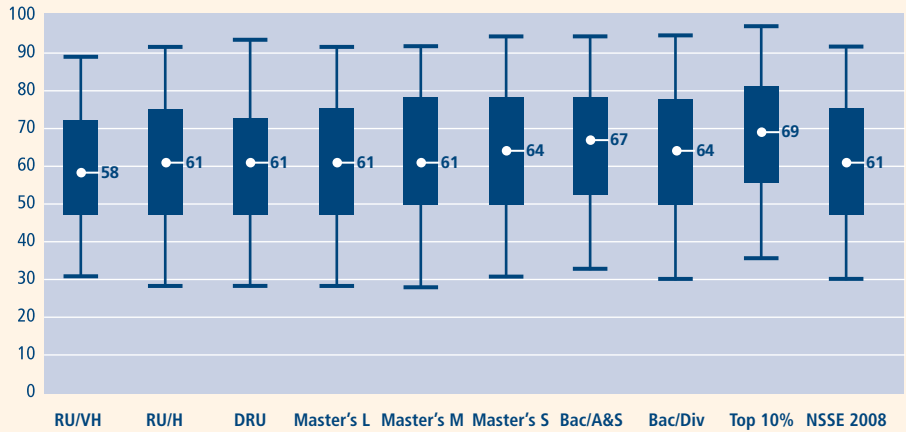
Key

- First-Year Students
- Seniors

Guide to Benchmark Figures



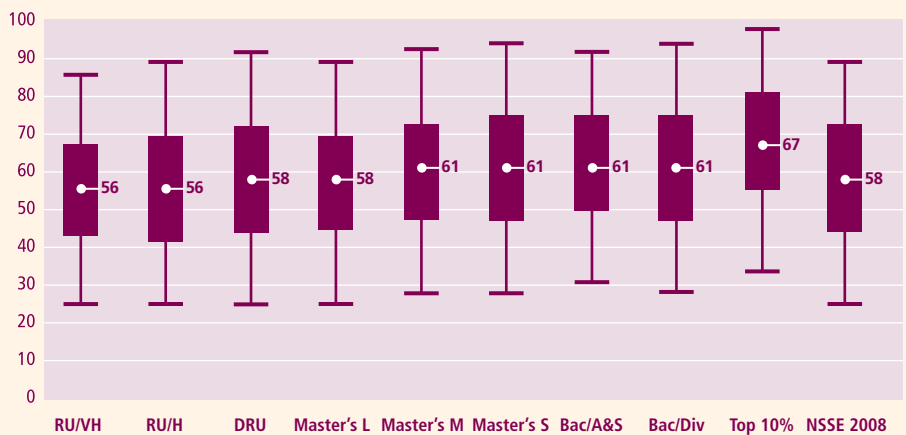
Benchmark Scores First-Year Students



Percentiles First-Year Students

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

Benchmark Scores Seniors



Percentiles Seniors

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

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

Participating Colleges and Universities: 2000–2008

Alabama

Alabama A&M University
Auburn University^{1,2}
Auburn University–Montgomery
Birmingham Southern College²
Faulkner University²
Huntingdon College
Jacksonville State University
Judson College¹
Miles College^{2,3}
Oakwood College³
Samford University
Southeastern Bible College
Spring Hill College
Stillman College
Troy State University–Montgomery Campus
Troy University
University of Alabama at Birmingham^{1,2}
University of Alabama in Huntsville
University of Alabama, The²
University of North Alabama
University of South Alabama

Alaska

Alaska Pacific University²
University of Alaska Anchorage²
University of Alaska Fairbanks
University of Alaska Southeast

Arizona

Arizona State University at the Polytechnic Campus²
Arizona State University at the Tempe Campus²
Arizona State University at the West Campus²
Embry Riddle Aeronautical University–Prescott
Northern Arizona University²
Prescott College
University of Advancing Technology
University of Arizona
University of Phoenix–Online Campus

Arkansas

Arkansas State University²
Arkansas Tech University²
Central Baptist College
Ecclesia College
Henderson State University²
Hendrix College
John Brown University^{1,2}
Lyon College
Ouachita Baptist University
Philander Smith College³
Southern Arkansas University
University of Arkansas
University of Arkansas at Fort Smith²
University of Arkansas at Little Rock²
University of Arkansas at Monticello
University of Arkansas at Pine Bluff³
University of Central Arkansas
University of the Ozarks¹

California

Alliant International University³
American Jewish University²
Art Center College of Design
California Baptist University²
California College of the Arts
California Lutheran University^{1,2}
California Polytechnic State University–San Luis Obispo²
California State Polytechnic University–Pomona
California State University–Bakersfield
California State University–Channel Islands¹

California State University–Chico²
California State University–Dominguez Hills^{2,3}
California State University–East Bay¹
California State University–Fresno^{2,3}
California State University–Fullerton
California State University–Long Beach²
California State University–Los Angeles³
California State University–Monterey Bay³
California State University–Northridge³
California State University–Sacramento²
California State University–San Bernardino^{2,3}
California State University–San Marcos
California State University–Stanislaus^{2,3}
Chapman University
Claremont McKenna College
Concordia University²
Fresno Pacific University
Harvey Mudd College^{1,2}
Holy Names University
Hope International University
Humboldt State University
La Sierra University
Laguna College of Art and Design
Loyola Marymount University
Master's College and Seminary, The Menlo College
Mills College
Mount St. Mary's College
National University²
Notre Dame de Namur University²
Occidental College³
Pacific Union College
Pepperdine University^{1,2}
Pitzer College
Point Loma Nazarene University
Saint Mary's College of California²
San Diego Christian College
San Diego State University
San Francisco State University²
San Jose State University²
Santa Clara University²
Scripps College²
Sierra College
Simpson University
Sonoma State University²
University of California, Berkeley
University of California, Davis
University of California, Merced¹
University of California, Santa Cruz
University of La Verne
University of Phoenix–Southern California Campus
University of Redlands
University of San Diego¹
University of San Francisco¹
University of the Pacific
Westmont College²
Whittier College^{1,2}
Woodbury University³

Colorado

Adams State College^{2,3}
Colorado College²
Colorado School of Mines
Colorado State University²
Colorado State University–Pueblo³
Fort Lewis College^{1,2}
Mesa State College
Metropolitan State College of Denver²
Naropa University
Regis University

United States Air Force Academy²
University of Colorado Denver²
University of Colorado at Boulder
University of Colorado at Colorado Springs²
University of Denver^{1,2}

Connecticut

Central Connecticut State University
Charter Oak State College
Connecticut College²
Eastern Connecticut State University¹
Fairfield University
Post University²
Quinnipiac University²
Sacred Heart University¹
Saint Joseph College
Southern Connecticut State University¹
University of Bridgeport
University of Connecticut²
University of Connecticut–Avery Point²
University of Connecticut–Stamford²
University of Connecticut–Tri-Campus²
University of Hartford
University of New Haven²
Western Connecticut State University^{1,2}

Delaware

Delaware State University³
Goldey-Beacom College
University of Delaware²
Wesley College²

District of Columbia

American University
Catholic University of America
Corcoran College of Art and Design
Gallaudet University²
George Washington University
Georgetown University
Howard University
Southeastern University
Trinity Washington University²
University of the District of Columbia^{2,3}

Florida

Ave Maria University
Barry University³
Beacon College
Bethune Cookman University^{1,3}
Eckerd College
Edward Waters College^{1,3}
Embry Riddle Aeronautical University–Daytona Beach
Embry Riddle Aeronautical University–Worldwide
Flagler College²
Florida Agricultural and Mechanical University³
Florida Atlantic University²
Florida Gulf Coast University²
Florida Hospital College of Health Sciences
Florida Institute of Technology
Florida International University^{2,3}
Florida Memorial University³
Florida Southern College²
Florida State University
Jacksonville University^{1,2}
Lynn University²
New College of Florida²
Northwood University–Florida Education Center
Nova Southeastern University
Palm Beach Atlantic University–West Palm Beach
Ringling College of Art and Design
Rollins College²
Saint John Vianney College Seminary²

Saint Leo University¹
 Saint Thomas University³
 Stetson University¹²
 University of West Florida, The¹
 University of Central Florida²
 University of Florida
 University of Miami
 University of North Florida
 University of South Florida
 University of South Florida St. Petersburg
 University of Tampa, The²
 Warner Southern College²

Georgia

Agnes Scott College²
 Albany State University¹³
 Armstrong Atlantic State University
 Augusta State University
 Berry College²
 Brenau University
 Clark Atlanta University^{2,3}
 Clayton State University²
 Columbus State University²
 Covenant College
 Dalton State College
 Emory University
 Fort Valley State University^{1,3}
 Georgia College & State University²
 Georgia Gwinnett College¹
 Georgia Institute of Technology
 Georgia Southern University²
 Georgia Southwestern State University²
 Georgia State University²
 Kennesaw State University²
 LaGrange College^{1,2}
 Macon State College
 Medical College of Georgia
 Mercer University^{1,2}
 Morehouse College³
 North Georgia College & State University²
 Oglethorpe University²
 Oxford College of Emory University²
 Savannah College of Art and Design²
 Savannah State University^{2,3}
 Shorter College²
 Southern Catholic College
 Southern Polytechnic State University
 Spelman College³
 Thomas University
 University of Georgia²
 University of West Georgia
 Valdosta State University²
 Wesleyan College²

Hawaii

Brigham Young University–Hawaii
 Chaminade University of Honolulu²
 University of Hawai'i at Hilo²
 University of Hawai'i at Manoa²
 University of Hawai'i–West Oahu

Idaho

Boise State University^{1,2}
 Brigham Young University–Idaho²
 College of Idaho, The
 Idaho State University²
 University of Idaho

Illinois

Augustana College²
 Aurora University²
 Benedictine University

Blackburn College²
 Bradley University
 Chicago State University³
 Columbia College Chicago²
 Concordia University¹
 DePaul University²
 Dominican University^{1,2}
 East-West University
 Elmhurst College²
 Eureka College
 Greenville College
 Harrington College of Design
 Illinois College²
 Illinois Institute of Technology
 Illinois State University²
 Illinois Wesleyan University²
 Judson University
 Knox College²
 Lake Forest College
 Lewis University
 Lincoln Christian College and Seminary
 Loyola University Chicago
 MacMurray College
 McKendree University
 Millikin University¹
 Monmouth College²
 North Central College^{1,2}
 Northeastern Illinois University
 Northern Illinois University
 Northwestern University
 Oliver Nazarene University
 Quincy University
 Robert Morris College²
 Rockford College
 Roosevelt University²
 Saint Xavier University^{1,2}
 School of the Art Institute of Chicago
 Southern Illinois University Edwardsville²
 Trinity Christian College²
 University of Illinois at Chicago
 University of Illinois at Springfield²
 University of Illinois at Urbana-Champaign
 University of St. Francis^{1,2}
 Western Illinois University^{1,2}
 Wheaton College²

Indiana

Anderson University
 Ball State University
 Butler University^{1,2}
 Calumet College of Saint Joseph^{1,2}
 DePauw University²
 Earlham College²
 Franklin College
 Grace College and Theological Seminary
 Hanover College
 Huntington University²
 Indiana Institute of Technology
 Indiana State University
 Indiana University Bloomington^{1,2}
 Indiana University East²
 Indiana University Kokomo
 Indiana University Northwest
 Indiana University South Bend^{1,2}
 Indiana University Southeast
 Indiana University–Purdue University Fort Wayne
 Indiana University–Purdue University Indianapolis²
 Indiana Wesleyan University
 Manchester College²
 Purdue University

Purdue University–Calumet Campus
 Purdue University–North Central Campus
 Rose-Hulman Institute of Technology²
 Saint Joseph's College
 Saint Mary's College
 Taylor University
 Taylor University–Fort Wayne
 Trine University
 University of Evansville²
 University of Indianapolis²
 University of Southern Indiana²
 Valparaiso University
 Wabash College

Iowa

Briar Cliff University²
 Buena Vista University²
 Central College²
 Clarke College^{1,2}
 Cornell College
 Dordt College
 Drake University^{1,2}
 Graceland University–Lamoni²
 Grand View College²
 Grinnell College^{1,2}
 Iowa State University²
 Iowa Wesleyan College
 Kaplan University²
 Loras College
 Luther College²
 Maharishi University of Management
 Morningside College²
 Mount Mercy College
 Northwestern College
 Saint Ambrose University²
 Simpson College²
 University of Dubuque
 University of Iowa²
 University of Northern Iowa²
 Waldorf College
 Wartburg College²

Kansas

Baker University²
 Benedictine College²
 Bethany College
 Emporia State University²
 Fort Hays State University²
 Friends University²
 Haskell Indian Nations University³
 Kansas State University
 McPherson College
 MidAmerica Nazarene University
 Newman University²
 Ottawa University
 Pittsburg State University
 Southwestern College²
 Tabor College
 University of Kansas
 University of Saint Mary
 Washburn University²
 Wichita State University²

Kentucky

Alice Lloyd College
 Asbury College
 Bellarmine University^{1,2}
 Berea College
 Brescia University
 Campbellsville University²
 Centre College

Participating Colleges and Universities: 2000–2008 (continued)

Eastern Kentucky University²
Georgetown College
Kentucky Christian University
Kentucky State University^{2,3}
Lindsey Wilson College
Midway College
Morehead State University^{1,2}
Murray State University²
Northern Kentucky University^{1,2}
Pikeville College
Sullivan University²
Thomas More College
Transylvania University²
Union College
University of Kentucky
University of Louisville¹
Western Kentucky University²

Louisiana

Centenary College of Louisiana
Dillard University^{2,3}
Louisiana State University and Agricultural & Mechanical College²
Louisiana State University–Shreveport
Louisiana Tech University
Loyola University New Orleans^{1,2}
McNeese State University
Northwestern State University of Louisiana²
Our Lady of the Lake College²
Saint Joseph Seminary College
Southeastern Louisiana University²
Southern University and A&M College³
Tulane University of Louisiana
University of Louisiana at Lafayette
University of Louisiana at Monroe
University of New Orleans
Xavier University of Louisiana^{1,2,3}

Maine

Colby College
College of the Atlantic
Husson University²
Maine College of Art
Saint Joseph's College of Maine
Thomas College²
Unity College²
University of Maine
University of Maine at Augusta
University of Maine at Farmington^{1,2}
University of Maine at Fort Kent
University of Maine at Machias¹
University of Maine at Presque Isle^{1,2}
University of New England
University of Southern Maine²

Maryland

Bowie State University³
College of Notre Dame of Maryland²
Coppin State University³
Frostburg State University
Goucher College¹
Hood College
Loyola College in Maryland²
Maryland Institute College of Art
McDaniel College²
Morgan State University^{2,3}
Mount St. Mary's University²
Saint Mary's College of Maryland¹
Salisbury University
Sojourner-Douglass College³
Towson University²
United States Naval Academy²

University of Baltimore²
University of Maryland, Baltimore County²
University of Maryland, College Park
University of Maryland Eastern Shore^{2,3}
Villa Julie College²
Washington College

Massachusetts

Amherst College
Assumption College
Babson College
Bard College at Simon's Rock¹
Bay Path College
Boston Architectural College
Boston University
Bridgewater State College
Clark University¹
College of Our Lady of the Elms
College of the Holy Cross
Dean College
Eastern Nazarene College
Emerson College
Emmanuel College
Endicott College²
Fitchburg State College²
Framingham State College^{1,2}
Franklin W. Olin College of Engineering
Gordon College
Hampshire College²
Lasell College¹
Lesley University
Massachusetts College of Art and Design
Massachusetts College of Liberal Arts²
Merrimack College
Mount Holyoke College
Mount Ida College¹
Newbury College–Brookline
Nichols College²
Northeastern University
Pine Manor College²
Regis College
Salem State College²
School of the Museum of Fine Arts–Boston
Simmons College
Smith College
Springfield College^{1,2}
Stonehill College²
Suffolk University²
University of Massachusetts Amherst²
University of Massachusetts Boston
University of Massachusetts Dartmouth
University of Massachusetts Lowell²
Wellesley College
Wentworth Institute of Technology^{1,2}
Western New England College
Wheaton College²
Wheelock College¹
Williams College
Worcester Polytechnic Institute²
Worcester State College¹

Michigan

Adrian College
Albion College²
Alma College²
Calvin College¹
Central Michigan University²
Cleary University²
Concordia University–Ann Arbor
Davenport University
Eastern Michigan University²

Ferris State University
Grand Valley State University²
Great Lakes Christian College
Hope College
Kalamazoo College¹
Kettering University
Kuyper College
Lawrence Technological University²
Madonna University
Michigan State University
Michigan Technological University
Northern Michigan University
Northwood University
Oakland University¹
Spring Arbor University¹
University of Detroit Mercy²
University of Michigan–Ann Arbor²
University of Michigan–Dearborn²
University of Michigan–Flint²
Wayne State University²
Western Michigan University^{1,2}

Minnesota

Augsburg College²
Bemidji State University
Bethany Lutheran College
Bethel University²
Capella University
College of Saint Benedict
College of Saint Scholastica, The
College of St. Catherine²
Concordia College at Moorhead
Concordia University–Saint Paul²
Gustavus Adolphus College²
Hamline University¹
Macalester College
Martin Luther College
Metropolitan State University
Minneapolis College of Art and Design
Minnesota State University–Mankato^{1,2}
Minnesota State University–Moorhead
Saint Cloud State University
Saint Mary's University of Minnesota
Saint Olaf College^{1,2}
Southwest Minnesota State University
University of Minnesota–Crookston
University of Minnesota–Duluth
University of Minnesota–Morris¹
University of Minnesota–Twin Cities
University of St. Thomas^{1,2}

Mississippi

Alcorn State University³
Delta State University²
Jackson State University^{2,3}
Millsaps College
Mississippi State University
Mississippi State University–Meridian Campus
Mississippi Valley State University^{1,3}
Tougaloo College³
University of Mississippi
University of Southern Mississippi
William Carey University

Missouri

Avila University
Barnes-Jewish College Goldfarb School of Nursing
Central Methodist University–College of Liberal Arts & Sciences²
College of the Ozarks
Columbia College²
Drury University²

Fontbonne University	Drew University ^{1,2}	Manhattan College
Harris-Stowe State University ^{1,3}	Fairleigh Dickinson University–College at Florham ¹	Manhattanville College ²
Kansas City Art Institute	Fairleigh Dickinson University–Metropolitan Campus ¹	Marist College
Lincoln University	Georgian Court University ^{1,2}	Marymount College of Fordham University
Lindenwood University ¹	Kean University	Marymount Manhattan College
Maryville University of Saint Louis ²	Monmouth University ^{1,2}	Medaille College ^{1,2}
Missouri Baptist University	Montclair State University ²	Mercy College ³
Missouri Southern State University ^{1,2}	New Jersey City University ³	Metropolitan College of New York
Missouri State University ^{1,2}	New Jersey Institute of Technology	Molloy College
Missouri University of Science and Technology	Ramapo College of New Jersey	Morrisville State College
Missouri Valley College ²	Richard Stockton College of New Jersey, The ^{1,2}	Mount Saint Mary College ²
Missouri Western State University	Rider University	Nazareth College of Rochester ²
Northwest Missouri State University ²	Rowan University	New School, The
Rockhurst University ²	Rutgers University–Camden	New York Institute of Technology– Manhattan Campus
Saint Louis University	Rutgers University–New Brunswick	New York Institute of Technology–Old Westbury
Southeast Missouri State University	Rutgers University–Newark	Niagara University
Truman State University ²	Saint Peter’s College ³	Pace University ²
University of Central Missouri ²	Seton Hall University ²	Paul Smith’s College ^{1,2}
University of Missouri–Columbia	Stevens Institute of Technology ²	Polytechnic University ²
University of Missouri–Kansas City ²	William Paterson University of New Jersey ²	Pratt Institute
University of Missouri–St. Louis ²	New Mexico	Roberts Wesleyan College
Webster University	Eastern New Mexico University ^{1,2,3}	Rochester Institute of Technology
Westminster College	Institute of American Indian and Alaska Native Culture ³	Russell Sage College
William Jewell College ¹	New Mexico Institute of Mining and Technology	Sage College of Albany
William Woods University ²	New Mexico State University	Saint Bonaventure University ²
Montana	University of New Mexico ³	Saint Francis College
Carroll College	Western New Mexico University ^{2,3}	Saint John’s University–New York ²
Montana State University	New York	Saint Joseph’s College ²
Montana State University–Billings ²	Adelphi University ^{1,2}	Saint Joseph’s College–Suffolk Campus ²
Salish Kootenai College ³	Alfred University ²	Saint Lawrence University
University of Montana, The ²	Barnard College	Sarah Lawrence College
University of Montana–Western, The ²	Canisius College	School of Visual Arts
University of Great Falls	Cazenovia College ²	Siena College ²
Nebraska	Clarkson University ²	Skidmore College
Bellevue University ²	Colgate University	Stony Brook University ^{1,2}
Chadron State College ²	College of New Rochelle, The	SUNY Alfred State College
College of Saint Mary	College of Saint Rose, The	SUNY Binghamton University
Concordia University	Concordia College	SUNY Buffalo State College
Creighton University ²	CUNY Bernard M. Baruch College ^{1,2}	SUNY College at Brockport
Doane College ¹	CUNY Brooklyn College ²	SUNY College at Cortland
Hastings College	CUNY City College	SUNY College at Fredonia
Nebraska Methodist College of Nursing & Allied Health ²	CUNY College of Staten Island	SUNY College at Geneseo
Nebraska Wesleyan University ²	CUNY Herbert H. Lehman College ³	SUNY College at New Paltz
Union College ¹	CUNY Hunter College ²	SUNY College at Old Westbury
University of Nebraska at Kearney ²	CUNY John Jay College of Criminal Justice	SUNY College at Oneonta
University of Nebraska at Omaha ²	CUNY Medgar Evers College ^{1,2,3}	SUNY College at Oswego
University of Nebraska–Lincoln ²	CUNY New York City College of Technology ³	SUNY College at Plattsburgh
Wayne State College ²	CUNY Queens College	SUNY College at Potsdam
Nevada	CUNY York College ^{2,3}	SUNY College of Agriculture and Technology at Cobleskill
Nevada State College ¹	Daemen College ^{1,2}	SUNY College of Environmental Science and Forestry
University of Nevada, Las Vegas	Dominican College of Blauvelt	SUNY College of Technology at Canton
University of Nevada, Reno ²	Elmira College ²	SUNY College of Technology at Delhi
New Hampshire	Excelsior College	SUNY Empire State College
Colby-Sawyer College ²	Farmingdale State College of the State University of New York	SUNY Institute of Technology at Utica-Rome
Daniel Webster College	Fashion Institute of Technology	SUNY Maritime College
Franklin Pierce University	Fordham University	SUNY Purchase College
Granite State College	Hamilton College	SUNY Upstate Medical University
Keene State College ²	Hartwick College ²	SUNY University at Albany
New England College ²	Hobart and William Smith Colleges	SUNY University at Buffalo
Plymouth State University ²	Hofstra University	Syracuse University ¹
Rivier College	Houghton College ²	Touro College ²
Saint Anselm College ¹	Iona College	Union College ¹
New Jersey	Ithaca College	United States Merchant Marine Academy ²
Bloomfield College	Keuka College	United States Military Academy
Centenary College ²	Laboratory Institute of Merchandising ¹	Vassar College
College of New Jersey, The ¹	Le Moyne College	Wagner College ^{1,2}
College of Saint Elizabeth	Long Island University–Brooklyn Campus ²	Webb Institute
		Wells College ²

Participating Colleges and Universities: 2000–2008 (continued)

Yeshiva University

North Carolina

Appalachian State University
Barton College²
Belmont Abbey College
Bennett College for Women³
Campbell University Inc.
Catawba College
East Carolina University¹
Elizabeth City State University^{2,3}
Elon University¹
Fayetteville State University^{1,2,3}
Gardner-Webb University²
Greensboro College²
Guilford College²
High Point University
Johnson C. Smith University^{2,3}
Lees-McRae College²
Lenoir-Rhyne College
Livingstone College³
Mars Hill College
Meredith College²
Methodist University
Montreat College
North Carolina A&T State University^{2,3}
North Carolina Central University³
North Carolina State University at Raleigh
Peace College
Pfeiffer University
Queens University of Charlotte
Saint Andrews Presbyterian College
Salem College²
Shaw University²
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 Pembroke²
University of North Carolina–Wilmington²
Warren Wilson College²
Western Carolina University^{1,2}
Wingate University
Winston-Salem State University^{2,3}

North Dakota

Dickinson State University²
Mayville State University²
Minot State University²
North Dakota State University²
University of Mary
University of North Dakota²
Valley City State University²

Ohio

Antioch College²
Ashland University
Baldwin-Wallace College²
Bowling Green State University²
Capital University¹
Case Western Reserve University¹
Cedarville University²
Central State University³
Cleveland State University
College of Mount St. Joseph
College of Wooster, The¹
Columbus College of Art and Design²
Defiance College^{1,2}
Denison University²
Franciscan University of Steubenville²
Franklin University
Heidelberg College²

Hiram College²
John Carroll University²
Kent State University–Kent Campus^{1,2}
Kenyon College
Kettering College of Medical Arts
Lourdes College²
Malone College
Marietta College
Miami University–Oxford^{1,2}
Mount Union College²
Notre Dame College²
Ohio Christian University
Ohio Dominican University
Ohio Northern University²
Ohio State University–Mansfield Campus
Ohio State University–Newark Campus
Ohio State University, The
Ohio University
Ohio University–Zanesville Campus
Ohio Wesleyan University
Otterbein College²
Shawnee State University
Tiffin University¹
University of Akron²
University of Cincinnati²
University of Dayton
University of Findlay, The
University of Toledo
Urbana University²
Ursuline College²
Walsh University
Wilmington College
Wittenberg University
Wright State University¹
Xavier University^{1,2}
Youngstown State University

Oklahoma

Cameron University
East Central University
Northwestern Oklahoma State University
Oklahoma City University²
Oklahoma State University
Oral Roberts University
Rogers State University
Southeastern Oklahoma State University
Southern Nazarene University
Southwestern Oklahoma State University
University of Central Oklahoma
University of Oklahoma Norman Campus
University of Science and Arts of Oklahoma
University of Tulsa²

Oregon

Concordia University
Eastern Oregon University²
George Fox University^{1,2}
Lewis & Clark College
Linfield College
Northwest Christian College²
Oregon State University²
Pacific University²
Portland State University²
Southern Oregon University
University of Oregon
University of Portland
Warner Pacific College
Western Oregon University
Willamette University

Pennsylvania

Albright College
Allegheny College²
Alvernia College
Arcadia University
Bloomsburg University of Pennsylvania
Bryn Mawr College
Bucknell University¹
Cabrini College
California University of Pennsylvania^{1,2}
Carnegie Mellon University
Cedar Crest College
Chatham University^{1,2}
Chestnut Hill College²
Cheyney University of Pennsylvania^{2,3}
Clarion University of Pennsylvania
Delaware Valley College²
Dickinson College
Drexel University²
Duquesne University
East Stroudsburg University of Pennsylvania
Eastern University²
Edinboro University of Pennsylvania
Elizabethtown College¹
Franklin and Marshall College
Gettysburg College
Grove City College^{1,2}
Gwynedd Mercy College
Holy Family University
Indiana University of Pennsylvania
Juniata College²
Keystone College
La Roche College
La Salle University
Lafayette College
Lebanon Valley College
Lincoln University of Pennsylvania^{1,2,3}
Lock Haven University of Pennsylvania²
Mansfield University of Pennsylvania
Marywood University
Mercyhurst College
Messiah College
Millersville University of Pennsylvania
Misericordia University
Moore College of Art and Design
Moravian College and Moravian Theological Seminary
Mount Aloysius College
Muhlenberg College
Neumann College²
Penn State University–Abington²
Penn State University–Altoona
Penn State University–Berks^{1,2}
Penn State University–Brandywine
Penn State University–Erie, The Behrend College
Penn State University–Fayette, The Eberly Campus
Penn State University–Harrisburg
Penn State University–University Park
Penn State University–Worthington Scranton
Penn State University–York
Pennsylvania College of Technology
Philadelphia University²
Point Park University
Robert Morris University
Rosemont College
Saint Francis University
Saint Joseph's University
Saint Vincent College²
Seton Hill University
Shippensburg University of Pennsylvania

Slippery Rock University of Pennsylvania^{1 2}
Susquehanna University²
Swarthmore College
Temple University
Thiel College^{1 2}
University of Pittsburgh–Bradford
University of Pittsburgh–Greensburg²
University of Pittsburgh–Johnstown²
University of Pittsburgh–Pittsburgh Campus
University of Scranton²
University of the Arts, The
University of the Sciences in Philadelphia
Ursinus College^{1 2}
Villanova University
Washington & Jefferson College
Waynesburg University
West Chester University of Pennsylvania
Widener University¹
Wilkes University
Wilson College
York College of Pennsylvania

Puerto Rico

Inter American University of Puerto Rico–Ponce³
Inter American University of Puerto Rico–San German³
Pontifical Catholic University of Puerto Rico–Ponce³
Universidad Del Este³
Universidad Politecnica de Puerto Rico^{2 3}
University of Puerto Rico in Ponce^{2 3}
University of Puerto Rico–Humacao^{2 3}
University of Puerto Rico–Mayaguez³
University of Puerto Rico–Rio Piedras Campus²
University of Puerto Rico–Utuaado³

Rhode Island

Bryant University^{1 2}
Providence College
Rhode Island College
Rhode Island School of Design
Roger Williams University²
Salve Regina University
University of Rhode Island²

South Carolina

Anderson University
Benedict College³
Bob Jones University
Citadel Military College of South Carolina²
Claflin University³
Clemson University
Coker College^{1 2}
College of Charleston
Columbia College²
Columbia International University
Converse College^{1 2}
Francis Marion University
Furman University¹
Lander University
Limestone College
Morris College³
Presbyterian College²
Southern Wesleyan University
University of South Carolina–Aiken²
University of South Carolina–Beaufort²
University of South Carolina–Columbia
University of South Carolina–Upstate²
Voorhees College^{1 2 3}
Winthrop University²
Wofford College^{1 2}

South Dakota

Augustana College¹
Black Hills State University^{1 2}
Dakota State University^{1 2}
Dakota Wesleyan University
Mount Marty College
Northern State University²
Oglala Lakota College³
South Dakota School of Mines and Technology^{1 2}
South Dakota State University²
University of South Dakota²

Tennessee

Austin Peay State University
Baptist Memorial College of Health Sciences²
Belmont University²
Bryan College²
Christian Brothers University
Cumberland University
East Tennessee State University
Fisk University²
Johnson Bible College
Lane College^{1 3}
Lee University
LeMoyné-Owen College^{1 3}
Lincoln Memorial University
Lipscomb University²
Martin Methodist College¹
Maryville College
Memphis College of Art
Middle Tennessee State University
Milligan College²
Rhodes College²
Sewanee: The University of the South²
Southern Adventist University²
Tennessee State University^{2 3}
Tennessee Technological University
Tennessee Temple University
University of Tennessee, Chattanooga, The^{1 2}
University of Tennessee, The²
University of Tennessee–Martin, The
Trevecca Nazarene University¹
Tusculum College²
Union University
University of Memphis

Texas

Abilene Christian University^{1 2}
Angelo State University
Austin College²
Baylor University²
Concordia University Texas
Hardin–Simmons University
Houston Baptist University
Howard Payne University
Huston–Tillotson University³
Jarvis Christian College³
Lamar University²
LeTourneau University
Lubbock Christian University²
McMurry University²
Midwestern State University
Northwood University
Our Lady of the Lake University–San Antonio³
Paul Quinn College
Prairie View A&M University^{1 2 3}
Rice University
Saint Edward’s University
Saint Mary’s University^{2 3}
Sam Houston State University²
Southwestern Assemblies of God University

Southwestern University²
Stephen F. Austin State University²
Sul Ross State University²
Tarleton State University^{1 2}
Texas A&M International University^{2 3}
Texas A&M University
Texas A&M University–Commerce²
Texas A&M University–Corpus Christi^{1 3}
Texas A&M University–Kingsville^{1 2 3}
Texas A&M University–Texarkana
Texas A&M University at Galveston²
Texas Christian University²
Texas Lutheran University²
Texas State University–San Marcos²
Texas Tech University
Texas Woman’s University²
University of Dallas
University of Houston
University of Houston–Clear Lake
University of Houston–Downtown^{2 3}
University of Mary Hardin–Baylor^{1 2}
University of North Texas
University of St. Thomas³
University of Texas at Arlington, The^{1 2}
University of Texas at Austin, The²
University of Texas at Brownsville, The
University of Texas at Dallas, The^{1 2}
University of Texas at El Paso, The³
University of Texas at San Antonio, The^{2 3}
University of Texas at Tyler, The^{1 2}
University of Texas of the Permian Basin, The³
University of Texas–Pan American, The^{2 3}
University of the Incarnate Word^{2 3}
West Texas A&M University^{1 2}
Wiley College^{1 2 3}

Utah

Brigham Young University^{1 2}
Dixie State College of Utah
Southern Utah University
University of Utah
Utah State University²
Utah Valley University¹
Weber State University
Western Governors University
Westminster College^{1 2}

Vermont

Bennington College¹
Castleton State College
Champlain College
Green Mountain College
Johnson State College
Lyndon State College¹
Marlboro College²
Middlebury College
Norwich University²
Saint Michael’s College
Southern Vermont College¹
Sterling College
University of Vermont²
Woodbury College

Virgin Islands

University of the Virgin Islands³

Virginia

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

Participating Colleges and Universities: 2000–2008 (continued)

Eastern Mennonite University
Emory and Henry College
Ferrum College
George Mason University^{1,2}
Hampden-Sydney College^{1,2}
Hollins University
James Madison University
Liberty University
Longwood University²
Lynchburg College
Mary Baldwin College
Marymount University²
Norfolk State University^{1,2,3}
Old Dominion University
Radford University²
Randolph College
Randolph-Macon College¹
Regent University
Roanoke College^{1,2}
Shenandoah University²
Southern Virginia University^{1,2}
Sweet Briar College
University of Mary Washington
University of Richmond²
University of Virginia
University of Virginia's College at Wise, The
Virginia Commonwealth University^{1,2}
Virginia Intermont College¹
Virginia Military Institute
Virginia Polytechnic Institute and State University
Virginia Union University³
Virginia Wesleyan College
Washington and Lee University^{1,2}

Washington

Central Washington University
Eastern Washington University¹
Evergreen State College, The²
Gonzaga University
Heritage University^{1,2,3}
Pacific Lutheran University¹
Seattle Pacific University²
Seattle University
University of Puget Sound
University of Washington–Bothell Campus
University of Washington–Seattle Campus
University of Washington–Tacoma Campus²
Washington State University^{1,2}
Western Washington University
Whitman College
Whitworth University²

West Virginia

American Public University System
Bethany College²
Concord University
Davis & Elkins College
Fairmont State University
Marshall University²
Mountain State University²
Shepherd University
University of Charleston²
West Liberty State College
West Virginia State University
West Virginia University²
West Virginia University Institute of Technology
West Virginia Wesleyan College²
Wheeling Jesuit University²

Wisconsin

Alverno College²
Beloit College²

Cardinal Stritch University²
Carroll College^{1,2}
Carthage College¹
Concordia University–Wisconsin
Edgewood College^{1,2}
Lakeland College
Lawrence University
Maranatha Baptist Bible College Inc.²
Marian University²
Marquette University
Milwaukee Institute of Art & Design²
Milwaukee School of Engineering
Mount Mary College²
Northland College
Ripon College
University of Wisconsin–Eau Claire²
University of Wisconsin–Green Bay^{1,2}
University of Wisconsin–La Crosse^{1,2}
University of Wisconsin–Madison
University of Wisconsin–Milwaukee²
University of Wisconsin–Oshkosh²
University of Wisconsin–Parkside^{1,2}
University of Wisconsin–Platteville²
University of Wisconsin–River Falls²
University of Wisconsin–Stevens Point²
University of Wisconsin–Stout²
University of Wisconsin–Superior^{1,2}
University of Wisconsin–Whitewater²
Viterbo University²
Wisconsin Lutheran College²

Wyoming

University of Wyoming²

Canada

Alberta

University of Alberta
University of Calgary^{1,2}
University of Lethbridge

British Columbia

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

Manitoba

University of Manitoba

New Brunswick

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

Newfoundland

Memorial University of Newfoundland,
St. John's Campus

Nova Scotia

Acadia University
Dalhousie University
Mount St. Vincent University
Nova Scotia Agricultural College¹
Saint Mary's University²
University of King's College

Ontario

Brescia University College
Brock University

Carleton University^{1,2}
Huron University College
King's College
Lakehead University
Laurentian University
McMaster University
Nipissing University
Ontario College of Art and Design
Queen's University
Ryerson University
Trent University
Université d'Ottawa / University of Ottawa
University of Guelph²
University of Ontario–Institute of Technology
University of Toronto
University of Waterloo
University of Western Ontario
University of Windsor
Wilfrid Laurier University
York University¹

Prince Edward Island

University of Prince Edward Island²

Quebec

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

Saskatchewan

University of Regina
University of Saskatchewan

Lebanon

Lebanese American University²

Qatar

Education City

United Arab Emirates

Petroleum Institute, The

Notes:

¹ Participated in the Beginning College Survey of Student Engagement (BCSSE)

² Participated in the Faculty Survey of Student Engagement (FSSE)

³ Participating in the Building Engagement and Attainment of Minority Students project (BEAMS)

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