BRINGING THE INSTITUTION INTO FOCUS

ANNUAL RESULTS 2014

NSSE
national survey of
student engagement

NATIONAL ADVISORY BOARD

"NSSE not only provides participating institutions a valid and reliable sense of how their students are learning through engagement with the institution, but also how this compares to other institutions. That's powerful information for a student-centered institution."

—DAVID LONGANECKER, PRESIDENT, WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION

Suggested citation

National Survey of Student Engagement. (2014). *Bringing the Institution into Focus—Annual Results 2014.* Bloomington, IN: Indiana University Center for Postsecondary Research.

Cover Images

Front Cover

Background	Mississippi State University
Inset Top	University of Georgia
Inset Center	Lawrence Tech University
Inset Bottom	Wofford College

Back Cover

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

Annual Results 2014 is sponsored by the Carnegie Foundation for the Advancement of Teaching.

LINFIELD COLLEGE

FOREWORD

Institutional Culture Is Critical to Student Success

Among the many findings that has emerged from the National Survey of Student Engagement (NSSE), one of the most important is the variation among institutions. What makes it important is that institutions that look reasonably similar—in size, context, student body demographics, programs, and so on—nevertheless are sometimes quite different when it comes to student engagement. In thinking about this more deeply, such variation is not as surprising as one might assume.

This variation can be a function of history and circumstance, or regional differences may contribute to institutional variability. But in reality differences between apparently similar institutions often reflect differences in institutional culture.

Investigating Differences Among AASCU Institutions

We at the American Association of State Colleges and Universities (AASCU) became aware of those differences in culture in a pretty dramatic way several years ago when the association examined graduation rates of member institutions. (AASCU was one of the first associations to focus on what is now termed degree completion.) We wanted to determine how to account for the enormous range in graduation rates across our institutions and to help campuses manage the growing external concerns about successful student degree completion.

Using the flawed federal graduation metric, (which only counts first-time full-time students), we noticed fluctuations in graduation rates from highs in the 70-80% range to lows approaching single digits. Because AASCU institutions span six Carnegie classifications, we assumed that much of the variability could be accounted for by the different types of institutions we were studying. But when we disaggregated the 420 AASCU members into 12 groups of like institutions, we discovered that the range of graduation rates, even among institutions that were reasonably similar, reflected the same broad variation as the AASCU members at large. So we identified the institution with the highest graduation rate in each of the 12 groups, trained 12 individual accreditation-like teams, and sent them to each top-performing institution to conduct a two-day in-depth study.

The teams' reports revealed that the findings across all 12 groups were similar; what they could not find was an administrative structure, a set of programs or funding models that accounted for high graduation rates. What they did find was one dominant feature that distinguished the high-performing institutions. That feature was institutional culture.

In the top-performing institutions there was a commitment to student success and responsibility for that success was placed on the institution and its staff; this institutional commitment engaged the entire campus community.

CLAYTON STATE UNIVERSITY

In the top-performing institutions there was a commitment to student success and responsibility for that success was placed on the institution and its staff; this institutional commitment engaged the entire campus community. There was an inclusive approach to supporting and promoting student success and graduation. It was not viewed as simply a student responsibility.

Among campuses that had committed to a culture of student success, we found different administrative structures, different types of funding, and different kinds of programming. Team leaders speculated that if a campus were to simply "add on" an administrative structure or a particular set of student success programs in an environment that rejects institutional responsibility for student success, the change would fail to bring about the desired results.

Student success is built on a student-centered culture. It is very important for new presidents who want to make a difference to be particularly sensitive to institutional culture, how it can be changed, and how they can influence that change.

The following year, AASCU conducted a study of Hispanic student success using a similar process. Once again, we found that campus culture was critically important. While there were some variations among Hispanic students—for example, the primacy and importance of paying attention to the family—the earlier conclusion that campus culture is a dominant force in student success was verified.

Culture: A Focal Point for Campus Leadership

The issue of culture will remain critical as we focus on the variation in student engagement, and culture clearly provides a focal point for campus leadership. One of the key roles of university presidents and chancellors is to affect and shape the culture of their college or university. We know that culture is created slowly by a variety of long-established policies and practices; but culture can be changed. Student success is built on a student-centered culture. It is very important for new presidents who want to make a difference to be particularly sensitive to institutional culture, how it can be changed, and how they can influence that change. I believe that cultural change requires visionary leadership and the ability to successfully deploy effective organizational strategies and tools that are integrated by senior leadership throughout the institution. However, in the end, it is the president or chancellor who has the primary responsibility for cultural change.

We have entered an age when it is imperative for our country to graduate more students with strong skills and powerful intellectual capabilities, for both the 21st-century global economy and for the health and vitality of our democracy. There has been significant dialogue lately about the decline of the middle class. Improving degree completion and enhancing earning power are important components to rebuilding the middle class in this country. Supporting students as they strive for upward mobility is not just important to them—it is important for our nation's future.

For America to be successful, to sustain and to build on the traditions inherent in our democracy, our students must be successful. And for our students to be successful, our institutions must be successful. Yet increasingly, the students who must succeed have not been well served by education. Institutions can no longer promote student success by adhering to a set of expectations for students who have historically succeeded in higher education—a model that essentially required students to adapt to a "higher education ideal."

In the 21st century, institutions are going to have to change to meet the needs of our students. And that change means cultural change. That is the leadership work we must now embrace.

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


ARMSTRONG STATE UNIVERSITY

DIRECTOR'S MESSAGE

Bringing the Institution into Focus

NSSE's *Annual Results* reports have tended to examine student engagement results in the aggregate—presenting the view from 50,000 feet. This has been valuable for telling the broad story of student engagement: what it is, how it benefits students, and how it varies across large subgroups (according to background and enrollment characteristics, academic major, and so on). For example, last year we reported a positive association between course emphasis on higher-order learning and student ratings of the extent to which their courses challenged them to do their best work. We have often taken institutional context into account through relatively coarse measures and diffuse categories such as enrollment size, public or private control, and institutional type. But the reality of how students experience higher education is in the context of *specific colleges and universities*. This trivially obvious observation is fundamental to NSSE's own structure and function: institutions are NSSE's "clients;" the survey asks students about their experience at "this institution;" and NSSE delivers to each institution customized reports and data files that summarize how their students responded to the survey. Indeed, one of NSSE's core objectives is to promote *institutional* improvement. Yet the institution has not been the major focus of analysis in our signature annual publication, in the interest of identifying broad themes and lessons. In this issue, we shift the focus of our analyses to the institution (a focus that has always existed in the "Using NSSE Data" section highlighting how selected colleges and universities make use of their NSSE results).

When the contemporary discourse about college quality, performance, and accountability is dominated by reductionist approaches that distill every college and university to a single score for a rating or ranking, the counter-message about internal variation and the consequent imperative to "look within" is an important one. But it would be a mistake to conclude that the institution doesn't matter.

UNIVERSITY OF NORTH FLORIDA

In recent years we have called attention to the fact that student engagement, like other aspects of the student experience, varies more within institutions—that is, between students—than it does between institutions. (See, for example, the 2008 edition of *Annual Results*.) In technical terms, when the variation in student-level measures of engagement is statistically decomposed into student and institution components, the share of the variation attributable to institutions is rather small. This stands to reason when we acknowledge—as we must—that a given institution's students do not share in a uniform, standardized experience. Every student's experience of that institution is unique, shaped by day-to-day interactions with students, faculty, and staff; the course of study; co-curricular participation; acceptance of and response to academic and personal challenges encountered along the way; opportunities pursued and opportunities forgone; the student's attitudes about and interpretations of these disparate experiences; and much more. When the contemporary discourse about college quality, performance, and accountability is dominated by reductionist approaches that distill every college and university to a single score for a rating or ranking, the counter-message about internal variation and the consequent imperative to "look within" is an important one. But it would be a mistake to conclude that the institution doesn't matter.

With this edition of *Annual Results*, we shift the focus back to the institution. We acknowledge but set aside the marvelous variability in the experience of individual students within every institution in favor of a convenient fiction, that of each institution's "average" student. Consider for a moment what it takes to conjure such a student. At one institution, s/he may be 57% female and 42% male, 1% transgendered; 70% white, 12% African American, 10% Latino, 4% Asian/Pacific Islander, 1% Native American/Alaska Native, 3% other; 65% in-state, 35% out-of state; 88% domestic, 12% international; 78% full-time, 22% part-time; 10% student-athlete (playing for an impressive array of teams); 12% sorority member, 21% fraternity member, 67% independent; 19% on-campus resident, 81% off-campus. Space limitations prevent a full articulation of the average student's conglomeration of majors, but suffice it to say that s/he has very diverse interests. You get the idea—the average student is a mythological beast. But the average student encapsulates the experiences of all survey respondents from an institution, and we thereby tell those students' institutionally situated stories.

SAINT VINCENT COLLEGE

As shown in the following pages, the average student's experience can vary considerably from one institution to the next, even among institutions of comparable size or selectivity. Our findings challenge the conventional wisdom that certain characteristics of colleges and universities assure a high-quality educational experience. In addition to examining overall differences in engagement between institutions, we document the existence of outliers—institutions where student populations at risk for lower levels of engagement are in fact as engaged as their more advantaged counterparts. Such "existence proofs" demonstrate that an institution's performance need not be limited by the students it serves. While NSSE data can demonstrate that such cases exist, the survey results on their own don't tell us what differentiates these institutions. As Muriel Howard reminds us in the foreword, the key may well be distinctive institutional cultures that focus attention and energy on maximizing the conditions for student success. This is also what Kuh, Kinzie, Schuh, Whitt, and associates (2010) found in their landmark investigation of colleges and universities whose levels of student engagement exceeded what would be expected given the student populations served. Project DEEP (Documenting Effective Educational Practice) identified six features that unusually successful institutions had in common:

- A "living" mission and "lived" educational philosophy;
- An unshakeable focus on student learning;
- Environments adapted for educational enrichment;
- Clear pathways to student success;
- An improvement-oriented ethos; and
- A shared responsibility for educational quality and student success.

The authors describe a "positive restlessness" at these institutions wherein student success is always at the top of the agenda, promoting and supporting that success is everyone's job, and continuous improvement is informed by data. We are finding a similar pattern in our ongoing investigation of institutions whose NSSE results show positive trends over four or more administrations.

In addition to the institution-level analysis, we continue our exploration of results from NSSE's new topical modules, including further analyses of academic advising as well as findings from a new module on students' experiences with information literacy. Our reporting of survey results concludes with new findings from the Beginning College Survey of Student Engagement (BCSSE) and the Faculty Survey of Student Engagement (FSSE), offering fresh insights into how we can promote effective educational practice and effective teaching and learning.

NSSE and its affiliated projects do not exist to survey college students, but to support evidence-informed improvement. The Using NSSE Data section of this year's report provides several real-world examples of how colleges and universities are putting findings from the updated NSSE survey to good use.

The updated NSSE survey, about to enter its third year, continues to accumulate important evidence about activities and practices that foster learning and development. Along with the NSSE staff I humbly acknowledge the efforts of our partners at hundreds of colleges and universities in the US and Canada, our collaborators in international adaptations of NSSE and its companion surveys (see Coates & McCormick, 2014), and our colleagues at the Indiana University Center for Survey Research, as well as the continued support and wisdom of NSSE's National Advisory Board.

Alexander C. McCormick
Associate Professor of Educational Leadership and Policy Studies, Indiana University Bloomington
Director, National Survey of Student Engagement

QUICK FACTS

Objectives

NSSE seeks to shift the discourse about college quality to focus on effective educational practice and to provide colleges and universities with valid and reliable data that can inform quality assurance and accreditation efforts and facilitate national and sector benchmarking.

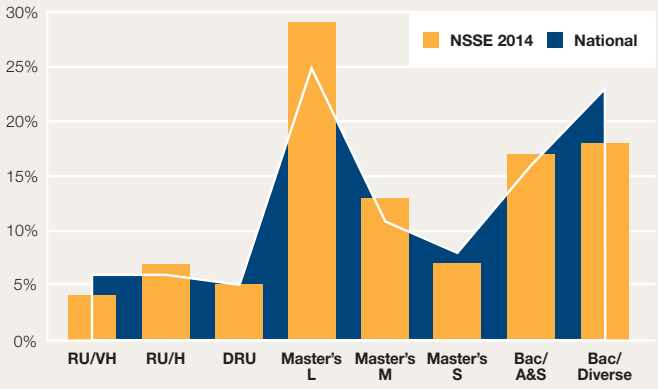
Audiences

NSSE's audiences include college and university leaders, faculty members, advisors, teaching and learning center staff, assessment professionals, institutional researchers, student life staff, governing boards, students, 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 1,500 four-year colleges and universities in the US and Canada have participated in NSSE, with 640 U.S. and 73 Canadian institutions in 2014. Participating institutions generally mirror the national distribution of the 2010 Basic Carnegie Classification (Figure 1).

Figure 1: NSSE 2014 Participating Colleges and Universities



Carnegie 2010 Basic Classification

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/Diverse	Baccalaureate Colleges–Diverse Fields

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

classifications.carnegiefoundation.org

Consortia & University Systems

Groups of institutions sharing a common interest and university systems receive group comparison results. Some append additional questions to the core survey, and some share student-level data among member institutions.

Participation Agreement

Participating colleges and universities agree that NSSE can use the data in the aggregate for reporting purposes and other undergraduate research and improvement initiatives. NSSE may not disclose institutionally identified results without permission. Colleges and universities may use their own data for institutional purposes, including public reporting.

Participation Cost & Benefits

NSSE is fully supported by institutional participation fees. Base fees range from $1,800 to $7,800, determined by undergraduate enrollment. Participation benefits include uniform third-party survey administration with several customization options. Deliverables include a student-level data file of all respondents, comprehensive reports with results for three customizable comparison groups, major field reports, concise summary reports for campus leaders and prospective students, and resources for interpreting results and translating them into practice.

Survey

The NSSE survey is administered online and takes about 15 minutes to complete. Institutions may append up to two topical modules to the core survey to permit deeper examination of areas of particular interest. Examples include academic advising, civic engagement, experiences with diverse perspectives, learning with technology, and writing experiences.
nsse.iub.edu/links/surveys

Response Rates

The average institutional response rate in 2014 was 32%. The highest response rate among U.S. institutions was 88%, and more than half of institutions achieved a response rate of at least 30%.

Validity & Reliability

After more than a decade of use, the NSSE survey was updated in 2013 following extensive pilot testing to ensure validity and reliability. New, continuing, and updated items were tested for clarity and applicability of survey language and to develop new measures related to effective teaching and learning. The update process included cognitive interviews and focus groups with students as well as feedback from institutional users. Engagement Indicators were developed using exploratory and confirmatory factor analysis, reliability analysis, item response theory, generalizability theory, and known-groups comparisons. A Psychometric Portfolio provides more information about NSSE data quality.
nsse.iub.edu/NSSE-update
nsse.iub.edu/links/psychometric_portfolio

Survey Sample

The NSSE survey is administered as a census or a random sample of first-year and senior students.

Administration

The Center for Postsecondary Research at Indiana University's School of Education administers the survey, in partnership with the Indiana University Center for Survey Research.

Accessing NSSE Results

The NSSE website provides summary tables for all survey and module questions, and an online Report Builder allows users to create custom tables of NSSE results for subgroups of interest. A Report Builder for participating institutions, located on a secure server, allows authorized users to create tables using their own data.

Current Initiatives

The NSSE Institute for Effective Educational Practice is continuing work on the Spencer Foundation funded project, Learning to Improve: A Study of Evidence-Based Improvement in Higher Education, an investigation of institutions that show a pattern of improved performance in their NSSE results over time. The institute is also collaborating with the Center for Community College Student Engagement and partner institutions to create actionable information and strategies for strengthening the engagement experiences of Latino students and facilitating their successful transfer and college completion.

Other Programs & Services

The NSSE Institute offers workshops and webinars, faculty and staff retreats, custom analyses, and consulting. Companion surveys include the Beginning College Survey of Student Engagement (BCSSE), the Faculty Survey of Student Engagement (FSSE), and the new Faculty Survey of Student Engagement for Graduate Student Instructors (FSSE-G).

Partners

NSSE was established with a grant from The Pew Charitable Trusts. Subsequent research and development projects have been supported by Lumina Foundation for Education, the Center of Inquiry in the Liberal Arts at Wabash College, the Spencer Foundation, The Teagle Foundation, and the National Postsecondary Education Cooperative. NSSE's *Annual Results* report is sponsored by the Carnegie Foundation for the Advancement of Teaching.

CONSORTIA & STATE OR UNIVERSITY SYSTEMS 2000–2014

State or University Systems

California State University
City University of New York
Concordia Universities
Connecticut State Universities
Indiana University
Kentucky Council on Postsecondary Education
Minnesota State Colleges and Universities
New Jersey Public Universities
North Dakota University System
Ohio State University System
Ontario Universities
Penn State System
Pennsylvania State System of Higher Education
South Dakota Public Universities
State University of New York
Tennessee Publics
Texas A&M University System
University of Hawai'i
University of Louisiana System
University of Maryland
University of Massachusetts
University of Missouri
University of North Carolina
University of Texas
University of Wisconsin Comprehensives
University System of Georgia

Consortia

American Democracy Project
Arts Consortium
Association of American Universities Data Exchange
Association of Independent Colleges of Art and Design
Association of Independent Technical Universities
Bringing Theory to Practice
Canadian Consortium
Canadian Research Universities
Canadian U4
Catholic Colleges & Universities
Colleges That Change Lives
Committee on Institutional Cooperation
Consortium for the Study of Writing in College
Council for Christian Colleges & Universities
Council of Independent Colleges
Council of Public Liberal Arts Colleges
Flashlight Group
G13-x-Ontario
Hispanic Serving Institutions
Historically Black Colleges and Universities
Information Literacy
Jesuit Colleges and Universities
Lutheran Colleges and Universities
Mid-Atlantic Private Colleges
Military Academy Consortium
Mission Engagement Consortium for Independent Colleges
New American Colleges and Universities
New Western Canadian Universities
Online Educators Consortium
Private Liberal Arts Colleges and Universities
Qatar Foundation/Education Division/OFSS
Seventh Day Adventist Colleges and Universities
Sustainability Education Consortium
Teagle Diversity Consortium
Teagle Integrated Learning Consortium
Texas Six
Urban Universities
Women's Colleges
Work Colleges

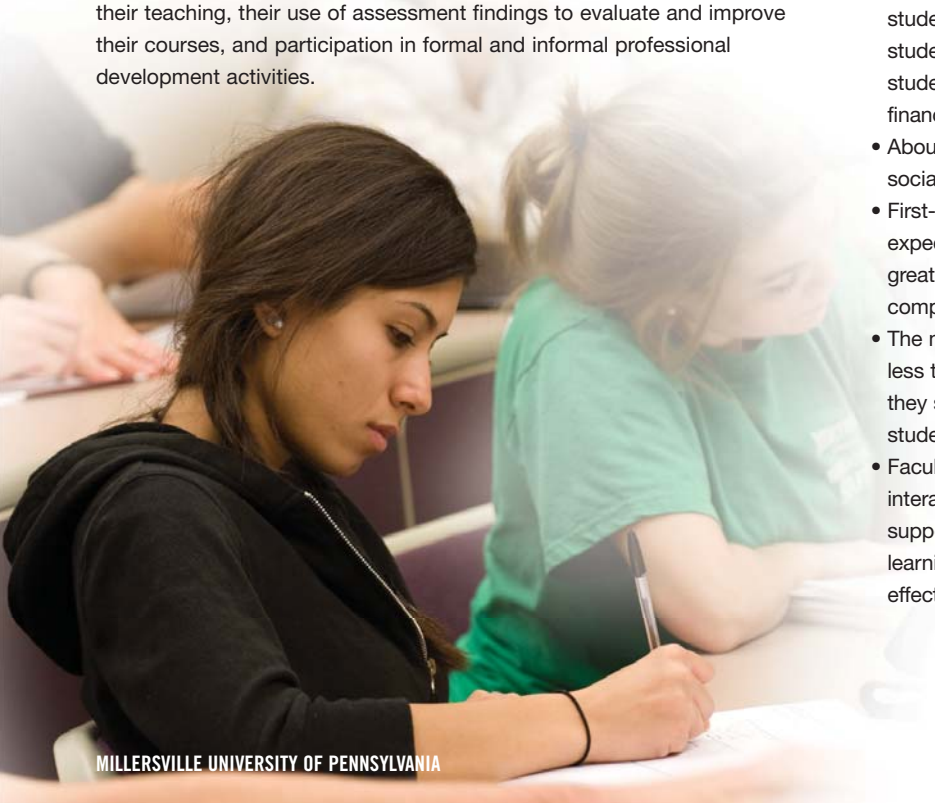
SELECTED RESULTS

Introduction to Selected Results

The results reported in this section draw from over 355,000 census-administered or randomly sampled first-year and senior students attending 622 U.S. bachelor's degree-granting institutions that participated in NSSE in spring 2014. We also used data from two topical modules and a set of experimental items appended to the NSSE survey for different subsets of 2014 institutions.

This section first examines results at the institution level, illustrating how student engagement varies institution by institution. Results for schools of similar size can differ substantially, especially among smaller institutions. Digging deeper into these institution-level findings we show that results for underrepresented and underprepared students—although at a relative disadvantage in the aggregate—are not uniformly lower at all institutions. Similarly, we explore the relationships of engagement with both institutional selectivity and major, showing that variation at the institution level remains a significant consideration. We then feature results for two of the eight topical modules offered in 2014—academic advising and experiences with information literacy—followed by an analysis of experimental questions about students' use of social media.

The section concludes with results from NSSE's two companion surveys, the Beginning College Survey of Student Engagement (BCSSE) and the Faculty Survey of Student Engagement (FSSE). The BCSSE study includes an examination of the mismatches between expected grades (as entering students) and earned grades in the first year. In addition, a set of BCSSE experimental questions looked at students' sleep preferences, comparing the engagement of morning and evening types. Finally, the FSSE analysis examines faculty who seek to improve their teaching, their use of assessment findings to evaluate and improve their courses, and participation in formal and informal professional development activities.



MILLERSVILLE UNIVERSITY OF PENNSYLVANIA

Quick Takes

- While aggregate results generally reveal that underrepresented and underprepared students rate the quality of their interactions with others on campus lower relative to their peers, these groups evidenced no relative disadvantage at an appreciable subset of institutions.
- Average levels of students' experiences with faculty—effective teaching practices and student-faculty interaction—varied notably from one institution to the next, even when examined within selectivity strata.
- When examined at the institutional level, engineering was highest in collaborative learning overall and showed relatively little variability among institutions—suggesting that collaborative learning is a widely adopted pedagogy in engineering education. Considerably greater variability among institutions in collaborative learning resulted for business and social service professions, suggesting less influence of disciplinary norms.
- The number of meetings with an academic advisor was positively linked with perceptions of a supportive campus environment. This finding was remarkably consistent across racial/ethnic groups, indicating that all student groups benefit from the advising relationship.
- One in three first-year students rarely met with an advisor. The proportion who rarely sought advice was higher among commuting, nontraditional-aged, and part-time students—suggesting the need for special outreach efforts for such students.
- Information literacy instruction varied by institutional type, and these differences corresponded with students' information-use behaviors.
- While it was common for institutions to use social media to help students connect with student groups, organizations, and other students, institutions less often used social media to provide students information about educational or career opportunities, financial aid, or to help students connect with faculty.
- About two in five first-year students and a third of seniors said social media substantially distracted them from coursework.
- First-year students who earned higher grades than they had expected were more engaged in learning strategies, reported greater faculty use of effective teaching practices, and studied more compared to students who performed below their expectations.
- The more time faculty spent trying to improve their teaching, the less time they spent lecturing in their courses and the more time they spent engaging students in discussion, small-group activities, student presentations or performances, and experiential activities.
- Faculty who spent more time working to improve their teaching interacted more with students and attached greater value to a supportive campus environment. They also had significantly higher learning expectations for their students and more often used effective teaching practices.

Examining Differences Between Institutions

In the pages that follow, we present several analyses that foreground the institution, examining how average levels of student engagement vary from one institution to the next. While the lion's share of variability in the student experience is between students rather than institutions (NSSE, 2008), there are discernible and notable differences in engagement between institutions. To introduce this topic, we revived a graphical display that was last used following NSSE's first national administration in 2000. Although the summary measures that NSSE now uses differ from those introduced 14 years ago, the broad finding of variability among institutions is unchanged.

To illustrate, we sorted U.S. participating institutions by undergraduate enrollment size, then graphed each institution's average scores on four of NSSE's ten Engagement Indicators (EIs)—two for first-year students and two for seniors (Figures 2 and 3). The selected indicators were drawn from three of the four themes under which EIs are organized (Academic Challenge, Learning with Peers, and Experiences with Faculty). We intentionally selected indicators that occupy different ranges on the 60-point scale so each pattern is clearly visible.


PRESCOTT COLLEGE

The figures resemble the trace of a seismograph, as institutions in the same enrollment "neighborhood" often show large differences in average levels of Higher-Order Learning, Collaborative Learning, Effective Teaching Practices, or Student-Faculty Interaction. In the following pages, we investigate this variability more closely: Do institutions differ in the engagement of specific student populations? Are some more successful with at-risk populations? Do differences in admissions selectivity account for the varying levels of engagement? What does this variability look like within related academic majors?

Figure 2: Average First-Year Higher-Order Learning and Collaborative Learning Scores by Institution and Enrollment Size

Notes: Enrollments randomly perturbed by up to 5% in either direction to comply with NSSE's policy against using student engagement information to rank institutions. Institutions spaced evenly for presentation purposes.

Figure 3: Average Senior Effective Teaching Practices and Student-Faculty Interaction Scores by Institution and Enrollment Size

Notes: Enrollments randomly perturbed by up to 5% in either direction to comply with NSSE's policy against using student engagement information to rank institutions. Institutions spaced evenly for presentation purposes.

Are Some Institutions More Hospitable to Certain Populations?

While NSSE has often encouraged analyzing learning experiences by student populations to better understand who is most and least engaged, NSSE *Annual Results* have been mostly at the aggregate level. From a bird's-eye view, the NSSE 2014 administration reveals patterns similar to past results.

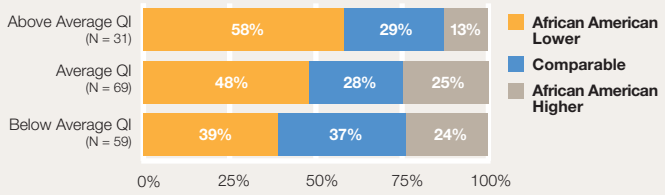
For example, first-year African American and Latino students rated the quality of their interactions (QI) with others (students, advisors, faculty, and other staff members) lower than did their White counterparts, and underprepared[a] first-year students also rated the quality of their interactions lower when compared to their most-prepared peers (Table 1). While these aggregate results are worrisome, closer examination shows that the effects were not uniform across all institutions. Analyzing differences between the underrepresented and underprepared students and their counterparts institution[b] by institution, the differences at some institutions were non-existent or even reversed. For example, two in five institutions with the highest average QI scores showed no shortfall in quality of interactions for first-year African American students, and the proportions are even greater for institutions with average and below average performance (Figure 4). Similar patterns were seen for first-year Latino students (Figure 5) and underprepared students (Figure 6).

In another example, aggregate results show that senior transfer students participated in collaborative learning less often than their non-transfer counterparts (Table 1). Yet, examining collaborative learning institution by institution, the deficit for senior transfer students was non-existent at roughly a quarter of institutions (Figure 7).

Table 1: Selected Subgroup Comparisons for Quality of Interactions and Collaborative Learning

Quality of Interactions (First-Year)				Effect Size
African-American	40.5	White	42.6	-.18
Latino	40.3	White	42.6	-.20
Underprepared	40.1	Most prepared	43.4	-.27
Collaborative Learning (Senior)				**Effect Size**
Transfer	31.0	Non-transfer	35.2	-.30

Figure 4: Percentage of Institutions Where First-Year African American Students Perceived Higher, Comparable, or Lower Quality of Interactions (QI) than Their White Counterparts, by Institutional QI Performance



Interestingly, we found few discernible differences by institution type[c] between institutions with, and those without, deficits for the identified groups. Transfer students, underprepared students, and students of color—as well as other subpopulations—may experience fewer disadvantages if the right environment and structures are in place. These results suggest that institutional culture, policy, and practices can make a difference in the quality of the student experience.

Figure 5: Percentage of Institutions Where First-Year Latino Students Perceived Higher, Comparable, or Lower Quality of Interactions (QI) than Their White Counterparts, by Institutional QI Performance

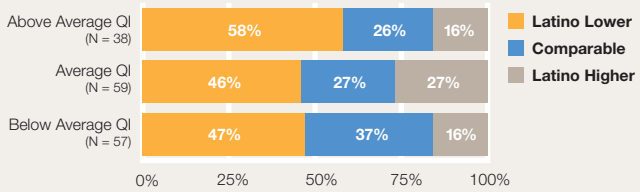


Figure 6: Percentage of Institutions Where Underprepared First-Year Students Perceived Higher, Comparable, or Lower Quality of Interactions (QI) than Their Well-Prepared Counterparts, by Institutional QI Performance

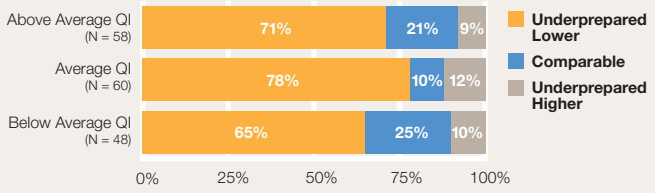
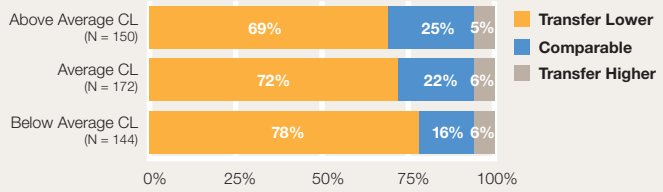


Figure 7: Percentage of Institutions Where Senior Transfer Students Engaged in Higher, Comparable, or Lower Collaborative Learning (CL) than Their Non-transfer Counterparts, by Institutional CL Performance



Note: In Figures 4–7, row percentages may not sum to 100 due to rounding.

a. "Underprepared" students scored in the bottom quartile by SAT/ACT scores, while their "most-prepared" peers scored in the top quartile.

b. To ensure reliable statistics, only institutions with a minimum of 20 respondents per group were used for this analysis.

c. Carnegie classification, Barron's selectivity, size, control, online status, minority-serving status, and region. The only exception was that minority-serving institutions were more represented among those with no disadvantage for African American or Latino students.

Selectivity and Experiences with Faculty

Conventional wisdom holds that more selective institutions provide superior educational experiences. However, selectivity measures neither educational effectiveness nor student development during college. Student engagement is one way to evaluate the conditions for student learning and institutional quality. Interestingly, NSSE data indicate a limited amount of variation between and substantial variation within selectivity strata.

In this section, we examine the two Engagement Indicators bearing on students' experiences with faculty: Effective Teaching Practices and Student-Faculty Interaction. There was substantial variation in the institutional averages on these measures (see Figure 3, p. 9).

To determine the role selectivity plays in this variation, we grouped institutions based on the selectivity index compiled by Barron's *Profiles of American Colleges* (Barron's Educational Services, Inc., 2013). Statistical analyses revealed no statistically significant differences among selectivity tiers for first-year Student-Faculty Interaction scores, but the Most Competitive group was significantly higher than other tiers for first-year Effective Teaching Practices. At the senior level there were fewer systematic differences favoring the Most Competitive group (Table 2).

Next, we plotted the distribution of institution-level scores by selectivity tier (Figures 8 & 9). Results show wide variability within the tiers, with no one tier fully above the others. In fact, each group's top performers scored better than every group's bottom performers. Some competitive institutions performed above highly and most competitive institutions, and some noncompetitive and less competitive institutions scored as well as more selective institutions.

These findings call into question the notion that attending a more selective institution *assures* a superior educational experience; institutions with lower selectivity profiles can and often do offer experiences with faculty that are at least comparable to those at more selective institutions.

Table 2. Institutional Average Student-Faculty Interaction and Effective Teaching Practices

	First-Year	Senior
Student-Faculty Interaction		
Noncompetitive	22.3	25.0[a]
Less Competitive	22.6	26.7[a]
Competitive	22.3	27.3
Very Competitive	21.8	28.3
Highly Competitive	21.4	28.1
Most Competitive	23.4	30.3[b]
Effective Teaching Practices		
Noncompetitive	40.8[a]	41.9
Less Competitive	40.5[a]	42.5
Competitive	40.5[a]	41.8[a]
Very Competitive	41.2[a]	41.8[a]
Highly Competitive	40.6[a]	41.8[a]
Most Competitive	43.4[b]	43.8[b]

Note: Superscripts indicate groups that were significantly different from one another ($p<.05$) based on Tukey post-hoc tests.

Figure 8. First-Year Institutional Average Effective Teaching Practices and Student-Faculty Interaction by Selectivity

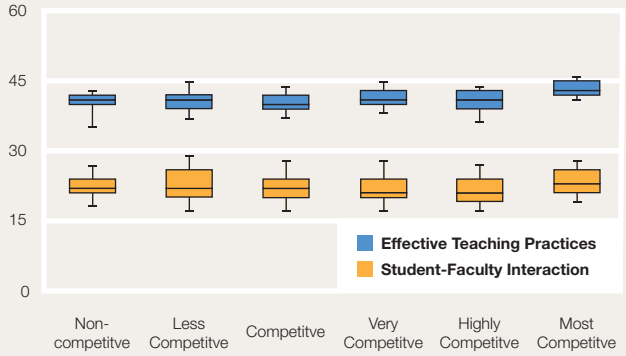
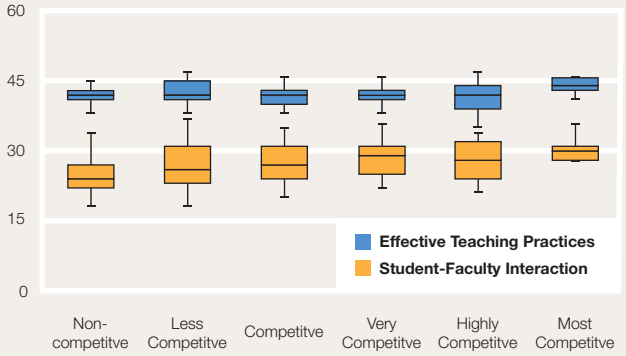


Figure 9. Senior Institutional Average Effective Teaching Practices and Student-Faculty Interaction by Selectivity



Box-and-whisker charts illustrate the distribution of average scores within each group, where the box represents the middle 50% of scores (bounded by the 25th and 75th percentiles), and the horizontal line inside each box represents the score that splits the distribution into two groups of equal size (i.e., the median score). The end caps on the lines below and above each box demarcate the bottom and top 5% of scores (5th and 95th percentiles).

Note: Unlike the charts in the back of this report which plot *student-level* scores, the charts in this section plot *institution-level* scores.

How Does Student Engagement Vary Across Institutions Within Majors?

As previous editions of NSSE *Annual Results* have shown, some of the between-student variation reflects different patterns of engagement by major field of study. In this section, we examine how the average level of engagement varies between institutions but *within* groups of related majors. This offers insight into the extent to which certain practices may be institutionalized within a discipline (little variability among institutions), while other practices may be the subject of localized specialization or emphasis (more variability among institutions). NSSE's Collaborative Learning indicator offers a good example of the joint impact of discipline and institution (Figure 10). Students majoring in engineering evidenced the highest overall level of collaborative learning, and when examined at the institutional level, engineering showed relatively little variability among institutions—suggesting that collaborative learning is a widely implemented engineering pedagogy. Collaborative learning was less evident for arts & humanities majors, but with a similarly tight clustering of institutional averages—again suggesting widespread pedagogical norms and practices, in this case with less emphasis on collaboration. Greater variability among institutions on collaborative learning existed for business and social service professions (e.g., social work, criminal justice, public administration). In these fields, departments varied more from one institution to the next in the degree to which they employed or encouraged collaboration among students—there was more local variation.

We found a different pattern for Reflective & Integrative Learning, with a stronger influence of disciplinary cultures. In contrast with collaborative learning, arts & humanities majors showed some of the highest levels of reflective and integrative learning, while engineering was markedly lower. While there was variability between groups of related majors, institutional averages within these groups varied less than they did for collaborative learning (Figure 11).

For deans and department chairs, these results suggest the opportunity to revisit and question disciplinary norms and practices about pedagogical approaches. For example, those in arts & humanities might investigate opportunities to promote collaborative learning, while deans and faculty in STEM fields might consider opportunities to foster reflective and integrative learning (Nelson Laird et al., 2011).

Figure 10: Among Seniors, Distribution of Institutional Average Level of Collaborative Learning for Selected Groups of Related Majors

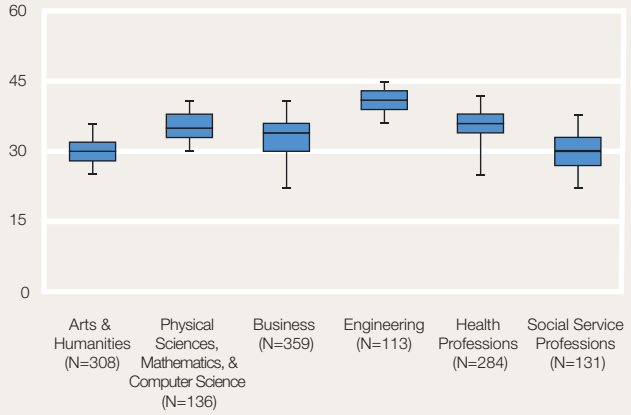
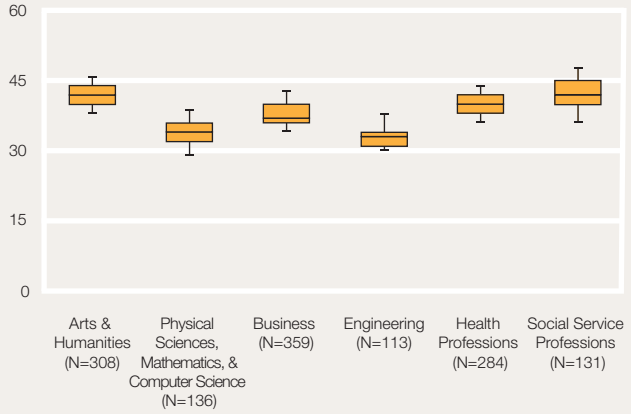


Figure 11: Among Seniors, Distribution of Institutional Average Level of Reflective & Integrative Learning for Selected Groups of Related Majors



Box-and-whisker charts illustrate the distribution of average scores within each group, where the box represents the middle 50% of scores (bounded by the 25th and 75th percentiles), and the horizontal line inside each box represents the score that splits the distribution into two groups of equal size (i.e., the median score). The end caps on the lines below and above each box demarcate the bottom and top 5% of scores (5th and 95th percentiles). Analyses were limited to institutions with at least 20 seniors in each group of related majors.

Note: Unlike the charts in the back of this report which plot *student-level* scores, the charts in this section plot *institution-level* scores.

"Selective research universities can be stereotyped as places where creating an enriching student experience outside of the classroom is not an institutional priority. Our continued use of NSSE showed us that our students perceive our environment as supportive both at the end of the formative first year and still as they are about to graduate."

—JANEL A. SUTKUS, DIRECTOR OF INSTITUTIONAL RESEARCH AND ANALYSIS, CARNEGIE MELLON UNIVERSITY

SELECTED RESULTS: TOPICAL MODULES

Introducing Topical Modules

NSSE provides participating institutions the option to append one or two NSSE-designed and tested topical modules to the core survey. Developed in consultation with subject-matter experts or in partnership with interested organizations, modules afford the opportunity to probe more deeply into areas of special interest. In 2014, NSSE offered a menu of eight modules covering a wide range of important topics (Table 3). About three out of four participating institutions opted to include at least one topical module.

Table 3: NSSE 2014 Topical Modules and the Number of U.S. Institutions That Elected Them

Module	Number of U.S. Institutions
Academic Advising	215
Experiences with Information Literacy	76
Development of Transferable Skills	71
Global Perspectives—Cognitive and Social	71
Experiences with Diverse Perspectives	64
Experiences with Writing	59
Learning with Technology	56
Civic Engagement	49

To view aggregate responses to each topical module (as well as the core NSSE survey), refer to Summary Tables in the NSSE Findings section of the website. **nsse.iub.edu/html/summary_tables.cfm**

This section presents findings from the two most widely-elected modules, academic advising and experiences with information literacy.

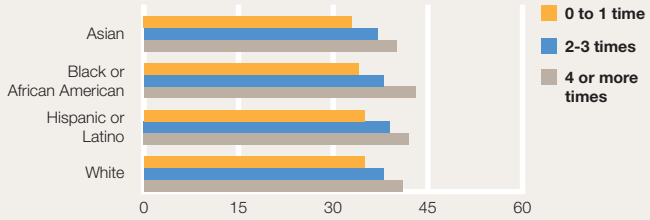
The Importance of Academic Advising

Academic advising is an essential function on college campuses. Not only do academic advisors help build course schedules and acquaint students with academic policies and important deadlines, they serve as supportive mediators between students and the institution. Academic advisors may also promote engagement in effective educational practices by guiding students' educational decisions and providing helpful information about special programs and events. In 2014, 215 U.S. institutions elected to include NSSE's topical module on academic advising, and approximately 127,231 first-year and senior students responded. (The advising module was by far the most commonly selected module, indicating widespread concern for the quality and importance of advising.) This module examines many facets of students' experience with academic advising, including frequency of use, primary sources of advice, and advisor behaviors.

Number of Advising Meetings and Supportive Environment

The number of times students met with academic advisors in the first year of college was positively related to their perceptions of a supportive campus environment. First-year students who met more often with an academic advisor reported a stronger institutional emphasis on academic, social, and personal support through program offerings, social opportunities, diverse interactions, campus activities and events, as well as support for health and wellness. Further, the positive link between the number of advising meetings and perceptions of support was consistent across racial/ethnic groups, which suggests that academic advisors help all student groups become more acclimated to the campus environment (Figure 12).

Figure 12. First-Year Perceptions of a Supportive Environment by Race or Ethnicity and Number of Meetings with an Academic Advisor



Unfortunately, an appreciable share of first-year students rarely met with an advisor. About one in three first-year students had fewer than two meetings with an advisor during the year (23% had one meeting, and 9% never met with an advisor). When asked about the primary source of advice about their academic plans, first-year students who rarely met with an advisor most often identified family members, friends, or other students (Table 4).

About one out of four students (27%) who rarely met with an advisor characterized their institution's emphasis on providing academic support as only "Some" or "Very little." Commuting, nontraditional aged, and part-time students were overrepresented among those who rarely met with an advisor. These findings suggest the need for special outreach efforts for students who may have limited opportunities to take advantage of advising or who may be disinclined to do so.

Table 4. Percentage of First-Year Students' Primary Sources of Advice by Number of Meetings with an Academic Advisor

Primary Source of Advice	Rarely[a] met with advisor	Met with advisor at least twice
Family Members	23%	16%
Friends or other students	21%	13%
Academic advisor(s) assigned to you	16%	41%
Faculty or staff not formally assigned as an advisor	11%	10%
I did not seek academic advice this year	10%	3%
Website, catalog, or other published sources	7%	4%
Academic advisor(s) available to any student	6%	10%
Online advising system (degree progress report, etc.)	5%	2%
Other source	2%	1%

Note: Percentages are weighted by gender, enrollment, and institutional size.
a. Students were asked, "During the current school year, about how many times have you and an academic advisor discussed your academic interests, course selections, or academic performance?" "Rarely" is the percentage who responded "0" or "1".

Comparing the Perspectives of First-Year Students and Faculty

The Faculty Survey of Student Engagement (FSSE) offered a companion module of advising-related questions which were completed by 7,049 faculty at 47 U.S. institutions (39 of which also used the NSSE advising module). The majority of the responses came from faculty at Master's-level institutions. Six institutions in the sample were doctoral universities. It is instructive to compare faculty perceptions of important advising behaviors with student experiences of those behaviors (Table 5).

The percentage of students whose advisors emphasized these important behaviors (done "Very much" or "Quite a bit") was lower than we might wish. For example, about three in five first-year students said their advisor emphasized providing help during times of academic difficulty. A similar proportion (64%) said their advisor emphasized providing useful information about courses. But this is not because advisors think the behaviors are unimportant. Nearly 9 out of 10 faculty said helping an advisee during times of academic difficulty is "Important" or "Very important" to their role as an advisor. The same percentage of faculty agreed that providing useful course information is at least "Important." In general, it seems as though faculty value advising behaviors that are helpful and needed among students. Although faculty advisors value these behaviors, more training, monitoring, and feedback may be needed to ensure that students derive maximum benefit from the advising relationship.

Table 5. First-Year Student and Faculty Responses to Advising Behaviors

Advising Behaviors	First-year students: Advisors Quite a bit / Very much...	Faculty: Important / Very important to advising role
Listen closely to concerns and questions	71%	99%
Available when needed	70%	97%
Provide useful information about courses	64%	87%
Inform about important deadlines	61%	84%
Help understand academic rules and policies	60%	82%
[Inform about academic support options (tutoring, study groups, help with writing, etc.)	59%	83%
Help during times of academic difficulties	57%	87%
Help get information on special opportunities (study abroad, internships, research projects, etc.)	52%	78%
Discuss career interests and post-graduation plans	50%	94%

Note: Sample limited to 39 U.S. institutions that elected to include academic advising questions for both faculty and students. Faculty respondents were not necessarily the advisors of the student respondents. Student percentages were weighted by institution-reported sex and enrollment states, and by institution size.

Experiences with Information Literacy

Information literacy is a critical liberal learning outcome for today's college students (Association of American Colleges and Universities, 2007). Information literacy skills help students develop the capacity to become lifelong learners and adapt to our rapidly changing world. Due to the importance of information literacy skills development, NSSE collaborated with college and university librarians specializing in information literacy to create the Experiences with Information Literacy module. The module asks students about their use of information and how much their instructors emphasized the development of information literacy skills. In 2014, 53,999 students at 76 U.S. institutions responded to the module.

Instructors emphasized[a] information literacy skills development to a considerable degree (Table 6). For example, about nine in ten first-year students said their instructors discouraged plagiarism and stressed appropriately citing sources. Additionally, large majorities of first-year students reported that their instructors emphasized using peer-reviewed sources (81%) and questioning the quality of information sources (74%). Two out of three first-year students frequently[b] received feedback from instructors on how to improve their use of information resources. Furthermore, 71% of first-year students frequently had larger papers or projects divided into smaller assignments, mimicking the information use process (Saracevic & Kantor, 1997). Results for seniors were similar or slightly lower.

Less positive were students' uses of information sources. While most students used information sources outside of course readings to complete an assignment, many appeared to use information uncritically. Only 37% of first-year students and 36% of seniors frequently decided not to use an information source due to questionable quality. About 40% of first-year and senior students frequently changed the focus of a paper while researching a topic. Only about half of first-year and senior students frequently looked for a reference cited in something they had read.

Table 6: Instructor Role in Developing Information Literacy Skills

	First-Year	Senior
Instructor emphasis:[a]		
Not plagiarizing another author's work	91%	88%
Appropriately citing the sources used in a paper or project	89%	85%
Using scholarly or peer-reviewed sources in your course assignments	81%	80%
Questioning the quality of information sources	74%	69%
How often:[b]		
Worked on a paper or project that had multiple smaller assignments such as an outline, annotated bibliography, rough draft, etc.	71%	67%
Received feedback from an instructor that improved your use of information resources	68%	63%

Note: Results weighted by institution-reported sex, enrollment status, and institution size.
a. "Very much" or "Quite a bit"
b. "Very often" or "Often"

Differences in Information Literacy Experiences by Institution Type

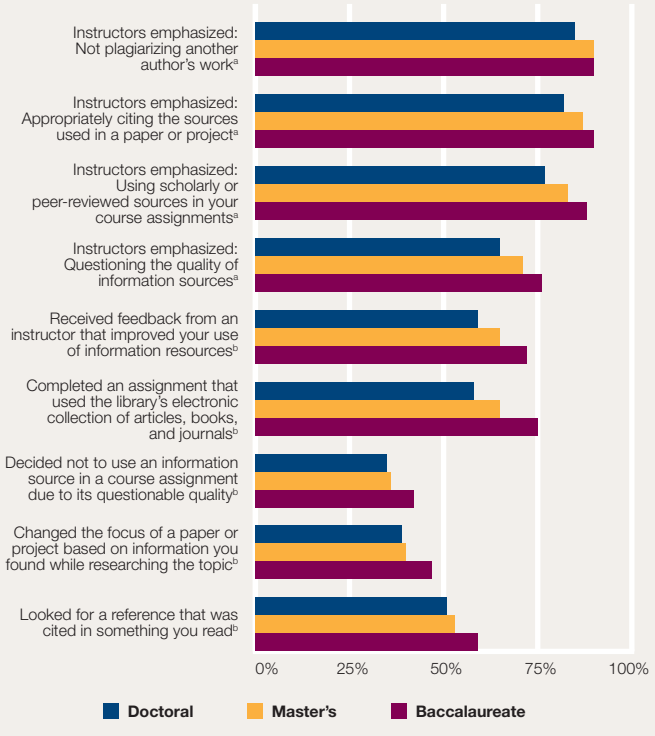
During the first year, students at baccalaureate colleges and doctorate-granting institutions experienced comparable levels of instructor emphasis on the proper use of information. Similarly, little difference was observed in first-year student engagement in behaviors like avoiding an information source due to quality concerns and looking up

a cited source. An exception was that instructors at doctoral institutions provided less frequent feedback on students' use of information than did those at other institution types.

There were more pronounced institution type differences in information literacy experiences among seniors. Differences between baccalaureate colleges and doctorate-granting institutions were sizeable on most measures, while master's-level institutions were generally between the two (Figure 13). Instructors at doctorate-granting institutions were less likely to emphasize the proper use of information and provide feedback to seniors on their use of information. Seniors at baccalaureate colleges used information more critically and were more likely to take advantage of their institution's electronic information resources than their peers at other institution types.

In combination, the results suggest that information literacy instruction is structured differently at different types of institutions, and that these patterns impact student behaviors. At baccalaureate colleges, information literacy instruction appears to occur across class levels and instructors provide specific feedback to students. In contrast, instructors at doctorate- and, to a lesser degree, master's-granting institutions were less likely to emphasize information literacy skills in upper level classes and to provide specific feedback to students. These differences appear to manifest in seniors' behavior at baccalaureate colleges where they were more likely to critically use information than their peers at master's and doctoral institutions.

Figure 13: Senior Information Literacy Experiences by Institution Type



a. "Very much" or "Quite a bit"
b. "Very often" or "Often"


LOYOLA UNIVERSITY NEW ORLEANS

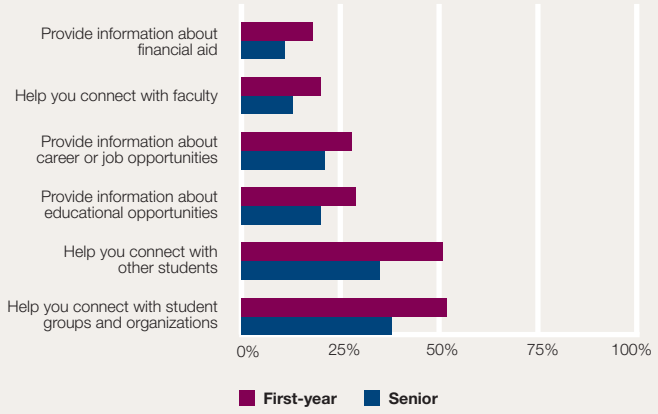
SELECTED RESULTS: EXPERIMENTAL ITEMS

Social Media: An Opportunity to Engage Undergraduates

Social media's impact in higher education can range from distraction during classes, to a way for students to build connections with other students, to a means of deepening learning through technology-mediated interactions with faculty, staff, and course material. To explore both learning-directed and distracting uses of social media, a short set of experimental items was appended to NSSE at 44 institutions. Respondents included 5,904 first-year students and 7,850 seniors.

Results show that many institutions substantially[a] used social media to help students connect with student groups, organizations, and other students. Institutions made less use of social media to provide students information about educational opportunities, career or job opportunities, or financial aid, or to help students connect with faculty (Figure 14).

Figure 14: Institutional Uses of Social Media



Note: Percentages indicate the extent to which institutions used social media "Very much" or "Quite a bit".

About two in five first-year students and a third of seniors were substantially[a] distracted from completing their coursework by social media. About one in five first-year students and one in ten seniors said their social media use led them to feel at least somewhat[b] intimidated by other students (e.g., harassed, hazed, or bullied).

Learning-directed uses of social media were systematically and positively related to engagement in effective educational practices (Table 7). For both first-year and senior students, the strongest relationships between engagement and learning-directed uses of social media were for Reflective & Integrative Learning, Collaborative Learning, and Student-Faculty Interaction. Positive, though weaker relationships existed between *distracting uses* of social media and Collaborative Learning and Student-Faculty Interaction. These findings may indicate that students using social media in learning-directed ways are connecting with peers and faculty to support their learning, while those using social media in distracting ways may need to seek help from peers and instructors to compensate for class and study time lost to social media. Learning-directed and distracting uses of social media were moderately correlated (r =.5) indicating that learning-directed uses of social media may nonetheless provide opportunities for distraction. Some students may simply use social media for a variety of purposes.

When student characteristics were used to predict learning-directed or distracting uses of social media, few differences were found. However, international students, particularly in the first year, were more likely to employ learning-directed uses of social media, while older students were less likely to employ either learning-directed or distracting uses of social media.

a. "Very much" or "Quite a bit"
b. "Very much," "Quite a bit," or "Some"

Table 7: Relationships Between Uses of Social Media and Engagement

	Learning-Directed Uses of Social Media		Distracting Uses of Social Media	
Engagement Indicator	First-Year	Senior	First-Year	Senior
Higher-Order Learning	+	+		
Reflective & Integrative Learning	++	++		
Learning Strategies	+	+		
Quantitative Reasoning	++	+	+	
Collaborative Learning	++	++	+	+
Discussions with Diverse Others	++	+		
Student-Faculty Interaction	++	++	+	+
Effective Teaching Practices	+			
Quality of Interactions	+	+		
Supportive Environment	+	++		

Notes: Learning-directed uses of social media included understanding course materials and ideas; learning, studying, or completing coursework with other students; connecting to people who are different in terms of race, social class, religion, or political beliefs; and understanding controversial issues from multiple perspectives. Distracting uses of social media included distracting students from completing coursework, paying attention in class, participating in campus events and social activities, or doing group work with other students; as well as feeling intimidated by other students (e.g., harassed, hazed, or bullied). Continuous variables were standardized before entry into regression models. Engagement Indicators were dependent variables. Controls included major, enrollment status, courses taken online, grades, transfer status, first-generation status, gender identity, age, citizenship, racial/ethnic identification, living situation, Carnegie classification, and institutional control.

Key: + p< .001 Unst. B>.1; ++ p<.001 Unst. B>.2

COMPANION SURVEYS

Beginning College Survey of Student Engagement

The Beginning College Survey of Student Engagement (BCSSE, pronounced "bessie") measures the high school academic and co-curricular experiences of entering first-year students, as well as their expectations for participating in educationally purposeful activities during the first year of college. BCSSE administration takes place prior to the start of fall classes so responses can be paired with NSSE in the spring. BCSSE results can aid the design of orientation programs, student services, and other efforts aimed at improving the learning experiences of first-year students. Since its launch in 2007, more than 515,000 students at 399 institutions across the US and Canada have completed the BCSSE survey.

BCSSE 2013-NSSE 2014 Facts

- More than 71,000 first-year students enrolled at 124 institutions participated in BCSSE in the summer and fall of 2013.
- Of these 124 institutions, 99 also participated in NSSE 2014 and received the *BCSSE-NSSE Combined Report*.
- Of the BCSSE participants, 35% were public institutions, and approximately 39% were bachelor's-granting colleges, 46% master's level, and 15% doctorate-granting.

Find out more about BCSSE online: bcsse.iub.edu

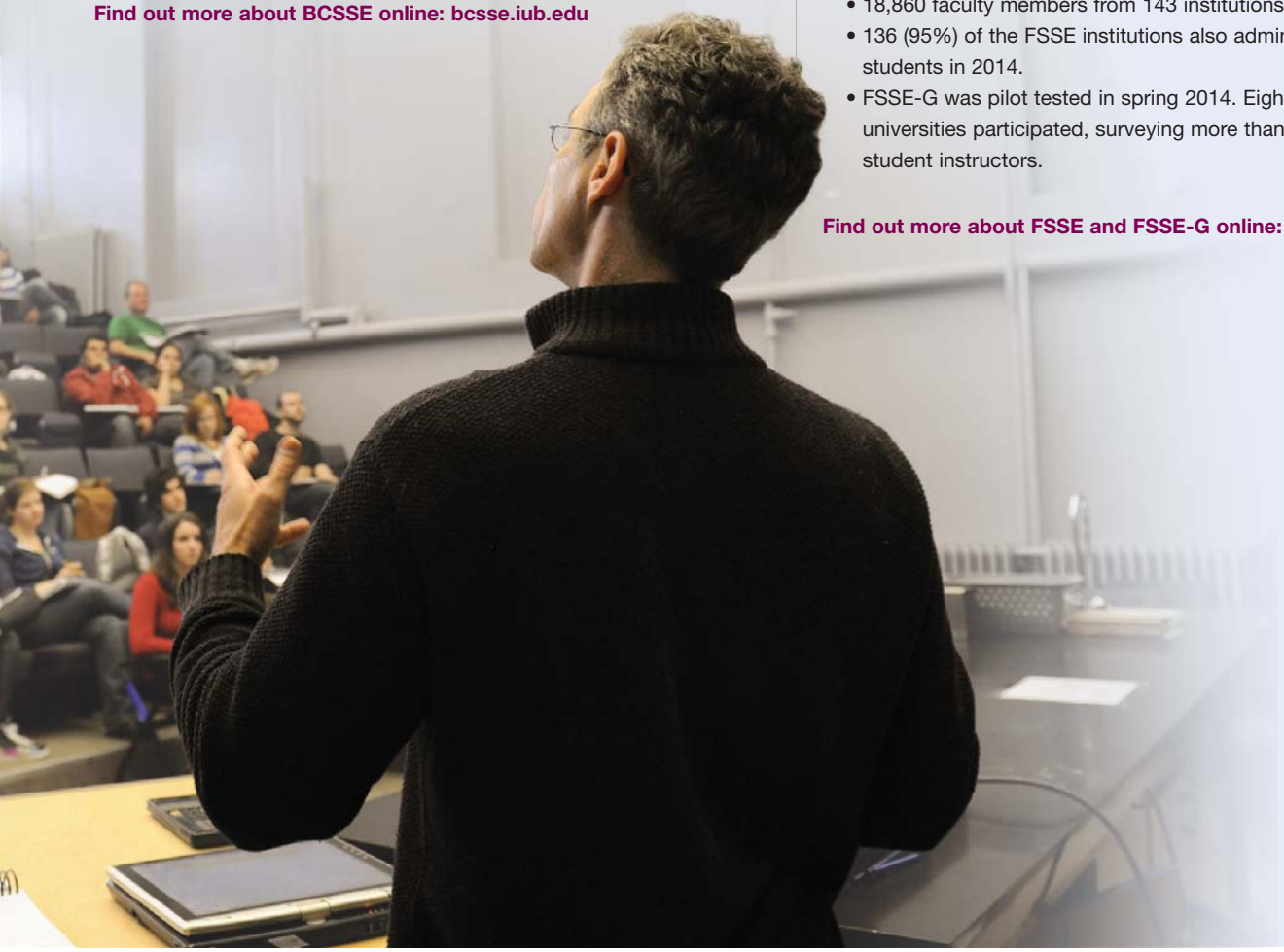
Faculty Survey of Student Engagement (FSSE) and FSSE for Graduate Student Instructors (FSSE-G)

The Faculty Survey of Student Engagement (FSSE) (pronounced "fessie") measures faculty members' expectations of student engagement in educational practices that are empirically linked with high levels of student learning and development. The survey also collects information about how faculty members spend their time on professorial activities and allow for comparisons by disciplinary areas as well as other faculty or course characteristics. Although some graduate student instructors (GSIs) participate in FSSE administrations every year, FSSE is not intended to query GSIs in particular. For this reason, FSSE-G was designed to capture the experiences, professional development, and perceptions of graduate students who teach undergraduates. FSSE and FSSE-G results can both be used to identify areas of institutional strength, as well as aspects of the undergraduate experience that may warrant attention. The information can be a catalyst for productive discussions related to teaching, learning, and the quality of students' educational experiences. Since 2003, faculty from more than 770 different institutions have responded to FSSE.

FSSE and FSSE-G 2014 Facts

- The average institutional response rate for FSSE was 48%.
- 18,860 faculty members from 143 institutions responded to FSSE.
- 136 (95%) of the FSSE institutions also administered NSSE to their students in 2014.
- FSSE-G was pilot tested in spring 2014. Eight large research universities participated, surveying more than 10,000 graduate student instructors.

Find out more about FSSE and FSSE-G online: fsse.iub.edu



DALHOUSIE UNIVERSITY

Expected Versus Actual Grades: The Role of Engagement and Time on Task

Students enter college with many expectations, one of which involves their academic performance. Expectations result from the interaction of our past experiences and our anticipated environment (Olson, Roese, & Zanna, 1996). Prior research has shown that when new college students' expectations were met, they were more likely to be satisfied with their college experience, more socially and academically integrated into their campus community, and more likely to persist (Helland, Stallings, & Braxton, 2002). As Konings, Brand-Gruwel, van Merrienboer, and Broers (2008) claimed, "Expectations affect students' motivation, engagement, and investment of effort in learning" (p. 536).

In summer or fall 2013, BCSSE respondents indicated what they expected most of their grades to be during their first year of college. A total of 12,336 of these students at 95 U.S. institutions also completed NSSE during the spring of 2014, which asked them to indicate what most of their first-year grades had been. Thus it is possible to analyze the congruence between students' expectations and their actual performance.

About 19% of students expected to earn mostly As during their first year of college, and about one-third (34%) expected to earn mostly A-minuses. One-quarter expected mostly B-plus grades and about 18% mostly Bs. Very few students entered college expecting B-minus grades or lower.

Analysis focused on students whose self-reported first-year grades differed by at least two grade units from their precollege expectations. For example, students expecting mostly As but who earned mostly Bs underperformed their expectations by three units. Those who expected to earn mostly B-plus grades but earned mostly A-minuses exceeded their expectations by one unit. Overall, 30% of students met their grade expectations, and an additional thirty-nine percent were within one unit of their expectation. About one in five (19%) *substantially underperformed* their expectations (under by at least two units), and 12% *substantially overperformed* their expected grades (over by at least two units).

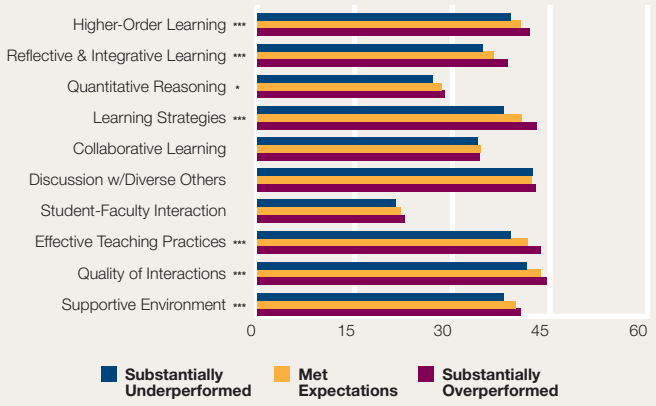
Compared to those who substantially underperformed their grade expectations, students who substantially *overperformed* their grade expectations had higher scores on seven of NSSE's ten Engagement Indicators: Higher Order Learning, Reflective & Integrative Learning, Quantitative Reasoning, Learning Strategies, Effective Teaching Practices, Quality of Interactions, and Supportive Environment (Figure 15). The greatest differences were with Learning Strategies and Effective Teaching Practices, suggesting that these activities have the most potential to boost students' grades.

Does it matter how students spend their time?

Yes. As one would expect, students who substantially exceeded their grade expectations spent *more* time studying compared to those who underperformed their expectations (Figure 16). Similarly, the more hours students worked, the more likely they were to underperform their grade expectations. On the other hand, the amount of time students spent relaxing and socializing was unrelated to whether or not they met their grade expectations.

Taken together, these results point to the importance of educationally purposeful activities for students to meet or exceed their academic performance expectations.

Figure 15: Engagement Indicator Scores by Congruence between Grade Expectations and First-Year Grades

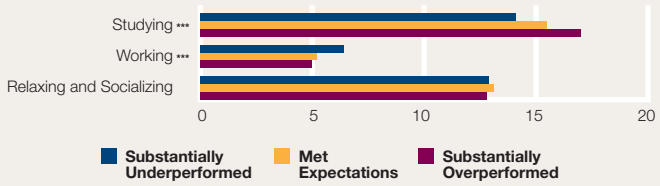


Note: Asterisks indicate significant differences between the "Substantially Underperformed" and "Substantially Overperformed" groups.

Means were adjusted using expected grades as a covariate. This adjustment controls for differences in engagement related to different grade expectations. Students whose grades differed from expectations by a single unit were excluded.

Key: * p<.05; *** p<.001

Figure 16: Comparisons of Hours per Week Studying, Working for Pay, and Socializing by First-Year Grade Performance Relative to Expectations



Note: Asterisks indicate significant differences between the "Substantially Underperformed" and "Substantially Overperformed" groups.

Means were adjusted using expected grades as a covariate. This adjustment controls for differences due to different grade expectations. Estimated working hours are the sum of hours worked on- and off-campus. Students whose grades differed from expectations by a single unit were excluded.

Key: *** p<.001

Sleep Preferences and Engagement

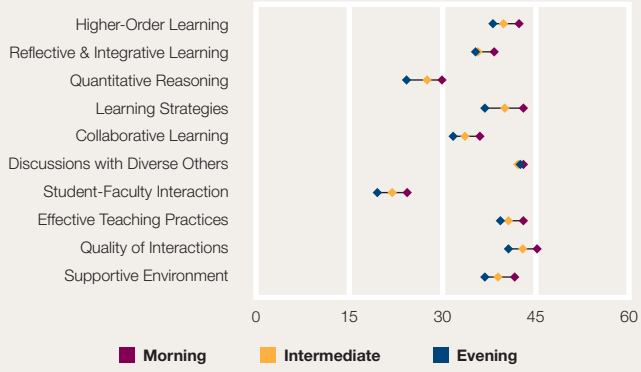
Sleep is a fundamental human activity, yet it has largely been neglected in studies of the college student experience. Many factors can significantly affect the quality of college students' sleep including biological processes, nighttime use of electronic media, caffeine consumption, class schedules, and others (Owens, 2014). In this section we focus on *circadian preference*, the biological rhythm of the individual and the associated optimal time of day for peak cognitive and behavioral functioning. Although much is known about the connection between sleep and academic performance, many college students are unaware of how their sleep habits can contribute to academic difficulties and the quality of their educational experience (Brown & Bulboltz, 2002).

A set of experimental questions that included the *Composite Scale of Morningness* (Smith et al., 1989) was appended to the 2013 BCSSE survey at 57 institutions. Responses from 5,420 students were then linked with their spring 2014 NSSE responses. Students were classified into three circadian preference types: (a) *Morning*–Students who feel their best in the morning and prefer morning activities (12% of respondents), (b) *Intermediate*–Students who are flexible and have no strong preference for morning or evening (77% of respondents), and (c) *Evening*–Students who feel their best in the evening and prefer evening activities (11% of respondents).

Results indicate that morning types were significantly more engaged than their evening-type peers across nine of ten Engagement Indicators (Figure 17). The largest differences were with Quantitative Reasoning, Learning Strategies, and Supportive Environment. (No significant difference was found for Discussions with Diverse Others.)

In addition, there were significant differences in the amount of time devoted to class preparation and socializing (Figures 18 and 19). Nearly half (48%) of morning types spent 16 or more hours per week studying compared to 38% of evening types. Conversely, evening types were almost twice as likely to spend 16 or more hours per week relaxing and socializing compared to their morning type peers (44% versus 23%).

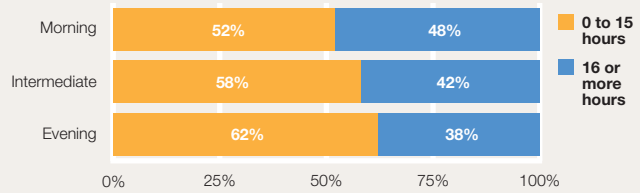
Figure 17. NSSE Engagement Indicator Scores by Circadian Sleep Preference



Note: ANCOVA was used to determine mean differences. With the exception of Discussions with Diverse Others, all differences between Morning and Evening types were statistically significant (p<.001). Covariates included institution size, public or private control, and sex.

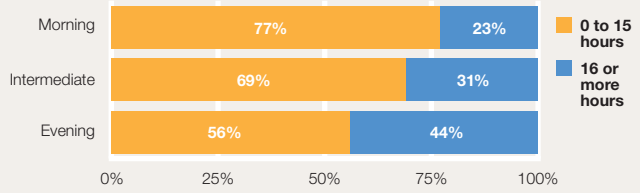
These results reveal that evening-type students are at a distinct disadvantage. Morning-type students are more engaged and, as a result, enjoy a higher quality educational experience during their first year of college. Institutional leaders and student affairs staff should take note of emerging sleep research and its relevance for the college experience. Educational programs and campus media campaigns focused on helping students manage their sleep have been shown to improve academic performance and well-being (Orzech, Salafsky, & Hamilton, 2011).

Figure 18. Distribution of Weekly Time Spent Preparing for Class by Circadian Sleep Preference



Note: Differences between Morning and Evening types were significant using a difference between proportions z-test (p<.05).

Figure 19. Distribution of Weekly Time Spent Relaxing and Socializing by Circadian Sleep Preference



Note: Differences between Morning and Evening types were significant using a difference between proportions z-test (p<.05).

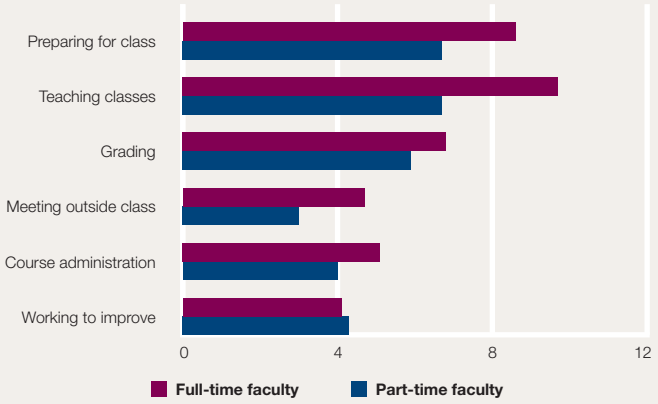

SUNY COLLEGE AT ONEONTA

SELECTED RESULTS: FSSE

Efforts to Improve Teaching Pay Off

On average, faculty spent a good deal of their time on research, creative, or scholarly activities; service activities; and advising students (9, 8, and 5 hours per week, respectively). But most of their time in a typical week was spent on teaching activities. Full-time faculty averaged 9 hours per week preparing for their classes and close to 10 hours per week teaching. Grading, meeting with students outside of class, and handling details of course administration accounted for an additional 17 hours for full-time faculty (Figure 20). Although part-time faculty naturally spent fewer hours a week on these activities, they spent a similar number of hours per week working to improve their teaching (self-reflection, meeting with teaching consultants, attending teaching workshops, conducting research on their own courses, etc.).

Figure 20: Average Weekly Hours Spent on Teaching Activities



Spending time to improve one's teaching is important for engaging students. The more time faculty spent trying to improve their teaching, the less time they spent lecturing in their courses and the more time they spent engaging students in discussion, small-group activities, student presentations or performances, and experiential activities. For example, 42% of faculty who spent no time working to improve their teaching spent more than half of their course time lecturing. Only 26% of faculty who spent five or more hours per week working to improve their teaching spent more than half of their course time lecturing. Of faculty who spent no time working to improve their teaching, 60% spent no class time on experiential activities compared to 38% of faculty that spent five or more hours working to improve their teaching.

Devoting time to teaching improvement was also related to other effective educational practices. Faculty who spent more time working to improve their teaching interacted more with students and attached greater importance to a supportive campus environment. They also had significantly higher learning expectations for their students and more often used effective teaching practices.

Scholarship of Teaching and Learning

FSSE Topical Modules are short sets of questions on topics related to current issues in higher education and student engagement. In FSSE 2014, the Scholarship of Teaching and Learning (SoTL) topical module was completed by 814 faculty from 10 institutions. This module explored institution-supported and faculty-driven efforts to better understand and improve student learning and educational experiences.

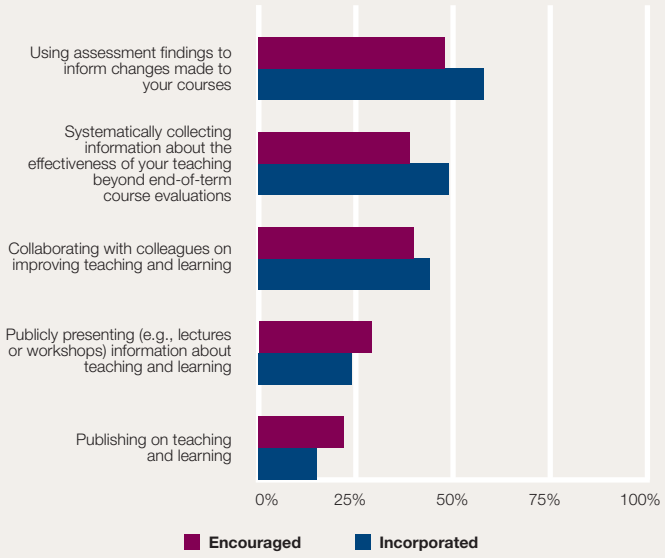
Responses to the SoTL module reveal that more than half of faculty (58%) used assessment findings to inform evaluation and improvement of their courses and about half (49%) collected information from students in a systematic manner to reflect upon their teaching effectiveness. Perhaps emphasizing a commitment to instructional improvement among a community of scholars, 44% of faculty collaborated with colleagues to improve teaching and learning. Fewer faculty, however, publicly presented (24%) or published (15%) about teaching and learning (Figure 21).

Though many faculty incorporated various forms of assessment into their teaching practice, faculty perceived a lack of encouragement or support to do so at the institutional level. Less than half of faculty felt substantially[a] encouraged by their institution to incorporate various SoTL methods. The lowest levels of encouragement were to publicly present (29%) or publish (22%) about their teaching and learning practices (Figure 21).

Faculty engagement with SoTL methods was strongly related to discipline. For instance, nearly three-quarters (72%) of Education and Health Professions faculty substantially[a] incorporated assessment findings to inform changes made to their courses, whereas only 44% of Communications, Media, and Public Relations faculty and 43% percent of Engineering faculty did so.

a. "Very much" or "Quite a bit"

Figure 21: Percentage of Faculty Who Were Encouraged to and Who Incorporated SoTL Methods into Their Work



Note: Percentage who responded "Very much" or "Quite a bit"

NEW IN 2015!

FSSE-G

FOR GRADUATE STUDENTS WHO TEACH UNDERGRADUATES

fsse.iub.edu

Teaching Professional Development

Nearly 2,500 faculty from 22 institutions responded to a series of experimental questions that explored faculty values for assistance with teaching and faculty participation in teaching development activities. Faculty were most interested in support related to developing students' problem solving or critical thinking skills, using technology to improve learning, and creating a supportive environment. Faculty were least interested in institutional support related to assessment and exam design, discussion facilitation, and time management and organization.

Forty-five percent of faculty reported having mentored a faculty colleague with regard to teaching, though only 25% received faculty mentorship related to teaching. About two in five faculty attended discipline-specific instructor orientations or retreats provided by their institution (39%), participated in institution-wide retreats (42%), or participated in a learning community devoted to teaching (38%).

Many faculty reported frequently ("Very often" or "Often") discussing teaching matters with peers (71%), and over half of faculty frequently consulted books, articles, or online resources (59%) and solicited feedback from students beyond course evaluations (53%) to influence their teaching practice. Far fewer faculty frequently participated in more formal professional development activities, which include workshop or training sessions (26%), peer observation and review of teaching (15%), one-on-one (14%) or group (13%) collaboration with peers to develop teaching, and consultation with an office or center devoted to professional development (13%).

When combined, the three informal activities identified previously create FSSE's Informal Development Scale (IDS), while the others create our Formal Development Scale (FDS). Participation in both of these types of professional development was positively related to several forms of effective educational practice. Emphasis on higher-order learning and reflective and integrative learning was strongly related to participation in both forms of professional development, as was participation in student-faculty interaction (Table 8). Based on our findings, institutions interested in improving undergraduate education should look to support both formal and informal forms of faculty development.

Table 8: Relationship Between Participation in Teaching Professional Development Activities and Forms of Effective Educational Practice

FSSE Scales	IDS	FDS
Higher-Order Learning	+++	++
Reflective & Integrative Learning	+++	++
Quantitative Reasoning	+	++
Learning Strategies	++	++
Collaborative Learning	++	++
Discussions with Diverse Others	+	+
Student-Faculty Interaction	+++	+++
Effective Teaching Practices	+++	+
Quality of Interactions	+	+
Supportive Environment	++	++

Note: Symbols represent Pearson's r correlations according to the following key: + r ≥ .1, ++ r ≥ .2, +++ r ≥ .3. Correlations were all significant p < .001.

USING NSSE DATA

When NSSE institutions receive their *Institutional Report*, with survey results and supporting documents, it signals only the beginning of their processes to share and interpret data, identify priorities for action, formulate and implement plans for improvement—and then to circle back to assess the impact of those efforts. Since NSSE's inception, the project has collected hundreds of rich examples of institutions putting student engagement results to use. Many of these have been featured in the "Using NSSE Data" section in past *Annual Results* and described in depth in two volumes of *Lessons from the Field*. These examples highlight steps for converting data to action in ways that promote student success. Collectively, they illustrate 1) the benefit of sharing results widely, 2) the utility of linking NSSE data to other sources, and 3) the value of using data to address real campus problems and issues. Moreover, these institutional accounts demonstrate how NSSE's diagnostic, actionable information can catalyze vital, sometimes challenging conversations on campus about the quality of education for its undergraduates.

Examples in *Annual Results 2014* of participating institutions' use of NSSE data include illustrations of how they used results to increase the campus community's understanding of the survey and what it can reveal, to compare results over time and between different student groups, to respond to accreditation requirements, to inform improvement initiatives, and to promote survey participation. These examples point to the capacity of the updated NSSE instrument—in particular, its more actionable measures and concise, visually appealing reports—to extend and deepen data use.

Introducing the Campus Community to the NSSE Update

Nazareth College

For NSSE 2013, the most recent of Nazareth College's five NSSE administrations, the institutional researchers used several approaches to boost response rate and heighten awareness and interest in the survey. They encouraged faculty of mostly first-year or senior-level courses to mention the survey in class, particularly on the same day students received invitations to participate in the survey. They distributed copies of the instrument to the campus community and asked faculty and staff to think about what they wanted to learn from the results—getting the attention of campus leaders already interacting with data and alerting them to the upcoming NSSE administration.

With the goal of developing a broader understanding across the campus community about NSSE results and what they reveal, when the college received its *Institutional Report 2013*, the *Snapshot* and *Engagement Indicator* reports were shared with the president's council, which includes representatives from each academic division as well as administrative offices. Follow-up discussions focused on different aspects of the reports, homing in on the *Engagement Indicator* box-and-whisker charts. While these charts displayed admirable mean scores for the college, they also revealed gaps in the range of students' experiences. Responding to questions about the *Snapshot* from faculty and staff, institutional researchers compared the results of students who stayed at the college with those of students who left. They found that students who left with a 3.0 GPA or better tended to score low on NSSE items in the Effective Teaching Practices indicator. Discussions of these findings at the annual faculty retreat included sharing ideas about appropriate actions to address the concerns they raised.

WINTHROP UNIVERSITY

Using Updated NSSE Content

Rhode Island College

Rhode Island College (RIC) has participated in NSSE five times, most recently in 2013. When sharing their 2013 NSSE results with the RIC community, the assessment/institutional research team prepared customized presentations that highlighted RIC's results in relation to those of carefully selected comparison institutions. In addition, identical NSSE items were compared directly, over time, between 2013 and previous years' administrations. Presentations were made to RIC's executive team, student affairs personnel and faculty involved and interested in assessment.

Rhode Island College created a web page to provide a greater number of resources to faculty and staff. In creating a public tool with their NSSE results, RIC is fostering the use of assessment data across campus to encourage reflection on and improvements in student learning and engagement. The web page features a comprehensive report, that highlights NSSE data and longitudinal changes in RIC results alongside results from their three comparison groups, as well as a short report that focuses on data most relevant to faculty. The short report updates benchmarking for current campus initiatives related to NSSE 2013 item-level results, and faculty and staff will begin discussions of how initiatives are impacting student engagement and student outcomes.

Sharing New Summary Measures

University of Texas at Tyler

The University of Texas at Tyler (UT Tyler) has made use of its 2013 NSSE data in a number of ways. The president's fall newsletter, distributed on campus and to the community-at-large, featured information from the *Snapshot*, NSSE's easily digested summary of key findings. The state-of-the-university report to UT Tyler's chancellor included NSSE Engagement Indicators. The Engagement Indicators were also included in program-level conversations about assessment for ongoing improvements based on student feedback. UT Tyler's efforts related to High-Impact Practices (HIPs) use assessment rubrics that draw from NSSE reports and HIP criteria and curriculum-mapping templates that include course-related HIPs for courses in each academic program.

Lunch-and-Learn Sessions to Communicate NSSE Results

Holy Family University

Staff from the Office of Institutional Research and Assessment at Holy Family University (HFU) coordinated two lunch-and-learn sessions on campus to introduce NSSE and FSSE, share 2013 results, and encourage faculty and staff to use results in campus assessment and improvement projects. The first session, focusing on NSSE, began with a presentation about what NSSE is, why the campus participates, how the NSSE instrument has changed, and HFU's participation history. Staff shared their gains from NSSE participation, highlighting the reports and resources from their recent administration along with results demonstrating the link between NSSE's themes and HFU's mission. The opening presentation concluded with examples of other institutions' uses of NSSE results (from *Lessons from the Field*). For the interactive portion of the session, the staff split the audience into two groups—one taking the role of first-year students and the other the role of seniors. Each group was tasked with predicting HFU student responses on Engagement Indicator items and how these would compare to comparison-group responses. As actual results were revealed, attendees discussed how they differed from the predicted results, why that might be, and how the campus could work together to improve student engagement. For the final portion of the session, the whole audience, taking the role of seniors, predicted senior responses on the High-Impact Practice items. HFU's second lunch-and-learn session introduced FSSE and detailed why HFU participates, presented results in HFU's *NSSE–FSSE Combined Report*, discussed differences between faculty and student responses, and generated suggestions from the results for improving instructional strategies. Following up on these sessions, institutional research and assessment staff created for faculty and staff an internal Blackboard web page displaying both NSSE and FSSE reports.

Assessing Competencies and Improving Educational Quality

Winthrop University

Winthrop University has participated in 12 NSSE administrations, including the 2012 pilot of the updated instrument and the 2014 administration. While many data-use projects are under way at Winthrop, two recent examples illustrate the university's use of results to improve undergraduate education.

Winthrop initiated an update to its undergraduate core curriculum in 2009 with the design of undergraduate program university-level competencies (ULCs). To develop these, faculty reviewed the comprehensive standards of the Southern Association for Colleges and Schools Commission on Colleges (SACSCOC), the essential learning outcomes of the Association of American Colleges & Universities (AAC&U), and—for additional insights—Winthrop's NSSE results. In 2010, the faculty voted unanimously to adopt four undergraduate ULCs: Winthrop graduates (1) think critically and solve problems, (2) are personally and socially responsible, (3) understand the interconnected nature of the world and the time in which they live, and (4) communicate effectively. Winthrop is using results from selected NSSE items, Engagement Indicators, High-Impact Practices (HIPs), and the civic engagement and diversity modules as metrics to assess students' experiences across the ULCs. For example, two Engagement Indicators—Higher-Order Learning and Reflective & Integrative Learning—map to Winthrop's first ULC, to think critically. Additionally, the Engagement Indicator, Discussions with Diverse Others, is a metric for the third UCL, on understanding interconnectedness. NSSE results are featured on Winthrop's website, with a page specifically showcasing NSSE items mapped to the ULCs.

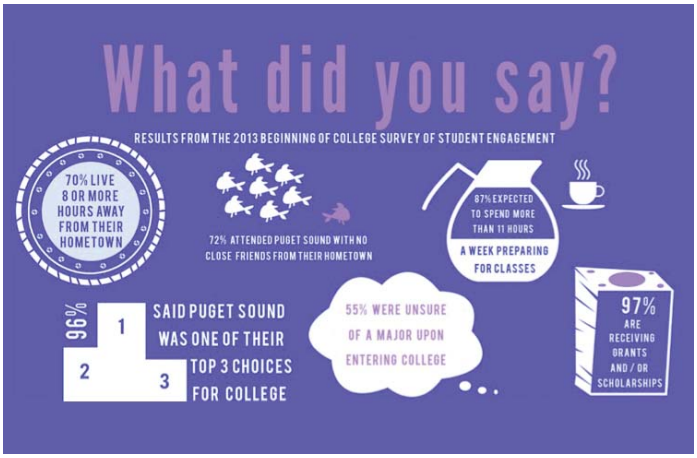
Winthrop's SACSCOC Quality Enhancement Plan (QEP) proposal was informed by a review of past NSSE results and how students compared to peers over time. Faculty and staff were concerned about students' global learning experiences and noted their lower-than-desired levels of participation in study abroad; with these results, Winthrop wrote its Global Learning Initiative QEP. Winthrop is using NSSE diversity-related items and the Experiences with Diverse Perspectives module as indirect measures of students' perceptions of learning opportunities and campus climate.

Communicating Results to Promote Participation

University of Puget Sound

An infographic summarizing BCSSE 2013 results at the University of Puget Sound, shown below, was distributed on postcards to new students and posted on electronic screens around campus. This promotional campaign generated interest in the spring 2014 NSSE administration, resulting in a higher response rate allowing the university to study combined results from BCSSE and NSSE.

When faculty reviewed results from Puget Sound's past NSSE administrations, they noted, among other findings, lower-than-expected levels in students' responses to questions about experiential learning. Partly due to these findings, a task force was set up to review experiential learning at Puget Sound, with action in 2014–15 to include more prominent web information about experiential learning opportunities.



Source: University of Puget Sound

NSSE INSTITUTE FOR EFFECTIVE EDUCATIONAL PRACTICE

The NSSE Institute for Effective Educational Practice develops user resources and responds to requests for assistance with using student engagement results to improve student learning and institutional effectiveness. Institute staff and project 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.

Institute associates have:

- Presented a workshop at a state university system conference for faculty members interested in using NSSE data to assess participation in High-Impact Practices;
- Facilitated a workshop for the Higher Education Data Sharing (HEDS) consortium about using student engagement data in the assessment of liberal learning, showcasing the updated NSSE, new reports, and how to access results online;
- 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 or inhibit student persistence and academic success; and
- Advised teams at a national summer institute on learning communities about using NSSE results to develop and assess the effectiveness of learning communities.

Outreach Services

NSSE Webinars

In 2014, NSSE began its seventh year offering free live, interactive webinars as well as an archive of prerecorded webinars for faculty, administrators, institutional researchers, and student affairs professionals who want to better use and understand their NSSE, FSSE, and BCSSE data. Each hour-long webinar includes a PowerPoint presentation and a question-and-answer period. All webinars are recorded and available on the NSSE website for later or repeated viewing. A number of archived webinars provide users with overviews of the updated NSSE, FSSE, and BCSSE surveys, inaugurated in spring 2013.
nsse.iub.edu/webinars

NSSE User Workshops

Since 2003, more than 700 representatives from participating NSSE institutions have participated in at least one NSSE User Workshop. The workshops acquaint users with the survey (updated in 2013), provide support in working with results, and facilitate new approaches to data use. Hosting a NSSE User Workshop gives institutions the opportunity to energize or showcase their use of NSSE results, exchange ideas with a wide audience of NSSE users, and focus campuswide attention on student engagement.

System and Consortium Workshops

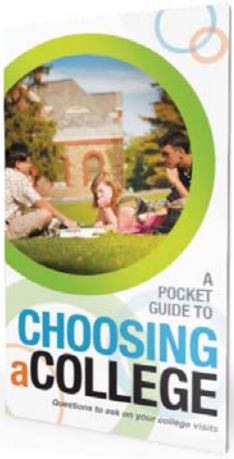
Customized workshops and webinars can be developed for systems and consortia. Topics include uses of NSSE data for assessment, strategies for system data dissemination and sharing, and integration of NSSE into accreditation and system-wide quality improvement plans.

If you have questions about NSSE webinars and workshops, or are interested in hosting an event at your institution, please contact Jillian Kinzie at 812-856-1430 (toll free 866-435-6773) or jikinzie@indiana.edu.

NSSE User Resources

Resources associated with the updated survey can be found on the NSSE Update web page. Find an item-by-item comparison showing how the survey was updated from 2012, see descriptions of new optional topical modules, and learn more about the transition from NSSE's five Benchmarks to its ten Engagement Indicators.
nsse.iub.edu/nsse-update
nsse.iub.edu/links/item_comparisons
nsse.iub.edu/links/benchmarks_EIs

Guide to Online Resources includes brief descriptions and links to a variety of NSSE resources such as regional and specialized accreditation toolkits, NSSE publications to enhance educational practice, and more.
nsse.iub.edu/links/institutional_reporting



A Pocket Guide to Choosing a College: Questions to Ask on Your College Visits, redesigned in spring 2013 to align with the updated NSSE survey, is NSSE's guide to exploring colleges for students and their parents.

A mobile version of the pocket guide—and a QR code to access it—is also available. Institutions can include the QR Code in their recruitment, college fair, and campus tour materials.
nsse.iub.edu/html/pocket_guide_intro.cfm

Questions drawn from the pocket guide, along with responses from students, are provided in a redesigned report, *A Pocket Guide to Choosing a College: NSSE 2014 Answers from Students*.
nsse.iub.edu/links/institutional_reporting

NSSE Degree Qualifications Profile Toolkit is a resource for institutions working with Lumina Foundation's Degree Qualifications Profile (DQP). This toolkit provides institutions an outcomes-based framework for considering NSSE results and indicators of educational experiences that relate to DQP competencies. NSSE survey items from 2006–2012 are mapped to the Degree Profile Matrix Criteria.
nsse.iub.edu/links/DQP_toolkit

Lessons from the Field, a two-volume repository of practical ideas for NSSE institutions to improve evidence-based assessment and improvement initiatives, highlights examples of how institutions are using NSSE data to enhance undergraduate teaching and learning. The volumes are available for download from the NSSE website.
nsse.iub.edu/links/lessons_home

Guidelines for Display of NSSE Results on Institution Websites and NSSE's online gallery of institutional website examples are resources that aid institutions in the display of NSSE results that are accurate, accessible to a general audience, and consistent with NSSE's advice and policy in support of responsible public reporting.
nsse.iub.edu/links/website_displays

NSSE provides resources to support institutions participating in the Voluntary System of Accountability (VSA), an institutional transparency and accountability project sponsored by the American Association of State Colleges and Universities (AASCU) and the Association of Public and Land-Grant Universities (APLU). VSA's College Portrait template provides multiple opportunities for an institution to use its NSSE results to demonstrate institutional strengths in areas that academic research has shown to be correlated with greater student learning and development. Updated NSSE survey items are available for inclusion in the College Portrait as well as SPSS syntax to recode data for easy entry.
nsse.iub.edu/html/vsa.cfm

Research Initiatives

Engaging Latino Students for Transfer and College Completion

With support from The Kresge Foundation and the Greater Texas Foundation, NSSE and the Center for Community College Student Engagement have joined with Excelencia in Education in a special project focused on helping 24 two- and four-year partner institutions strengthen Latino student engagement, transfer success, and college completion. Using findings from the project's analyses of NSSE and the Community College Survey of Student Engagement (CCSSE) pertaining to the college experiences of Latinos, partner institutions are developing action plans focused on enhancing Latino student engagement and success.
nsse.iub.edu/links/EngagingLatinoStudents

Learning to Improve: A Study of Evidence-Based Improvement in Higher Education

NSSE's continuing work on this project, funded by the Spencer Foundation, uses findings from institutions that achieved significant positive improvement over time in a variety of NSSE measures to reveal promising practices that can develop a culture of institutional improvement and foster reform in higher education.
nsse.iub.edu/learningtoimprove

National Institute for Learning Outcomes Assessment (NILOA)

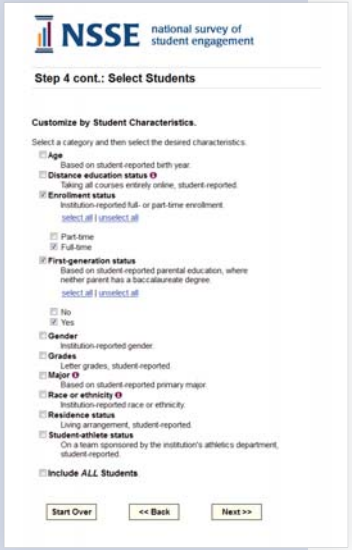
NILOA assists institutions in discovering and adopting promising practices for assessing college student learning outcomes. Its primary objective is to discover and disseminate ways that academic programs and institutions can productively use assessment data internally to inform and strengthen undergraduate education as well as externally to communicate with policy makers, families, and other stakeholders.
www.learningoutcomesassessment.org

Analyzing NSSE & FSSE Data Online

Using the NSSE Report Builder, anyone with an internet connection can create customized reports displaying NSSE data. The Report Builder is available in two versions: the Public Version, accessible to all, and the Institution Version, for participating institutions. An Institution Version is also available to FSSE participants.

NSSE Report Builder–Public Version is a public, interactive, online tool that instantly generates reports of your choosing. With this tool you can query a secure database of responses using a variety of student and institutional characteristics to generate tables of Engagement Indicator statistics or individual item frequencies.
nsse.iub.edu/links/report_builder

NSSE Report Builder–Institution Version allows users from participating institutions to create tailored reports based on student and institutional characteristics. Results can compare subgroups of students within your institution or students at your institution with students from a comparison group. Multiple years of institutional data can also be compared or combined (within a survey version). Authorized users can access the Report Builder–Institution Version via the Institution Interface and can create guest links to grant access to colleagues.
nsse.iub.edu/links/interface



The FSSE Report Builder–Institution Version is now available for participating institutions to create tailored reports based on faculty characteristics.
nsse.iub.edu/links/interface

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

NSSE's collaboration with CILA has illuminated the relationship between effective educational practices and key outcomes of liberal arts education. NSSE has also assisted in training CILA's Teagle Scholars in NSSE use. New opportunities for NSSE data sharing and efforts to improve learning assessment practice and institutional effectiveness have opened through CILA's collaboration with the Higher Education Data Sharing Consortium.
www.liberalarts.wabash.edu/study-overview

THE BOTTOM LINE

The ultimate goal of NSSE and its companion surveys, FSSE and BCSSE, is not to gather data. It's to catalyze improvement in undergraduate education.

Our recently updated surveys open a new chapter for evidence-based improvement at hundreds of colleges and universities. Maintaining our signature focus on diagnostic and actionable information related to student engagement in educationally effective activities and practices, the updated surveys introduced rigorously tested new and refined items, new summary measures, and new, optional topical modules. Participating institutions are transitioning to the language of Engagement Indicators and High-Impact Practices; adjusting to the 60-point EI scale; initiating fresh dialogues with faculty and professional staff about new measures such as Higher-Order Learning, Effective Teaching Practices, and Learning Strategies; and sharing module results with newly interested campus audiences. Redesigned reports provide information about educational quality that is more concrete and accessible, while new online reporting and analysis tools make it easy to tailor and share results.

"The updated reports are visually appealing, easy to absorb for the statistically uninitiated, while at the same time we can grasp sophisticated constructs."

— Ellen Boylan, Director of Planning and Institutional Research, Marywood University

"I like the new presentations of Engagement Indicators with individual questions listed below each indicator. It's easier to quickly refer back to the strengths and weaknesses within each indicator."

— Tingho Huang, Research Analyst, Institutional Research and Information Management, Eastern Michigan University

"The reports have been incredibly helpful! The format is user-friendly and the graphs help to illustrate the points without being overwhelming."

— Jodi Fisler, Assistant to the Vice President for Student Affairs & Director of Student Affairs Planning and Assessment, College of William and Mary

These developments facilitate the dissemination of easy-to-digest results into the hands of busy administrators, faculty, and staff. The updates provide fresh ways for more audiences to consider student engagement results and develop action plans for improving undergraduate education.

The institutional accounts highlighted in the Using NSSE Data section (pages 20-21) illustrate how institutions are using results from the updated NSSE in accreditation activities and efforts to address important campus needs and priorities. Further inspiration for using survey results can be found among the institutions featured in *Lessons from the Field* and in the recommendations summarized in Using NSSE, FSSE, and BCSSE Data—three resources included in the *Institutional Report* sent to participating institutions.
nsse.iub.edu/links/lessons_home

A New Resource—*NSSE Data User's Guide*

Although NSSE's reports are crafted for usability, the path from survey results to action may not readily emerge when reviewing them. The first step in effective NSSE data use—to share results widely with departments, committees, leadership, faculty and staff, board members, and other stakeholders—is no simple task. Getting data into the hands of those who can transform results into action can be challenging.

The *NSSE Data User's Guide* is a valuable new resource to help campus and system leaders share results and facilitate workshops, presentations, and discussions about NSSE results. The guide outlines strategies, gives suggestions, and provides worksheets and exercises to generate productive discussions among a wide range of campus stakeholders and to identify priorities for action.
nsse.iub.edu/html/data_users_guide.cfm

Moving from Data to Action

Enlisting campus constituencies in the use of assessment results is essential during a time of heightened demands for accountability and pressures to increase student persistence and completion, support diversity, and ensure high-quality learning for all students. Improvement efforts at colleges and universities are more likely to succeed when they emerge from a shared understanding of the evidence and priorities for action.

While moving from data to action can be challenging, there can be no shrinking from the task. We actively seek examples from institutions—the vanguard of this vital work—and feature their efforts in the resources cited above and on the NSSE website.

Making effective use of student engagement data to improve student success has been and continues to be the most consequential challenge of the NSSE project. We look forward to working with our users to advance this imperative, learning more about what works, and sharing their stories.

BRYANT UNIVERSITY

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

Online Resources

Summary Tables

Access basic tables of annual survey responses and statistics by student and institution characteristics.
nsse.iub.edu/links/summary_tables

NSSE Report Builders—Public and Institutional

Interactive tools that allow institutions to generate NSSE results by user-selected student and institutional characteristics. Two versions are available: *Public*—for media, institutions, researchers, etc., and *Institutional*—for participating institutions to generate custom reports using their own NSSE data.
nsse.iub.edu/html/report_builder.cfm

Psychometric Portfolio

Studies of validity, reliability, and other indicators of quality of NSSE's data are detailed, including breakdowns by a variety of student and institutional characteristics.
nsse.iub.edu/links/psychometric_portfolio

Participating Institutions Search

Search tool to generate lists of participating institutions for selected years and surveys (NSSE, FSSE, BCSSE, LSSSE), or to identify the participation history of a specific institution.
nsse.iub.edu/html/participants.cfm

Webinars

Live and recorded webinars for faculty, administrators, institutional researchers, and student affairs professionals who want to better use and understand their results.
nsse.iub.edu/webinars

ENGAGEMENT INDICATORS AND HIGH-IMPACT PRACTICES: INTRODUCTION

Engagement Indicators

To represent the multi-dimensional nature of student engagement at national, sector, institutional, and intra-institutional levels, NSSE developed ten Engagement Indicators (EIs) organized within four engagement themes:

Theme	Engagement Indicators
Academic Challenge	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
Learning with Peers	Collaborative Learning
	Discussions with Diverse Others
Experiences with Faculty	Student-Faculty Interaction
	Effective Teaching Practices
Campus Environment	Quality of Interactions
	Supportive Environment

Each EI provides valuable information about a distinct aspect of student engagement by summarizing students' responses to a set of related survey questions. To facilitate comparisons over time, as well as between individual institutions or groups of institutions, each EI is expressed on a 60-point scale. Engagement Indicators were computed by scoring responses to each component question from 0 to 60, then taking the average. Thus an EI score of zero would mean that a student chose the lowest response option for a item in that indicator, while a score of 60 would mean that every student chose the highest response to every item.

Pages 30 through 39 show means and percentile distributions of EI scores, plus student responses to survey items that make up each indicator. These statistics are presented separately by class level for the entire U.S. NSSE 2014 cohort of colleges and universities, and for those institutions that scored in the top 50% and top 10% of all U.S. NSSE 2014 institutions[a] on a given indicator.

More information about the Engagement Indicators is available on the NSSE website: **nsse.iub.edu/html/engagement_indicators.cfm**

High-Impact Practices

Because of their positive effects on student learning and retention, special undergraduate opportunities such as learning communities, service-learning, research with a faculty member, study abroad, internships, and culminating senior experiences are called High-Impact Practices (Kuh, 2008; NSSE, 2007). High-Impact Practices (HIPs) share several traits: they demand considerable time and effort, provide learning opportunities outside of the classroom, require meaningful interactions with faculty and students, encourage interaction with diverse others, and provide frequent and meaningful feedback. Participation in these practices can be life-changing. NSSE founding director George Kuh recommends that students participate in at least two HIPs over the course of their undergraduate experience – one during the first year and one in the context of their major (NSSE, 2007).

WESLEYAN UNIVERSITY

"NSSE provides institutions the opportunity to use their assessment data for the improvement of teaching and learning. It is one of the vertices of data triangulation at Stockton."

—HARVEY KESSELMAN, PROVOST AND EXECUTIVE VICE PRESIDENT, THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

NSSE asks students about their participation in the six HIPs shown in the box below. NSSE reports information on the first three for first-year students and all six for seniors. Unlike most questions on the NSSE survey, the HIP questions are not limited to the current school year. Thus, seniors' responses include participation from prior years.

Page 40 presents figures showing how the average level of participation in each HIP varies by institution. Also shown is the overall HIP participation by class level and number of HIPs. Finally, page 41 displays the percentage[b] of students who participated in each HIP by selected institution and student characteristics. Examining participation rates for different groups offers insight into how HIP opportunities vary as a result of both access and choice.

More information about High-Impact Practices is available on the NSSE website: **nsse.iub.edu/html/high_impact_practices.cfm**

High-Impact Practices in NSSE
Learning community or some other formal program where groups of students take two or more classes together
Courses that include a community-based project (service-learning)
Work with a faculty member on a research project
Internship, co-op, field experience, student teaching, or clinical placement
Study abroad
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)

Technical Details

Sample

The EI and HIP results that follow are based on responses from 152,810 first-year and 203,055 senior students who were randomly sampled or census-administered from 622 bachelor's-granting colleges and universities in the US.[c]

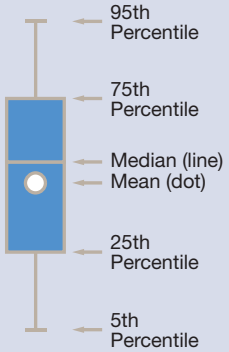
Weighting

Percentile[d] distributions and frequencies (including HIPs) are weighted by institution-reported sex and enrollment status to account for differential survey response (women and full-time students respond at higher rates). In addition, to compensate for different sampling and response rates by institutions of varying size, cases are weighted to ensure that each institution has an appropriate proportional share of all U.S. respondents.

EI Percentile Distributions

Percentile distributions for EI results are shown in a modified "box and whiskers" chart with an accompanying table. For each group of institutions, the charts and tables show students' scores at the 95th, 75th, 50th, 25th, and 5th percentiles. The dot signifies the mean, or average score. The rectangular box shows the range of the middle 50% of all scores. The line in the box signifies the median—the middle score that divides all students' scores into two equal halves. The "whiskers" on top and bottom extend to the 95th and 5th percentiles, encompassing 90% of all scores.

Guide to figures



By displaying the variation among individual scores, this representation is richer than simple summary measures such as means or medians. One can readily discern the range and spread of student scores in each group as well as where the middle 50% of all scores falls. At the same time, one can see what scores are achieved (i.e., 75th or 95th percentile) by top performers in each group.

Interpreting Results

When interpreting EI and HIP results, keep in mind that individual student scores vary much more *within* institutions than do average scores *between* institutions, like many experiences and outcomes in higher education. For example, while the average scores for the "Top 10%" institutions demonstrate, in a relative sense, what high levels of engagement look like, the distributions show that about one quarter of students at these high-performing institutions are no more engaged than the typical student at all U.S. NSSE 2014 institutions.

a. To derive the top 50% and top 10% categories, institutions were sorted according to their precision-weighted scores. Precision weighting adjusts less reliable scores towards the grand mean.

b. Percentage of students who responded "Done or in progress" except for service-learning, which is the percentage who responded that at least "Some" courses included a community-based project.

c. The sample includes one institution with only first-year students and five institutions with only seniors. Eighteen participating U.S. institutions were excluded from these data due to sampling or response irregularities.

d. A percentile is the score below which a given percentage of scores is found. For example, the 75th percentile is the score below which 75% of all scores fall.

"NSSE findings help campuses explore the connections between their expectations for student achievement and what students actually experience. The survey results also encourage faculty to delve into the research on campus practices that support—or frustrate—liberal education."

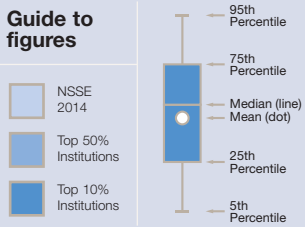
—CAROL GEARY SCHNEIDER, PRESIDENT, ASSOCIATION OF AMERICAN COLLEGES & UNIVERSITIES

ENGAGEMENT INDICATORS AND HIGH-IMPACT PRACTICES (CONTINUED)

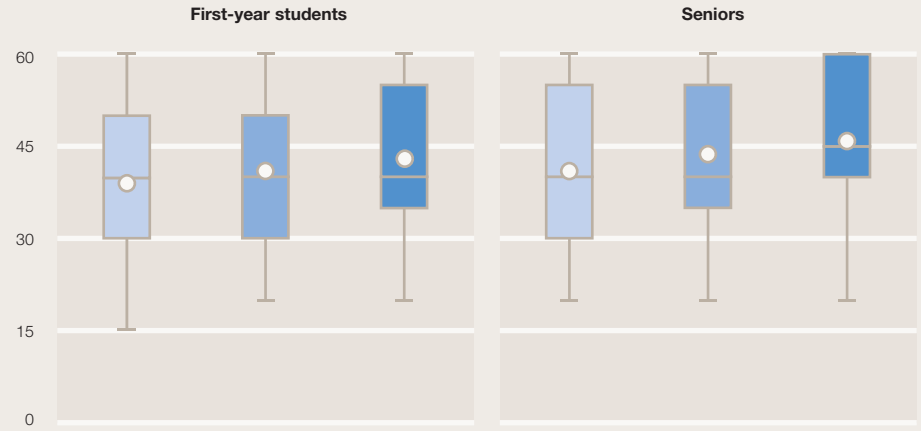
Theme: Academic Challenge

Higher-Order Learning

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by calling on students to engage in complex cognitive tasks requiring more than mere memorization of facts. This Engagement Indicator captures how much students' coursework emphasizes challenging cognitive tasks such as application, analysis, judgment, and synthesis.



Score Distributions



	First-year students			Seniors		
	NSSE 2014	Top 50% Institutions	Top 10% Institutions	NSSE 2014	Top 50% Institutions	Top 10% Institutions
95th Percentile	60	60	60	60	60	60
75th Percentile	50	50	55	55	55	60
Median	40	40	40	40	40	45
25th Percentile	30	30	35	30	35	40
5th Percentile	15	20	20	20	20	20
Mean	39	41	43	41	43	46

Summary of Items

Percentage whose coursework emphasized the following "Very much" or "Quite a bit"		First-year students			Seniors		
		NSSE 2014	Top 50% institutions	Top 10% institutions	NSSE 2014	Top 50% institutions	Top 10% institutions
Applying facts, theories, or methods to practical problems or new situations	Very much	29	32	35	38	42	47
	Quite a bit	44	44	44	42	41	39
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	Very much	30	34	39	38	43	47
	Quite a bit	43	42	40	40	39	37
Evaluating a point of view, decision, or information source	Very much	27	32	38	32	38	44
	Quite a bit	43	43	41	40	40	39
Forming a new idea or understanding from various pieces of information	Very much	27	31	37	32	38	43
	Quite a bit	42	42	42	41	40	39

Note: Other response options were "Some" and "Very little"

"The focus on writing and applying information to larger problems and new ideas is much more beneficial than simply memorizing facts for an exam."

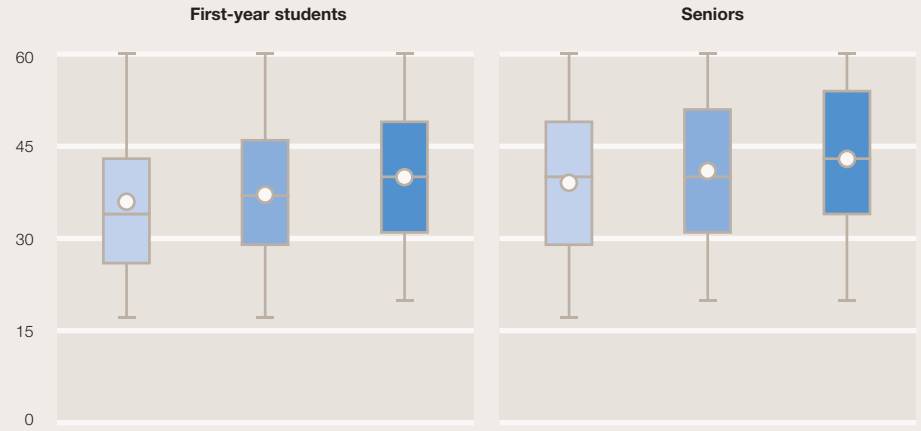
—FIRST-YEAR STUDENT, ARTS MANAGEMENT MAJOR, SUNY EMPIRE STATE COLLEGE

Detailed tables of survey responses and Engagement Indicators by student and institution characteristics are available on the NSSE website: **nsse.iub.edu/html/summary_tables.cfm**

Reflective & Integrative Learning

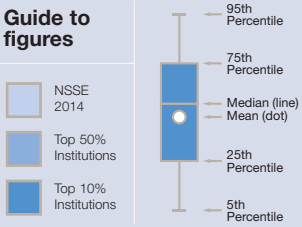
Personally connecting with course material requires students to relate their understandings and experiences to the content at hand. Instructors who emphasize reflective and integrative learning motivate students to make connections between their learning and the world around them, to reexamine their own beliefs, and to consider issues and ideas from the perspectives of others.

Score Distributions



	First-year students			Seniors		
	NSSE 2014	Top 50% Institutions	Top 10% Institutions	NSSE 2014	Top 50% Institutions	Top 10% Institutions
95th Percentile	60	60	60	60	60	60
75th Percentile	43	46	49	49	51	54
Median	34	37	40	40	40	43
25th Percentile	26	29	31	29	31	34
5th Percentile	17	17	20	17	20	20
Mean	36	37	40	39	41	43

Guide to figures



Summary of Items

Percentage of students who responded "Very often" or "Often" to...		First-year students			Seniors		
		NSSE 2014	Top 50% institutions	Top 10% institutions	NSSE 2014	Top 50% institutions	Top 10% institutions
Combined ideas from different courses when completing assignments	Very often	19	22	26	33	36	40
	Often	36	37	37	39	39	38
Connected your learning to societal problems or issues	Very often	18	22	27	28	34	39
	Often	35	36	37	36	37	36
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Very often	18	21	27	24	30	35
	Often	33	35	36	31	34	34
Examined the strengths and weaknesses of your own views on a topic or issue	Very often	21	24	29	26	30	35
	Often	42	42	42	40	42	42
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	Very often	25	28	32	29	34	38
	Often	42	42	42	41	42	42
Learned something that changed the way you understand an issue or concept	Very often	24	27	32	29	33	39
	Often	42	42	41	42	42	40
Connected ideas from your courses to your prior experiences and knowledge	Very often	33	36	42	42	47	52
	Often	44	44	41	42	40	37

Note: Other response options were "Sometimes" and "Never"

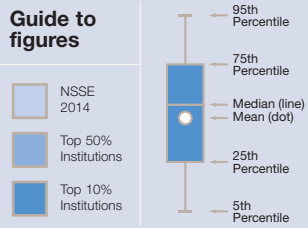
Try the Report Builder–Institution Version: An interactive tool for participating institutions to instantly generate customized reports using their NSSE data. Access is via the Institution Interface: **nsse.iub.edu/links/interface**

ENGAGEMENT INDICATORS AND HIGH-IMPACT PRACTICES (CONTINUED)

Theme: Academic Challenge

Learning Strategies

College students enhance their learning and retention by actively engaging with and analyzing course material rather than approaching learning as absorption. Examples of effective learning strategies include identifying key information in readings, reviewing notes after class, and summarizing course material. Knowledge about the prevalence of effective learning strategies helps colleges and universities target interventions to promote student learning and success.



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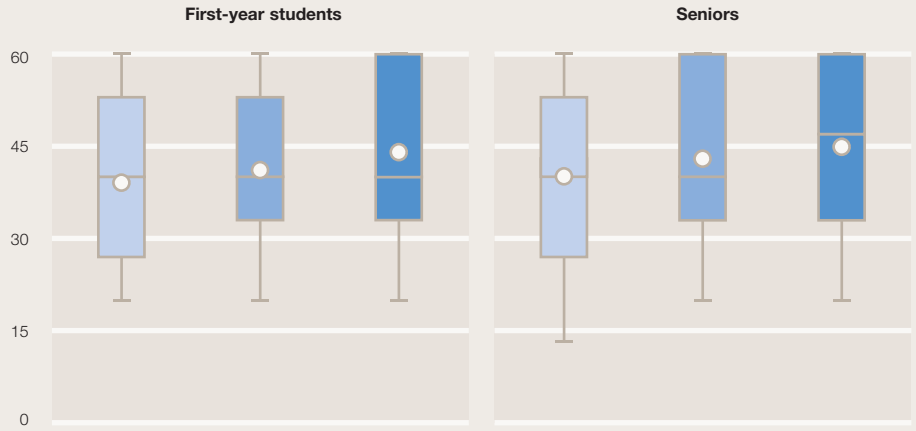


	First-year students			Seniors		
	NSSE 2014	Top 50% Institutions	Top 10% Institutions	NSSE 2014	Top 50% Institutions	Top 10% Institutions
95th Percentile	60	60	60	60	60	60
75th Percentile	53	53	60	53	60	60
Median	40	40	40	40	40	47
25th Percentile	27	33	33	27	33	33
5th Percentile	20	20	20	13	20	20
Mean	39	41	44	40	43	45

Summary of Items

Percentage of students who responded "Very often" or "Often" to...		First-year students			Seniors		
		NSSE 2014	Top 50% institutions	Top 10% institutions	NSSE 2014	Top 50% institutions	Top 10% institutions
Identified key information from reading assignments	Very often	37	41	47	45	49	54
	Often	43	42	39	38	37	34
Reviewed your notes after class	Very often	32	36	42	32	38	44
	Often	33	33	32	31	32	32
Summarized what you learned in class or from course materials	Very often	27	32	38	31	37	43
	Often	36	36	36	34	34	34

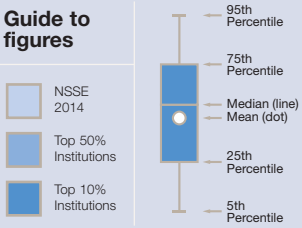
Note: Other response options were "Sometimes" and "Never"

Detailed tables of survey responses and Engagement Indicators by student and institution characteristics are available on the NSSE website: **nsse.iub.edu/html/summary_tables.cfm**

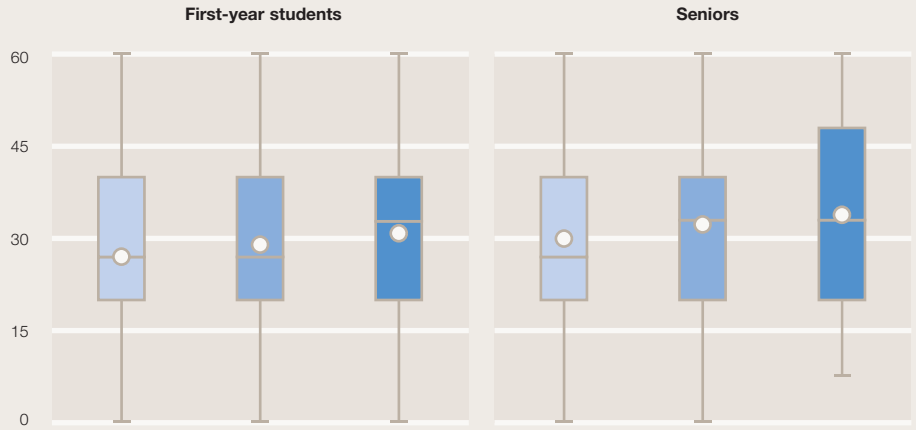
Quantitative Reasoning

Quantitative literacy—the ability to use and understand numerical and statistical information in everyday life—is an increasingly important outcome of higher education. All students, regardless of major, should have ample opportunities to develop their ability to reason quantitatively—to evaluate, support, and critique arguments using numerical and statistical information.

Guide to figures



Score Distributions



	First-year students			Seniors		
	NSSE 2014	Top 50% Institutions	Top 10% Institutions	NSSE 2014	Top 50% Institutions	Top 10% Institutions
95th Percentile	60	60	60	60	60	60
75th Percentile	40	40	40	40	40	47
Median	27	27	33	27	33	33
25th Percentile	20	20	20	20	20	20
5th Percentile	0	0	0	0	0	7
Mean	27	29	31	30	32	34

Summary of Items

Percentage of students who responded "Very often" or "Often" to...		First-year students			Seniors		
		NSSE 2014	Top 50% Institutions	Top 10% Institutions	NSSE 2014	Top 50% Institutions	Top 10% Institutions
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Very often	18	20	23	22	25	29
	Often	34	36	38	33	34	36
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Very often	12	14	16	18	19	22
	Often	26	28	30	27	29	30
Evaluated what others have concluded from numerical information	Very often	11	13	15	17	18	21
	Often	26	29	30	29	31	33

Note: Other response options were "Sometimes" and "Never"

"Excellent classroom experience and many relevant opportunities to apply academic principles in real life settings."

—SENIOR, SOCIAL SCIENCES, ST. LAWRENCE UNIVERSITY

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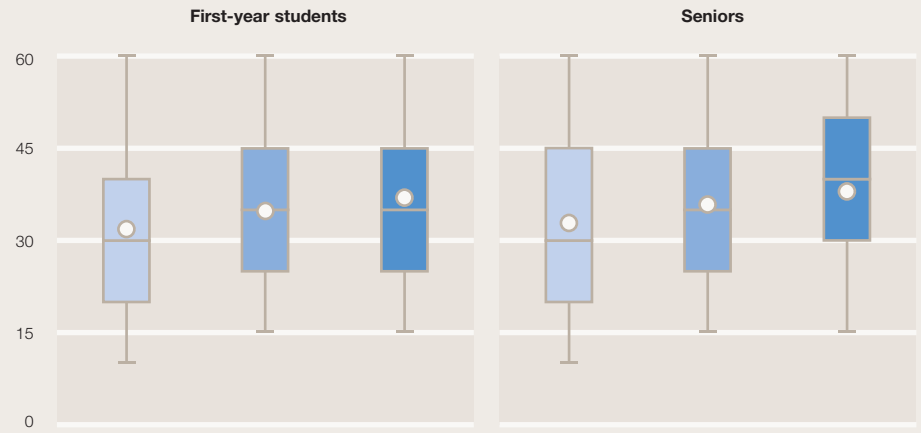
ENGAGEMENT INDICATORS AND HIGH-IMPACT PRACTICES (CONTINUED)

Theme: Learning with Peers

Collaborative Learning

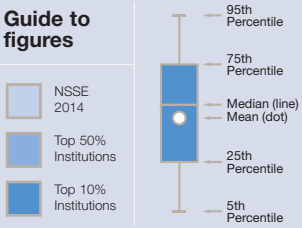
Collaborating with peers in solving problems or mastering difficult material deepens understanding and prepares students to deal with the messy, unscripted problems they encounter during and after college. Working on group projects, asking others for help with difficult material or explaining it to others, and working through course material in preparation for exams all represent collaborative learning activities.

Score Distributions



	First-year students			Seniors		
	NSSE 2014	Top 50% Institutions	Top 10% Institutions	NSSE 2014	Top 50% Institutions	Top 10% Institutions
95th Percentile	60	60	60	60	60	60
75th Percentile	40	45	45	45	45	50
Median	30	35	35	30	35	40
25th Percentile	20	25	25	20	25	30
5th Percentile	10	15	15	10	15	15
Mean	32	35	37	33	36	38

Guide to figures



Summary of Items

Percentage of students who responded "Very often" or "Often" to...		First-year students			Seniors		
		NSSE 2014	Top 50% Institutions	Top 10% Institutions	NSSE 2014	Top 50% Institutions	Top 10% Institutions
Asked another student to help you understand course material	Very often	17	21	26	15	17	21
	Often	33	36	37	28	31	34
Explained course material to one or more students	Very often	19	22	27	23	25	29
	Often	38	41	41	38	40	42
Prepared for exams by discussing or working through course material with other students	Very often	20	23	27	21	24	29
	Often	30	32	32	27	30	31
Worked with other students on course projects or assignments	Very often	18	21	27	30	35	41
	Often	35	38	39	35	36	36

Note: Other response options were "Sometimes" and "Never"

"The Film Studies program was a blast and I am happy with the staff and students I've worked with...This will help students meet more people and work with others towards shooting short films. They will build connections and have hands on experience in the field they are entering."

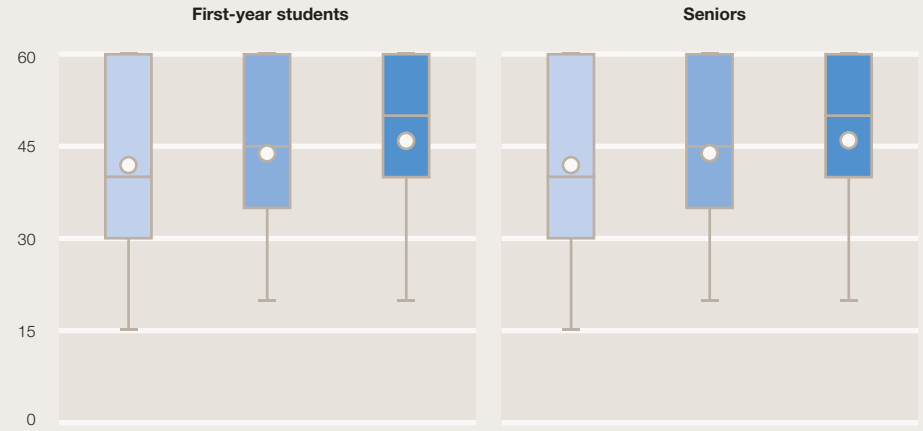
—FOURTH YEAR STUDENT, FILM STUDIES MAJOR, THE UNIVERSITY OF MANITOBA

Detailed tables of survey responses and Engagement Indicators by student and institution characteristics are available on the NSSE website: **nsse.iub.edu/html/summary_tables.cfm**

Discussions with Diverse Others

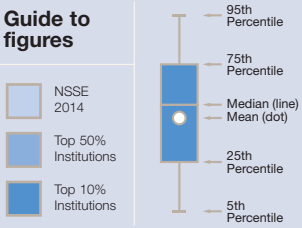
Colleges and universities afford students new opportunities to interact with and learn from others with different backgrounds and life experiences. Interactions across difference, both inside and outside the classroom, confer educational benefits and prepare students for personal and civic participation in a diverse and interdependent world.

Score Distributions



	First-year students			Seniors		
	NSSE 2014	Top 50% Institutions	Top 10% Institutions	NSSE 2014	Top 50% Institutions	Top 10% Institutions
95th Percentile	60	60	60	60	60	60
75th Percentile	60	60	60	60	60	60
Median	40	45	50	40	45	50
25th Percentile	30	35	40	30	35	40
5th Percentile	15	20	20	15	20	20
Mean	41	44	46	42	44	46

Guide to figures



Summary of Items

Percentage of students who responded "Very often" or "Often" having discussions with…		First-year students			Seniors		
		NSSE 2014	Top 50% Institutions	Top 10% Institutions	NSSE 2014	Top 50% Institutions	Top 10% Institutions
People from a race or ethnicity other than your own	Very often	43	50	58	45	53	59
	Often	29	29	27	28	27	25
People from an economic background other than your own	Very often	40	46	52	43	48	53
	Often	34	32	30	32	31	29
People with religious beliefs other than your own	Very often	39	46	52	41	47	52
	Often	30	29	28	29	28	27
People with political views other than your own	Very often	37	42	46	40	44	49
	Often	31	30	29	31	29	28

Note: Other response options were "Sometimes" and "Never"

"I have met amazing people from very diverse backgrounds. I have been able to involve myself in many organizations on campus. UAH is a great size—small enough to see familiar faces, yet large enough to be provided with many resources."

—SENIOR, BUSINESS ADMINISTRATION MAJOR, UNIVERSITY OF ALABAMA IN HUNTSVILLE

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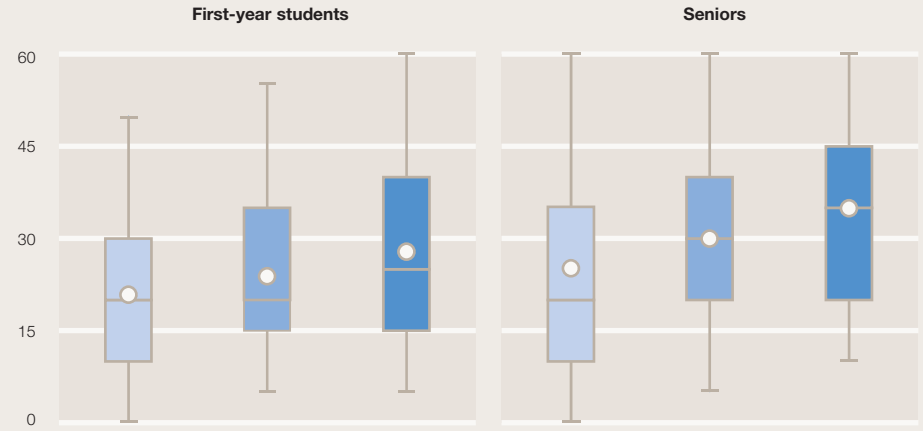
ENGAGEMENT INDICATORS AND HIGH-IMPACT PRACTICES (CONTINUED)

Theme: Experiences with Faculty

Student-Faculty Interaction

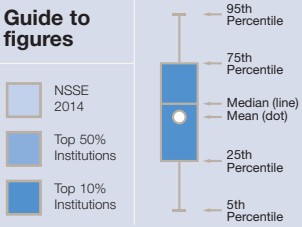
Interactions with faculty can positively influence the cognitive growth, development, and persistence of college students. Through their formal and informal roles as teachers, advisors, and mentors, faculty members model intellectual work, promote mastery of knowledge and skills, and help students make connections between their studies and their future plans.

Score Distributions



	First-year students			Seniors		
	NSSE 2014	Top 50% Institutions	Top 10% Institutions	NSSE 2014	Top 50% Institutions	Top 10% Institutions
95th Percentile	50	55	60	60	60	60
75th Percentile	30	35	40	35	40	45
Median	20	20	25	20	30	35
25th Percentile	10	15	15	10	20	20
5th Percentile	0	5	5	0	5	10
Mean	21	24	28	25	30	35

Guide to figures



Summary of Items

Percentage of students who responded "Very often" or "Often" to...		First-year students			Seniors		
		NSSE 2014	Top 50% Institutions	Top 10% Institutions	NSSE 2014	Top 50% Institutions	Top 10% Institutions
Talked about career plans with a faculty member	Very often	11	15	20	19	27	35
	Often	21	25	28	25	30	30
Worked w/faculty on activities other than coursework (committees, student groups, etc.)	Very often	7	9	13	12	18	24
	Often	12	16	19	16	21	24
Discussed course topics, ideas, or concepts with a faculty member outside of class	Very often	8	11	15	13	20	26
	Often	18	22	24	22	28	30
Discussed your academic performance with a faculty member	Very often	9	13	19	13	19	26
	Often	20	25	30	22	27	31

Note: Other response options were "Sometimes" and "Never"

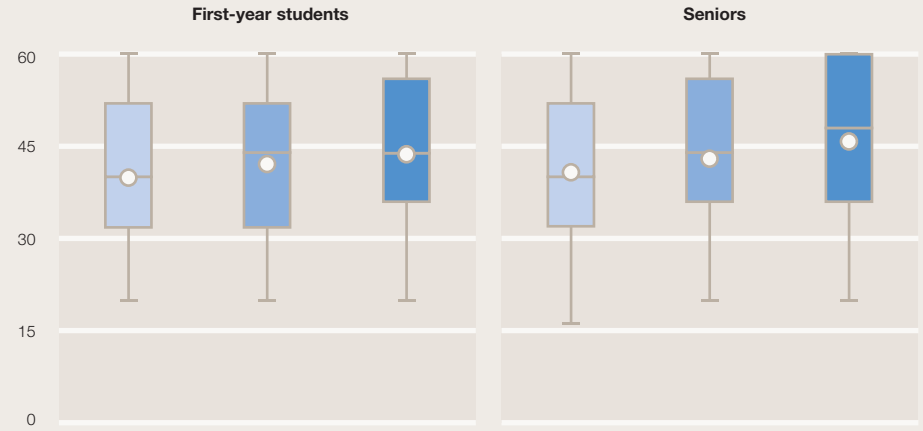
> ***"Within the Department of Modern Languages, I have felt overwhelming support and assistance through both faculty and advisers. I have been challenged to the best of my ability, and have made personal relationships with professors that allow me to engage in conversations about both personal and professional development."***
>
> **—SENIOR, SPANISH MAJOR, THE CATHOLIC UNIVERSITY OF AMERICA**

Detailed tables of survey responses and Engagement Indicators by student and institution characteristics are available on the NSSE website: **nsse.iub.edu/html/summary_tables.cfm**

Effective Teaching Practices

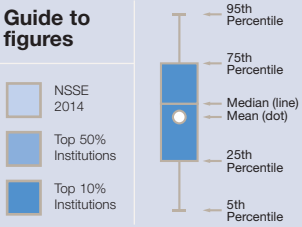
Student learning is heavily dependent on effective teaching. Organized instruction, clear explanations, illustrative examples, and effective feedback on student work all represent aspects of teaching effectiveness that promote student comprehension and learning.

Score Distributions



	First-year students			Seniors		
	NSSE 2014	Top 50% Institutions	Top 10% Institutions	NSSE 2014	Top 50% Institutions	Top 10% Institutions
95th Percentile	60	60	60	60	60	60
75th Percentile	52	52	56	52	56	60
Median	40	44	44	40	44	48
25th Percentile	32	32	36	32	36	36
5th Percentile	20	20	20	16	20	20
Mean	40	42	44	41	43	45

Guide to figures



Summary of Items

Percentage responding "Very much" or "Quite a bit" about the extent to which instructors have...		First-year students			Seniors		
		NSSE 2014	Top 50% Institutions	Top 10% Institutions	NSSE 2014	Top 50% Institutions	Top 10% Institutions
Clearly explained course goals and requirements	Very much	36	42	47	40	45	52
	Quite a bit	44	42	38	43	40	36
Taught course sessions in an organized way	Very much	34	39	45	37	42	49
	Quite a bit	45	43	39	44	42	37
Used examples or illustrations to explain difficult points	Very much	36	42	46	40	46	52
	Quite a bit	41	38	36	39	37	34
Provided feedback on a draft or work in progress	Very much	30	37	44	29	36	43
	Quite a bit	36	35	33	33	33	32
Provided prompt and detailed feedback on tests or completed assignments	Very much	26	33	40	29	36	44
	Quite a bit	37	37	35	38	38	36

Note: Other response options were "Some" and "Very little"

"The quality of my educational experience is great. The instructors are not only clear but try very hard to ensure students do well and learn from their courses."

—SENIOR, BIOCHEMISTRY MAJOR, FLORIDA STATE UNIVERSITY

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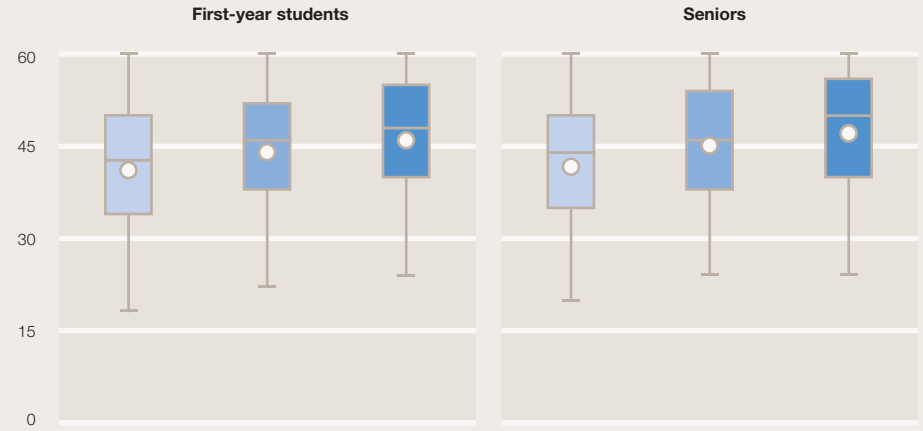
ENGAGEMENT INDICATORS AND HIGH-IMPACT PRACTICES (CONTINUED)

Theme: Campus Environment

Quality of Interactions

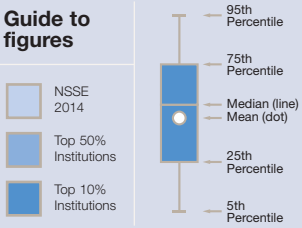
College environments characterized by positive interpersonal relations promote student learning and success. Students who enjoy supportive relationships with peers, advisors, faculty, and staff are better able to find assistance when needed, and to learn from and with those around them.

Score Distributions



	First-year students			Seniors		
	NSSE 2014	Top 50% Institutions	Top 10% Institutions	NSSE 2014	Top 50% Institutions	Top 10% Institutions
95th Percentile	60	60	60	60	60	60
75th Percentile	50	52	55	50	54	56
Median	43	46	48	44	46	50
25th Percentile	34	38	40	35	38	40
5th Percentile	18	22	24	20	24	24
Mean	41	44	46	42	45	47

Guide to figures



Summary of Items

Percentage rating as high quality (6 or 7) or medium quality (3, 4, or 5) their interactions with…		First-year students			Seniors		
		NSSE 2014	Top 50% Institutions	Top 10% Institutions	NSSE 2014	Top 50% Institutions	Top 10% Institutions
Students	High	59	65	69	64	67	72
	Medium	37	33	29	34	31	27
Academic advisors	High	48	54	59	52	61	68
	Medium	42	39	34	38	32	26
Faculty	High	50	58	65	60	66	71
	Medium	45	39	32	37	31	27
Student services staff (career services, student activities, housing, etc.)	High	43	50	56	42	49	56
	Medium	46	43	37	46	42	35
Other administrative staff and offices (registrar, financial aid, etc.)	High	40	48	56	40	49	60
	Medium	47	44	37	47	42	33

Note: On a scale from 1="Poor" to 7="Excellent"

"My interactions with the community at Eastern have stretched me and challenged me, forming my character into the person I am today. I feel prepared to go out into the world as an effective social worker, an empathic listener, a lover of learning, and an intentional Christian."

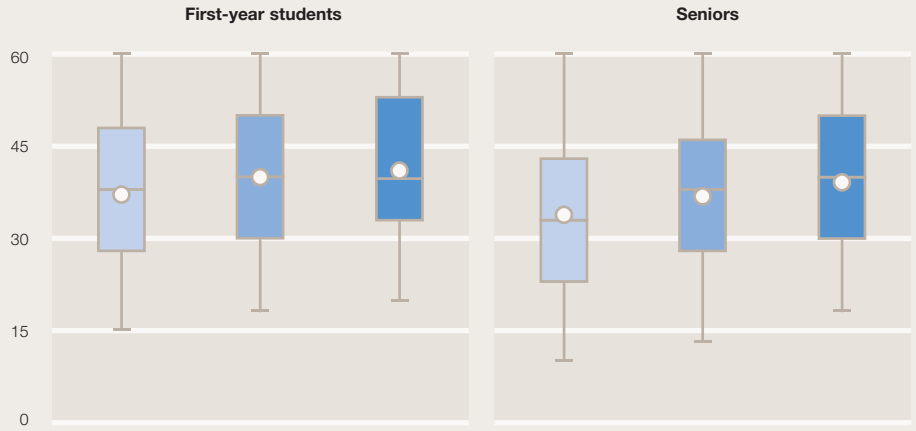
—SENIOR, SOCIAL WORK MAJOR, EASTERN UNIVERSITY

Detailed tables of survey responses and Engagement Indicators by student and institution characteristics are available on the NSSE website: **nsse.iub.edu/html/summary_tables.cfm**

Supportive Environment

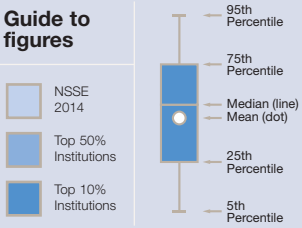
Institutions that are committed to student success provide support and involvement across a variety of domains, including the cognitive, social, and physical. These commitments foster higher levels of student performance and satisfaction. This Engagement Indicator summarizes students' perceptions of how much an institution emphasizes services and activities that support their learning and development.

Score Distributions



	First-year students			Seniors		
	NSSE 2014	Top 50% Institutions	Top 10% Institutions	NSSE 2014	Top 50% Institutions	Top 10% Institutions
95th Percentile	60	60	60	60	60	60
75th Percentile	48	50	53	43	46	50
Median	38	40	40	33	38	40
25th Percentile	28	30	33	23	28	30
5th Percentile	15	18	20	10	13	17
Mean	37	40	41	34	36	39

Guide to figures



Summary of Items

Percentage of students who responded "Very much" or "Quite a bit" that the institution emphasizes...		First-year students			Seniors		
		NSSE 2014	Top 50% Institutions	Top 10% Institutions	NSSE 2014	Top 50% Institutions	Top 10% Institutions
Providing support to help students succeed academically	Very much	38	42	48	31	36	44
	Quite a bit	40	39	37	41	41	39
Using learning support services (tutoring services, writing center, etc.)	Very much	42	46	51	30	35	43
	Quite a bit	36	35	33	37	37	36
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	Very much	27	30	32	23	25	28
	Quite a bit	32	33	33	30	31	30
Providing opportunities to be involved socially	Very much	35	40	45	30	36	43
	Quite a bit	38	38	37	38	38	36
Providing support for your overall well-being (recreation, health care, counseling, etc.)	Very much	34	40	45	28	34	41
	Quite a bit	38	38	37	36	37	36
Helping you manage your non-academic responsibilities (work, family, etc.)	Very much	17	19	21	12	14	17
	Quite a bit	28	30	31	21	23	24
Attending campus activities and events (performing arts, athletic events, etc.)	Very much	31	36	42	24	31	39
	Quite a bit	37	38	38	35	37	36
Attending events that address important social, economic, or political issues	Very much	21	25	28	17	22	25
	Quite a bit	32	34	35	30	33	33

Note: Other response options were "Some" and "Very little"

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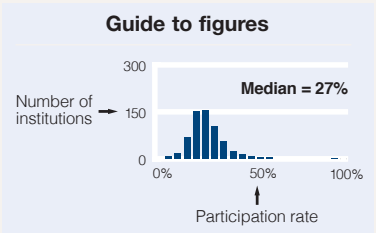
High-Impact Practices

The table on page 41 documents how prevalent High-Impact Practices (HIPs) were in 2014, and offers insight into the extent to which HIP participation varied within student populations.

HIP Results at the Institutional Level

Participation in High-Impact Practices can vary appreciably from one institution to the next. The figures at right show the distribution of average HIP participation rates among 622 U.S. institutions in NSSE 2014. For example, while the percentage of first-year students engaging in service-learning ranged considerably from one institution to the next, only a small number of institutions engaged first-year students in research with faculty, and those that did involved small percentages of students.



Note: Each figure is a graphical representation (histogram) of the distribution of institutional HIP participation rates. The median is the value that separates the distribution into two equal halves.

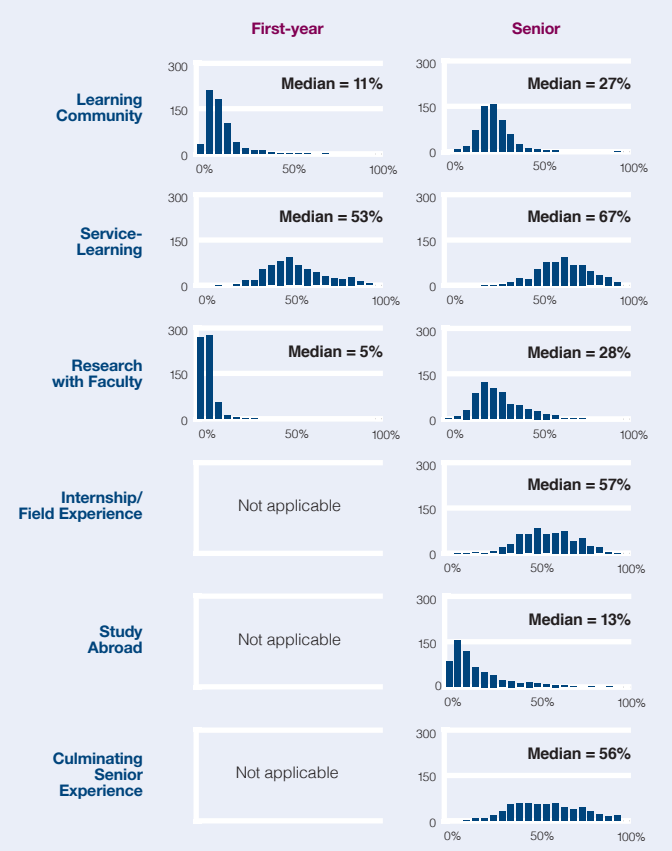
For seniors, participation rates were higher for service-learning and internships or field experiences, while learning communities, research with faculty, study abroad, and culminating experiences tended to capture smaller percentages of students. Most of the figures show wide dispersion in the average senior participation rates, signifying considerable variation among institutions.

Overall Participation in HIPs

The figure at bottom-right displays the overall percentage of students who participated in HIPs by class level. Participation in a learning community, service-learning, and research with faculty is counted for both classes. Senior results also include participation in an internship or field experience, study abroad, and a culminating senior experience. The first segment in each bar shows the percentage of students who participated in at least two HIPs, and the full bar (both colors) represents the percentage who participated in at least one.

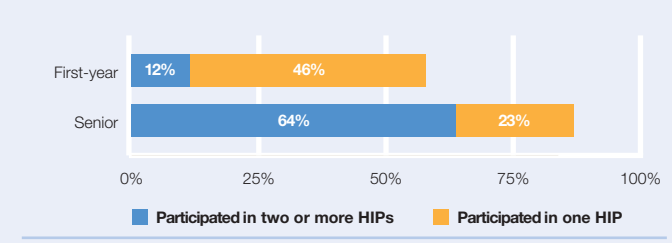
NSSE founding director George Kuh recommended that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and the second in the context of the major (Kuh, 2008). Nearly three in five first-year students were on target to meet this goal, as were about two-thirds of seniors.

Distribution of High-Impact Practice Participation Rates



Note: See page 28 for survey questions summarized above. Results weighted by institution-reported sex and enrollment status.

Overall Participation in High-Impact Practices



Note: Results weighted by institution-reported sex and enrollment status, and by institution size.

"I have made some great friends, but I have also really gotten some great opportunities: an internship, actual experience editing on campus (which has helped me discover that it is something I want to do for a living), and close work with a professor on a 50 page thesis.

—SENIOR, ENGLISH LITERATURE MAJOR, WILLIAM PATERSON UNIVERSITY OF NEW JERSEY

Participation in High-Impact Practices by Institution and Student Characteristics

		First-Year			Senior					
		Learning Community	Service-Learning	Research with Faculty	Learning Community	Service-Learning	Research with Faculty	Internship/ Field Exp.	Study Abroad	Culminating Experience
Institutional Characteristics										
2010 Basic Carnegie Classification	Research Universities (very high research activity)	18	43	6	25	52	29	57	19	41
	Research Universities (high research activity)	20	51	5	25	59	26	50	14	44
	Doctoral/Research Universities	16	58	6	27	65	23	52	14	48
	Master's Colleges and Universities (larger programs)	15	53	5	24	64	21	48	11	44
	Master's Colleges and Universities (medium programs)	14	55	6	25	66	25	49	13	47
	Master's Colleges and Universities (smaller programs)	15	51	6	28	68	30	60	19	61
	Baccalaureate Colleges—Arts & Sciences	11	48	6	29	62	46	66	37	75
	Baccalaureate Colleges—Diverse Fields	12	60	6	28	68	28	55	12	55
Control	Public	16	50	5	24	60	24	50	12	44
	Private	14	56	6	28	68	29	58	22	56
Barron's Selectivity	Noncompetitive	14	60	10	23	66	22	42	6	38
	Less Competitive	15	56	7	24	65	22	47	8	43
	Competitive	15	55	5	24	63	22	49	11	45
	Very Competitive	17	50	5	27	63	27	56	19	49
	Highly Competitive	17	42	6	27	52	37	65	28	53
	Most Competitive	11	38	7	28	51	54	70	45	79
	Not Available/Special	11	52	5	24	62	21	45	9	46
Student Characteristics										
Sex[a]	Female	16	51	5	27	65	25	54	17	47
	Male	14	52	6	23	57	27	49	12	47
Race/ethnicity or international[a]	American Indian or Alaska Native	18	56	7	27	69	25	49	11	43
	Asian	14	56	5	23	66	22	47	12	38
	Black or African American	18	55	7	29	68	22	47	9	43
	Hispanic or Latino	15	55	5	24	64	21	46	11	38
	Native Hawaiian/Other Pacific Islander	11	56	6	28	69	24	46	10	37
	White	15	49	5	25	61	27	55	16	49
	Other	16	53	13	15	61	18	33	20	52
	Foreign or nonresident alien	14	66	9	24	72	26	43	24	43
	Two or more races/ethnicities	18	53	6	26	62	27	53	16	49
Age	Traditional (First-year < 21, Senior < 25):	16	52	5	29	64	31	60	20	53
	Nontraditional (First-year 21+, Senior 25+)	9	46	7	17	58	16	36	5	35
First-generation[b]	Not first-generation	16	50	6	27	60	30	58	20	51
	First-generation	14	54	6	23	63	21	46	9	42
Enrollment status[a]	Part-time	9	43	5	16	56	14	35	6	33
	Full-time	16	52	6	27	63	28	56	17	50
Residence	Living off campus	12	52	6	24	61	24	50	13	44
	Living on campus	17	51	5	34	63	38	65	27	62
Major category[c]	Arts & humanities	15	47	5	23	54	28	46	25	59
	Biological sciences, agriculture, natural resources	17	49	8	26	54	47	55	17	45
	Physical sciences, math, computer science	14	44	7	20	42	41	47	11	44
	Social sciences	15	49	5	23	60	34	50	21	48
	Business	15	54	5	22	57	13	44	14	43
	Communications, media, public relations	18	51	5	26	66	22	67	20	57
	Education	16	62	4	37	82	17	69	12	50
	Engineering	18	47	6	27	48	34	58	12	60
	Health professions	15	57	5	30	80	20	55	9	38
	Social service professions	14	57	5	27	71	18	54	9	39
	Undecided/undeclared	12	47	4	19	65	16	30	11	24
Overall		15	52	6	25	62	26	52	15	47

Notes: Percentages weighted by institution-reported sex and enrollment status, and by institution size. Participating students are those who responded "Done or in progress" for all HIPs except service-learning, where students reported at least "Some" of their courses included a community-based project.

a. Institution-reported variable

b. Neither parent holds a bachelor's degree.

c. NSSE's default related-major categories, based on students' reported major or expected major (first reported major for double majors). Excludes majors categorized as "all other."

PARTICIPATING COLLEGES & UNIVERSITIES 2010–2014

United States

Alabama

Alabama A&M University[b]
Alabama State University
Auburn University[ab]
Auburn University at Montgomery[a]
Birmingham-Southern College[ab]
Columbia Southern University
Faulkner University[b]
Jacksonville State University[b]
Judson College[ab]
Samford University[b]
Southeastern Bible College
Spring Hill College
Troy University
University of Alabama at Birmingham[ab]
University of Alabama in Huntsville
University of Alabama, The[b]
University of Mobile[a]
University of Montevallo
University of South Alabama

Alaska

Alaska Pacific University[b]
University of Alaska Fairbanks

Arizona

Arizona Christian University
Grand Canyon University
Northern Arizona University[b]
Prescott College[a]
University of Advancing Technology
University of Arizona
University of Phoenix-Online Campus
Western International University[b]

Arkansas

Arkansas State University[b]
Central Baptist College
Ecclesia College[b]
Henderson State University[b]
Hendrix College[a]
John Brown University[ab]
Lyon College
Ouachita Baptist University
Philander Smith College[b]
Southern Arkansas University[b]
University of Arkansas
University of Arkansas at Fort Smith[ab]
University of Arkansas at Little Rock[b]
University of Arkansas at Monticello
University of Central Arkansas
University of the Ozarks[a]

California

Art Center College of Design[b]
Biola University
Brooks Institute
California Baptist University[b]
California College of the Arts[a]
California Institute of the Arts
California Lutheran University[ab]
California Maritime Academy[a]
California Polytechnic State University-San Luis Obispo[ab]
California State Polytechnic University-Pomona
California State University-Bakersfield[a]
California State University-Channel Islands[a]
California State University-Chico[b]
California State University-Dominguez Hills[b]
California State University-Fresno[b]
California State University-Fullerton
California State University-Los Angeles
California State University-Monterey Bay
California State University-Northridge
California State University-Sacramento[b]
California State University-San Bernardino[b]
California State University-San Marcos
California State University-Stanislaus[b]
Chapman University
Claremont McKenna College[a]
Coleman University
Concordia University[b]
DeVry University-California
Dominican University of California[a]
Fresno Pacific University
Golden Gate University-San Francisco
Harvey Mudd College[ab]
Hope International University
Humboldt State University
Humphreys College[b]
La Sierra University
Life Pacific College[a]
Loyola Marymount University[a]
Menlo College[a]
Mills College[b]
National University[b]
Notre Dame de Namur University[b]
Occidental College
Pacific Union College
Pepperdine University[ab]
Pitzer College[b]
Point Loma Nazarene University[ab]
Saint Mary's College of California[b]
San Diego Christian College
San Francisco Art Institute
San Francisco State University[b]
San Jose State University[b]
Santa Clara University[b]
Scripps College[b]
Simpson University
Sonoma State University[b]
Trident University International[b]
University of California-Merced[a]
University of La Verne[ab]
University of Phoenix-Southern California Campus
University of Redlands
University of San Francisco[a]
University of the Pacific
Vanguard University of Southern California[ab]
Westmont College[b]
Whittier College[ab]
William Jessup University
Woodbury University[b]

Colorado

Adams State University[ab]
American Sentinel University
Colorado College[b]
Colorado Mesa University[b]
Colorado School of Mines
Colorado State University[b]
Colorado State University-Pueblo
Colorado Technical University-Colorado Springs
Colorado Technical University-Denver
Colorado Technical University-Online
Fort Lewis College[ab]
Johnson & Wales University-Denver
Metropolitan State University of Denver[b]
Naropa University
Nazarene Bible College
Regis University[b]
United States Air Force Academy[b]
University of Colorado at Boulder
University of Colorado at Colorado Springs[b]
University of Colorado at Denver[b]
University of Denver[ab]
Western State Colorado University

Connecticut

Central Connecticut State University[a]
Charter Oak State College
Connecticut College[b]
Eastern Connecticut State University[a]
Fairfield University
Lyme Academy College of Fine Arts[a]
Mitchell College[ab]
Quinnipiac University[b]
Sacred Heart University[ab]
Southern Connecticut State University[a]
University of Bridgeport
University of Connecticut[b]
University of Hartford
University of New Haven[b]
University of Saint Joseph
Western Connecticut State University[ab]

Delaware

Delaware State University[b]
Goldey-Beacom College
University of Delaware[b]
Wilmington University

District of Columbia

American University
Catholic University of America
Corcoran College of Art and Design[b]
Gallaudet University[b]
Howard University[b]
Strayer University-District of Columbia
Strayer University-Global Region
University of the District of Columbia[ab]

Florida

Adventist University of Health Sciences[b]
American InterContinental University-South Florida
Ave Maria University[ab]
Barry University[ab]
Bethune Cookman University[ab]
Eckerd College
Edward Waters College[ab]
Flagler College[ab]
Florida A&M University[b]
Florida Atlantic University[b]
Florida Gulf Coast University[b]
Florida Institute of Technology
Florida International University[b]
Florida Memorial University
Florida Southern College[ab]
Florida State University[b]
Jacksonville University[ab]
Johnson & Wales University-Florida Campus
Lynn University[b]
New College of Florida[b]
Northwood University
Nova Southeastern University[a]
Palm Beach Atlantic University-West Palm Beach[b]
Ringling College of Art and Design[b]
Rollins College[ab]
Saint Leo University[a]
Saint Thomas University
Southeastern University
Stetson University[ab]
University of Central Florida[b]
University of Miami
University of North Florida[ab]
University of Phoenix-North Florida Campus
University of South Florida
University of South Florida-St. Petersburg Campus[b]
University of Tampa, The[b]
University of West Florida, The[ab]
Warner University[b]

Georgia

Abraham Baldwin Agricultural College[a]
Agnes Scott College[b]
Albany State University[a]
American InterContinental University-Atlanta
Armstrong State University[a]
Augusta State University
Berry College[b]
Brenau University
Clark Atlanta University[b]
Clayton State University[ab]
College of Coastal Georgia
Columbus State University[b]
Covenant College[b]
Dalton State College[b]
DeVry University-Georgia
Emory University
Fort Valley State University[ab]
Georgia College & State University[b]
Georgia Gwinnett College[ab]
Georgia Health Sciences University
Georgia Institute of Technology[ab]
Georgia Regents University
Georgia Southern University[b]
Georgia Southwestern State University[b]
Georgia State University[ab]
Gordon State College
Kennesaw State University[ab]
LaGrange College[ab]
Life University
Macon State College[a]
Mercer University[ab]
Middle Georgia State College
Oglethorpe University[ab]
Paine College[b]
Savannah College of Art and Design[b]
Savannah State University[b]
Shorter University[ab]
Southern Catholic College
Southern Polytechnic State University
Spelman College
Truett-McConnell College
University of Georgia[ab]
University of North Georgia[ab]
University of West Georgia[b]
Valdosta State University[ab]
Wesleyan College[b]
Young Harris College

Guam

University of Guam

Hawaii

Brigham Young University-Hawaii[b]
Chaminade University of Honolulu[ab]
Hawai'i Pacific University[b]
University of Hawai'i at Hilo[b]
University of Hawai'i at Manoa[b]
University of Hawai'i-West O'ahu

Idaho

Boise State University[ab]
Brigham Young University-Idaho[b]
College of Idaho, The
Idaho State University[b]
Lewis-Clark State College
Northwest Nazarene University
University of Idaho

Illinois

American InterContinental University-Online
Benedictine University[b]
Blackburn College[b]
Chicago State University[ab]
Columbia College Chicago[b]
Concordia University[a]
DePaul University[b]
DeVry University-Illinois
Dominican University[ab]
Eastern Illinois University
East-West University[b]
Elmhurst College[b]
Eureka College[b]
Harrington College of Design
Illinois College[b]
Illinois Institute of Art-Chicago, The
Illinois Institute of Technology
Illinois State University[ab]
Illinois Wesleyan University[ab]
Judson University
Knox College[b]
Lake Forest College
Lewis University[a]
Lincoln Christian University
Loyola University Chicago
MacMurray College
McKendree University
Methodist College
Millikin University[ab]
Monmouth College[b]
North Central College[ab]
North Park University[b]
Northeastern Illinois University
Northern Illinois University
Olivet Nazarene University
Quincy University[ab]
Robert Morris University Illinois[b]
Rockford University
Roosevelt University[b]
Saint Francis Medical Center College of Nursing
Saint Xavier University[ab]
School of the Art Institute of Chicago
Southern Illinois University Carbondale
Southern Illinois University Edwardsville[b]
Trinity Christian College[b]
University of Illinois at Springfield[b]
University of Illinois at Urbana-Champaign
University of Phoenix-Chicago Campus
University of St. Francis[ab]
Western Illinois University[ab]
Wheaton College[b]

Indiana

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

Iowa

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

Kansas

Baker University[b]
Benedictine College[b]
Bethany College[b]
Emporia State University[b]
Fort Hays State University[b]
Friends University[b]
Kansas State University
Kansas Wesleyan University
McPherson College
MidAmerica Nazarene University[b]
National American University-Overland Park[b]
Newman University[b]
Ottawa University
Pittsburg State University
Southwestern College[b]
Tabor College[b]
University of Kansas
University of Saint Mary
Washburn University[ab]
Wichita State University[ab]

Kentucky

Alice Lloyd College[b]
Bellarmine University[ab]
Berea College[b]
Brescia University
Campbellsville University[ab]
Centre College[a]
Eastern Kentucky University[b]
Kentucky State University[b]

PARTICIPATING COLLEGES & UNIVERSITIES 2010–2014 (CONTINUED)

Kentucky Wesleyan College[b]
Lindsey Wilson College
Midway College
Morehead State University[ab]
Murray State University[b]
Northern Kentucky University[ab]
Thomas More College
Transylvania University[b]
Union College
University of Kentucky
University of Louisville[ab]
University of Pikeville
University of the Cumberlands[b]
Western Kentucky University[b]

Louisiana

Centenary College of Louisiana
Dillard University[b]
Grambling State University[b]
Louisiana State University and Agricultural & Mechanical College[b]
Louisiana Tech University
Loyola University New Orleans[ab]
McNeese State University
Nicholls State University[a]
Northwestern State University of Louisiana[ab]
Our Lady of the Lake College[ab]
Southeastern Louisiana University[b]
Southern University and A&M College[b]
Southern University at New Orleans
Tulane University of Louisiana[b]
University of Louisiana at Lafayette[a]
University of Louisiana Monroe
University of New Orleans[ab]
Xavier University of Louisiana[ab]

Maine

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

Maryland

Baltimore International College
Bowie State University[a]
Coppin State University
Frostburg State University
Goucher College[ab]
Hood College
Loyola University Maryland[b]
Maryland Institute College of Art
McDaniel College[b]
Morgan State University[b]
Mount St. Mary's University[b]
Notre Dame of Maryland University[b]
Saint Mary's College of Maryland[a]
Salisbury University
Sojourner-Douglass College
Stevenson University[b]
Strayer University-Maryland
Towson University[ab]
United States Naval Academy[b]
University of Baltimore[b]
University of Maryland-Baltimore County[b]
University of Maryland-College Park
University of Maryland-Eastern Shore[b]
Washington Adventist University[a]
Washington College[ab]

Massachusetts

American International College
Anna Maria College[b]
Assumption College
Bard College at Simon's Rock[a]
Bay Path College
Bay State College[a]
Bentley University[a]
Boston College
Boston University
Bridgewater State University
Cambridge College[b]
Clark University[ab]
College of Our Lady of the Elms[ab]
College of the Holy Cross
Curry College
Dean College[a]
Eastern Nazarene College
Emerson College
Emmanuel College[b]
Fitchburg State University[b]
Framingham State University[ab]
Franklin W. Olin College of Engineering[a]
Gordon College
Lesley University[b]
Massachusetts College of Art and Design
Massachusetts College of Liberal Arts[b]
Merrimack College
Mount Ida College[a]
Newbury College-Brookline[b]
Nichols College[b]
Northeastern University
Salem State University[b]
School of the Museum of Fine Arts-Boston
Simmons College
Springfield College[ab]
Stonehill College[b]
Suffolk University[b]
University of Massachusetts Amherst[b]
University of Massachusetts Boston[a]
University of Massachusetts Dartmouth
University of Massachusetts Lowell[b]
Wentworth Institute of Technology[ab]
Western New England University
Westfield State University[b]
Wheaton College[ab]
Wheelock College[a]
Worcester Polytechnic Institute[ab]
Worcester State University[ab]

Michigan

Adrian College[b]
Albion College[b]
Alma College[ab]
Andrews University[b]
Aquinas College
Calvin College[a]
Central Michigan University[b]
Cornerstone University
Davenport University
Eastern Michigan University[ab]
Ferris State University[b]
Grand Valley State University[ab]
Hope College
Kalamazoo College[ab]
Kettering University
Kuyper College
Lake Superior State University
Lawrence Technological University[b]
Madonna University
Marygrove College
Michigan State University
Michigan Technological University[b]
Northern Michigan University
Northwood University
Oakland University[a]
Rochester College[b]
Saginaw Valley State University
Siena Heights University[b]
Spring Arbor University[a]
University of Detroit Mercy[b]
University of Michigan-Ann Arbor[b]
University of Michigan-Dearborn[b]
University of Michigan-Flint[b]
Wayne State University[b]
Western Michigan University[ab]

Minnesota

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

Mississippi

Alcorn State University
Delta State University[b]
Jackson State University[b]
Millsaps College
Mississippi State University[b]
Mississippi University for Women
Mississippi Valley State University[a]
University of Mississippi
University of Southern Mississippi

Missouri

Avila University[ab]
Central Methodist University[ab]
College of the Ozarks
Colorado Technical University-Kansas City
Culver-Stockton College[b]
Drury University[b]
Fontbonne University
Grantham University
Harris-Stowe State University[a]
Kansas City Art Institute
Lindenwood University[a]
Maryville University of Saint Louis[ab]
Missouri Southern State University[ab]
Missouri State University[ab]
Missouri University of Science and Technology[b]
Missouri Valley College[b]

Missouri Western State University
Northwest Missouri State University[b]
Park University
Rockhurst University[b]
Saint Louis University[a]
Saint Luke's College[b]
Southeast Missouri State University[a]
Southwest Baptist University[ab]
Stephens College[ab]
Truman State University[b]
University of Central Missouri[b]
University of Missouri-Columbia
University of Missouri-Kansas City[b]
University of Missouri-St. Louis[b]
Webster University
Westminster College
William Jewell College[ab]
William Woods University[b]

Montana

Carroll College[b]
Montana State University-Billings[ab]
Montana State University-Bozeman[a]
Montana State University-Northern[b]
Montana Tech of the University of Montana
Rocky Mountain College[a]
University of Great Falls[ab]
University of Montana, The[b]

Nebraska

Bellevue University[b]
Chadron State College[b]
College of Saint Mary
Concordia University
Doane College[ab]
Hastings College
Midland University[a]
Nebraska Methodist College[b]
Nebraska Wesleyan University[ab]
Peru State College
Union College[ab]
University of Nebraska at Kearney[ab]
University of Nebraska at Lincoln[b]
University of Nebraska at Omaha[b]
Wayne State College[b]

Nevada

Nevada State College[a]
Sierra Nevada College[a]
University of Nevada, Las Vegas[a]
University of Nevada, Reno[b]

New Hampshire

Colby-Sawyer College[b]
Franklin Pierce University[b]
Keene State College[b]
New England College[b]
Plymouth State University[b]
Rivier University[b]
Saint Anselm College[a]
University of New Hampshire

New Jersey

Berkeley College[b]
Bloomfield College[a]
Centenary College[ab]
College of New Jersey, The[ab]
College of Saint Elizabeth[b]
Drew University[ab]
Felician College[b]
Georgian Court University[ab]
Kean University
Monmouth University[ab]
Montclair State University[b]
New Jersey City University[b]
New Jersey Institute of Technology
Ramapo College of New Jersey[b]
Richard Stockton College of New Jersey, The[ab]
Rider University
Rowan University
Rutgers University-Camden
Rutgers University-New Brunswick
Rutgers University-Newark
Saint Peter's University
Seton Hall University[ab]
Stevens Institute of Technology[b]
William Paterson University of New Jersey[b]

New Mexico

Eastern New Mexico University[ab]
New Mexico Highlands University
New Mexico Institute of Mining and Technology
New Mexico State University[a]
Northern New Mexico College[b]
University of New Mexico[b]
University of Phoenix-New Mexico Campus
Western New Mexico University[b]

New York

Adelphi University[ab]
Alfred University[b]
Berkeley College[b]
Canisius College
Clarkson University[b]
Colgate University
College of Mount Saint Vincent
College of Saint Rose, The
Concordia College-New York[a]
Cooper Union for the Advancement of Science and Art
CUNY Bernard M Baruch College[ab]
CUNY Herbert H. Lehman College[b]
CUNY Hunter College[b]
CUNY John Jay College of Criminal Justice[ab]
CUNY Medgar Evers College[ab]
CUNY New York City College of Technology[b]
CUNY Queens College[b]
CUNY York College[b]
Daemen College[ab]
Dominican College of Blauvelt[ab]
Dowling College
Excelsior College[b]
Farmingdale State College[b]
Fashion Institute of Technology
Fordham University
Hamilton College
Hartwick College[ab]
Hilbert College[a]
Hobart and William Smith Colleges
Hofstra University
Houghton College[b]
Iona College
Ithaca College
Keuka College
Le Moyne College
LIM College[ab]
Long Island University-Brooklyn Campus[b]
Manhattan College
Manhattanville College[b]
Marist College[a]
Marymount Manhattan College
Medaille College[ab]
Mercy College
Metropolitan College of New York
Molloy College
Morrisville State College
Mount Saint Mary College[b]
Nazareth College[b]
New School, The
New York Institute of Technology-Old Westbury[b]
Niagara University
Nyack College
Pace University[ab]
Paul Smith's College[ab]
Polytechnic Institute of New York University[b]
Pratt Institute
Roberts Wesleyan College
Rochester Institute of Technology
Sage College of Albany
Sage Colleges, The
Saint Bonaventure University[ab]
Saint Francis College
Saint John Fisher College[a]
Saint John's University-New York[b]
Saint Joseph's College[b]
Saint Lawrence University[a]
Sarah Lawrence College
School of Visual Arts
Siena College[b]
Skidmore College[b]
Stony Brook University[ab]
SUNY at Albany
SUNY at Binghamton[b]
SUNY at Fredonia
SUNY at Geneseo
SUNY at Purchase College[b]
SUNY College at Brockport[b]
SUNY College at Buffalo[ab]
SUNY College at Cortland
SUNY College at New Paltz[a]
SUNY College at Old Westbury
SUNY College at Oneonta[ab]
SUNY College at Oswego[b]
SUNY College at Plattsburgh[b]
SUNY College at Potsdam
SUNY College of Agriculture and Technology at Cobleskill
SUNY College of Environmental Science and Forestry[a]
SUNY College of Technology at Alfred
SUNY College of Technology at Canton
SUNY Empire State College
SUNY Institute of Technology at Utica-Rome
SUNY Maritime College
Syracuse University[a]
Touro College[b]
Union College[a]
United States Merchant Marine Academy[b]
United States Military Academy
University at Buffalo
Vassar College
Vaughn College of Aeronautics and Technology[ab]
Wagner College[ab]
Webb Institute
Yeshiva University

North Carolina

Appalachian State University
Barton College[b]
Belmont Abbey College
Brevard College
Campbell University Inc.[b]
Catawba College
Chowan University
East Carolina University[ab]
Elizabeth City State University[b]
Elon University[ab]
Fayetteville State University[ab]
Gardner-Webb University[ab]
Greensboro College[b]
Guilford College[b]
High Point University
Johnson & Wales University-Charlotte
Johnson C Smith University[b]
Lees-McRae College[b]
Lenoir-Rhyne University[a]
Livingstone College[b]
Mars Hill University

PARTICIPATING COLLEGES & UNIVERSITIES 2010–2014 (CONTINUED)

Meredith College[ab]
Methodist University[b]
Mount Olive College
North Carolina A&T State University[b]
North Carolina Central University[b]
North Carolina State University
Pfeiffer University[b]
Queens University of Charlotte[b]
Saint Andrews University
Saint Augustine's College[b]
Salem College[b]
Shaw University[b]
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[ab]
University of North Carolina at Pembroke[b]
University of North Carolina at Wilmington[b]
Warren Wilson College[ab]
Western Carolina University[ab]
William Peace University[a]
Wingate University[b]
Winston-Salem State University[b]

North Dakota

Dickinson State University[b]
Mayville State University[b]
Minot State University[b]
North Dakota State University[b]
University of Mary[a]
University of North Dakota[ab]
Valley City State University[b]

Ohio

Ashland University
Baldwin Wallace University[b]
Bowling Green State University[b]
Capital University[a]
Case Western Reserve University[a]
Cedarville University[b]
Cleveland State University
College of Mount St. Joseph
College of Wooster, The[ab]
Columbus College of Art and Design[b]
Defiance College[ab]
Denison University[b]
Franklin University
Heidelberg University[b]
Hiram College[b]
John Carroll University[b]
Kent State University[ab]
Kenyon College[b]
Lake Erie College
Lourdes University[b]
Malone University
Marietta College
Miami University-Oxford[ab]
Notre Dame College[b]
Ohio Dominican University
Ohio Northern University[b]
Ohio State University, The
Ohio State University-Lima Campus
Ohio State University-Mansfield Campus
Ohio State University-Marion Campus
Ohio State University-Newark Campus
Ohio University
Ohio Wesleyan University[a]
Otterbein University[b]
Shawnee State University[ab]
Tiffin University[a]
University of Akron, The[ab]
University of Cincinnati[b]
University of Dayton
University of Findlay, The[a]
University of Mount Union[b]
University of Rio Grande[b]
University of Toledo
Ursuline College[b]
Walsh University
Wilberforce University
Wittenberg University[a]
Wright State University[a]
Xavier University[ab]
Youngstown State University

Oklahoma

Bacone College
Cameron University
East Central University
Northeastern State University
Northwestern Oklahoma State University
Oklahoma Baptist University
Oklahoma Christian University[a]
Oklahoma City University[b]
Oklahoma State University[a]
Oral Roberts University[ab]
Rogers State University
Saint Gregory's University
Southern Nazarene University[b]
Southwestern Christian University[b]
Southwestern Oklahoma State University
University of Central Oklahoma
University of Oklahoma
University of Science and Arts of Oklahoma
University of Tulsa[b]

Oregon

Concordia University
Eastern Oregon University[b]
George Fox University[ab]
Lewis & Clark College
Linfield College[ab]
Linfield College-Adult Degree Program[b]
Linfield College-Nursing & Health Sciences[b]
Oregon Institute of Technology
Oregon State University[ab]
Pacific University[b]
Portland State University[b]
Southern Oregon University[b]
University of Oregon
Warner Pacific College
Western Oregon University
Willamette University[b]

Pennsylvania

Albright College
Allegheny College[b]
Alvernia University[a]
Arcadia University
Bloomsburg University of Pennsylvania[b]
Bryn Athyn College of the New Church[b]
Bryn Mawr College
Bucknell University[a]
Cabrini College[b]
California University of Pennsylvania[b]
Carlow University[a]
Carnegie Mellon University[a]
Cedar Crest College[b]
Central Pennsylvania College
Chatham University[ab]
Chestnut Hill College[b]
Cheyney University of Pennsylvania[b]
Clarion University of Pennsylvania
Delaware Valley College[b]
DeSales University
Dickinson College
Drexel University[b]
East Stroudsburg University of Pennsylvania
Eastern University[b]
Edinboro University of Pennsylvania
Elizabethtown College[ab]
Franklin and Marshall College
Gannon University[a]
Gettysburg College
Grove City College[ab]
Gwynedd Mercy University[a]
Harrisburg University of Science and Technology
Holy Family University[b]
Immaculata University
Indiana University of Pennsylvania
Juniata College[b]
Keystone College
Kutztown University of Pennsylvania
La Roche College
La Salle University[b]
Lafayette College
Lebanon Valley College
Lehigh University[b]
Lincoln University of Pennsylvania[ab]
Lock Haven University[b]
Lycoming College
Mansfield University of Pennsylvania
Marywood University[b]
Mercyhurst University
Messiah College
Millersville University of Pennsylvania[ab]
Misericordia University
Moore College of Art and Design
Mount Aloysius College
Muhlenberg College[a]
Neumann University[ab]
Penn State University Abington[b]
Penn State University Altoona
Penn State University Berks[ab]
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 University[b]
Point Park University
Robert Morris University
Rosemont College
Saint Joseph's University
Saint Vincent College[b]
Seton Hill University
Shippensburg University of Pennsylvania
Slippery Rock University of Pennsylvania[ab]
Susquehanna University[b]
Temple University
Thiel College[ab]
University of Pittsburgh-Bradford[b]
University of Pittsburgh-Johnstown[b]
University of Scranton[ab]
University of the Arts, The
University of the Sciences
Ursinus College[ab]
Villanova University
Washington & Jefferson College
Waynesburg University
West Chester University of Pennsylvania[ab]
Widener University[ab]
Wilson College[b]
York College of Pennsylvania

Puerto Rico

Inter American University of Puerto Rico-Barranquitas
Inter American University of Puerto Rico-Metro[b]
Pontifical Catholic University of Puerto Rico-Arecibo
Pontifical Catholic University of Puerto Rico-Mayaguez
Pontifical Catholic University of Puerto Rico-Ponce
University of Puerto Rico-Carolina[b]

University of Puerto Rico-Cayey
University of Puerto Rico-Mayaguez
University of Puerto Rico-Ponce[b]
University of Sacred Heart[b]

Rhode Island

Bryant University[ab]
Johnson & Wales University
Providence College
Rhode Island College
Rhode Island School of Design
Roger Williams University[ab]
Salve Regina University[a]
University of Rhode Island[b]

South Carolina

Anderson University
Benedict College
Bob Jones University[ab]
Charleston Southern University
Citadel Military College of South Carolina[b]
Claflin University[ab]
Clemson University
Coastal Carolina University
Coker College[ab]
College of Charleston[ab]
Columbia College[b]
Columbia International University
Converse College[ab]
Francis Marion University
Furman University[a]
Lander University
Limestone College
Presbyterian College[b]
University of South Carolina-Aiken[b]
University of South Carolina-Beaufort[ab]
University of South Carolina-Columbia
University of South Carolina-Upstate[b]
Voorhees College[ab]
Winthrop University[b]
Wofford College[ab]

South Dakota

Augustana College[a]
Black Hills State University[ab]
Colorado Technical University-Sioux Falls
Dakota State University[ab]
Dakota Wesleyan University
Mount Marty College
National American University-Rapid City[b]
National American University-Sioux Falls[b]
Northern State University[b]
Oglala Lakota College[b]
Presentation College[ab]
South Dakota School of Mines and Technology[ab]
South Dakota State University[b]
University of South Dakota[b]

Tennessee

Austin Peay State University[ab]
Baptist Memorial College of Health Sciences[b]
Belmont University[b]
Bethel University
Carson-Newman University[b]
Christian Brothers University
Cumberland University[a]
East Tennessee State University
Fisk University[b]
Johnson University
King University[a]
Lane College[ab]
Lee University
Lincoln Memorial University[b]
Lipscomb University[ab]
Martin Methodist College[ab]
Middle Tennessee State University
Milligan College[b]
Rhodes College[ab]
Southern Adventist University[b]
Tennessee State University[b]
Tennessee Technological University
Tennessee Wesleyan College
Trevecca Nazarene University[a]
Tusculum College[b]
Union University
University of Memphis
University of Tennessee, The[ab]
University of Tennessee-Chattanooga, The[ab]
University of Tennessee-Martin, The[b]
University of the South, Sewanee[b]

Texas

Abilene Christian University[ab]
American InterContinental University-Houston
Angelo State University
Austin College[ab]
Baylor University[ab]
Concordia University Texas[a]
DeVry University-Texas
East Texas Baptist University[ab]
Houston Baptist University
Huston-Tillotson University
Lamar University[b]
LeTourneau University
Lubbock Christian University[b]
McMurry University[b]
Midwestern State University
Northwood University
Our Lady of the Lake University-San Antonio[b]
Prairie View A&M University[ab]
Saint Edward's University
Saint Mary's University[ab]
Sam Houston State University[b]
Schreiner University
Southwestern Adventist University[b]
Southwestern Assemblies of God University
Southwestern University[b]
Stephen F. Austin State University[b]
Tarleton State University[ab]
Texas A&M International University[ab]
Texas A&M University[b]
Texas A&M University - Commerce[b]
Texas A&M University - Corpus Christi[a]
Texas A&M University - Kingsville[b]
Texas A&M University - Texarkana[a]
Texas Christian University[b]
Texas College
Texas Lutheran University[b]
Texas Southern University[a]
Texas State University-San Marcos[ab]
Texas Tech University[ab]
Texas Woman's University[ab]
Trinity University
University of Dallas
University of Houston
University of Houston-Clear Lake
University of Houston-Downtown[b]
University of Houston-Victoria[ab]
University of North Texas
University of St. Thomas[b]
University of Texas at Arlington, The[ab]
University of Texas at Austin, The[b]
University of Texas at Brownsville, The
University of Texas at Dallas, The[ab]
University of Texas at El Paso, The
University of Texas at San Antonio, The[b]
University of Texas at Tyler, The[ab]
University of Texas of the Permian Basin, The
University of Texas-Pan American, The[b]
University of the Incarnate Word[b]
Wayland Baptist University[b]
West Texas A&M University[ab]
Wiley College[ab]

Utah

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

Vermont

Castleton State College
Champlain College
College of St. Joseph
Green Mountain College
Johnson State College[a]
Lyndon State College[a]
Marlboro College[b]
Middlebury College
Norwich University[b]
Saint Michael's College
Southern Vermont College[a]
Sterling College[b]
University of Vermont[ab]

Virgin Islands

University of the Virgin Islands

Virginia

Art Institute of Washington, The[ab]
Averett University
Bluefield College
Bridgewater College
Christopher Newport University
College of William & Mary[a]
Eastern Mennonite University
Emory and Henry College
Ferrum College
George Mason University[ab]
Hampden-Sydney College[ab]
Hollins University
James Madison University
Liberty University[b]
Longwood University[ab]
Lynchburg College
Mary Baldwin College
Marymount University[b]
Norfolk State University[ab]
Old Dominion University[b]
Randolph College
Randolph-Macon College[a]
Regent University[b]
Roanoke College[ab]
Shenandoah University[b]
Southern Virginia University[ab]
Sweet Briar College[ab]
University of Mary Washington[a]
University of Richmond[b]
University of Virginia
University of Virginia's College at Wise, The[b]
Virginia Commonwealth University[ab]
Virginia Intermont College[ab]
Virginia Military Institute
Virginia Polytechnic Institute and State University
Virginia Union University
Virginia Wesleyan College
Washington and Lee University[ab]

Washington

Central Washington University[b]
Eastern Washington University[a]
Evergreen State College, The[b]

PARTICIPATING COLLEGES & UNIVERSITIES 2010–2014 (CONTINUED)

Gonzaga University
Heritage University[ab]
Northwest University
Pacific Lutheran University[ab]
Saint Martin's University[b]
Seattle Pacific University[b]
Seattle University[a]
University of Puget Sound[a]
University of Washington-Bothell
University of Washington-Seattle
University of Washington-Tacoma[ab]
Walla Walla University
Washington State University[ab]
Western Washington University
Whitman College
Whitworth University[b]

West Virginia

Alderson-Broaddus College
Bethany College[b]
Bluefield State College
Concord University
Davis & Elkins College[ab]
Fairmont State University[b]
Glenville State College
Marshall University[b]
Mountain State University[b]
Ohio Valley University
Shepherd University[a]
University of Charleston[b]
West Virginia State University
West Virginia University[b]
West Virginia University Institute of Technology
West Virginia Wesleyan College[b]
Wheeling Jesuit University[b]

Wisconsin

Alverno College[b]
Beloit College[b]
Cardinal Stritch University[b]
Carroll University[ab]
Carthage College[ab]
Concordia University-Wisconsin[b]
Edgewood College[ab]
Lawrence University
Maranatha Baptist University[b]
Marian University[b]
Marquette University
Milwaukee School of Engineering
Mount Mary University[b]
Northland College[b]
Ripon College
Saint Norbert College
University of Wisconsin-Eau Claire[b]
University of Wisconsin-Green Bay[ab]
University of Wisconsin-La Crosse[ab]
University of Wisconsin-Madison[a]
University of Wisconsin-Milwaukee[b]
University of Wisconsin-Oshkosh[b]
University of Wisconsin-Parkside[ab]
University of Wisconsin-Platteville[b]
University of Wisconsin-River Falls[ab]
University of Wisconsin-Stevens Point[ab]
University of Wisconsin-Stout[b]
University of Wisconsin-Superior[ab]
University of Wisconsin-Whitewater[b]
Viterbo University[b]
Wisconsin Lutheran College[ab]

Wyoming

University of Wyoming[b]

Canada

Alberta

Alberta College of Art and Design
Ambrose University College
Athabasca University
Canadian University College[b]
Concordia University College of Alberta
Grant MacEwan University
King's University College, The
Mount Royal University
University of Alberta
University of Calgary[ab]
University of Lethbridge

British Columbia

Capilano University
Kwantlen Polytechnic University[b]
Quest University Canada
Royal Roads University
Simon Fraser University
Thompson Rivers University[b]
Trinity Western University
University of British Columbia
University of British Columbia, Okanagan
University of Northern British Columbia[b]
University of the Fraser Valley[b]
University of Victoria
Vancouver Island University

Manitoba

Brandon University
University of Manitoba
University of Winnipeg

Newfoundland

Memorial University of Newfoundland, St. John's Campus

New Brunswick

Mount Allison University
St. Thomas University
Université de Moncton
University of New Brunswick - Fredericton[b]
University of New Brunswick - Saint John Campus[b]

Nova Scotia

Acadia University
Cape Breton University
Dalhousie University
Mount St. Vincent University
Nova Scotia Agricultural College[a]
Saint Mary's University[b]
St. Francis Xavier University

Ontario

Algoma University
Brescia University College
Brock University
Carleton University[ab]
Humber College Institute of Technology and Advanced Learning[b]
Huron University College
King's University College at Western University[b]
Lakehead University
Laurentian University
McMaster University
Nipissing University
Ontario College of Art and Design University
Queen's University
Redeemer University College
Ryerson University
Sheridan College Institute of Technology and Advanced Learning[b]
Trent University
Tyndale University College and Seminary
Université de Hearst
Université d'Ottawa / University of Ottawa
Université Saint-Paul
University of Guelph[ab]
University of Guelph - Humber
University of Ontario-Institute of Technology
University of Toronto
University of Waterloo
University of Windsor
Western University
Wilfrid Laurier University
York University[a]

Prince Edward Island

University of Prince Edward Island[ab]

Quebec

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

Saskatchewan

Briercrest College and Seminary
University of Regina
University of Saskatchewan

Afghanistan

American University of Afghanistan, The

Egypt

American University in Cairo, The

Iraq

American University of Iraq, Sulaimani[b]

Kuwait

American University of Kuwait

Lebanon

Lebanese American University[b]

Mexico

Universidad de Monterrey

Qatar

Carnegie Mellon, Qatar Campus[ab]
Georgetown University School of Foreign Service in Qatar
Northwestern University in Qatar
Texas A&M University at Qatar
Virginia Commonwealth University in Qatar
Weill Cornell Medical College in Qatar

United Arab Emirates

American University of Sharjah

United Kingdom

American InterContinental University London

a. Also participated in the Beginning College Survey of Student Engagement (BCSSE)
b. Also participated in the Faculty Survey of Student Engagement (FSSE)

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"NSSE is used more widely today than ever as an effective way to assess what both institutions and students themselves do to foster student success."

—BELLE S. WHEELAN, PRESIDENT, SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS COMMISSION ON COLLEGES

NSSE
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