NSSE

National Survey of
Student Engagement

Engaged Learning:
Fostering Success for All Students

Annual Report 2006

**National Survey
of Student Engagement**

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

Accountability Sweeps NSSE to Center Stage

The development of the National Survey of Student Engagement (NSSE) as a means for assessing quality in higher education has coincided with the emergence of accountability as the central issue in national higher education policy.

The 1999 grant from the Pew Charitable Trusts to Indiana University to develop what subsequently became NSSE was a remarkably prescient decision because it anticipated a public concern that we need to know much more about whether students at colleges and universities are actually learning. NSSE since has given shape to what was then an inchoate sense that we could and should know more.

This past year, more than one million college and university students at 557 four-year degree granting institutions in the U.S. and Canada were sent the NSSE survey. Many of these institutions have made NSSE a key component of their approach to assessing quality.

Seven years ago we were in a very different place. Many of these same colleges and universities knew they wanted a better, more

professional, systematic approach to assessing quality. Accrediting bodies were increasingly urging a focus on outcomes rather than a focus on resources or reputation. But the available tools were far less satisfactory than they are today. Colleges and universities seeking to assess whether students were learning had to use mostly home-grown measures, the results from which were difficult to understand or compare with others.

The national policy environment in which NSSE has grown to maturity has been noisy, confused and often thoughtless. All at once, it seemed, there were calls from many quarters for higher education institutions to be more accountable. But accountable for what? Along with the rapidly rising tide of new requirements were calls that colleges and universities report data on a bewildering array of aspects of performance.

"NSSE is as good as it gets at the moment as a tool for examining institutional and student behaviors related to learning — practices that point directly to things that faculty and institutional leaders can do something about."

— Peter T. Ewell, Vice President, National Center for Higher Education Management Systems

What was all but overlooked in this clamoring for more accountability was the need for professional assessment of student learning.

In the spring of 2005, a blue-ribbon National Commission on Accountability in Higher Education (a project of the State Higher Education Executive Officers) produced "Accountability for Better Results: A National Imperative for Higher Education." The report wisely concluded that "our current system of accountability can be described as cumbersome, over-designed, confusing and inefficient. It overburdens policy makers with excessive, misleading data, and it overburdens institutions by requiring them to report it." It called for a broad national dialogue to develop a better, leaner approach that would put "more emphasis on successful student learning and high quality research."

Almost immediately after this report was issued, U.S. Secretary of Education Margaret Spellings appointed a National Commission

on the Future of Higher Education. Its deliberations appeared to ignore the work of the National Commission on Accountability but, nevertheless, made accountability one of its key foci. It could have, but failed to sponsor the kind of broad, open national dialogue on accountability that the SHEEOs report had recommended.

Released in September 2006, The Spellings Commission report recommends that "Postsecondary institutions should measure and report meaningful student learning outcomes." So far, so good. But the Spellings Commission has little else to say about what such assessments of student learning should look like, or how we will develop the valid, reliable instruments with which to assess learning outcomes.

In the midst of this cacophony in the national policy debate, the National Survey of Student Engagement emerged as a professional, best practice, widely adopted approach to assessing collegiate quality.

Three questions should be asked of any current or future approach to accountability focused on student learning and the conditions that foster student success:

1. Is it grounded in ongoing research on student learning?

2. Is it subject to continuing professional dialogue with others who conduct research on student learning?

3. Is it administered and governed in a manner that will insure an abiding focus on the highest quality assessment of student learning?

The National Survey of Student Engagement meets all three of these tests.

- NSSE is grounded in a substantial body of research on student learning. Most of the questions on the instrument have been used for many years. Because of this rich foundation, we know what students mean when they answer questions as they do, and we know we can trust the results. NSSE continues to conduct research on student learning, further developing the instrument and exploring new approaches to assessment. Through this annual report and in other ways, we make publicly available a great deal of research information about NSSE.

- NSSE regularly discusses its findings with other professional researchers interested in questions of assessment and student learning, and NSSE regularly publishes research on student learning in professionally refereed journals on learning and higher education. In this regard, NSSE has benefited from a long-standing partnership with the Carnegie Foundation for the Advancement of Teaching.

- NSSE has well developed governance arrangements that place its direction in the hands of education professionals committed to the highest quality standards of learning assessment. Housed at the Indiana University Center for Postsecondary Research, NSSE reports to the dean of the University's School of Education. The instrument is administered by the IU Center for Survey Research, and subject to scrutiny of the University's human subjects review procedures. NSSE has a National Advisory Board of higher educational professionals drawn from across the United States.

In the midst of this cacophony in the national policy debate, the National Survey of Student Engagement emerged as a professional, best practice, widely adopted approach to assessing collegiate quality.

Over the course of the next decade, it is almost certain that new, sophisticated instruments will be developed to assess student learning. Indeed, we should all hope to see such new instruments.

Many of these may well assess different aspects of what students are learning across the broad spectrum of knowledge, skills, competencies, and sensibilities we expect of students in postsecondary education. Because colleges and universities have different missions, they do not all try to teach students the same thing. Thus, from among this emergent array of assessment measures, institutions will want to select assessment instruments most closely aligned with their missions to demonstrate the learning outcomes they value.

As these additional instruments are put into use, two other characteristics will continue to make NSSE especially valuable for colleges and universities to use, often in conjunction with measures designed to assess specific kinds of student learning.

An accountability process should not just 'keep score,' it should also help institutions improve.

Both strengthen NSSE's value as an accountability measure. Both are grounded in NSSE's focus on gathering information from students about how they are learning.

First, NSSE helps colleges and universities understand what they need to change in order to improve. An accountability process should not just 'keep score,' it should also help institutions improve. A college may learn that too many of its students are not achieving at the desired level in, for example, quantitative reasoning. Simply knowing this information is not likely to provide many clues about what to do next to improve. Because NSSE provides insight into how students are engaging in learning, it is likely to provide pointers to ways in which the college can enhance student performance.

Second, NSSE provides prospective students and their parents with information and insights that will help them find a college or university that is a good fit for them. An accountability process should be useful not just to government officials, but also (and especially) to students. Different students thrive in different environments. Simply knowing how well students learn on average at a particular university is unlikely to help a student know whether he or she will succeed there. NSSE can help a student understand how an institution educates to choose a college or university best suited to his or her style of learning. It is a corollary of this virtue that NSSE refuses to cooperate with anyone wanting to rank colleges and universities on a single dimension of quality.

"Everyone wants a tool that really works. NSSE results provide faculty and staff with information they can readily use to strengthen the learning environment."

— David E. Shulenburger, Vice President for Academic Affairs, National Association of State Universities and Land-Grant Colleges

From its inception, NSSE allowed every participating college or university to control its own data. In this annual report you will not find institution-specific findings, only aggregate results. We assist institutions in making their data public if they choose to do so, but that choice is theirs to make. In the context of a growing national focus on accountability, each college and university will have to wrestle with whether and how it makes publicly available its NSSE data, or any data it collects for accountability purposes.

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On behalf of NSSE's National Advisory Board, I want to thank the many people who had a role in NSSE's rapid emergence as a premier approach to understanding and improving student learning, including the forward-thinking leaders of the hundreds of colleges and universities that have used NSSE thus far. I especially want to thank the Pew Charitable Trusts for making possible the development of NSSE and Russ Edgerton, then at Pew Trusts and until last year the Chair of the NSSE National Advisory Board. Peter Ewell of NCHEMS chaired the original team that helped design what became NSSE and continues to contribute to its improvement. We are indebted to the many NSSE staff members who daily provide expertise, encouragement and good counsel to colleges and universities across the United States — and now even beyond. Finally, we thank George Kuh, NSSE's founding director, whose leadership has been essential to all we have accomplished.

Douglas C. Bennett
President, Earlham College
Chair, NSSE National Advisory Board

"NSSE has changed the national conversation about quality in undergraduate education, providing a rich model for institutional change and improvement."

— Joni Finney, Vice President, National Center for Public Policy in Higher Education

Engagement: The Bridge from Here to There

It's finally happened — near-consensus that colleges and universities must be more transparent about what they do and what happens to their students. A confluence of factors brought us to this point. Among the more pressing are signs that the quality of postsecondary education in the U.S. is slipping relative to some other countries, that too many students who start college fail to earn a baccalaureate degree, that what most students learn during college may not be adequate for the demands of the 21st century, and that too little meaningful information is available to prospective students to make informed decisions about which college to attend.

According to some observers, a major step toward addressing these troubles is to administer standardized tests to measure the impact of college on students. The idea is if we had valid and reliable instruments that measured the range of important outcomes of college, we could then estimate how much students gain in skills and competencies since staring college. This would make it possible to compare and judge the relative effectiveness of various colleges and universities, which in turn would inspire faculty and administrators to change what they do to get better. Prospective students and others would use this information to decide where to attend, and employers would have assurances that graduates are well prepared.

Beyond calling for more and better outcome measures, most major higher education organizations and public policy groups so far have paid very little attention to two related matters that are every bit as important as knowing how much students learn during college. The first is deciding *what* should be measured. That is, given current and near-future challenges, what are the skills, competencies and knowledge that college graduates need for the 21st century?

"NSSE data inform planning and decision making, provide a comprehensive snapshot of the quality of the undergraduate experience, and encourage institutions to adopt best models and practices."

— James A. Anderson, Vice President and Associate Provost, University at Albany

As the adage goes, we value what we measure. That is, we usually refer to the data we have, which for better or worse become the measures by which our performance is judged. The demand for evidence will only intensify in a climate clamoring for information about institutional performance. Thus, we need to determine carefully what we are trying to accomplish and whether the curriculum and other learning opportunities are organized to induce students to acquire the skills, competencies, knowledge, and sensibilities needed today and in the future to make a living and live a satisfying civically responsible life. Only then can we select outcomes measures that are geared toward what we are trying to achieve with our academic programs. In this regard, the Association of American Colleges and Universities (AAC&U) has done a great service by putting forth a well-reasoned conception of essential learning outcomes for college graduates as the first step in its ten-year "Liberal Education and America's Promise" (LEAP) initiative.

The second point about which too little has been said is how to get from here to there. If the quality of the undergraduate experience is not what it needs to be, and if institutions must do different things or things differently for students to obtain the tools demanded by the 21st century, what must institutions do to improve their performance and enhance student learning? Certainly this was on the mind of the National Commission on the Future of Higher Education when it urged "postsecondary institutions to make a commitment to embrace new pedagogies, curricula, and technologies to improve student learning" (pp. 7-8). Beyond this, the Commission said very little about getting better, except to assert that institutions embrace the notion of continuous improvement and FIPSE disseminate promising practices in teaching and learning. Generally in tune with the

Commission's report, the Educational Testing Service in *Culture of Evidence* said "the key to improving performance is measuring performance" (p. 1), and recommended adoption of "a common framework and set of measures" (p. 23) in order to compare colleges and universities.

Linking Processes to Outcomes

The Voluntary Accountability System prepared by NASULGC and AASCU directly addresses the improvement imperative: "Because improving student learning is our primary goal, universities must be accountable… Faculty and staff need feedback about student engagement and their success in educating students" (p. 6).

NASULGC and like-minded thinkers have it right. Outcomes measures in the form of test scores alone cannot help us catch up. As one wag trenchantly observed, if testing was the answer to improving the quality of education, America's K-12 schools would be the envy of the world. In this sense, testing is akin to racing a car. While racing establishes one's position in the pack, knowing this doesn't necessarily provide clues for what to do to make the car go faster the next time. To perform better requires careful review of a host of factors, many of which are evident long before a race begins, such as how the car is built or set up, the race track layout and conditions, the preparation of the driver and racing team, and so forth.

> *Outcomes measures in the form of test scores alone cannot help us catch up.*

This is why Baldrige National Quality Award Criteria for identifying high performing organizations explicitly link processes with outputs. As Doug Bennett said in the Foreword, without information about the processes that produced the outcomes, it is difficult to know where changes to a system are needed to increase quality and efficiency. It is the same with assessing and improving the quality of undergraduate education. To improve student learning, we need to know how students spend their time, what a college or university is trying to accomplish, and what the institution actually emphasizes with their educational programs in order to connect student test results to the teaching and learning activities associated with the scores.

Make no mistake, we absolutely need more and better measures of what students know and can do, especially assessments that determine the extent to which students are acquiring the skills and competencies that are relevant to the changing demands and challenges of the workplace, family and civic life. At the same time, outcomes testing has limitations that must be taken into account to use their results responsibly.

For example, the preferred approach to determine what and how learning occurs during college is to test students before they start classes their first year and then test students again just before they graduate. Such longitudinal analyses are relatively rare, because they are time-consuming and costly. In the absence of longitudinal data, statistical models such as regression are sometimes used to estimate what a student learns or gains. These approaches take into account students' background characteristics and institutional factors and employ some sort of pre-test or performance proxy such as the SAT to produce an "expected" score. The expected score is then subtracted from a student's actual score on the second test, producing a residual or difference between the expected and actual score, which is a "value added" estimate — either positive or negative. In the former case, the institution is credited with improving a student's performance beyond what is expected; in the latter instance, the student falls short of what should have happened with the implication being that the college also is underperforming.

Both approaches are appealing in the current environment, but as Leonard Baird cautioned, they are also fraught with measurement problems that make it difficult to interpret the results or discern their implications for policy and practice. Two limitations of the

residual approach are especially problematic when comparing institutional performance. The first problem is the amount of error (or inaccuracy) associated with a test score due to such vagaries as the testing situation, student frame of mind, and a host of other factors. This means there is a certain amount of unknown error in the test result because a student's "true" score may vary from one day to the next. The second problem comes into play when individual student results are aggregated to create an institution-level "score." The amount of error in student scores compounds and introduces additional error into the results, which makes meaningful interpretations difficult.

> *"Our NSSE results have provided us with a very meaningful framework for organizing our data and assessing our ongoing progress for our accreditation self study."*
>
> — Mary J. Meehan, President, Alverno College

These are not merely hypothetical musings. NSSE experimented with its version of a value-added model to calculate predicted institution-level scores for its five benchmarks of effective educational practice. After a thorough review of several years of results and consultation with experts, we no longer provide this information because it can be potentially misleading when used to distinguish among institutions. These results are consistent with the conclusion of Pascarella and Terenzini that differences between types of institutions (public versus private or big versus small) are small and inconsistent. In due course, we will learn more from experts about these and other issues related to estimating change or gains in student learning in college, and whether these limitations can be adequately resolved to produce valid and reliable value-added estimates. In any event, test scores alone cannot identify the institutional policies and teaching and learning practices that may require attention to help students learn more and progress toward graduation.

The Engagement Premise and Promise Revisited

For years, researchers have pointed to involvement in educationally purposeful activities as the gateway to desired outcomes of college. Students who engage more frequently in educationally effective practices get better grades, are more satisfied, and are more likely to persist. Two decades ago, this literature prompted Chickering, Gamson, and their colleagues to compile a list of "Seven Principles for Good Practice in Undergraduate Education," which are reflected in many NSSE survey items. Recent findings from independent studies have corroborated

the relationships between engagement and indicators of student success in college such as grades and persistence with undergraduates in different types of institutional settings. These studies also show that while engagement is positively linked to desired outcomes for all types of students, historically underserved students tend to benefit more than majority students. Later in this report we present in more detail results that demonstrate these compensatory effects of engagement, or how using effective educational practices can help enhance the performance of certain groups of students.

Recognizing the power of engaged learning, AAC&U's LEAP project is focusing on "high impact practices" — activities that make a claim on student time and energy in ways that deepen learning and change the way students think and act. NSSE collects information about many of these activities, such as learning communities. In our 2004 *Research in Higher Education* article, Chun-Mei Zhao and I reported about the powerful effects of participating in learning communities which NSSE defines as "some formal program where groups of students take two or more classes together." Of course, there are many different kinds of learning communities and — format notwithstanding — some surely are implemented better than others. Even so, the results were striking in that the 20,000+ students who reported having a learning community experience were substantially more engaged across the board in educationally effective activities compared to their counterparts who had not been part of such an activity. They interacted more with faculty and diverse peers, studied more, and engaged more frequently in higher order mental activities such as synthesizing material and analyzing problems. They also reported gaining more from their college experience. Moreover, the differences favoring learning community students persisted through the senior year, suggesting that this high impact practice — which most students have in their first college year — continued to positively affect what students did later in college.

Participating in high impact activities like learning communities and others that AAC&U will describe sets students on a trajectory of achievement that benefits them both in college and beyond. By the very act of being engaged — something not represented

> *By the very act of being engaged — something not represented in outcomes measures — students develop habits of the mind and heart that promise to stand them in good stead for a lifetime of continuous learning.*

in outcomes measures — students develop habits of the mind and heart that promise to stand them in good stead for a lifetime of continuous learning. In his wonderful article, "Making Differences: A Table of Learning," Lee Shulman observed that "learning begins with student engagement, which in turn leads to knowledge and understanding…" He described NSSE as "a proxy for learning, understanding, and postgraduation commitments that we cannot measure very well directly, or that we would have to wait 20 years to measure." Lee ultimately concluded that "engagement is not solely a proxy; it can also be an end in itself…a fundamental purpose of education."

… student engagement data reveal the means and methods that can improve many dimensions of student success and institutional performance.

Apparently many others agree with Shulman's view, as more than 1,000 colleges and universities in the U.S and Canada have used NSSE to evaluate the quality of the undergraduate experience; several hundred two-year colleges have used the Community College Survey of Student Engagement. The Educational Testing Service, NASULGC, and other groups recommend NSSE or some other engagement measure be part of an institutional accountability program.

There are many details to be worked out in order to develop the kind of public reporting templates called for by the National Commission to make transparent various aspects of student and institutional performance. In the meantime, student engagement results can help document whether students find their academic work challenging, the degree to which they are active learners, how often they interact in meaningful ways with their teachers and diverse peers, the richness of their out-of-class experiences, the nature of the campus environment, and the range and educational impact of technology uses. NSSE is not a perfect instrument, and there is obviously more to a high quality undergraduate experience than student engagement. In combination with student outcomes measures appropriate to an institution's mission and curricular emphases, student engagement data reveal the means and methods that can improve many dimensions of student success and institutional performance.

NSSE 2006

I now invite you to review some of the highlights from the 2006 NSSE program. This is the seventh such report exploring the relationships between effective educational practice and selected aspects of student success in college. This year's results are based

on 131,256 first-year and 128,727 senior students randomly sampled from 523 four-year colleges and universities in the U.S. Another 34 universities in Canada also participated this year. In addition to summarizing activities and experiences measured by the core survey, we also report results from experimental items added to the web version. Look at, for example, the findings for distance education and adult learners. It may surprise some to learn these students are at least as engaged if not more so in many educationally purposeful activities.

Finally, as with previous reports, we offer examples of how a variety of institutions are using their NSSE data and summarize ongoing and new efforts undertaken by the NSSE Institute. An increasing number of colleges and universities are converting their student engagement results into action. More than twice as many schools this year compared with previous years sent us detailed examples about how they are using their NSSE results and other information about the student experience and instructional practices to improve their undergraduate programs.

The NSSE project and its siblings — BCSSE and FSSE — along with this annual report are very much a team effort. Those who lent a hand in one aspect or another of the enterprise are listed on the back cover. I am privileged to be associated with them.

George D. Kuh
Chancellor's Professor and Director
Indiana University Bloomington

Quick Facts

Survey

The annual NSSE survey is supported by institutional participation fees. The survey is available in paper and Web versions and takes about 15 minutes to complete.

Objectives

Provide data to colleges and universities to use to improve under-graduate education, inform state accountability and accreditation efforts, and facilitate national and sector benchmarking efforts, among others.

Partners

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

Participating Colleges and Universities

More than 1,160,000 students at nearly 1,100 different four-year colleges and universities thus far. Participating NSSE institutions generally mirror the national distribution of the 2005 Basic Carnegie Classifications (Figure 1).

Administration

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

Validity & Reliability

The NSSE survey was designed by experts and extensively tested to ensure validity and reliability and to minimize nonresponse bias and mode effects. For more information visit the NSSE Web site at www.nsse.iub.edu/html/2006_inst_report.cfm.

Response Rates

The average institutional response rate is 39%. In 2006, the Web-only mode response rate (41%) exceeded that of the paper administration mode (37%).
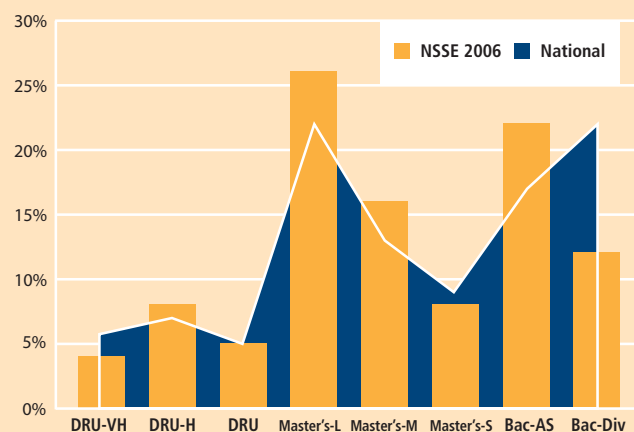
Audiences

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

Participation Agreement

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

Figure 1: NSSE 2006 Participating Colleges and Universities

Carnegie 2005 Basic Classifications

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

www.carnegiefoundation.org/classifications/

Consortia & State or University Systems

Different groups of institutions (e.g., urban institutions, women's colleges, research institutions, Christian colleges, engineering, independent colleges, and technical schools) and state and university systems (e.g., California State University, Georgia, Indiana, Kentucky, Massachusetts, North Carolina, South Dakota, Texas, Tennessee, and Wisconsin) ask additional mission-specific questions. Some groups make arrangements to share unidentified institution-specific student-level responses.

Data Sources

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

Cost

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

Current Initiatives

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

Other Programs & Services

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

National Benchmarks of Effective Educational Practice

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

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

Selected Results

In spring 2006, nearly 260,000 first year and seniors students attending 523 U.S. four-year colleges and universities reported their college activities and experiences to the National Survey of Student Engagement (NSSE). In this section of the report we present selected results from these 2006 data, starting with a handful of promising and disappointing findings (below). Table 1 on page 14 shows that gender differences do exist in some educationally purposeful activities. For example, among first-year students, women are more likely to do volunteer work and spend more time in academic preparation, while men are more likely to serve as tutors and to interact with faculty members outside of class. Table 2 on page 14 emphasizes that the engagement of students can differ depending on the type of institution they attend.

Pages 15-24 feature key findings in three areas. The first focuses on the engagement of non-traditional students, a growing segment of undergraduates who are older, working, enrolled part-time, or distance learners. Next, we paint a comprehensive picture of engagement by illustrating how NSSE data can be used in combination with two related survey instruments — the Beginning College Survey of Student Engagement (BCSSE) and the Faculty Survey of Student Engagement (FSSE). Finally, we report promising results from our "Connecting the Dots" study that examined the relationships between student engagement, grades, and persistence.

"NSSE provides some of the necessary evidence needed to document the quality of the educational experience. We constantly ask ourselves: Are we as good as we think we are? And if so, where is the evidence?"

— Ronald Crutcher, President, Wheaton College (MA)

Promising Findings

- Student engagement is positively related to first-year and senior student grades and to persistence between the first and second year of college.

- Student engagement has compensatory effects on grades and persistence of students from historically underserved backgrounds.

- Compared with campus-based students, distance education learners reported higher levels of academic challenge, engaged more often in deep learning activities, and reported greater developmental gains from college.

- Part-time working students reported grades comparable to other students and also perceived the campus to be as supportive of their academic and social needs as their non-working peers.

- Four out of five beginning college students expected that reflective learning activities would be an important part of their first-year experience.

- The NSSE instrument works equally well for students of color and White students in different institutional contexts.

Disappointing Findings

- Students spend on average only about 13-14 hours a week preparing for class, far below what faculty members say is necessary to do well in their classes.

- Students study less during the first year of college than they expected to at the start of the academic year.

- Women are less likely than men to interact with faculty members outside of class including doing research with a faculty member.

- Distance education students are less involved in active and collaborative learning.

- Adult learners were much less likely to have participated in such enriching educational activities as community service, foreign language study, a culminating senior experience, research with faculty, and co-curricular activities.

- Compared with other students, part-time students who are working had less contact with faculty and participated less in active and collaborative learning activities and enriching educational experiences.

Table 1: First-Year Student Gender Differences

Female students more engaged	Male students more engaged
Community service or volunteer work	Tutored or taught other students
Hours per week preparing for class	Hours per week relaxing and socializing (watching TV, partying, etc.)
Hours per week providing care for dependents living with you (parents, children, spouse, etc.)	Hours per week participating in co-curricular activities
Worked harder than you thought you could to meet an instructor's standards or expectations	Exercised or participated in physical fitness activities
Used e-mail to communicate with an instructor	Discussed ideas from your readings or classes with faculty members outside of class
Foreign language coursework	Number of problem sets (problem-based homework assignments) that take less than an hour to complete
Prepared two or more drafts of a paper or assignment before turning it in	Worked with classmates outside of class to prepare class assignments
Attended an art exhibit, gallery, play, dance, or other theater performance	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)

Female and Male Students Equally Engaged
Quality of academic advising
Community-based project (e.g., service learning) as part of a regular course
Hours per week working for pay on campus
Class presentations
Put together ideas or concepts from different courses when completing assignments or during class discussions
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment
Serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values
Relationships with administrative personnel and offices

Table 2: Institutional Strengths[a]

First-year students are more engaged in selected activities at the following institutional types:

Activities	Institutional Type[b]
Hours per week participating in co-curricular activities	Bac-AS
Asked questions in class or contributed to class discussions	Bac-AS
Relationships with faculty members	Bac-AS
Class presentations	Master's-M
Worked with other students on projects DURING CLASS	Master's-L and Master's-M
Number of problem sets (problem-based homework assignments) that take you LESS than an hour to complete	DRU
Practicum, internship, field experience, co-op experience, or clinical assignment	Bac-AS
Worked with classmates OUTSIDE OF CLASS to prepare class assignments	DRU-VH

Senior students are more engaged in selected activities at the following institutional types:

Activities	Institutional Type[b]
Hours per week preparing for class	DRU-VH and Bac-AS
Asked questions in class or contributed to class discussions	Bac-AS
Relationships with faculty members	Bac-AS
Class presentations	Master's-S and Bac-Div
Gains since starting college speaking clearly and effectively	Master's-S and Bac-Div
Participate in a learning community or other program where groups of students take two or more classes together	DRU-VH and DRU-H
Practicum, internship, field experience, co-op experience, or clinical assignment	DRU

a. For additional information on the multi-dimensional nature of student engagement by institutional type, consult the Benchmarks of Effective Educational Practice beginning on page 35.

b. See page 11 for a list of the Carnegie 2005 Basic Classifications.

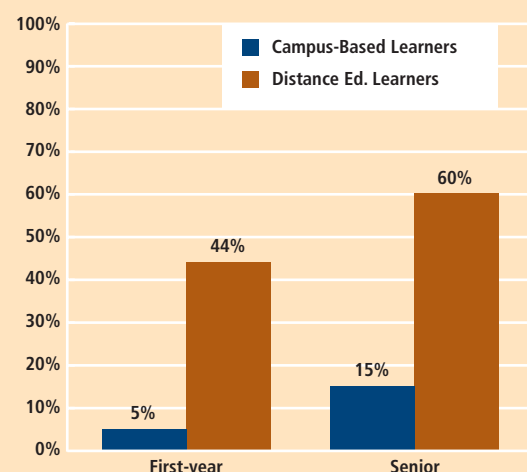# Selected Results: Non-Traditional Students

Distance Education Students

The 2006 NSSE Web survey asked students to indicate if they were taking all their courses online during the current academic term. Almost 4,000 respondents from 367 different colleges and universities identified themselves as distance education learners — 1,279 first-year students and 2,615 seniors. The characteristics of distance education students differed from their counterparts in notable ways. For example:

- Seventy percent of distance education students were caring for dependents.

- Half of distance education students worked at jobs more than 30 hours per week (Figure 2).

- Half of distance education students were enrolled part-time compared with only 10% of other students.

- Distance education students were older on average: The median age of first-year distance learners was 25 and of seniors was 32. Their counterparts were 18 and 22 years, respectively.

- Sixty-three percent of distance education students were first generation compared with 42% of other students.

- Distance education students generally chose this format for reasons of convenience and being able to work at their own pace (Figure 3).

Distance Education Students:

- Reported higher levels of academic challenge

- Engaged more frequently in deep learning activities such as the reflective learning activities described later on p. 20.

- Participated less in active and collaborative learning activities

- Worked more hours off campus

- Devoted more time to caring for dependents

- Reported greater developmental gains

- Were more satisfied overall with their educational experience

Figure 2: Percentage of Students Spending More than 30 Hours/Week Working for Pay Off Campus

Legend:
- Campus-Based Learners
- Distance Ed. Learners

First-year: Campus-Based Learners 5%, Distance Ed. Learners 44%
Senior: Campus-Based Learners 15%, Distance Ed. Learners 60%

Engagement of distance education learners compared favorably to that of students taking classes on campus (Table 3). While distance education students are comparable to other students in terms of academic activities, they were much less likely to participate in active and collaborative learning activities. Even so, distance education students report greater educational gains and are more satisfied overall with their college experience. These mixed results illustrate that the educational and personal needs of distance education students may differ from those of other students.

Adult Learners

The number of adult learners enrolling in postsecondary education continues to increase due in part to the growing demand for a college degree in an increasingly complex, competitive, and rapidly changing global economy. About 5% of first-year students and more than one quarter (26%) of seniors responding to NSSE in 2006 were adult learners 25 years of age or older.

- Almost half (46%) were working more than 30 hours per week and about three fourths were caring for dependents.

- In contrast, only 3% of traditional-age students worked more than 30 hours per week; about four fifths said they spend no time caring for dependents.

Because they work more hours per week and often care for dependents, adult learners have many demands on their time in addition to their studies. What does this mean for the nature and quality of their educational experiences?

Enrollment Patterns

- About half of first-year NSSE adult learner respondents and two fifths of seniors were enrolled part-time compared with only about 3% of traditional-age respondents.

- Although a minority of NSSE respondents, adult learners were overrepresented among undergraduates taking all their classes via distance education. That is, more than half of first-year and 70% of seniors who were taking their classes online were adult learners.

- Among all adult learners, 12% of first-year and 7% of seniors were taking all their classes online, compared with only 1% of traditional-age students.

- Adult learners were more likely to have started college at an institution different from the one they were currently attending: half (51%) of first-year and three quarters (78%) of senior adult learners compared with 7% and 25% of traditional-age students.

College Activities and Performance

- The grades of adult learners are stronger overall than those of traditional-age students, with about half of adult learners reporting "A-" or "A" grades compared with about two fifths of traditional-age students.

Table 3: Comparison of Distance Education and Campus-Based Learners[a]

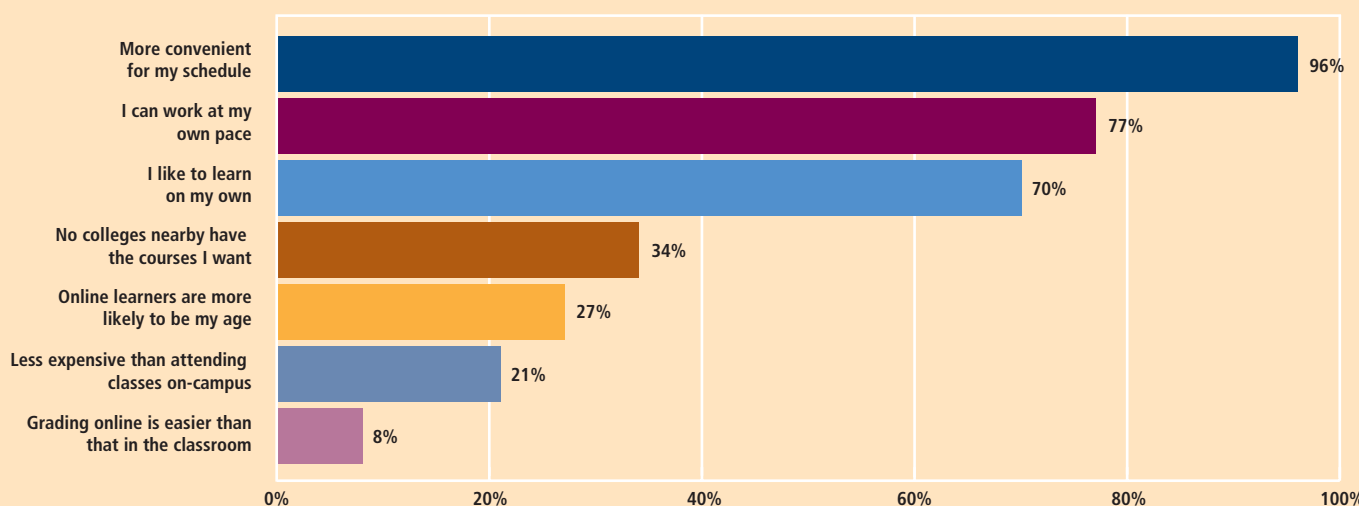|	First-Year	Senior
Benchmarks of Effective Educational Practice		
Level of academic challenge	+	+
Active & collaborative learning	−	−
Student-faculty interaction	+	=
Enriching educational experiences	+	=
Supportive campus environment	=	+
Deep Learning (see Nelson Laird, Shoup, & Kuh, 2006)		
Higher-order learning	=	+
Integrative learning	=	=
Reflective learning	+	+
Gains		
Gains in practical competence	+	+
Gains in personal and social development	+	+
Gains in general education	=	+
Overall Satisfaction	=	+

+ indicates that distance education students reported significantly higher participation in these activities.

= indicates no statistical difference between distance and campus-based learners.

− indicates that distance education students reported significantly lower participation in these activities.

a. alpha = .01

Figure 3: Reasons for Taking Online Courses

Reason	Percentage
More convenient for my schedule	96%
I can work at my own pace	77%
I like to learn on my own	70%
No colleges nearby have the courses I want	34%
Online learners are more likely to be my age	27%
Less expensive than attending classes on-campus	21%
Grading online is easier than that in the classroom	8%

- Adult learners and traditional-age students are similarly satisfied with their college experience, with 9 of 10 students in both groups rating it either "good" or "excellent."

- About half of all adult learners (53% first year, 45% seniors) say they would "definitely" go to the same institution if starting over again.

- Adult learners were much less likely to have participated in such enriching educational activities as community service, foreign language study, a culminating senior experience, research with a faculty member, or extracurricular activities (Table 4).

- At the same time, adult learners are more engaged in classroom-based activities, as they are more likely to come to class prepared, to rewrite papers before submitting them, and to more frequently ask questions in class (Table 4).

Part-time and Working Students

The numbers of undergraduates who work and attend college part-time are on the rise (NCES, 1999-2000). How do work and part-time enrollment affect engagement and related experiences in college?

Only about 4% (4,367) of NSSE first-year respondents and 13% (15,183) of seniors were enrolled part-time. Of the part-time seniors who were working during the academic year, the large majority work over 20 hours/week (Figure 4). As expected, these students are older, spend more time caring for dependents, and are more likely to be first-generation students. Given their

Table 4: Participation of Adult Learners and Traditional-Age Seniors in Selected Activities	Adult	Traditional
Community service or volunteer work	47%	69%
Foreign language study	29%	50%
Study abroad	7%	21%
Culminating senior experience	23%	42%
Research experience with faculty	12%	23%
Co-curricular activity	27%	69%
Asked questions in class or contributed to discussions[a]	80%	72%
Prepared two or more paper drafts before submitting[a]	61%	40%
Came to class without completing assignments[a]	13%	24%

a. Represents combination of "often" and "very often" responses

background characteristics, it is also not surprising that part-time working seniors are less likely to attend selective institutions.

As with adult learners, some research shows that part-time working students effectively use the limited amount of time they have to devote to their studies. NSSE data, however, suggest that part-time working students are less engaged in certain areas. For example, Figure 5 shows that part-time working seniors interact

Figure 4: Characteristics of Part-Time Working and Other Seniors
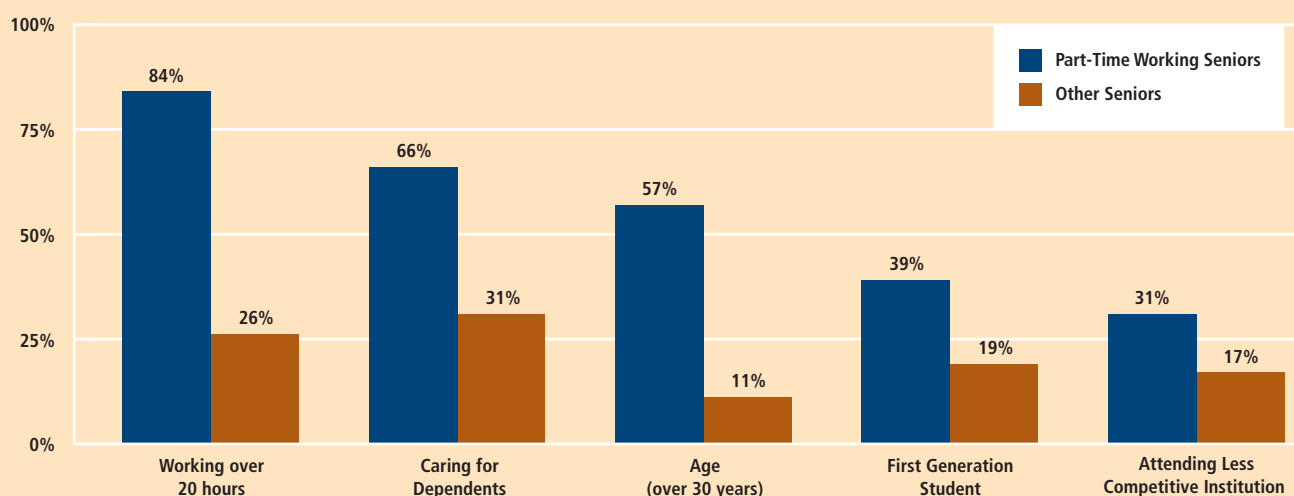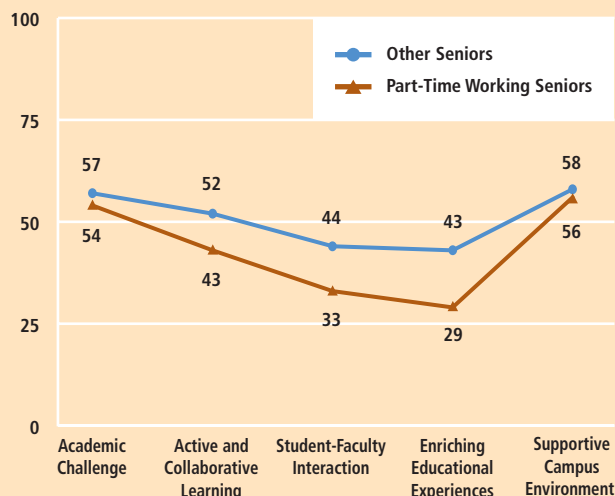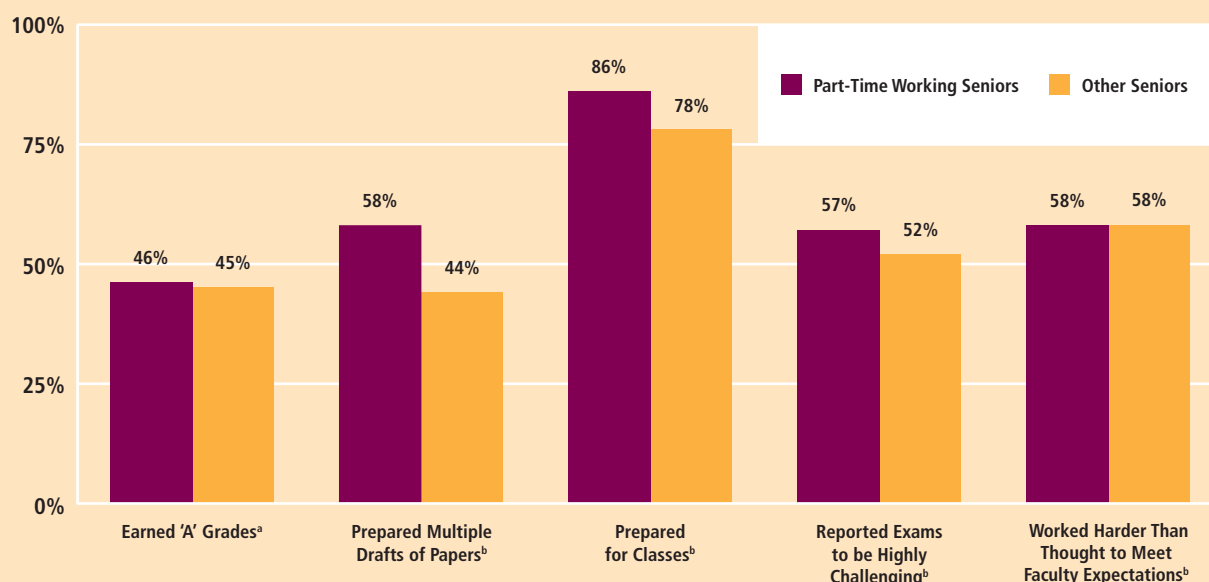
- Part-Time Working Seniors
- Other Seniors

Working over 20 hours: 84% / 26%
Caring for Dependents: 66% / 31%
Age (over 30 years): 57% / 11%
First Generation Student: 39% / 19%
Attending Less Competitive Institution: 31% / 17%

Figure 5: Median Benchmark Scores for Part-Time Working and Other Seniors

Legend:
- Other Seniors
- Part-Time Working Seniors

Benchmark	Other Seniors	Part-Time Working Seniors
Academic Challenge	57	54
Active and Collaborative Learning	52	43
Student-Faculty Interaction	44	33
Enriching Educational Experiences	43	29
Supportive Campus Environment	58	56

with faculty members less often and report fewer enriching educational experiences. They also score lower on the active and collaborative learning benchmark. The good news is that part-time working seniors perceive the campus to be as supportive of their academic and social needs as do other seniors. The patterns of results for first-year students are similar to those for seniors, but less pronounced.

At the same time, part-time working seniors devote as much effort to their courses as other seniors (Figure 6). For example, they prepare multiple drafts of papers more often and are more likely come to class with assignments completed. They also are on par with others in reporting that their exams were challenging and that they worked harder than they thought they could to meet faculty expectations. Their efforts earn them grades comparable to those of other seniors.

Figure 6: Selected Results for Seniors Who Are Part-Time and Working and Other Seniors

Legend:
- Part-Time Working Seniors
- Other Seniors

	Part-Time Working Seniors	Other Seniors
Earned 'A' Grades[a]	46%	45%
Prepared Multiple Drafts of Papers[b]	58%	44%
Prepared for Classes[b]	86%	78%
Reported Exams to be Highly Challenging[b]	57%	52%
Worked Harder Than Thought to Meet Faculty Expectations[b]	58%	58%

a. Percentages of seniors who reported A or A- grades   b. Percentages of seniors who reported doing the activity "often" or "very often"

Selected Results: A Comprehensive Picture of Engagement

When used in concert with NSSE, the Beginning College Survey of Student Engagement (BCSSE) and the Faculty Survey of Student Engagement (FSSE) provide additional sources of information about students' experiences and campus practices. BCSSE (pronounced 'bessie') collects information about entering first-year students' high school academic and co-curricular involvement, as well as the importance that these students place on their participation in educationally purposeful activities during college. FSSE (pronounced 'fessie') measures faculty expectations of student engagement in educational practices that are empirically linked with high levels of learning and development. FSSE also collects information about how faculty members spend their time related to professorial activities and the kinds of learning experiences their institution emphasizes.

BCSSE and FSSE results can be used to identify areas of institutional strength as well as aspects of the undergraduate experience that may warrant attention. The information is intended to be a catalyst for productive discussions related to teaching, learning, and the quality of students' educational experiences.
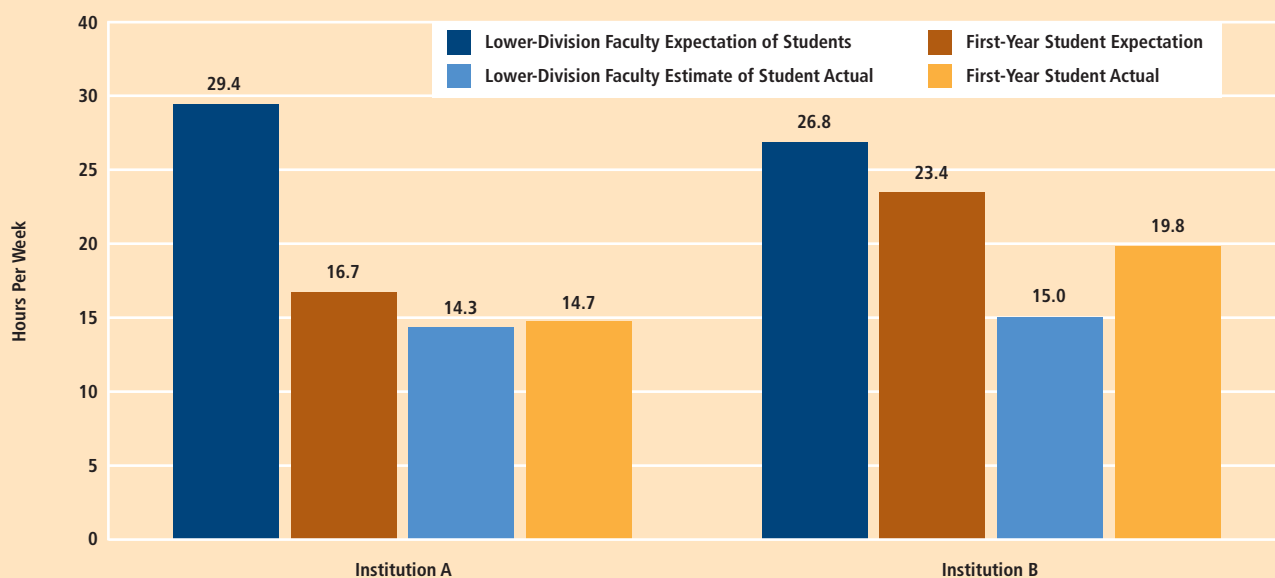
Here are two applications of how results from BCSSE, NSSE and FSSE can be used together to learn more about collegiate quality and identify areas where improvements can be made.

Insights into the Study Time Conundrum

NSSE consistently finds that across institutions the average first-year student spends about 14 hours a week preparing for class. This number seems low, considering it encompasses all of the time a student is reading, preparing assignments, doing lab work, and rehearsing. FSSE data indicate that faculty members expect students to spend more than twice that amount preparing —

Figure 7: Hours per Week Preparing for Class – Expectations and Reality

Legend:
- Lower-Division Faculty Expectation of Students
- Lower-Division Faculty Estimate of Student Actual
- First-Year Student Expectation
- First-Year Student Actual

Hours Per Week

Institution A: 29.4, 16.7, 14.3, 14.7

Institution B: 26.8, 23.4, 15.0, 19.8

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

about 6 hours per week for a single class or an estimated 24-30 hours a week for all classes. Moreover, BCSSE findings indicate that the average first-year student studies 2-6 hours *less* per week than they *expected* to study when they started college. For better or worse, while faculty have high expectations, their estimates of the time students actually spend per week preparing for class are very similar to student self-reported hours spent per week and occasionally a bit lower.

While there is a general pattern of faculty and student expectations being high and faculty estimates and students' reports of actual time spent preparing for class being lower, different patterns can be observed from institution to institution. Figure 7 shows these numbers for two different institutions that participated in BCSSE, NSSE, and FSSE. At Institution A, faculty members teaching lower division courses say students should spend more than twice as many hours studying as they believe their students actually study. Students' expectations are much lower than faculty expectations, but closely aligned with student actual time spent studying. At Institution B, the gap between faculty expectations and actual time spent studying is narrower, primarily because faculty expectations are lower. However, student expectations are closer to faculty expectations. And, while the gap between student expectations and student actual time spent preparing for class per week is higher, students at Institution B spend nearly 20 hours per week preparing for class.
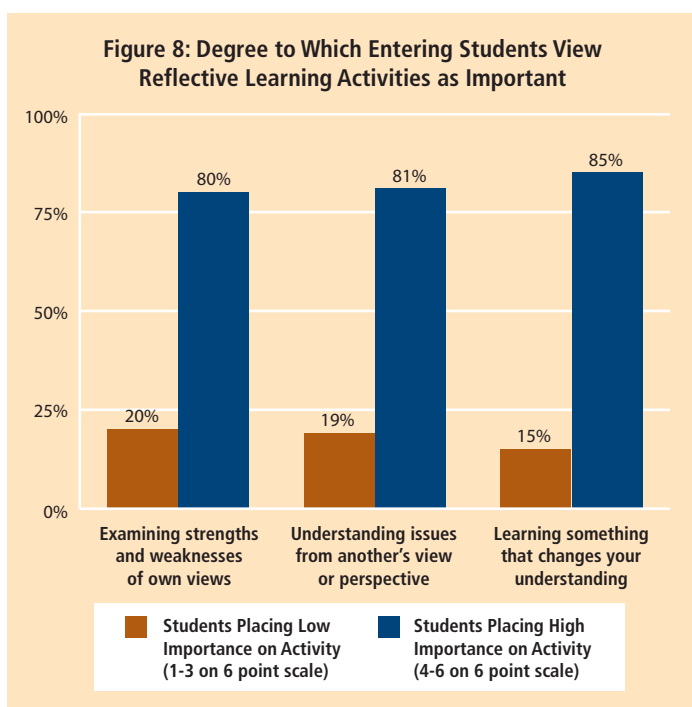
Assuming the yawning gap between faculty expectations and reality is troublesome, Institution A can use these results to substantiate the problem and bring together groups of faculty, staff and students to decide what might be done. The results for Institution B can be used to stimulate discussions about whether the level of academic challenge is acceptable and, if not, what might be done to increase it.

Reflective Learning

Many colleges and universities attempt to create conditions that encourage "deep" learning, or activities that require students to focus not only on content but also the underlying meaning of information. Used together, BCSSE, NSSE, and FSSE can provide additional insight into certain deep learning behaviors, such as how students use higher-order or advanced thinking skills; how students integrate diverse ideas and perspectives into their learning, and how they reflect on their own learning and views.

When starting college, students indicate they value reflective learning and taking part in activities that may challenge and even change their views on issues (Figure 8). For example, four out of five students rate these activities as a highly important part (4 or higher on a 6-point scale) of their first-year experience. To what extent does this happen during the first year of college?

Students who placed a high value on reflective learning (4 or higher on a 6-point scale) were far more likely to engage in deep or reflective activities during their first-year of college (Figure 9, p. 21). For example, while more than half (54%) of those valuing reflective learning frequently examined the strengths and weaknesses of their own views on a topic, only about a third of the students (31%) did so who at the beginning of college placed low importance on reflective learning activities.

Figure 8: Degree to Which Entering Students View Reflective Learning Activities as Important

Activity	Students Placing Low Importance on Activity (1-3 on 6 point scale)	Students Placing High Importance on Activity (4-6 on 6 point scale)
Examining strengths and weaknesses of own views	20%	80%
Understanding issues from another's view or perspective	19%	81%
Learning something that changes your understanding	15%	85%

While this pattern confirms that students act on their values, it is nonetheless troubling. How can the curriculum be arranged to induce students — even those less interested in reflective learning activities — to engage in these more meaningful thought processes? What role does the admissions process play in setting appropriate expectations for engaging in such meaningful learning activities? How might summer advising and orientation events and fall welcome week programs emphasize the importance of these behaviors?

> *"NSSE provides valuable comparisons across a variety of institutional settings, including unique aspects of student engagement such as developing a code of ethics or participating in spiritually enriching activities."*
>
> — Harold V. Hartley III, Director of Research, Council of Independent Colleges

As expected, FSSE data show that faculty place more importance on reflective learning than do students (Figure 9). What is troubling is the gap between faculty expectations and those of beginning college students who are minimally interested in reflective learning. While nearly 9 of 10 faculty stress that challenging

or changing one's understanding of issues is important, fewer than half of the students who place a lower value on reflective learning report engaging in these activities on a regular basis during their first year of college.
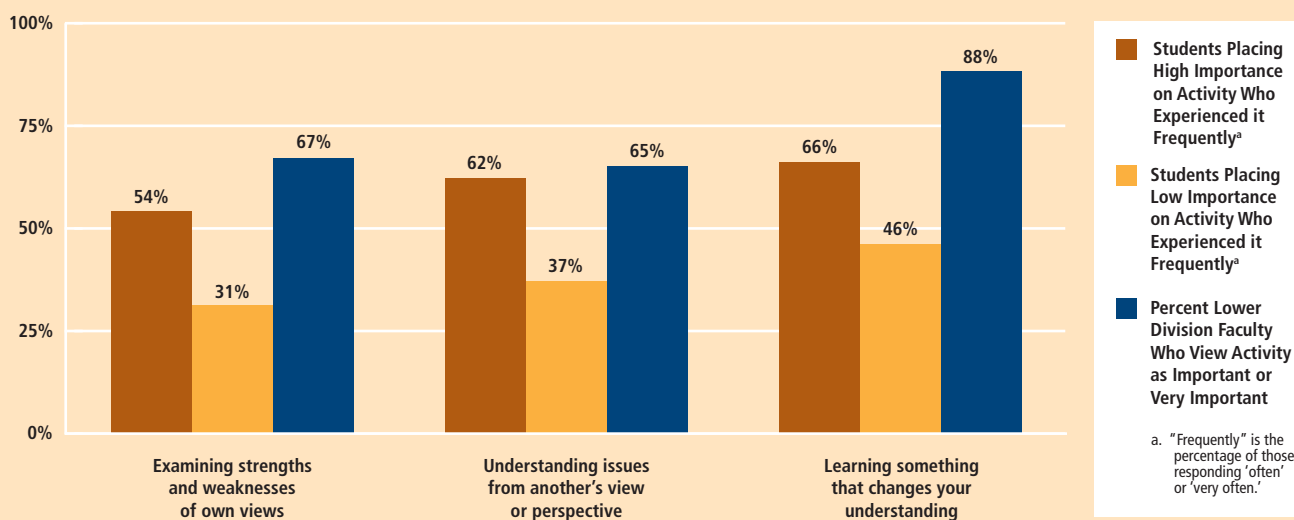
Discovering and discussing disconnects between student and faculty views on desired approaches to teaching and learning can help institutions understand where attention is needed to enhance the quality of the academic experience. The results could be used to identify students who might benefit from, for example, participating in learning communities which typically feature learner-centered engaging pedagogical activities. In addition, this knowledge can be used to challenge faculty to develop assignments that engage students more frequently in deep learning and related activities.

BCSSE-FSSE-NSSE Institutional Examples

With BCSSE still in the pilot stage, few institutions have had the opportunity to administer a combination of BCSSE, FSSE, and NSSE. However, several schools are in the process of putting their combined results to good use.

Brigham Young University (BYU) and **Radford University** are comparing students' descriptions of their academic experiences (NSSE) with the expectations they described prior to starting classes (BCSSE). FSSE responses will make it possible to examine faculty perceptions alongside student experiences. BYU's Faculty Center will report these findings during new faculty training and internal workshops.

Figure 9: Relationship Between Students Value of and Experience in Reflective Learning Compared to Faculty Views on Such Activities

Legend:
- Students Placing High Importance on Activity Who Experienced it Frequently[a]
- Students Placing Low Importance on Activity Who Experienced it Frequently[a]
- Percent Lower Division Faculty Who View Activity as Important or Very Important

Examining strengths and weaknesses of own views: 54%, 31%, 67%
Understanding issues from another's view or perspective: 62%, 37%, 65%
Learning something that changes your understanding: 66%, 46%, 88%

a. "Frequently" is the percentage of those responding 'often' or 'very often.'

By triangulating data from BCSSE, NSSE and FSSE, the **University of Maine at Farmington (UMF)** established a baseline against which to assess the impact of its shift in 2006-07 from a three-credit to a four-credit model for full-semester courses. The results from the bundle of student engagement surveys will help UMF identify concerns that may emerge as they implement the four-credit model; administrators will assess the effectiveness of these efforts on the intended outcomes which are enhancing academic rigor, raising performance expectations, and involving students in more writing and research.

Illinois State University plans to draw on BCSSE, NSSE, and FSSE findings to guide campus conversations among current students, prospective students, faculty, student affairs personnel, and other key stakeholders about the differences between the nature of student engagement in high school and what is expected at the University. By integrating faculty perceptions of student engagement into the mix, the goal is to understand how engaged learning can be further enhanced through current campus initiatives, such as civic and political engagement, the first-year experience, general education outcomes, and partnerships for student learning. The combined data will also be used to assess the impact of these and related efforts to increase the quality of the undergraduate experience.

Beginning College Survey of Student Engagement (BCSSE)

BCSSE Facts

- Field tested in summers 2004, 2005, and 2006
- 70 institutions participated in 2005-2006
- First national administration in 2007-2008 academic year
- Questionnaire administered locally via paper or online

BCSSE collects information about:

- First-year students' high school academic and co-curricular involvement
- The degree of importance students place on participating in various educationally purposeful activities in college

For more additional and for more 2006 results visit BCSSE's Web site: www.bcsse.iub.edu.

Faculty Survey of Student Engagement (FSSE)

FSSE Facts

- First national administration: 2003
- Administered online
- Average institutional response rate: 50+%
- 75,000 faculty responding from 380 different schools
- 130 institutions participated in 2006
- 21,000 faculty respondents in 2006

FSSE collects information about:

- Classroom practices
- Emphasis placed on various effective educational practices
- Perceptions of student engagement and campus environment
- The importance placed on various areas of student learning and development

For additional information and for more 2006 results visit FSSE's Web site: www.fsse.iub.edu.

"We have found the NSSE a powerful tool in our work to increase student academic achievement and persistence."

— Scott E. Evenbeck, Dean of University College, Indiana University-Purdue University Indianapolis

Selected Results: Connecting the Dots — Linking Engagement and Success

"We are using our NSSE results to help guide the development of a new five-year strategic plan which focuses on increasing student engagement in both curricular and co-curricular arenas."

— Tori Haring-Smith, President, Washington and Jefferson College

With generous support from Lumina Foundation for Education, NSSE collaborated with 19 partner institutions over the past two years to determine the relationships between student engagement, grades, and persistence. We also examined NSSE's psychometric properties in the context of Minority-Serving Institutions (MSIs) and for underrepresented students at Predominantly White Institutions (PWIs). In addition, we conducted cognitive interviews and focus groups with students about the processes respondents use to answer survey questions, to identify potential problems that might lead to survey response error, and to gain a better sense of respondents' understanding of items.
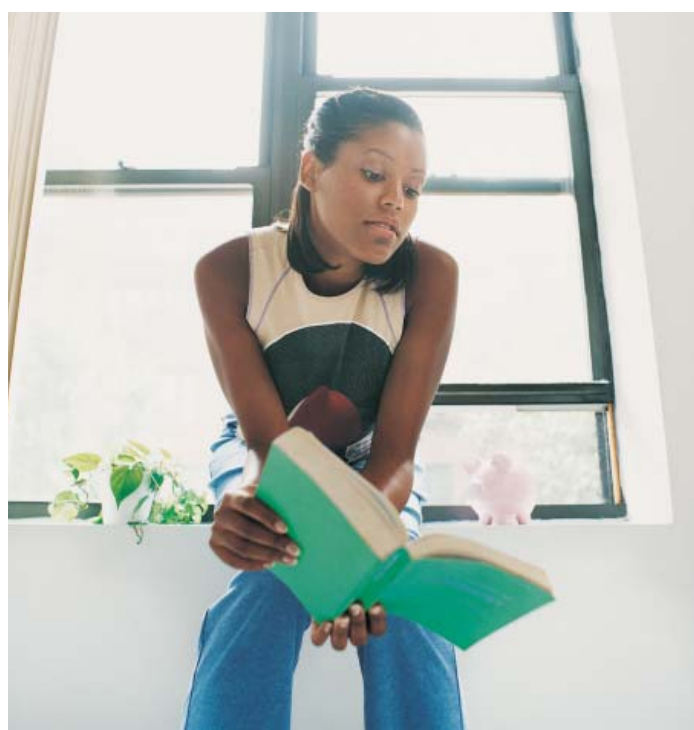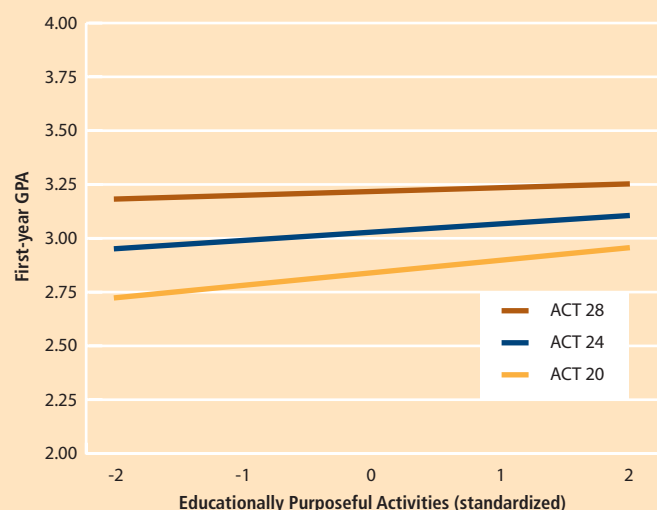

Figure 10: Impact of Educationally Purposeful Activities on First Academic Year GPA by Pre-College Achievement Level

The findings from the Connecting the Dots project point to three conclusions.

1. *Student engagement is positively related to first-year and senior student grades and to persistence between the first and second year of college at the same institution.* Consistent with the findings of many other studies over several decades, the positive effects of engagement persist even after controlling for a host of variables, such as pre-college achievement, financial aid, family income, enrollment status, living on campus, working off campus, and so forth. Equally important, the effects of engagement are generally in the same positive direction for students from different racial and ethnic backgrounds.

2. *Engagement has a compensatory effect on first-year grades and persistence to the second year of college* (Figures 10 and 11). That is, although exposure to effective educational practices generally benefits all students, the salutary effects are even greater for lower ability students as well as students of color compared with White students.

3. *The NSSE instrument works equally well for students of color and White students in different institutional contexts, such as Predominantly White Institutions (PWIs), Historically Black Colleges and Universities (HBCUs), and Hispanic-Serving Institutions (HSIs). The results are highly stable for PWIs and moderately to highly stable for MSIs.*

There are limits as to what colleges and universities can realistically do to help students overcome years of educational disadvantages. Even so, most institutions can foster greater levels of student engagement and success by more consistently using what this and other research show are promising policies and effective educational practices. While student engagement is not a silver bullet, finding ways to get students to take part in the right kinds of activities helps to level the playing field, especially for those from low-income family backgrounds and others who have been historically underserved, increasing the odds that they will complete their program of study and enjoy the intellectual and monetary gains associated with the completion of the baccalaureate degree.

More information about the Connecting the Dots project can be obtained at: www.nsse.iub.edu/pdf/Connecting_the_Dots_Report.pdf.

Figure 11: Impact of Educationally Purposeful Activities on the Probability of Returning for the Second Year of College by Race
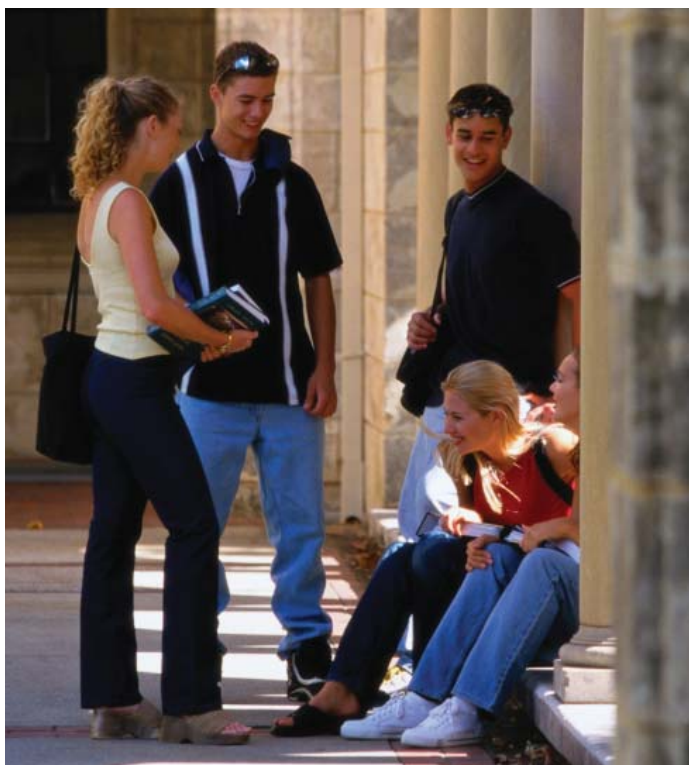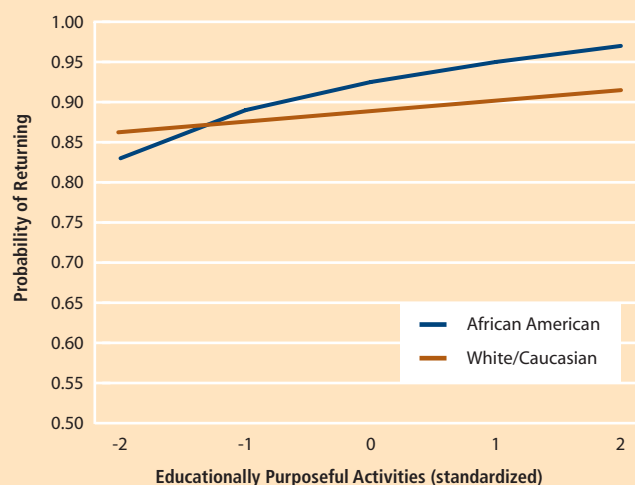
"NSSE asks some simple yet vitally important, compelling questions: Are we challenging our students? Do we provide experiences inside and outside the class-room that contribute to their intellectual and personal development? How are we doing compared to our peers? Are we improving over time? How can we do better?"

— Alex McCormick, Senior Scholar, Carnegie Foundation for the Advancement of Teaching

Using NSSE Data

NSSE is widely used in part because it provides information that faculty, staff and others can use almost immediately to improve the quality of the undergraduate experience. Institutions such as IUPUI and Coker College (see examples that follow) link students' NSSE results with other institutional records such as transcripts and persistence behavior to better understand who is at risk and the effects of various programs and practices. This section offers a sampling of different applications and interventions based on engagement results.

Monitoring Curricular Changes

Indiana University Purdue University Indianapolis

IUPUI annually monitors trends over time and the impact of programmatic interventions by using NSSE one year and its own ongoing student survey the next. After finding few differences in first-year student persistence between those in "regular" learning communities (linked classes) and those enrolled in thematic learning communities (faculty work together across sections to infuse interdisciplinary learning), University College staff speculated that being part of a cohort experience is itself enough to enhance student persistence. This appears to be especially the case for students admitted conditionally. However, NSSE data show that students in the thematic learning communities are more engaged compared with other students.

Hanover College

Hanover College uses NSSE data to help gauge the effect of some of its academic program changes. In 2003, faculty and trustees endorsed sweeping changes to many aspects of the Hanover experience based on benchmarking, review of best practices, and self-examination. Many of the changes were introduced in Fall 2004, including a first-year experience, team-taught interdisciplinary liberal arts degree requirements, and curricular revisions

"NSSE results help us connect strategic planning initiatives with student learning outcomes and understand how we compare with peer institutions on these important measures."

— Sally Mason, Provost, Purdue University

to several popular majors. In addition, the college established an Early Alert Team to provide additional support to students encountering difficulty and expanded the Writing and Speaking Center into a one-stop, self-help Learning Center. NSSE data are augmented with results from internal surveys, focus groups and other measures to assess the impact of these modifications and their effects on specific areas of student performance, such as first-year student gains in writing clearly and speaking persuasively.

Improving Teaching and Learning

Truman State University

NSSE results are used in combination with faculty reflection, student dialogue, self-assessment, and other efforts to inform teaching and learning at Truman State. For example, student responses to NSSE over several years consistently indicated an excessive emphasis on memorization compared to peer institutions in the Council on Public Liberal Arts Colleges (COPLAC). This finding, combined with UCLA Higher Education Research Institute survey data indicating that faculty were increasingly relying on lecture in their courses, prompted the university to undertake a comprehensive review of classroom teaching methods and student learning strategies. All faculty members were asked, as part of their annual discipline-based action plans, to complete teaching method/learning strategy inventories. Academic units examined the extent to which their programs were incorporating the pedagogies of service-learning, study abroad, and internships. In addition, every unit reviewed how well their teaching methods promoted student learning in its five-year program review, a process that encourages reflection, self-assessment, and planning for improvement among faculty members. The Center for Teaching and Learning also coordinates programs to facilitate the adoption of engaged learning pedagogies.

California State University Chico

The provost at California State University Chico challenged each academic department to involve students in helping interpret the institution's NSSE results. Four questions guided the review: (1) What student behavior should be changed, how might we change it, and how will you know if it does change? (2) What faculty behavior should be changed, how might we change it, and how will you know if it has changed? (3) Which of Chickering and Gamson's *Seven Principles of Good Practice in Undergraduate Education* exemplify your department and what is the evidence this is so? (4) Which of the seven principles deserves greater attention? The Seven Principles of Good Practice were featured in this exercise because many of the NSSE items are based on

these practices. The goals of this exercise were to learn about promising practices being used across the campus and to enhance engagement and rigor. NSSE data are also used in the institution's overall assessment effort.

James Madison University

First-year students at James Madison University (JMU) were less involved in service learning than the institution desired, which prompted efforts to increase the number and quality of class presentations about service-learning. New faculty were encouraged to consider adapting their courses and teaching approaches to accommodate service learning opportunities. To encourage more interaction with faculty outside of class, modifications were made to advisor training. Also, NSSE data were shared with college deans who then worked with department heads to consider how to improve student-faculty interaction. Additional emphasis is placed on the importance of acquiring a broad general education during new advisor training and new student orientation. Finally, JMU developed a series of workshops and presentations to help faculty and staff better understand and implement effective educational practices throughout the campus.

Measuring Learning Outcomes

Ursinus College

In 2003, the Ursinus College Academic Council approved a set of outcomes for its core curriculum along with a plan for assessing each of the outcomes. In 2004, the emphasis was on communication skills; in 2005, the focus was appreciation of diversity. Each academic department uses interviews with seniors and other data sources that the Committee for Outcomes Assessment chair integrates with NSSE data when appropriate. The Academic Council reviews this information and makes recommendations to the faculty. Also, NSSE benchmarks are tracked from year to year and annually reported to the faculty, which has helped the college more quickly come to consensus about areas that warrant attention.

Coker College

In an innovative approach to measuring value-added learning, the Coker College institutional research director coordinates faculty assessments of core general education skills (FACS) of analytical thinking, creative thinking, effective speaking, and effective writing. Each course has rubrics to determine the levels of achievement for areas relevant to the course. Faculty rate student performance in these areas at the end of the term, with the ratings being independent of grades. As expected, students' FACS scores increase from their first year to senior year. Individual

NSSE items related to general education outcomes positively correlate at modest levels with FACS scores, except for the item, "coming to class without completing assignments" which was negatively correlated. The NSSE self-reported gain item, "acquiring a broad general education," correlated at .25 ($p<.02$) with FACS. Other relationships between FACS and NSSE items were generally in the expected direction, suggesting that engagement matters to desired learning outcomes.

Communicating Results On and Off Campus

Pace University

Pace University's "Blueprint for Campus Accountability: Lessons from the Pace University Experience," addresses the ways in which this large, multi-campus metropolitan university is assessing and improving student learning. For example, Pace administrators presented NSSE data at a one-day faculty conference to identify additional ways student-faculty contact might be appropriately increased. Results from NSSE, the Collegiate Learning Assessment, the Cooperative Institutional Research Project, and other information are used as evidence that Pace adds value to the student experience.

Eastern Connecticut State University

The Planning and Institutional Research Office introduces NSSE results using PowerPoint presentations for senior staff, specific groups such as the First-Year Committee and the Assessment Committee, those responsible for implementing the new general education requirements, and the larger university community. Also reviewed are comparative data for consortium and Carnegie peers in order to help the institution establish priorities and develop a common language about engagement and student success.

Planning & Accountability

College of Saint Scholastica

The College of Saint Scholastica annually reviews and updates its strategic plan. One continuing goal is to achieve NSSE benchmark scores at or above the mean of the top half of all NSSE schools. Each academic and student services department examines the college's NSSE results, tries to determine why it did or did not meet the goal in each area, and then develops departmental level goals to address any areas of concern. In addition, student engagement results are presented annually to the trustees at their February meeting along with steps the institution is taking to improve.

Edgewood College

Edgewood College uses NSSE benchmarks and individual items as "key indicators" for college wide planning. One of the latter indicators is the question of whether students would choose the same institution again. As a result of discussions by faculty, staff and students about the college's effectiveness in engaging students, greater attention is being given to helping students develop meaningful relationships with one another, both inside and outside the classroom.

Campus Climate

Bennington College

Bennington distributed its NSSE results to senior staff, faculty, board of trustees, and students upon request. After celebrating Bennington's strengths, its major challenge was identified — cultivating a more supportive campus environment. The primary responsibility for addressing this issue was assigned to the academic dean and student life professionals who, in turn, invited front-line staff members to offer suggestions. One group attended a workshop on improving service to students by enacting the FISH! philosophy, which emphasizes play, positive attitudes, and attention to others' needs. Bennington also made some changes to make physical spaces more inviting. For example, several wooden doors were replaced with glass panels, creating a welcoming sense of openness. The college also attempted to reduce the anxiety and frustration sometimes associated with class registration by giving out door prizes.

Florida A&M University

To foster more student-faculty contact, Florida A&M University (FAMU) is modifying its approach to academic advising by developing a student-status alert system, observing prerequisite requirements, creating an academic advisement database, and providing academic advising workshops for faculty advisers. FAMU will supplement NSSE data with student and faculty focus groups to further explore how to increase student-faculty interaction in meaningful ways. Academic departments will develop relevant strategies to increase student feedback as part of their departmental assessment plans. Administrative personnel and offices will also develop additional ways to increase student satisfaction with academic and support services.

Longitudinal Assessment

University of South Dakota

The University of South Dakota (USD) reviewed its NSSE findings from 2000, 2002, 2003, 2004, and 2006 to note trends over time. One result was the introduction of a first-year experience program made up of a seminar and residential learning communities. The university also restructured institutional graduation requirements, requiring an additional course in English and more writing in capstone courses. The campus is also a "Foundations of Excellence for the First Year" program participant and is using NSSE as part of its efforts to improve retention and engagement.

College Misericordia

To help guide program planning and budget priorities, College Misericordia (CM) incorporates 12 NSSE-based measures in its

strategic indicators, such as improving the diversity of the educational experience. CM tracks responses to all items over time to uncover any changing patterns with a particular eye toward unwelcome trends. Several years ago, after noting some slippage in satisfaction with academic advising, the vice president for academic affairs convened a series of meetings with division heads to emphasize the importance of academic advising by faculty. The numbers have since improved.

Student Persistence

University of Massachusetts Lowell

The University of Massachusetts Lowell is examining differences in NSSE responses of first-year students who persist and those who leave the subsequent spring. The pattern was the same for all five NSSE benchmarks: the scores of students who returned for the second year were higher than those of the other group. That is, persisters were more engaged in educationally purposeful activities. Because about half of Lowell's students are commuters, infusing effective educational practices in the classroom is essential.

New Jersey City University

From its participation in the Building Engagement and Achievement of Minority Students (BEAMS) project, New Jersey City University discovered that its students were less engaged in course-related and co-curricular activities (e.g., clubs, research, cultural events) and were preoccupied with economic and family support issues. The university developed a comprehensive strategy to increase the engagement of entering students with a particular focus on racial and ethnic minority students in order to improve persistence and graduation rates. Among the planned interventions are a virtual academic resource center, a committee for cultural competencies development, faculty development activities sponsored by the University Center for Teaching and Learning, a faculty-driven early warning system for at-risk students, and addition of community service projects tied to the curriculum.

Linking NSSE to Other Data

University of Wisconsin-Stout

After reviewing students' most and least frequently reported activities on NSSE, the university delved deeper into what makes for an engaged learning experience. During the spring 2006 semester, a team commissioned by the University's Teaching and Learning Center (TLC) interviewed Stout students to develop a more contextualized understanding of student engagement. Six important themes emerged: relationships with faculty and staff, empowerment, application of course content, passion of instructor, being comfortable to ask questions in class, and

openness of the instructor to student participation. The most important factor was relationships with faculty and other students. As one student noted, "It starts with, again, that relationship. And that respect factor. I feel that I'm much more willing to dive head first into a class if I feel that respect from and to the instructor." TLC also distilled a list of effective classroom practices from the interview data.

University of California, Merced

The University of California, Merced (UC Merced) welcomed its inaugural class in Fall 2005. From the start, the campus decided to use NSSE to benchmark its students' academic and co-curricular experiences against campuses similar in mission and/or size. The first few years for a new institution are important as faculty and staff learn what works and what doesn't in terms of promoting student success and the campus culture begins to take shape. To take full advantage of this unusual opportunity, the Institutional Planning and Student Affairs units are collaborating to present NSSE-based information sessions to various groups: admissions, registration, advising, student life, residential life, dining services, and counseling; faculty and academic administrators; and student leaders. The goal is to help identify ways to enhance student engagement and academic success. In addition to NSSE, other sources of information about the student experience (e.g., University of California Undergraduate Experience Survey; campus academic progress data) will be analyzed to inform decision making and improvement strategies, and used for accreditation studies.

Involving Students

North Carolina Central University

North Carolina Central University uses NSSE to compare its performance against other Historically Black Colleges and Universities (HBCUs) similarly classified by Carnegie in five main areas: academic advising, academic support, orientation and class level experience, diversity and multiculturalism, and culminating senior year experiences. Initiatives designed to increase student engagement include adding a career development component to academic advising and freshmen orientation programs, academic support services that feature experiential activities, diversity training for each class during the Fall and Spring semesters, and requiring a second semester senior year capstone course. Equally important, students are highly involved in planning these new initiatives. Another attempt to increase student engagement is appointing student leaders to every major and minor university committee for the first time in the 2006-2007 academic year.

Using NSSE in Accreditation

What students get out of their education depends on what they put into it. For this reason, about one third of participating schools have incorporated their NSSE results in institutional self-studies and accreditation reports as evidence of collegiate quality and institutional effectiveness, to demonstrate improvements resulting from assessment, and to guide future institutional improvement initiatives.

Accrediting agencies are the primary external group with which schools share NSSE results. The Accreditation Toolkits, available from the NSSE Web site (www.nsse.iub.edu/institute/?view=tools/accred), are customized for each of the six regional accreditation bodies and provide suggestions for incorporating student engagement results into accreditation reviews with an emphasis on mapping results to the respective region's standards. Specific applications vary — ranging from inclusion of NSSE results in self-studies to systematic incorporation of NSSE results into quality improvement plans.

The following brief examples illustrate how four institutions have used their NSSE results in the accreditation process.

Delta State University

The Delta State University Quality Enhancement Plan (QEP) for the Southern Association of Colleges and Schools (SACS) is based on the premise that engagement in educationally purposeful activities leads to enhanced student learning. As part of the plan, the University's vision is "Delta State — an environment where you learn, discover, create, and grow in service to humanity." To assess its educational effectiveness, Delta State established four goals: (1) foster student and faculty interaction; (2) increase use of information technologies; (3) emphasize practice of communication skills in all courses, and (4) encourage productive feedback and meaningful communication among students and faculty about student performance and career decisions. For example, to increase student-faculty interaction, the provost asked five faculty mentors from different schools to be Student Engagement Champions (SEC) to be responsible for identifying areas of need or opportunity for enhancing communication and interaction within learning environments. The SEC also created a series of campus-wide and college-by-college faculty development workshops to help create learning environments conducive to student-student and student-faculty interaction and to make their colleagues aware of NSSE's five Benchmarks of Effective Educational Practice — the clusters of questions from the NSSE survey that capture many important student behaviors and institutional characteristics that contribute to learning and personal development. SEC mentors are also leading faculty development sessions to help instructors become more proficient with technology and Web-based communications.

University of Massachusetts Boston

As an urban, public university, UMass Boston's mission is to provide a diverse population of citizens with access to a high quality education, quality research, and service responsive to urban needs. Many of its students are first-generation; the median age is 24, and many require financial aid to attend. In 2002-2003, a chancellor-appointed University Planning Council was charged with developing a five-year strategic plan as a framework to guide the University's efforts to expand and enhance its dual mission of excellence in and access to postsecondary education. Focused on retention, research, and reputation, the plan is designed to be integrated with the campus' New England Association of Schools and Colleges (NEASC) reaccreditation self-study process. Several self-study task forces used NSSE results from 2000, 2002 and 2004 to evaluate the University's performance according to NEASC standards.

In response to NSSE results showing its students being less involved in campus life than comparison institutions, a vice chancellor for student life was appointed to increase student involvement on campus. As part of the self-appraisal for the Programs and Instructions, and Faculty, the university used NSSE results and its own Graduating Senior Survey (GSS) to monitor student satisfaction with their undergraduate experience.

> *"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

Skidmore College

Skidmore College took advantage of its Middle States Association reaffirmation self-study to focus on student engagement. After reviewing its 2003 NSSE results and other information, the college decided to redouble efforts to increase student-faculty interaction and enhance the first-year experience by developing a new model for the first-year experience, strengthening its science programs; and emphasizing cultural diversity. Composed of faculty, key administrative personnel, and students, the Skidmore Middle States Steering Committee created three subcommittees to address each of the sub-topics within the main focus of student engagement. In addition, trustees and members of the campus and local communities were invited to respond to early drafts of the self-study document.

Clayton State University

Clayton State University developed its SACS Quality Enhancement Plan (QEP) in concert with its Academic Affairs strategic plan that called for improving student retention and success. Believing that "retention is a reflection of the overall quality of the institution's services to students," the SACS Steering Committee established by the provost decided to use these same themes as the core of its QEP. After campus-wide meetings with faculty, the focus of the QEP became improving student performance through increasing faculty and staff understanding of effective educational practices. Subcommittees made up of administrators, faculty, staff, and students concentrated on four areas: data collection and analysis, student success and faculty engagement, intervention and faculty/staff involvement, and advisement and mentoring. The subcommittees gathered and analyzed data from multiple sources — including NSSE and FSSE, a survey on faculty interests and knowledge, an institutionally administered Student Satisfaction Questionnaire, and descriptive data on all students enrolled at Clayton.

Using information and advice from the subcommittees, the Steering Committee identified a list of "critical needs relevant to student engagement and success" which included recommendations for improving the class scheduling process and new student orientation, developing new programs for first-year students to foster persistence and student success, adopting more rigorous admissions standards, developing programs to promote faculty-student interaction outside of class, expanding academic support services, and using more effectively existing technologies and staff expertise in student advising.

Consortium Participation

From the beginning, NSSE encouraged participating colleges and universities to form consortia, which allows member schools to ask additional context- and mission-specific questions, to compare performance with peer institutions, and to share results. About 40 percent of participating schools take advantage of this opportunity each year, and since 2000 more than 550 different colleges and universities have joined 50 self-selected or system consortia representing a wide range of institution types. Some of these groups are based on long-standing affiliations, such as the Council for Public Liberal Arts Colleges (COPLAC), women's colleges, engineering schools, or Catholic institutions, while others form as part of short-term grant projects focused on specific topics such as writing or technology use.

A COPLAC group forms periodically, asking questions about who students turn to for academic advising, preferred class schedule formats, and the degree to which library instruction

sessions have prepared students to conduct research. One annual consortium is composed of research universities. Under the auspices of the Association of American Universities Data Exchange (AAUDE), participating institutions have asked additional questions about performance expectations, course availability, and whether students get the "run-around" trying to get the information or approvals they need. In addition, some AAUDE institutions agree to student-level data-sharing to conduct additional analyses to support decision-making at their institutions. The AAUDE Web site features information about shared data, institutional examples of NSSE report formats and presentations, and illustrations of NSSE use in accreditation (see: www.colorado.edu/pba/surveys/nsse-aaude/index.htm).

Each year, urban universities ask additional questions about such matters as the importance of writing clearly and effectively, thinking critically and analytically, developing the ability to make informed decisions as a citizen, and acquiring job or work-related knowledge and skills. Urban consortium schools have also asked students about the relationships between work and family commitments and how their financial situation affects their ability to complete their studies as well as about the support they receive from close friends and family to succeed in college.

Other consortia form because of grant-funded research projects, such as AAC&U's "Bringing Theory to Practice" group, funded by the Charles Engelhard Foundation to explore specific forms of engaged learning (including service-learning and community-directed collaborative research) and the effectiveness of campus plans to deter alcohol abuse and ameliorate depression of affected students. Another grant-related consortium is composed of liberal arts colleges funded by the Teagle Foundation which is investigating the impact of students' writing experiences on such skills as creating an effective organizational framework for a paper, incorporating convincing evidence and support, and integrating multiple points of view. Other questions focused on the efficacy of certain practices, such as being required to revise papers multiple times, and the helpfulness of feedback on drafts from faculty and peers, writing labs instructors, and written comments by faculty members on their assignments.

These are but a few examples of how colleges and universities work together to increase the value of their NSSE participation by asking additional questions and sharing data. A complete list of consortia can be found at www.nsse.iub.edu/html/consortia.cfm.

NSSE Institute for Effective Educational Practice

The NSSE Institute for Effective Educational Practice was created in 2003 to respond to requests for assistance in using student engagement data to improve student learning and institutional effectiveness. NSSE Institute associates have completed a major national study of high performing colleges and universities, made dozens of presentations at national and regional meetings, worked with dozens of campuses to enhance student success, and sponsored five Regional NSSE Users Workshops.

Assistance to Institutions and Organizations

• Designed a day-long retreat with key administrators of a state university to identify institutional policies and practices that promote and inhibit student persistence and academic success.

• Reviewed student engagement data with small groups with faculty, administrators, and staff at a private liberal arts university to identify areas where the institution could profitably focus to improve student engagement.

• Conducted a workshop on effective educational practice to institutional teams assembled for a state system conference on student engagement.

• Facilitated a "back-to-school" faculty workshop for a regional public university aspiring to enhance student success by focusing on educational quality as measured by NSSE and to adapt lessons from the high-performing institutions featured in *Student Success in College: Creating Conditions That Matter* (Kuh, Kinzie, Schuh, Whitt & Associates, 2005).

• Advised a philanthropic organization on planning a symposium to examine the role of assessment and accountability for private colleges and universities.

• Helped design an invitational conference to examine the changing role of student affairs professionals in promoting student engagement.

• Worked with teams from dozens of colleges and universities that participated in several regional workshops (Texas, Illinois, Florida, Oklahoma) on using NSSE and FSSE results for accreditation and institutional improvement initiatives.

NSSE Users Share "Good Ideas" at Regional Workshops

The University of Central Oklahoma at Edmond sponsored the Fall 2005 Regional NSSE Users Workshop attended by about 80

"Good Ideas" generated from participants at a recent Regional NSSE Users Workshop:

Sharing NSSE Data with Administration

■ Don't just send a report; discuss the results with deans.

■ Consider requiring deans and faculty to submit plans for enhancing student engagement.

■ Review multi-year comparisons in a retreat.

■ Involve students majoring in marketing to solicit student feedback about NSSE results.

■ Create colorful brochure with graphs and tables of data of interest to campus administrators.

■ Invite student affairs units to identify meaningful items for their own benchmarking activities.

Sharing NSSE Data with Faculty and Students

■ Form an "action team" of faculty and staff to help analyze results.

■ Host lunch to discuss findings with faculty.

■ Have Student Ambassadors visit first-year student classes and senior capstone courses to discuss the impact and importance of involvement in campus life.

■ Place articles in campus newspapers explaining the results.

■ Hold a college-wide symposium on student engagement, with discussion groups.

■ Conduct focus groups with students to understand survey results.

■ Place table tents with key NSSE findings in dining halls.

faculty and staff from 31 different colleges and universities. These workshops are designed to help institutional researchers, faculty, administrators, and staff to better understand and use their NSSE data and to gain ideas from colleagues at other institutions. The two-day events feature a combination of plenary sessions, concurrent interest sessions, group activities, and hands-on sessions through which participants learn more about linking NSSE data to other institutional data, using FSSE to understand faculty expectations for student engagement, and gaining knowledge about how understanding educationally effective practices contributes to student success. Workshop topics address how to use NSSE data for assessment, accreditation, self-studies, general education reviews, reviews of academic and student life programs, and faculty development initiatives.

- The fall 2006 Regional NSSE Users Workshop was held at Southern Connecticut State University with about 100 participants from 50 different colleges and universities.

- To view presentations from past workshops, visit the NSSE Institute Web site: www.nsse.iub.edu/institute.

Building Engagement and Attainment of Minority Students (BEAMS)

The BEAMS project is a multi-year initiative designed to facilitate data-informed campus change efforts and to increase student engagement and learning at Historically Black, Hispanic-serving, and Tribal colleges and universities. Currently in its fifth and final year, BEAMS involved about 23,000 students at more than 100 four-year institutions in the Alliance for Equity in Higher Education. Having administered NSSE at least once, these institutions are committed to implementing action plans to improve the quality of the undergraduate experience on their campus. They are using a second NSSE administration to measure the impact of their efforts. The work of several BEAMS schools is featured in this report — Florida A&M University, New Jersey City University, and North Carolina Central University.

For more information about BEAMS and the Alliance visit: www.msi-alliance.org.

Inventory for Student Engagement and Success (ISES)

The Documenting Effective Educational Practice project (DEEP) examined the everyday workings of 20 diverse educationally effective colleges and universities to learn what they do to promote student success. Major findings from the study are reported in *Student Success in College* (Kuh et al., 2005). The book illustrates many of the policies, practices, and cultural features common to these 20 institutions that work well together to promote student engagement and persistence.

In addition, a companion resource guide is available to help institutions assess the extent to which their learning environments and campus culture support student success. *Assessing Conditions to Enhance Educational Effectiveness* (Kuh, Kinzie, Schuh, & Whitt, 2005) presents the Inventory for Student Engagement and Success (ISES), a self-guided, diagnostic framework based on the six properties and conditions common to high-performing schools and the five clusters of effective educational practices featured on NSSE.

"NSSE has been extremely helpful in identifying best practices to foster engagement in educational enriching experiences for our students."

— Nuria M. Cuevas, Associate Vice President for Academic Affairs, Norfolk State University

DEEP Practice Briefs

Presidents, senior academic affairs and student affairs administrators, faculty members, and governing boards often have little time to read volumes of materials, even when they offer practical advice. For this reason, we prepared more than a dozen four-page documents for specific campus audiences that summarize key findings from the strong-performing colleges in Project DEEP. These short reports can be downloaded from the NSSE Web site: www.iub.nsse.edu.

Center of Inquiry in the Liberal Arts Projects Continue

NSSE continues its collaborations with the Center of Inquiry in the Liberal Arts (CILA) at Wabash College. First, thanks to CILA we were able to add six liberal arts colleges to the Connecting the Dots project to better understand the relationships between individual student engagement, grades, satisfaction, and persistence. CILA also supported the field test of The Beginning College Survey of Student Engagement (BCSSE). Finally, through a licensing agreement NSSE is being used in the Wabash National Study of Liberal Arts Education, a longitudinal project to assess liberal arts outcomes.

Teagle Foundation Grant to Evaluate Assessment Efforts

NSSE Institute staff are conducting an evaluation of Teagle Foundation assessment initiatives grants. These projects are designed to promote rigorous, systematic assessment of the quality of undergraduate education in the liberal arts, to encourage the use of existing assessment models and tools in liberal arts colleges, to develop additional approaches that are sensitive to educational processes valued in the liberal arts tradition, and to cultivate a culture of evidence on participating campuses.

Looking Ahead

The coming months promise many opportunities for NSSE and its partners to contribute to the higher education improvement and accountability agenda. For example, we intend to help institutions experiment with appropriate ways to share their NSSE results publicly through the development of common templates schools can use to display their performance results. As Doug Bennett noted in the Foreword, a "one size fits all" set of indicators will not be sufficient, given the diversity of institutional missions and students, and the multiple, winding pathways undergraduates follow to a baccalaureate degree. Along with engagement and learning outcomes, other appropriate indicators of student success that might be featured in a performance template include:

- persistence and graduation rates
- student goal attainment
- course retention
- transfer rates and transfer success
- success in subsequent course work
- degree/certificate completion
- student satisfaction
- personal and professional development
- post-college endeavors including graduate school, employment, and orientation to lifelong learning.

We also plan to work more closely with and learn from institutions that are using student engagement data to improve teaching and learning. As George Kuh mentioned in his Director's Message, this past year many more colleges and universities provided detailed descriptions of how they are using their NSSE results and the changes they are trying to make to foster engagement and enhance student development. As more schools begin to use their assessment results for improvement and accountability, they will benefit from examples of how institutions have effectively converted data into action.

"NSSE data have focused institutional responses to areas of concern for under-graduate education in ways that would not have been possible without these data."

— John F. Schell, Vice Provost and Dean, University of Central Florida

... the seeds of innovation and improvement in undergraduate education are taking root and student engagement data are essential to these efforts.

After extensive field-testing, the Beginning College Survey of Student Engagement (BCSSE) will be available for use in the 2007-2008 academic year. As illustrated earlier, by linking BCSSE with results from NSSE and FSSE and other institutional data about the student experience, institutions will be able to more accurately estimate the impact of their programs and practices on student engagement and other desired outcomes of college.

Finally, as time and resources permit, NSSE will pursue additional validation studies, building on the findings from our "Connecting the Dots" research summarized earlier. We are involved presently in two such efforts, the Wabash National Study of Liberal Arts Education which is using NSSE as part of a battery of instruments and Penn State's "Parsing the First Year of College" study funded by the Spencer Foundation.

As we prepare for the eighth annual survey cycle, we are more confident than ever that the seeds of innovation and improvement in undergraduate education are taking root and that student engagement data are essential to these efforts. We look forward to helping higher education meet the challenges and responsibilities of the accountability mandate with an eye toward fostering learning and success for all students.

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

Benchmarks of Effective Educational Practice

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

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

Pages 37 through 46 show percentile and frequency distributions of student scores on these indicators within the 2005 Basic Carnegie Classification groups and all NSSE 2006 colleges and universities.[1] Also included are student distributions for schools that scored in the top 10% of all NSSE 2006 institutions.[2] These data are based on the results from 2006 and reflect responses from 131,256 first-year and 128,727 senior students randomly sampled from 523 four-year colleges and universities in the U.S.

Student cases in the percentile and frequency tables are weighted within their institution by gender, enrollment status (full-time, less than full-time), and between institutions by undergraduate enrollment. To facilitate comparisons across time, as well as between individual institutions and types of institutions, each benchmark is expressed as a 100-point scale. For more details on the construction of the benchmarks, visit our Web site at www.nsse.iub.edu/html/2006_inst_report.cfm.

As in previous years, students attending smaller schools with a focus on arts and sciences have higher scores across the board on average. However, the variation of student scores within institutions is substantial. Some large institutions are more engaging than certain small colleges in a given area of effective educational practice. Thus, many institutions are an exception to the general principle that "smaller is better" in terms of student engagement. For this reason, it is prudent that anyone wishing to estimate collegiate quality ask for student engagement results or comparable data from the specific institution under consideration.

Carnegie 2005 Basic Classifications

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

www.carnegiefoundation.org/classifications/

Revisions to NSSE Benchmarks

In 2004, response categories for the 'Enriching' items (question 7) were revised. As a result, student response patterns shifted and multi-year comparisons using these items require caution. Two benchmarks were affected: Enriching Educational Experiences and Student-Faculty Interaction. 'Enriching' benchmark scores in 2003 and earlier cannot be compared with 2004 or later. The Student-Faculty Interaction benchmark can be compared to the earlier years provided that the 'research' item is dropped. For this reason NSSE provided both forms of this variable in school data files. All 2006 NSSE schools that also participated in 2003 and earlier received a "benchmark recalculation report" that displayed their comparable benchmark scores through the years.

Although not directly comparable on a yearly basis, analyses of the results produced by the revised benchmark calculation process compared with the one used previously show that institutions' scores are highly stable and that percentile rankings remain generally unchanged. NSSE continues to work with schools that have participated in multiple years to understand yearly comparisons based on the revised calculation process.

More information about the revisions in 2004, calculations for 2006, and descriptions of how to calculate the benchmarks at the student-level (current and past years), are posted on the NSSE Web site: www.nsse.iub.edu/html/2006_inst_report.cfm.

Guide to Benchmark Figures

The benchmark figures are a modified "box and whiskers" type of chart. Each column shows students' scores within the distribution at the 95th, 75th, 50th (median), 25th, and 5th percentiles.[3] The dot signifies the median — the middle score that divides all students' scores into two equal halves. The rectangular box shows the 25th to 75th percentile range, the middle 50% of all scores. The "whiskers" on top and bottom are the 95th and 5th percentiles, showing a wide range of scores but excluding outliers.

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

Benchmark Frequency Tables

Following each set of percentile distributions is a table of frequencies based on data from 2006. These tables show the percentages of how students responded to the survey items that comprise the benchmark. The values listed are column percentages. Frequencies are shown by class standing for each of the 2005 Basic Carnegie Classification types and for the whole NSSE 2006 U.S. cohort. A weight was applied to adjust for non-response and to ensure that students from a single institution contribute to the figures in the same proportion as if every first-year and senior student from that institution responded to the survey.

In addition, a special column shows the response percentages of students attending schools that scored in the top 10% (52 schools) of all 2006 U.S. institutions on the benchmark. Thus, the pattern of responses among these institutions sets a high bar for schools aspiring to be among the top performers on a particular benchmark.

Guide to Benchmark Figures
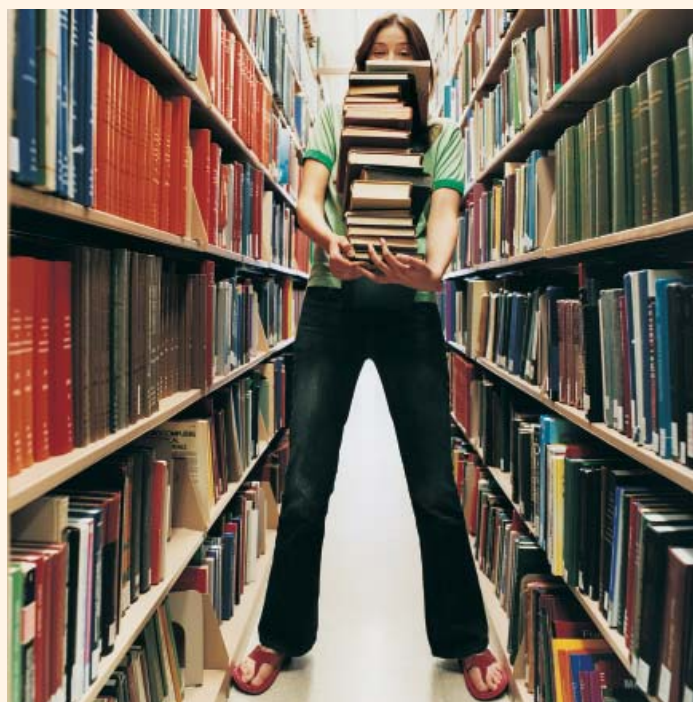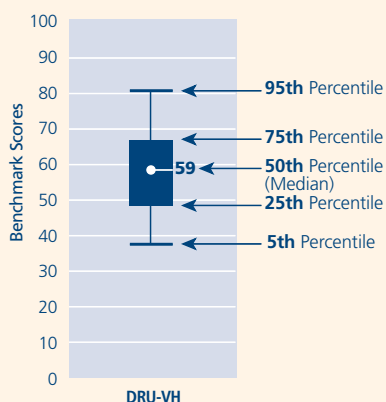
Notes

1 This is a departure from NSSE's early years when the mean institution-level benchmarks were reported. Starting in 2005, NSSE reported student-level benchmarks for multi-institution groups to emphasize the variance and range among students attending different types of institutions. Thus, scores for multi-institution groups (Carnegie Classifications and NSSE 2006) represent the average student attending those types of institutions.

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

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

Level of Academic Challenge

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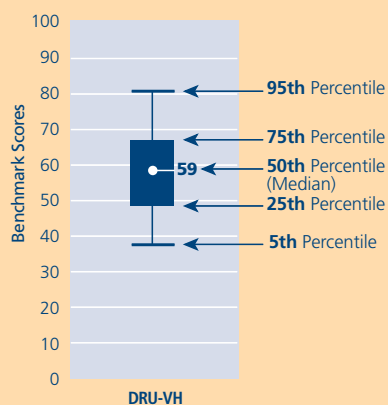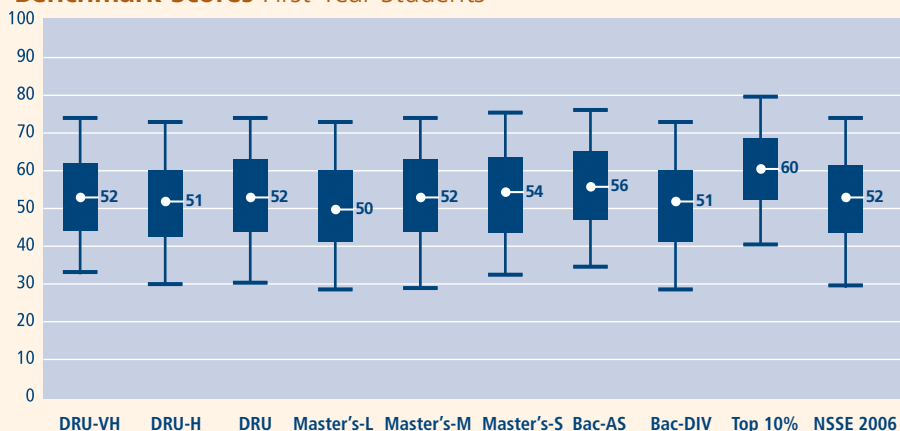
Key

■ First-Year Students

■ Seniors

Guide to Benchmark Figures

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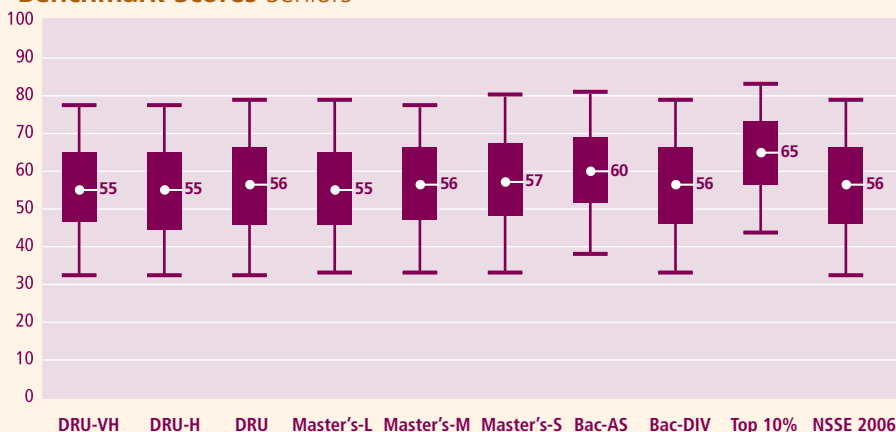- 5th Percentile

DRU-VH

Benchmark Scores First-Year Students

Percentiles First-Year Students

	DRU-VH	DRU-H	DRU	Master's-L	Master's-M	Master's-S	Bac-AS	Bac-DIV	Top 10%	NSSE 2006
95th %	74	73	74	73	74	76	77	73	80	74
75th %	61	60	61	60	61	63	65	60	69	61
Median	52	51	52	50	52	54	56	51	60	52
25th %	44	42	43	41	43	44	47	41	52	43
5th %	32	30	30	29	29	31	34	29	40	30

Benchmark Scores Seniors

Percentiles Seniors

	DRU-VH	DRU-H	DRU	Master's-L	Master's-M	Master's-S	Bac-AS	Bac-DIV	Top 10%	NSSE 2006
95th %	78	78	79	79	78	80	81	79	83	79
75th %	65	65	66	65	66	67	69	66	73	66
Median	55	55	56	55	56	57	60	56	65	56
25th %	46	45	46	46	47	48	51	46	56	46
5th %	32	32	32	32	33	33	37	33	43	32

First-Year Students Seniors (in percentages)		DRU-VH		DRU-H		DRU		Master's-L		Master's-M		Master's-S		Bac-AS		Bac-DIV		Top 10%		NSSE 2006	
Number of assigned textbooks, books, or book-length packs of course readings	None	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1
	Between 1 and 4	16	24	20	28	20	27	23	29	22	27	18	23	13	17	25	28	6	11	20	26
	Between 5 and 10	45	40	44	40	41	37	44	39	42	39	39	38	34	33	42	38	24	27	43	39
	Between 11 and 20	27	22	24	19	27	21	23	19	24	19	27	23	33	28	22	19	40	33	25	21
	More than 20	12	13	10	12	12	14	10	12	11	13	14	15	19	21	10	12	29	29	11	13
Number of written papers or reports of 20 PAGES OR MORE	None	85	51	83	51	82	47	82	49	79	49	80	43	81	38	81	48	79	29	82	48
	Between 1 and 4	12	41	13	42	13	43	13	42	14	43	15	49	15	54	14	42	18	60	13	43
	Between 5 and 10	2	6	2	5	3	7	3	6	4	6	2	6	2	6	3	7	2	8	3	6
	Between 11 and 20	1	1	1	1	1	2	1	2	1	1	2	2	1	1	1	2	1	1	1	1
	More than 20	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	2	1	1	1	1
Number of written papers or reports BETWEEN 5 AND 19 PAGES	None	15	9	15	11	10	8	15	9	14	8	12	7	8	4	17	8	3	2	14	9
	Between 1 and 4	52	43	54	47	51	40	54	45	53	45	50	39	47	34	54	45	38	27	53	44
	Between 5 and 10	26	32	23	29	29	35	24	31	25	31	27	35	33	40	23	31	42	43	25	32
	Between 11 and 20	6	12	6	10	8	12	6	11	6	11	8	14	11	17	5	11	15	21	7	11
	More than 20	1	4	1	4	2	5	1	4	1	4	2	5	2	5	1	4	3	7	1	4
Number of written papers or reports of FEWER THAN 5 PAGES	None	3	6	3	7	3	7	4	8	3	6	2	6	2	5	4	8	1	4	3	7
	Between 1 and 4	32	33	32	36	32	35	32	35	31	33	24	30	24	28	31	36	18	24	31	34
	Between 5 and 10	35	29	33	26	34	27	34	27	34	28	33	28	35	30	32	28	33	31	34	28
	Between 11 and 20	20	18	20	17	20	17	20	16	21	18	24	20	25	20	21	16	28	22	21	17
	More than 20	10	13	11	15	11	15	10	14	11	15	16	16	15	16	11	13	19	19	11	14
Coursework emphasized: ANALYZING the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	Very little	2	2	3	2	3	2	3	2	2	2	2	1	1	1	3	2	1	1	2	2
	Some	18	15	21	16	21	15	22	16	23	15	19	14	16	11	24	16	10	7	21	15
	Quite a bit	46	44	46	42	44	43	46	44	45	45	46	43	44	41	46	43	42	36	45	44
	Very much	34	40	31	40	33	40	29	39	30	39	33	41	38	47	28	39	48	56	32	40
Coursework emphasized: SYNTHESIZING and organizing ideas, information, or experiences into new, more complex interpretations and relationships	Very little	4	4	6	4	5	4	6	4	5	4	5	3	3	2	5	4	2	1	5	4
	Some	29	25	31	25	30	23	32	24	30	23	28	21	25	18	34	24	18	12	30	24
	Quite a bit	42	41	41	40	40	41	41	41	43	41	43	43	43	40	41	41	43	37	41	41
	Very much	25	31	23	31	24	32	22	31	22	32	25	33	29	40	20	31	37	51	23	32
Coursework emphasized: MAKING JUDGMENTS about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	Very little	6	6	7	6	5	5	6	6	6	5	5	4	4	4	7	5	3	3	6	5
	Some	31	27	30	26	29	22	29	25	30	24	27	23	25	22	29	25	23	18	29	25
	Quite a bit	41	39	41	39	41	40	41	40	42	40	43	41	43	40	41	40	42	39	42	40
	Very much	22	29	22	29	25	32	23	30	22	31	25	32	27	34	22	30	32	40	23	30
Coursework emphasized: APPLYING theories or concepts to practical problems or in new situations	Very little	4	4	4	3	4	3	5	3	4	3	4	3	3	3	5	3	3	2	4	3
	Some	22	20	25	19	25	17	25	18	25	17	22	18	22	16	25	17	18	14	24	18
	Quite a bit	41	36	39	36	40	38	41	38	41	38	41	38	41	37	41	38	40	35	41	37
	Very much	34	41	32	42	31	42	29	40	29	42	32	42	34	45	29	42	39	50	31	42
Worked harder than you thought you could to meet an instructor's standards or expectations	Never	11	9	9	7	8	6	8	6	8	6	7	5	8	6	7	5	7	5	9	7
	Sometimes	41	40	41	37	39	34	40	36	40	37	38	36	39	37	40	35	36	34	40	37
	Often	35	35	36	37	37	39	37	39	39	38	38	38	37	38	38	39	38	38	37	38
	Very often	13	15	14	19	16	21	14	20	14	19	17	20	16	19	16	21	20	23	15	19
Hours per 7-day week spent preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
	1-5	13	15	17	19	20	20	21	20	20	19	18	18	13	13	20	20	6	7	18	18
	6-10	23	25	27	26	29	28	31	28	27	27	26	27	24	23	29	27	17	19	27	26
	11-15	22	20	21	19	21	20	20	20	21	20	22	19	21	21	20	19	23	21	21	20
	16-20	18	16	16	15	14	14	14	14	15	15	16	15	18	18	14	15	22	21	16	15
	21-25	11	10	9	9	8	8	7	8	8	8	9	10	12	12	8	9	15	14	9	9
	26-30	6	6	5	5	3	4	4	5	4	5	4	5	6	7	4	5	9	9	5	5
	More than 30	5	8	4	7	4	5	3	6	4	6	5	5	5	7	4	5	9	9	4	6
Institutional emphasis: Spending significant amounts of time studying and on academic work	Very little	2	3	3	3	3	3	3	2	2	2	3	2	2	2	2	3	1	1	2	2
	Some	18	20	21	20	23	21	21	20	19	19	20	19	15	14	18	18	10	9	19	19
	Quite a bit	47	45	47	45	47	46	48	47	48	47	47	48	44	44	48	45	41	40	47	46
	Very much	33	32	30	32	27	30	28	30	31	32	30	32	39	41	31	34	48	50	31	32

Active and Collaborative Learning

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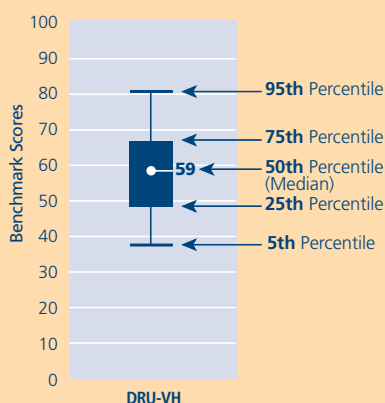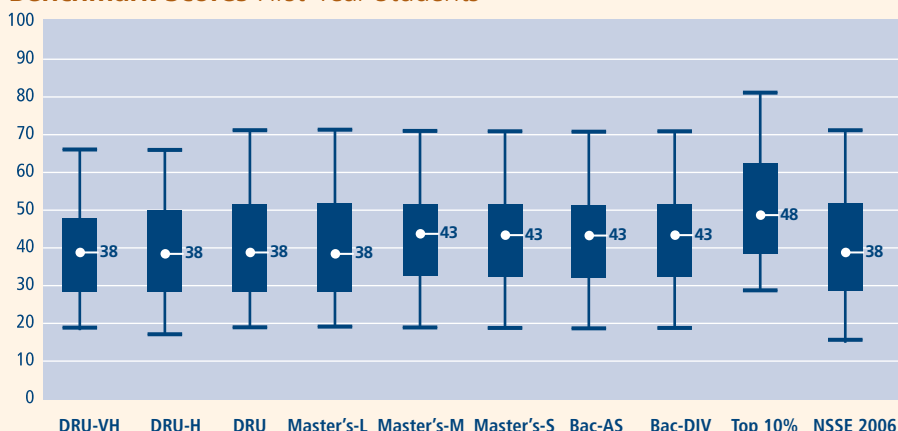
Key

First-Year Students

Seniors

Guide to Benchmark Figures

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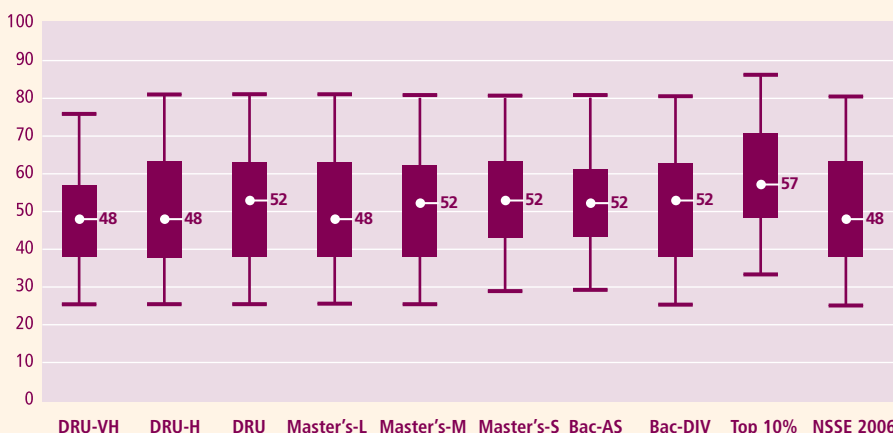5th Percentile

DRU-VH

Benchmark Scores First-Year Students

Percentiles First-Year Students

	DRU-VH	DRU-H	DRU	Master's-L	Master's-M	Master's-S	Bac-AS	Bac-DIV	Top 10%	NSSE 2006
95th %	67	67	71	71	71	71	71	71	81	71
75th %	48	50	52	52	52	52	52	52	62	52
Median	38	38	38	38	43	43	43	43	48	38
25th %	29	29	29	29	33	33	33	33	38	29
5th %	19	17	19	19	19	19	19	19	29	19

Benchmark Scores Seniors

Percentiles Seniors

	DRU-VH	DRU-H	DRU	Master's-L	Master's-M	Master's-S	Bac-AS	Bac-DIV	Top 10%	NSSE 2006
95th %	76	81	81	81	81	81	81	81	86	81
75th %	57	62	62	62	62	62	62	62	71	62
Median	48	48	52	48	52	52	52	52	57	48
25th %	38	38	38	38	38	43	43	38	48	38
5th %	24	24	24	24	24	29	29	24	33	24

First-Year Students Seniors (in percentages)		DRU-VH		DRU-H		DRU		Master's-L		Master's-M		Master's-S		Bac-AS		Bac-DIV		Top 10%		NSSE 2006	
Asked questions in class or contributed to class discussions	Never	5	3	5	3	3	2	3	2	3	1	2	1	2	1	2	1	1	1	3	2
	Sometimes	45	36	44	31	35	25	37	26	36	23	32	20	30	19	33	20	25	18	38	27
	Often	33	32	33	34	37	34	36	34	36	34	37	32	37	32	38	35	37	30	35	33
	Very often	17	29	18	32	25	40	24	39	25	41	29	47	31	48	27	44	36	51	23	37
Made a class presentation	Never	20	6	21	7	14	4	14	5	12	4	10	3	12	3	12	4	4	1	16	5
	Sometimes	58	45	54	38	51	31	52	30	51	30	51	28	57	33	52	30	44	20	53	34
	Often	17	32	19	34	26	39	26	38	28	39	29	41	25	40	28	39	37	40	24	37
	Very often	4	17	6	21	9	27	8	27	8	27	9	29	6	24	9	27	15	38	7	24
Worked with other students on projects DURING CLASS	Never	15	14	13	12	11	9	12	9	10	8	10	9	14	12	10	8	9	8	12	10
	Sometimes	46	47	46	43	47	43	46	41	44	42	46	42	49	48	45	42	44	39	46	43
	Often	30	26	31	30	31	31	33	33	34	33	33	34	29	28	34	34	34	33	32	31
	Very often	9	13	10	15	10	17	10	17	12	17	11	16	8	12	11	16	13	20	10	15
Worked with classmates OUTSIDE OF CLASS to prepare class assignments	Never	12	5	16	7	18	8	18	8	13	7	13	8	11	5	16	8	5	4	15	7
	Sometimes	45	35	45	34	45	35	46	36	45	35	46	36	44	36	44	37	38	27	45	35
	Often	30	33	28	33	26	33	26	34	31	35	30	35	32	38	29	34	39	37	29	34
	Very often	13	27	12	27	10	24	10	22	11	23	10	21	12	22	11	21	19	33	11	24
Tutored or taught other students (paid or voluntary)	Never	49	42	49	41	54	44	54	45	54	43	54	44	51	36	52	40	44	32	52	43
	Sometimes	36	37	35	37	32	35	32	34	33	35	32	34	34	36	33	37	37	38	33	36
	Often	11	13	11	12	10	13	10	12	10	13	10	11	11	15	10	13	13	15	10	13
	Very often	5	9	5	9	4	9	4	9	4	9	4	10	4	13	5	10	7	14	4	9
Participated in a community-based project (e.g., service learning) as part of a regular course	Never	71	61	65	56	61	50	66	53	65	51	58	48	63	49	61	50	39	37	65	54
	Sometimes	20	25	23	28	25	30	23	29	24	31	28	32	25	32	27	32	35	36	23	29
	Often	7	9	9	10	10	12	8	11	8	12	10	12	9	12	9	12	17	17	8	11
	Very often	3	5	3	6	4	8	3	6	3	6	4	7	3	7	3	6	8	11	3	6
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	Never	6	4	8	4	8	5	8	4	7	4	7	4	5	3	8	4	4	2	7	4
	Sometimes	39	34	37	33	38	33	38	34	37	33	39	31	33	28	38	34	31	26	38	33
	Often	35	37	35	37	33	37	35	37	36	39	34	39	38	39	34	38	38	39	35	38
	Very often	19	24	20	26	21	25	19	24	19	25	20	26	24	30	20	24	27	32	20	25

"Our Center for Excellence in Learning and Teaching has sponsored campus-wide Faculty Forums to discuss ways to enhance learning related to NSSE results, benchmarks, and student engagement."

— Corly Brooke, Director, Center for Excellence in Learning and Teaching, Iowa State University.

Student-Faculty Interaction

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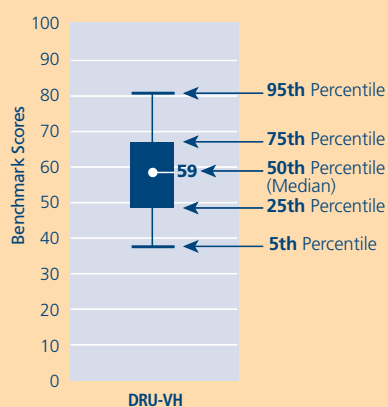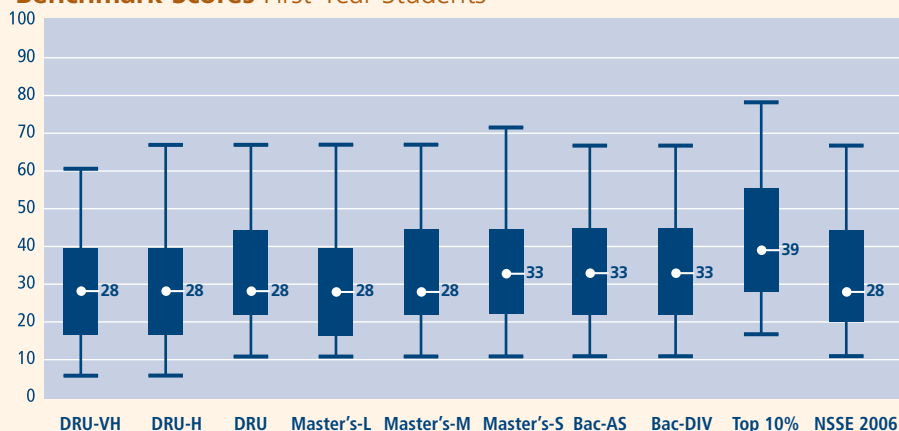
Key

First-Year Students

Seniors

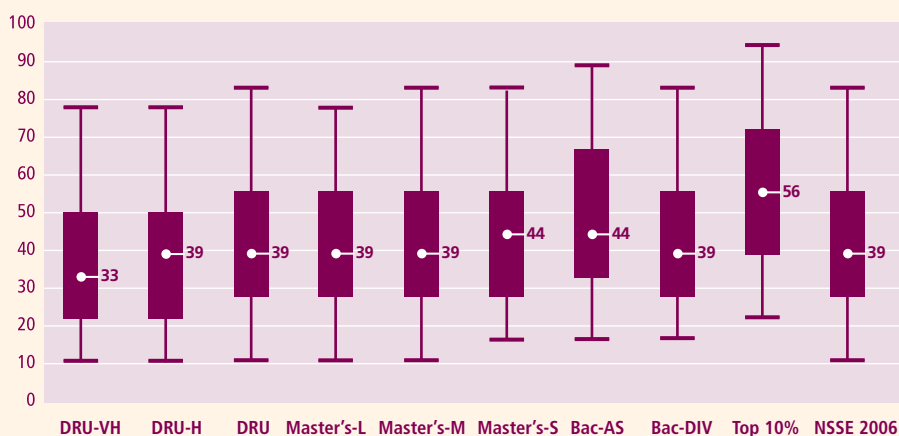## Guide to Benchmark Figures

Benchmark Scores First-Year Students

Percentiles First-Year Students

	DRU-VH	DRU-H	DRU	Master's-L	Master's-M	Master's-S	Bac-AS	Bac-DIV	Top 10%	NSSE 2006
95th %	61	67	67	67	67	72	67	67	78	67
75th %	39	39	44	39	44	44	44	44	56	44
Median	28	28	28	28	28	33	33	33	39	28
25th %	17	17	22	17	22	22	22	22	28	20
5th %	6	6	11	11	11	11	11	11	17	11

Benchmark Scores Seniors

Percentiles Seniors

	DRU-VH	DRU-H	DRU	Master's-L	Master's-M	Master's-S	Bac-AS	Bac-DIV	Top 10%	NSSE 2006
95th %	78	78	83	78	83	83	89	83	94	83
75th %	50	50	56	56	56	56	67	56	72	56
Median	33	39	39	39	39	44	44	39	56	39
25th %	22	22	28	28	28	28	33	28	39	28
5th %	11	11	11	11	11	17	17	17	22	11

First-Year Students Seniors (in percentages)		DRU-VH		DRU-H		DRU		Master's-L		Master's-M		Master's-S		Bac-AS		Bac-DIV		Top 10%		NSSE 2006	
Discussed grades or assignments with an instructor	Never	10	5	10	5	8	4	8	4	8	4	6	4	6	4	7	4	4	3	9	5
	Sometimes	47	41	45	38	42	35	44	36	43	36	40	33	42	34	42	33	33	27	44	37
	Often	28	32	30	32	31	33	31	34	32	34	35	36	33	34	33	35	37	35	31	33
	Very often	14	21	15	24	19	28	17	26	16	26	19	28	19	28	19	28	26	36	17	25
Discussed ideas from your readings or classes with faculty members outside of class	Never	46	32	47	31	41	27	45	30	41	26	37	22	34	18	39	24	25	11	43	28
	Sometimes	38	45	37	44	39	43	37	44	40	46	41	48	44	46	40	47	43	44	39	45
	Often	11	15	12	16	13	19	13	17	13	18	15	18	16	22	15	19	21	26	13	17
	Very often	5	8	5	8	6	11	5	9	6	10	7	11	6	14	6	10	11	19	5	9
Talked about career plans with a faculty member or advisor	Never	26	19	27	20	25	17	27	19	23	14	23	13	24	10	22	13	16	4	26	17
	Sometimes	49	45	47	43	45	40	46	41	48	42	48	38	48	37	47	39	44	31	47	41
	Often	18	23	18	23	20	26	19	25	21	26	20	28	20	29	21	29	26	32	19	25
	Very often	7	13	8	15	10	18	8	16	9	18	10	21	9	24	10	20	14	33	8	17
Received prompt written or oral feedback from faculty on your academic performance	Never	9	6	10	7	8	5	9	5	9	4	6	3	5	2	8	4	4	1	8	5
	Sometimes	42	38	41	34	39	32	38	31	38	30	34	27	34	26	38	29	29	18	39	32
	Often	38	43	36	43	38	44	39	45	39	46	42	47	43	48	39	45	45	48	39	45
	Very often	11	14	12	16	15	19	14	19	14	20	18	22	18	24	15	22	23	34	14	18
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	Never	66	52	64	51	61	46	63	51	59	44	53	43	53	32	55	42	38	21	61	48
	Sometimes	23	30	24	29	26	31	24	29	27	33	29	33	32	37	29	33	35	38	26	31
	Often	8	12	9	12	9	14	9	13	10	15	12	15	11	19	11	15	18	23	9	13
	Very often	3	6	3	7	4	8	4	7	4	9	5	9	4	12	5	9	9	18	4	8
Work on a research project with a faculty member outside of course or program requirements	Have not decided	40	13	40	16	39	17	41	18	42	17	41	15	42	11	41	17	35	7	41	16
	Do not plan to do	21	51	25	52	26	51	29	55	27	54	24	55	20	52	30	54	21	46	26	53
	Plan to do	34	12	30	13	29	13	26	12	26	12	29	10	34	8	24	12	36	7	29	12
	Done	5	24	4	19	5	19	4	15	5	18	5	21	4	29	5	17	8	40	5	19

"We are using NSSE results in our new strategic plan and regularly refer to the data to promote a college-wide focus on learning and engagement."

— Robert G. Drake, William B. Spendiff Director of the Center for Excellence in Teaching, Siena College

Enriching Educational Experiences

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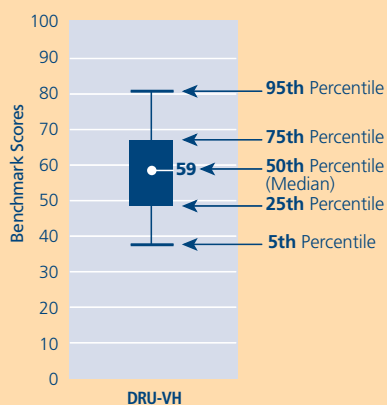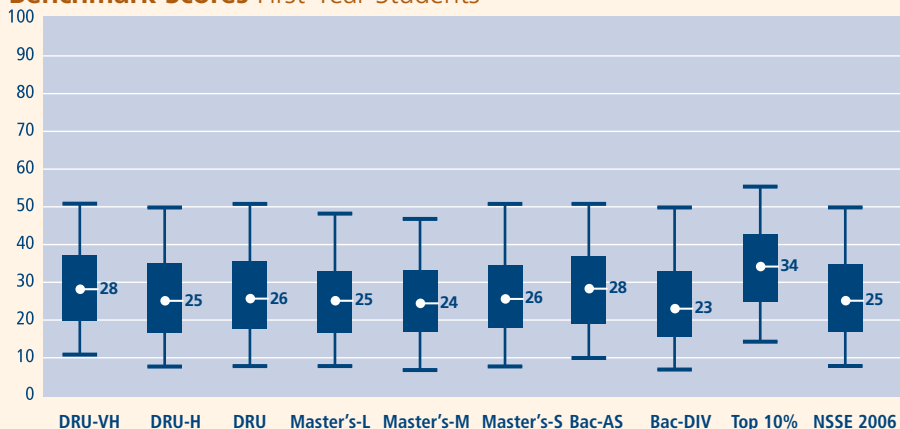
Key

First-Year Students

Seniors

Guide to Benchmark Figures

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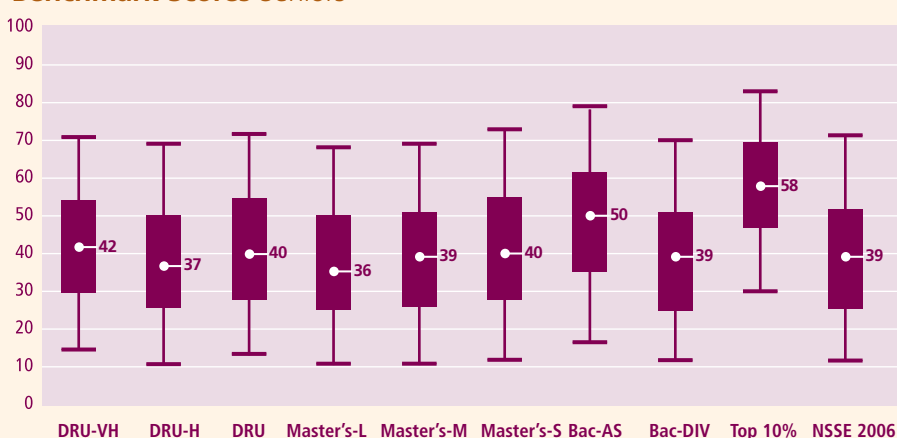25th Percentile
5th Percentile

DRU-VH

Benchmark Scores First-Year Students

Percentiles First-Year Students

	DRU-VH	DRU-H	DRU	Master's-L	Master's-M	Master's-S	Bac-AS	Bac-DIV	Top 10%	NSSE 2006
95th %	51	50	51	48	47	51	51	50	56	50
75th %	37	35	36	33	33	35	37	33	43	35
Median	28	25	26	25	24	26	28	23	34	25
25th %	20	17	18	17	17	18	19	16	25	17
5th %	11	8	8	8	7	8	10	7	14	8

Benchmark Scores Seniors

Percentiles Seniors

	DRU-VH	DRU-H	DRU	Master's-L	Master's-M	Master's-S	Bac-AS	Bac-DIV	Top 10%	NSSE 2006
95th %	71	69	72	68	69	73	79	70	83	71
75th %	54	50	54	50	51	55	62	51	69	52
Median	42	37	40	36	39	40	50	39	58	39
25th %	30	26	28	25	26	28	36	25	47	26
5th %	14	11	13	11	11	12	17	12	30	12

		DRU-VH		DRU-H		DRU		Master's-L		Master's-M		Master's-S		Bac-AS		Bac-DIV		Top 10%		NSSE 2006	
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	Never	8	7	13	11	11	9	13	10	14	11	11	10	8	6	13	11	5	3	12	10
	Sometimes	32	32	34	35	32	33	34	36	35	36	34	36	32	33	36	38	27	28	34	35
	Often	31	32	28	28	29	30	28	30	29	30	30	30	30	31	28	29	31	32	29	30
	Very often	29	29	25	25	28	28	24	24	23	23	25	25	30	30	23	22	37	37	26	26
Had serious conversations with students of a different race or ethnicity than your own	Never	13	11	17	13	14	11	17	13	20	14	17	13	14	11	19	16	8	7	17	13
	Sometimes	34	33	34	35	32	32	34	36	35	37	35	38	34	37	36	37	29	32	34	35
	Often	27	28	26	27	27	28	26	27	25	27	26	26	26	26	24	25	29	28	26	27
	Very often	25	28	23	25	27	29	22	24	20	21	22	23	25	26	20	21	33	33	23	25
Institutional emphasis: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Very little	14	22	16	22	15	19	15	20	15	19	15	18	13	17	16	19	10	15	15	20
	Some	34	38	35	37	31	33	35	36	33	37	32	35	32	36	33	36	28	35	34	36
	Quite a bit	32	25	31	26	32	29	31	28	32	28	33	28	32	28	33	27	33	29	32	27
	Very much	21	14	18	15	22	20	19	16	20	16	20	18	24	19	18	18	30	21	20	16
Hours per 7-day week spent participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	0	33	38	41	48	45	48	49	55	46	48	37	47	30	28	45	48	20	14	43	47
	1-5	35	33	31	29	30	28	27	25	29	28	31	27	33	32	28	28	36	35	30	29
	6-10	16	14	13	10	11	10	11	8	12	10	13	10	15	16	11	11	19	21	12	11
	11-15	8	6	6	5	6	6	5	4	6	6	8	7	10	9	7	6	11	12	7	5
	16-20	4	4	4	3	4	3	4	3	4	4	5	3	6	7	5	4	7	8	4	4
	21-25	2	2	2	2	2	1	2	2	2	2	3	2	3	3	2	2	3	4	2	2
	26-30	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	2	1	1
	More than 30	2	2	2	2	2	2	2	2	1	2	2	2	2	3	2	2	3	4	2	2
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	Never	11	10	15	11	15	10	17	11	18	12	16	12	18	12	20	14	11	10	16	11
	Sometimes	31	28	29	26	30	27	30	27	32	28	28	27	31	30	30	26	29	30	30	27
	Often	29	27	27	27	27	27	27	27	27	27	29	28	27	27	26	27	29	28	27	27
	Very often	28	35	28	36	28	36	26	35	23	33	27	33	24	31	24	33	31	33	27	35
Practicum, internship, field experience, co-op experience, or clinical assignment	Have not decided	13	7	14	8	12	8	16	9	16	8	15	8	15	6	17	6	9	4	15	8
	Do not plan to do	3	17	5	18	4	15	6	17	5	16	4	16	4	17	7	15	2	14	5	17
	Plan to do	77	20	74	24	75	23	71	25	72	24	74	19	74	13	68	21	78	7	73	23
	Done	7	57	7	50	9	54	8	49	7	52	8	57	7	64	8	57	10	75	7	53
Community service or volunteer work	Have not decided	14	8	16	11	15	10	17	11	17	10	15	10	14	7	17	10	8	4	16	10
	Do not plan to do	7	16	7	18	8	16	10	19	8	17	7	17	6	14	11	17	4	11	8	18
	Plan to do	41	12	40	14	38	15	38	15	39	14	37	13	39	9	36	15	35	5	39	14
	Done	38	64	37	57	38	59	35	54	36	59	41	59	42	70	37	58	52	80	37	59
Participate in a learning community or some other formal program where groups of students take two or more classes together	Have not decided	30	11	32	14	34	16	34	16	38	15	38	16	40	12	36	16	30	9	35	14
	Do not plan to do	32	59	29	53	25	48	28	51	25	51	25	53	28	58	27	48	29	59	0.28	53
	Plan to do	18	5	21	8	26	9	22	9	25	9	23	7	22	5	23	9	19	3	22	8
	Done	20	25	18	26	15	27	16	24	12	25	14	24	11	24	14	27	22	29	16	25
Foreign language coursework	Have not decided	16	6	18	9	19	9	20	10	20	9	19	8	14	5	21	9	9	2	19	8
	Do not plan to do	26	36	27	42	26	41	31	47	28	44	27	45	18	28	33	47	14	16	28	42
	Plan to do	27	7	33	9	36	10	31	9	32	9	31	7	31	5	31	10	31	2	31	8
	Done	32	52	22	41	20	40	18	34	20	39	23	40	37	62	15	34	45	80	22	41
Study abroad	Have not decided	29	11	30	14	30	14	31	14	31	12	27	12	25	7	31	14	22	3	30	13
	Do not plan to do	23	63	28	64	29	63	34	68	30	66	26	64	19	56	39	68	15	42	29	65
	Plan to do	47	9	40	9	39	10	33	8	37	8	44	6	54	6	27	7	62	3	39	8
	Done	2	18	2	13	3	13	3	10	3	14	3	18	2	31	3	10	2	52	3	14
Independent study or self-designed major	Have not decided	33	9	34	13	35	13	35	14	36	12	37	11	38	7	34	13	35	4	35	12
	Do not plan to do	51	67	49	61	43	58	46	62	42	58	40	57	39	57	43	56	45	56	46	61
	Plan to do	13	6	14	9	18	10	15	9	18	10	19	8	20	5	18	9	18	3	16	9
	Done	3	17	3	17	4	19	3	16	3	20	3	24	3	31	4	21	3	37	3	19
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	Have not decided	44	10	41	11	38	11	42	12	43	11	40	10	34	5	39	11	35	2	41	11
	Do not plan to do	12	37	12	28	13	27	13	27	12	25	11	24	7	18	13	22	8	13	12	28
	Plan to do	42	25	46	31	47	28	44	30	43	33	48	27	58	24	47	33	56	16	46	29
	Done	1	29	1	30	2	34	1	30	2	31	2	40	1	54	2	34	1	69	1	32

Supportive Campus Environment

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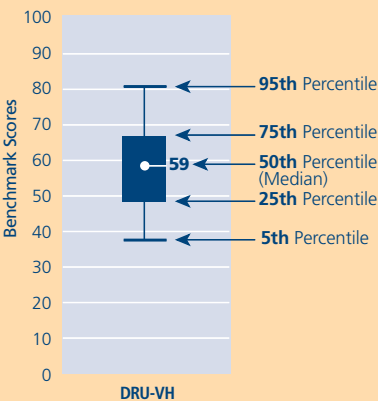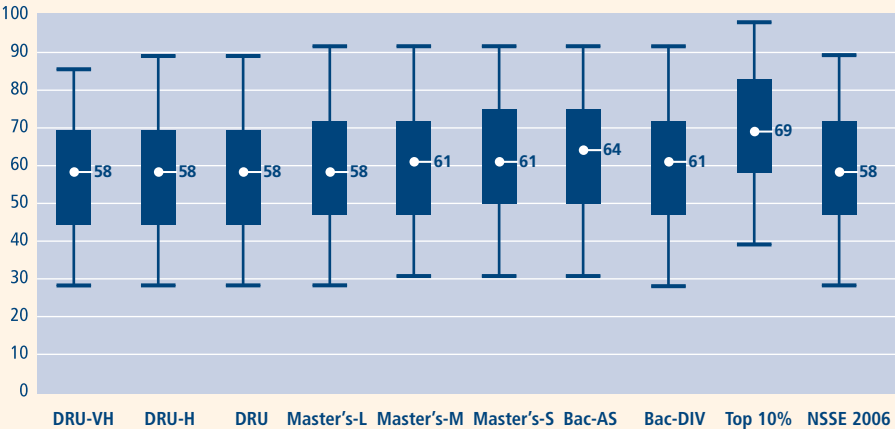
Key

First-Year Students

Seniors

Guide to Benchmark Figures

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

DRU-VH

Benchmark Scores First-Year Students

Percentiles First-Year Students

	DRU-VH	DRU-H	DRU	Master's-L	Master's-M	Master's-S	Bac-AS	Bac-DIV	Top 10%	NSSE 2006
95th %	86	89	89	92	92	92	92	92	97	89
75th %	69	69	69	72	72	75	75	72	83	72
Median	58	58	58	58	61	61	64	61	69	58
25th %	44	44	44	47	47	50	50	47	58	47
5th %	28	28	28	28	31	31	31	28	39	28

Benchmark Scores Seniors
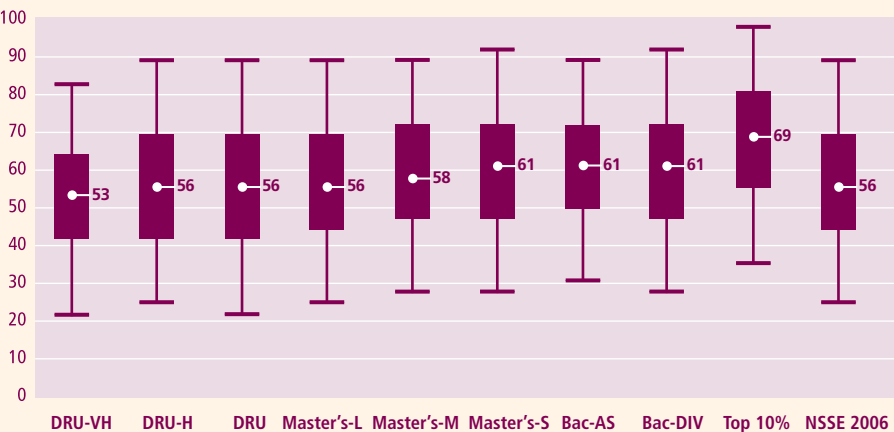
Percentiles Seniors

	DRU-VH	DRU-H	DRU	Master's-L	Master's-M	Master's-S	Bac-AS	Bac-DIV	Top 10%	NSSE 2006
95th %	83	89	89	89	89	92	89	92	97	89
75th %	64	69	69	69	72	72	72	72	81	69
Median	53	56	56	56	58	61	61	61	69	56
25th %	42	42	42	44	47	47	50	47	56	44
5th %	22	25	22	25	28	28	31	28	36	25

First-Year Students / Seniors (in percentages)	DRU-VH		DRU-H		DRU		Master's-L		Master's-M		Master's-S		Bac-AS		Bac-DIV		Top 10%		NSSE 2006	
Institutional emphasis: Providing the support you need to thrive socially																				
Very little	18	27	19	28	21	28	20	28	17	26	16	25	17	21	21	24	8	12	19	27
Some	40	42	38	39	37	39	38	41	40	41	38	39	38	41	36	41	29	31	38	40
Quite a bit	31	23	31	24	31	24	30	23	31	25	33	26	32	28	31	24	37	34	31	24
Very much	11	7	12	9	12	10	12	8	13	9	13	10	13	10	12	10	26	22	12	9
Institutional emphasis: Providing the support you need to help you succeed academically																				
Very little	3	7	4	7	4	6	4	5	3	4	3	4	2	3	4	4	1	2	3	5
Some	24	31	25	29	25	28	24	27	21	24	19	20	17	18	22	22	12	15	23	27
Quite a bit	46	43	46	43	45	42	45	45	46	45	46	46	43	43	44	44	41	43	45	44
Very much	28	19	25	22	26	24	27	24	30	27	32	30	37	36	31	30	45	40	29	24
Institutional emphasis: Helping you cope with your non-academic responsibilities (work, family, etc.)																				
Very little	31	46	30	41	30	40	30	40	27	36	24	35	23	31	29	34	13	18	29	40
Some	42	37	40	36	37	35	38	36	39	38	40	38	42	42	37	37	36	38	39	37
Quite a bit	20	12	22	16	23	17	23	17	24	18	27	19	25	19	25	19	32	26	23	16
Very much	7	4	8	7	10	9	9	7	10	8	9	8	10	8	9	9	19	17	9	7
Quality: Your relationships with other students																				
Unfriendly, Unsupportive, Sense of Alienation	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	3	3	3	2	3	3	3	2	2	2	3	2	3	2	2	2	1	1	3	2
3	5	5	5	5	6	5	5	4	5	4	6	4	5	4	6	3	3	2	5	5
4	12	12	13	11	13	12	13	11	12	10	12	10	11	9	12	10	8	8	12	11
5	22	22	21	20	23	21	22	21	21	20	20	21	20	20	22	19	16	16	21	21
6	32	31	30	30	28	29	29	30	31	31	30	31	30	32	29	30	32	33	30	30
Friendly, Supportive, Sense of Belonging	25	26	26	30	26	29	27	31	28	33	28	31	29	32	28	35	39	40	27	30
Quality: Your relationships with faculty members																				
Unavailable, Unhelpful, Unsympathetic	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1
2	3	4	3	3	3	3	3	3	2	2	2	2	1	1	2	2	1	1	3	3
3	8	8	8	6	8	6	7	5	6	4	5	4	5	3	6	4	3	2	7	5
4	21	17	20	15	19	13	18	12	16	11	14	10	12	8	15	10	10	7	18	13
5	30	28	29	26	27	24	27	24	26	23	24	20	26	20	24	19	24	23	27	24
6	25	28	26	29	26	30	28	31	30	32	32	34	33	32	29	33	33	32	28	31
Available, Helpful, Sympathetic	11	15	13	20	16	23	17	24	20	28	21	30	23	32	22	31	28	34	17	23
Quality: Your relationships with administrative personnel and offices																				
Unhelpful, Inconsiderate, Rigid	4	6	4	6	6	8	4	5	3	5	3	4	3	5	3	4	1	3	4	6
2	8	10	8	9	8	10	7	9	7	8	6	8	6	8	7	7	3	5	7	9
3	14	14	13	12	13	12	11	12	11	11	10	11	10	11	10	10	8	8	12	12
4	26	23	25	22	23	21	23	21	22	21	22	20	22	21	21	20	19	19	23	21
5	23	21	23	22	22	20	23	21	24	22	23	21	25	23	23	22	25	24	23	21
6	16	16	17	17	17	16	18	18	19	19	21	20	21	19	21	20	24	22	18	18
Helpful, Considerate, Flexible	9	9	10	12	11	13	13	14	14	14	15	16	13	13	16	18	20	18	12	13

Participating Colleges and Universities: 2000–2006

Alabama
Auburn University[1]
Auburn University at Montgomery
Birmingham-Southern College[1]
Huntingdon College
Jacksonville State University
Judson College
Miles College
Oakwood College
Samford University
Spring Hill College
Stillman College
Troy State University-Montgomery Campus
Troy University
University of Alabama at Birmingham[1]
University of Alabama in Huntsville
University of Alabama, The[1]
University of North Alabama
University of South Alabama

Alaska
Alaska Pacific University[1]
University of Alaska Anchorage[1]
University of Alaska Southeast

Arizona
Arizona State University
Arizona State University at the West Campus
Embry Riddle Aeronautical University-Prescott
Northern Arizona University[1]
University of Arizona, The

Arkansas
Arkansas Tech University[1]
Henderson State University[1]
Hendrix College
John Brown University[1]
Lyon College
Ouachita Baptist University
Philander Smith College[2]
Southern Arkansas University
University of Arkansas
University of Arkansas-Fort Smith[1]
University of Arkansas at Little Rock[1]
University of Arkansas at Pine Bluff[2]
University of Central Arkansas
University of the Ozarks

California
Alliant International University
California College of the Arts
California Lutheran University
California Polytechnic State University-
    San Luis Obispo
California State Polytechnic University-Pomona
California State University San Marcos
California State University, Fresno[2]
California State University, Northridge[2]
California State University, Sacramento[1]

California State University-Bakersfield
California State University-Chico[1]
California State University-Dominguez Hills[1,2]
California State University-Fullerton
California State University-Long Beach
California State University-Los Angeles[2]
California State University-Monterey Bay[2]
California State University-San Bernardino[1,2]
California State University-Stanislaus[2]
Chapman University
Concordia University[1]
Fresno Pacific University
Harvey Mudd College[1]
Holy Names University
Humboldt State University
La Sierra University
Laguna College of Art and Design
Loyola Marymount University
Master's College and Seminary, The
Menlo College
National University[1]
Occidental College[2]
Pepperdine University
Pitzer College
Point Loma Nazarene University
Saint Mary's College of California[1]
San Diego Christian College
San Diego State University
San Francisco State University
San Jose State University[1]
Santa Clara University[1]
Scripps College[1]
Sierra College
Simpson University
Sonoma State University[1]
University of California-Davis
University of California-Merced
University of California-Santa Cruz
University of Judaism
University of La Verne
University of Redlands
University of San Diego
University of San Francisco
University of the Pacific
Westmont College
Whittier College
Woodbury University[2]

Colorado
Adams State College[1,2]
Colorado College[1]
Colorado School of Mines
Colorado State University[1]
Colorado State University-Pueblo[2]
Fort Lewis College[1]
Metropolitan State College of Denver[1]
Naropa University

Regis University
United States Air Force Academy
University of Colorado at Boulder
University of Colorado at Colorado Springs[1]
University of Colorado at Denver
    & Health Sciences Center[1]
University of Denver[1]

Connecticut
Central Connecticut State University
Connecticut College[1]
Eastern Connecticut State University
Fairfield University
Post University[1]
Quinnipiac University[1]
Sacred Heart University
Saint Joseph College
Southern Connecticut State University
University of Bridgeport
University of Connecticut
University of Hartford
University of New Haven
Western Connecticut State University

Delaware
Delaware State University[2]
Goldey-Beacom College
University of Delaware

District of Columbia
American University
Catholic University of America
Corcoran College of Art and Design
Gallaudet University
Georgetown University
Howard University
Southeastern University
Trinity University
University of the District of Columbia[1,2]

Florida
Barry University[2]
Beacon College
Bethune Cookman College[2]
Eckerd College
Edward Waters College[2]
Embry Riddle Aeronautical University-
    Daytona Beach
Embry Riddle Aeronautical University-
    Extended Campus
Flagler College[1]
Florida A&M University
Florida Atlantic University[1]
Florida Gulf Coast University[1]
Florida Institute of Technology
Florida International University[2]
Florida Memorial University
Florida Southern College[1]
Florida State University

Jacksonville University[1]
Lynn University[1]
New College of Florida[1]
Northwood University-Florida Education Center
Nova Southeastern University
Palm Beach Atlantic University-West Palm Beach
Ringling School of Art and Design
Rollins College[1]
Saint John Vianney College Seminary[1]
Saint Leo University
Saint Thomas University[2]
Stetson University
University of Central Florida[1]
University of Florida
University of Miami
University of North Florida
University of South Florida
University of South Florida St. Petersburg
University of Tampa, The[1]
University of West Florida, The
Warner Southern College[1]

Georgia
Agnes Scott College[1]
Albany State University[2]
Armstrong Atlantic State University
Augusta State University
Berry College
Brenau University
Clark Atlanta University[2]
Clayton State University[1]
Columbus State University[1]
Covenant College
Dalton State College
Emory University
Fort Valley State University[2]
Georgia College and State University[1]
Georgia Institute of Technology
Georgia Southern University[1]
Georgia Southwestern State University[1]
Georgia State University[1]
Kennesaw State University[1]
LaGrange College[1]
Macon State College
Medical College of Georgia
Mercer University[1]
Morehouse College[2]
North Georgia College & State University[1]
Oglethorpe University[1]
Oxford College of Emory University
Savannah State University[1] [2]
Shorter College[1]
Southern Catholic College
Southern Polytechnic State University
Spelman College[2]
Thomas University
University of Georgia[1]

University of West Georgia
Valdosta State University
Wesleyan College[1]

Hawaii
Brigham Young University-Hawaii
Chaminade University of Honolulu[1]
University of Hawaii at Hilo[1]
University of Hawaii at Manoa[1]
University of Hawaii-West Oahu

Idaho
Albertson College of Idaho
Boise State University[1]
Brigham Young University-Idaho[1]
Idaho State University[1]
University of Idaho

Illinois
Augustana College[1]
Aurora University[1]
Blackburn College[1]
Bradley University
Chicago State University[2]
Columbia College Chicago[1]
Concordia University
DePaul University[1]
Dominican University
East-West University
Elmhurst College[1]
Eureka College
Greenville College
Illinois College[1]
Illinois Institute of Technology
Illinois State University[1]
Illinois Wesleyan University[1]
Judson College
Knox College[1]
Lake Forest College
Lewis University
Lincoln Christian College and Seminary
Loyola University Chicago
McKendree College
Millikin University
Monmouth College[1]
North Central College[1]
Northeastern Illinois University
Northern Illinois University
Northwestern University
Olivet Nazarene University
Robert Morris College[1]
Rockford College
Roosevelt University[1]
Saint Xavier University[1]
School of the Art Institute of Chicago
Southern Illinois University Edwardsville[1]
Trinity Christian College[1]
University of Illinois at Chicago

University of Illinois at Springfield
University of Illinois at Urbana-Champaign
University of St Francis[1]
Western Illinois University
Wheaton College[1]

Indiana
Anderson University
Ball State University
Butler University[1]
Calumet College of Saint Joseph[1]
DePauw University[1]
Earlham College[1]
Hanover College
Huntington University[1]
Indiana State University
Indiana University Bloomington[1]
Indiana University Kokomo
Indiana University-East[1]
Indiana University-Northwest
Indiana University-Purdue University-Fort Wayne
Indiana University-Purdue University-Indianapolis[1]
Indiana University-South Bend[1]
Indiana University-Southeast
Indiana Wesleyan University
Manchester College[1]
Purdue University
Purdue University-Calumet Campus
Purdue University-North Central Campus
Rose-Hulman Institute of Technology
Saint Mary's College
Taylor University-Upland
University of Evansville
University of Indianapolis[1]
University of Southern Indiana[1]
Valparaiso University
Wabash College

Iowa
Central College
Clarke College[1]
Cornell College
Dordt College
Drake University[1]
Graceland University-Lamoni
Grand View College
Grinnell College
Iowa State University[1]
Loras College
Luther College
Maharishi University of Management
Morningside College[1]
Mount Mercy College
Saint Ambrose University[1]
University of Dubuque
University of Iowa
University of Northern Iowa

Waldorf College
Wartburg College[1]

Kansas
Baker University College of Arts and Sciences
Benedictine College
Emporia State University[1]
Fort Hays State University[1]
Friends University
Haskell Indian Nations University[2]
Kansas State University
MidAmerica Nazarene University
Newman University[1]
Southwestern College
University of Kansas
University of Saint Mary
Washburn University[1]
Wichita State University[1]

Kentucky
Alice Lloyd College
Asbury College
Bellarmine University[1]
Berea College
Campbellsville University[1]
Centre College
Eastern Kentucky University[1]
Georgetown College
Kentucky State University[1] [2]
Lindsey Wilson College
Morehead State University[1]
Murray State University[1]
Northern Kentucky University
Sullivan University[1]
Transylvania University[1]
Union College
University of Kentucky
University of Louisville
Western Kentucky University[1]

Louisiana
Centenary College of Louisiana
Dillard University[2]
Louisiana State University A&M[1]
Louisiana State University-Shreveport
Loyola University New Orleans[1]
Northwestern State University of Louisiana
Southeastern Louisiana University[1]
Southern University and A&M College[2]
Tulane University of Louisiana
University of Louisiana at Monroe
Xavier University of Louisiana[2]

Maine
College of the Atlantic
Husson College[1]
Saint Joseph's College
Thomas College[1]
Unity College[1]
University of Maine
University of Maine at Farmington[1]
University of Maine at Fort Kent

University of Maine at Presque Isle[1]
University of New England
University of Southern Maine

Maryland
Bowie State University[2]
College of Notre Dame of Maryland[1]
Coppin State University[2]
Frostburg State University
Goucher College
Hood College
Loyola College in Maryland[1]
McDaniel College[1]
Morgan State University[2]
Mount St. Mary's University[1]
Salisbury University
Sojourner-Douglass College[2]
St. Mary's College of Maryland
Towson University
United States Naval Academy[1]
University of Maryland-Baltimore County[1]
University of Maryland-College Park
University of Maryland-Eastern Shore[2]
Villa Julie College[1]
Washington College

Massachusetts
Babson College
Bay Path College
Boston Architectural Center
Boston University
Bridgewater State College
Clark University
College of the Holy Cross
Dean College
Emerson College
Emmanuel College
Endicott College[1]
Fitchburg State College[1]
Framingham State College[1]
Franklin W. Olin College of Engineering
Gordon College
Massachusetts College of Liberal Arts[1]
Merrimack College
Mount Ida College
Nichols College[1]
Northeastern University
Pine Manor College[1]
Regis College
Simmons College
Simons Rock College of Bard
Springfield College[1]
Stonehill College
Suffolk University[1]
University of Massachusetts-Amherst[1]
University of Massachusetts-Boston
University of Massachusetts-Dartmouth
University of Massachusetts-Lowell[1]
Wentworth Institute of Technology[1]
Western New England College

Wheaton College[1]
Wheelock College
Williams College
Worcester Polytechnic Institute[1]

Michigan
Albion College
Alma College
Calvin College
Central Michigan University[1]
Cleary University[1]
Concordia University
Davenport University
Eastern Michigan University[1]
Ferris State University
Grand Valley State University[1]
Great Lakes Christian College
Hope College
Kalamazoo College
Kettering University
Kuyper College
Lawrence Technological University
Madonna University
Michigan State University
Michigan Technological University
Northern Michigan University
Northwood University
Oakland University
Spring Arbor University
University of Detroit Mercy[1]
University of Michigan-Ann Arbor[1]
University of Michigan-Dearborn[1]
Wayne State University[1]
Western Michigan University[1]

Minnesota
Augsburg College[1]
Bemidji State University
Bethany Lutheran College
Bethel University[1]
Capella University
College of Saint Benedict
College of Saint Scholastica, The
College of St. Catherine[1]
Concordia College at Moorhead
Concordia University-Saint Paul[1]
Gustavus Adolphus College
Hamline University
MacAlester College
Metropolitan State University
Minnesota State University-Mankato
Minnesota State University-Moorhead
Saint Cloud State University
Saint Mary's University of Minnesota
Southwest Minnesota State University
St. Olaf College
University of Minnesota, Morris
University of Minnesota-Duluth
University of St. Thomas[1]

Mississippi
Alcorn State University[2]
Delta State University[1]
Jackson State University[1,2]
Mississippi State University
Mississippi State University-Meridian Campus
Mississippi Valley State University[2]
Tougaloo College[2]
University of Mississippi
University of Southern Mississippi
William Carey College

Missouri
Barnes-Jewish College of Nursing and
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Central Methodist University
Central Missouri State University[1]
College of the Ozarks
Drury University[1]
Fontbonne University
Harris-Stowe State University[2]
Kansas City Art Institute
Maryville University of Saint Louis
Missouri Baptist University
Missouri Southern State University[1]
Missouri Valley College[1]
Missouri Western State University
Northwest Missouri State University[1]
Rockhurst University[1]
Saint Louis University
Southeast Missouri State University
Truman State University[1]
University of Missouri-Columbia
University of Missouri-Kansas City[1]
University of Missouri-Rolla
University of Missouri-St. Louis[1]
Webster University Worldwide
Westminster College
William Jewell College
William Woods University

Montana
Carroll College
Salish Kootenai College[2]
University of Montana, The

Nebraska
Chadron State College
Concordia University Nebraska
Creighton University[1]
Doane College
Hastings College
Nebraska Methodist College[1]
Nebraska Wesleyan University[1]
University of Nebraska at Kearney
University of Nebraska at Lincoln[1]
University of Nebraska at Omaha[1]
Wayne State College[1]

Nevada
Nevada State College at Henderson
University of Nevada-Las Vegas
University of Nevada-Reno[1]

New Hampshire
Colby-Sawyer College[1]
Daniel Webster College
Franklin Pierce College
Keene State College[1]
New England College
Plymouth State University[1]
Rivier College
Saint Anselm College

New Jersey
Bloomfield College
Centenary College[1]
College of New Jersey, The
College of Saint Elizabeth
Drew University[1]
Fairleigh Dickinson University-
    Metropolitan Campus
Georgian Court University[1]
Kean University
Monmouth University[1]
Montclair State University[1]
New Jersey City University[2]
New Jersey Institute of Technology
Ramapo College of New Jersey
Richard Stockton College of New Jersey, The[1]
Rider University
Rowan University
Rutgers University-New Brunswick/Piscataway
Saint Peters College[2]
Seton Hall University[1]
William Paterson University of New Jersey[1]

New Mexico
Eastern New Mexico University[1,2]
Institute of American Indian
    and Alaska Native Culture[2]
New Mexico Institute of Mining and Technology
New Mexico State University
University of New Mexico[2]
Western New Mexico University[1,2]

New York
Adelphi University[1]
Alfred University[1]
Barnard College
Canisius College
Cazenovia College[1]
Clarkson University
Colgate University
College of New Rochelle, The
College of Saint Rose, The
Concordia College
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CUNY Brooklyn College[1]
CUNY City College
CUNY College of Staten Island
CUNY Hunter College
CUNY John Jay College Criminal Justice
CUNY Lehman College[2]
CUNY Medgar Evers College[1,2]

CUNY New York City College of Technology[2]
CUNY Queens College
CUNY York College[1,2]
Daemen College[1]
Elmira College[1]
Hamilton College
Hartwick College
Hobart and William Smith Colleges
Hofstra University
Houghton College
Iona College
Ithaca College
Keuka College
Laboratory Institute of Merchandising
Le Moyne College
Long Island University-Brooklyn Campus[1]
Manhattanville College
Marist College
Marymount College of Fordham University
Marymount Manhattan College
Medaille College[1]
Mercy College[2]
Molloy College
Nazareth College of Rochester
New School, The
Niagara University
Pace University[1]
Paul Smiths College
Polytechnic University[1]
Roberts Wesleyan College
Rochester Institute of Technology
Russell Sage College
Sage College of Albany
Saint Bonaventure University
Saint Joseph's College[1]
Saint Joseph's College-Suffolk Campus[1]
Sarah Lawrence College
School of Visual Arts
Siena College[1]
Skidmore College
St. Francis College
St. John's University-New York[1]
St. Lawrence University
State University of New York at Geneseo
Stony Brook University[1]
SUNY at Binghamton
SUNY at Buffalo
SUNY College at Brockport[1]
SUNY College at Old Westbury
SUNY College at Oneonta
SUNY College at Oswego[1]
SUNY College at Plattsburgh
SUNY College of Environmental Science and Forestry
SUNY Fredonia
SUNY Potsdam
SUNY-Buffalo State College[1]
Syracuse University
Union College
United States Merchant Marine Academy[1]

United States Military Academy
Vassar College
Wagner College
Webb Institute
Wells College[1]

North Carolina
Appalachian State University
Barton College
Belmont Abbey College
Bennett College for Women[2]
Campbell University Inc.
Catawba College
East Carolina University
Elizabeth City State University[1,2]
Elon University
Fayetteville State University[1,2]
Gardner-Webb University[1]
Greensboro College
Guilford College[1]
High Point University
Johnson C Smith University[2]
Lees-McRae College[1]
Lenoir-Rhyne College
Livingstone College[2]
Mars Hill College
Meredith College[1]
Methodist College
North Carolina A&T State University[1,2]
North Carolina Central University[2]
North Carolina State University
Peace College
Pfeiffer University
Queens University of Charlotte
Salem College[1]
St. Andrews Presbyterian College
University of North Carolina at Asheville
University of North Carolina at Chapel Hill
University of North Carolina at Charlotte
University of North Carolina at Greensboro
University of North Carolina at Pembroke
University of North Carolina Wilmington[1]
Warren Wilson College[1]
Western Carolina University[1]
Wingate University
Winston-Salem State University[1,2]

North Dakota
Dickinson State University[1]
Mayville State University
Minot State University[1]
North Dakota State University
University of Mary
University of North Dakota[1]
Valley City State University

Ohio
Antioch College[1]
Baldwin-Wallace College[1]
Bowling Green State University[1]
Capital University

Case Western Reserve University
Cedarville University[1]
Central State University[2]
Cleveland State University
College of Mount St. Joseph
College of Wooster, The
Columbus College of Art and Design[1]
Defiance College[1]
Denison University[1]
Franciscan University of Steubenville[1]
Heidelberg College[1]
Hiram College[1]
John Carroll University[1]
Kent State University[1]
Kenyon College
Lourdes College
Malone College
Miami University-Oxford[1]
Mount Union College[1]
Notre Dame College[1]
Ohio Christian University
Ohio Northern University[1]
Ohio State University, The
Ohio State University-Mansfield Campus
Ohio State University-Newark Campus
Ohio University
Ohio University-Zanesville Campus
Ohio Wesleyan University
Otterbein College
Tiffin University
University of Akron[1]
University of Cincinnati[1]
University of Dayton
University of Toledo
Urbana University[1]
Ursuline College[1]
Walsh University
Wilmington College
Wittenberg University
Wright State University
Xavier University[1]
Youngstown State University

Oklahoma
Oklahoma City University[1]
Oklahoma State University
Oral Roberts University
Rogers State University
University of Central Oklahoma
University of Oklahoma Norman Campus
University of Science and Arts of Oklahoma
University of Tulsa[1]

Oregon
Concordia University
Eastern Oregon University[1]
George Fox University[1]
Lewis & Clark College
Linfield College
Northwest Christian College[1]

Oregon State University[1]
Pacific University
Portland State University[1]
Southern Oregon University
University of Oregon
University of Portland
Warner Pacific College
Western Oregon University
Willamette University

Pennsylvania
Albright College
Allegheny College[1]
Alvernia College
Arcadia University
Bloomsburg University of Pennsylvania
Bryn Mawr College
Bucknell University
Cabrini College
California University of Pennsylvania[1]
Cedar Crest College
Chatham College[1]
Cheyney University of Pennsylvania[2]
College Misericordia
Dickinson College
Drexel University[1]
Duquesne University
Eastern University[1]
Edinboro University of Pennsylvania
Elizabethtown College
Franklin and Marshall College
Gettysburg College
Grove City College[1]
Gwynedd Mercy College
Holy Family University
Juniata College[1]
Keystone College
La Roche College
La Salle University
Lafayette College
Lebanon Valley College
Lincoln University of Pennsylvania[1,2]
Lock Haven University of Pennsylvania
Mansfield University of Pennsylvania
Marywood University
Mercyhurst College
Messiah College
Millersville University of Pennsylvania
Moore College of Art and Design
Moravian College and
    Moravian Theological Seminary
Mount Aloysius College
Muhlenberg College
Neumann College[1]
Pennsylvania College of Technology
Pennsylvania State University
Pennsylvania State University-Abington[1]
Pennsylvania State University-Altoona
Pennsylvania State University-Berks[1]

Pennsylvania State University-Erie,
    The Behrend College
Philadelphia University[1]
Rosemont College
Saint Francis University
Saint Joseph's University
Saint Vincent College[1]
Seton Hill University
Shippensburg University of Pennsylvania
Slippery Rock University of Pennsylvania[1]
Susquehanna University[1]
Swarthmore College
Temple University
Thiel College[1]
University of Pittsburgh
University of Pittsburgh-Bradford
University of Pittsburgh-Greensburg[1]
University of Pittsburgh-Johnstown[1]
University of Scranton
University of the Arts, The
University of the Sciences in Philadelphia
Ursinus College[1]
Villanova University
Washington & Jefferson College
Waynesburg College
Widener University
Wilkes University
Wilson College
York College Pennsylvania

Puerto Rico
Inter American University of Puerto Rico-
    Ponce Campus[2]
Inter American University of Puerto Rico-
    San German[2]
Pontifical Catholic University of
    Puerto Rico-Ponce[2]
Universidad Del Este[2]
Universidad Politecnica de Puerto Rico[2]
University of Puerto Rico-Humacao[1,2]
University of Puerto Rico-Mayaguez[2]
University of Puerto Rico-Ponce[1,2]
University of Puerto Rico-Rio Piedras Campus[1]
University of Puerto Rico-Utuado[2]

Rhode Island
Bryant University[1]
Providence College
Rhode Island College
Rhode Island School of Design
Roger Williams University[1]
Salve Regina University
University of Rhode Island

South Carolina
Anderson University
Benedict College[2]
Claflin University[2]
Clemson University
Coker College[1]
College of Charleston

Columbia College[1]
Columbia International University
Converse College[1]
Francis Marion University
Furman University
Limestone College
Morris College[2]
Presbyterian College[1]
University of South Carolina Aiken[1]
University of South Carolina Columbia
Voorhees College[1,2]
Winthrop University[1]
Wofford College

South Dakota
Augustana College
Black Hills State University[1]
Dakota State University[1]
Dakota Wesleyan University
Mount Marty College
Northern State University[1]
Oglala Lakota College[2]
South Dakota School of Mines and Technology[1]
South Dakota State University[1]
University of South Dakota[1]

Tennessee
Austin Peay State University
Baptist Memorial College of Health Sciences[1]
Belmont University[1]
Bryan College[1]
Christian Brothers University
East Tennessee State University
Fisk University
Johnson Bible College
Lane College[2]
Le Moyne-Owen College[2]
Lee University
Lincoln Memorial University
Lipscomb University[1]
Martin Methodist College
Maryville College
Middle Tennessee State University
Milligan College
Rhodes College[1]
Southern Adventist University
Tennessee State University[2]
Tennessee Technological University
Union University
University of Memphis
University of Tennessee, The[1]
University of Tennessee-Chattanooga, The[1]
University of Tennessee-Martin, The
University of the South, The[1]

Texas
Abilene Christian University[1]
Angelo State University
Austin College[1]
Baylor University
Hardin-Simmons University

Howard Payne University
Huston-Tillotson University[2]
Jarvis Christian College[2]
Lamar University
McMurry University[1]
Northwood University
Our Lady of the Lake University-San Antonio[2]
Paul Quinn College
Prairie View A&M University[1,2]
Rice University
Sam Houston State University[1]
Southwestern Assemblies of God University
Southwestern University[1]
St. Edward's University
St. Mary's University[1,2]
Stephen F. Austin State University[1]
Tarleton State University[1]
Texas A&M International University[1,2]
Texas A&M University
Texas A&M University-Commerce[1]
Texas A&M University-Corpus Christi[2]
Texas A&M University-Galveston[1]
Texas A&M University-Kingsville[1,2]
Texas A&M University-Texarkana
Texas Christian University[1]
Texas Lutheran University[1]
Texas State University-San Marcos[1]
Texas Tech University
University of Houston-Downtown[1,2]
University of Houston-University Park
University of North Texas
University of St. Thomas[2]
University of Texas at Arlington, The[1]
University of Texas at Austin, The[1]
University of Texas at Brownsville, The
University of Texas at Dallas, The[1]
University of Texas at El Paso, The[2]
University of Texas at San Antonio, The[2]
University of Texas at Tyler, The[1]
University of Texas of the Permian Basin, The[2]
University of Texas-Pan American, The[1,2]
University of the Incarnate Word[1,2]
West Texas A&M University[1]
Wiley College[1,2]

Utah
Brigham Young University[1]
Southern Utah University
University of Utah
Utah State University[1]
Weber State University
Westminster College[1]

Vermont
Bennington College
Champlain College
Johnson State College
Lyndon State College
Marlboro College
Middlebury College

Norwich University[1]
Saint Michaels College
Sterling College
University of Vermont[1]
Woodbury College

Virgin Islands
University of the Virgin Islands[2]

Virginia
Christopher Newport University
College of William and Mary
Eastern Mennonite University
Emory and Henry College
George Mason University[1]
Hampden-Sydney College
Hollins University
James Madison University
Liberty University
Longwood University[1]
Lynchburg College
Marymount University[1]
Norfolk State University[1,2]
Old Dominion University
Radford University[1]
Randolph-Macon College
Randolph-Macon Woman's College
Roanoke College[1]
Shenandoah University[1]
Southern Virginia University[1]
Sweet Briar College
University of Mary Washington
University of Richmond[1]
University of Virginia
University of Virginia's College at Wise, The
Virginia Commonwealth University[1]
Virginia Intermont College
Virginia Military Institute
Virginia Polytechnic Institute and State University
Virginia Union University[2]
Virginia Wesleyan College
Washington and Lee University[1]

Washington
Central Washington University
Eastern Washington University
Evergreen State College, The[1]
Gonzaga University
Heritage University[1,2]
Pacific Lutheran University
Seattle Pacific University[1]
Seattle University
University of Puget Sound

University of Washington, Bothell
University of Washington-Seattle Campus
Washington State University[1]
Western Washington University
Whitman College[1]
Whitworth College

West Virginia
Davis & Elkins College
Fairmont State University
Marshall University
Mountain State University[1]
Shepherd University
University of Charleston[1]
West Virginia University[1]
West Virginia University Institute of Technology
West Virginia Wesleyan College[1]
Wheeling Jesuit University[1]

Wisconsin
Alverno College[1]
Beloit College
Cardinal Stritch University
Carroll College[1]
Carthage College
Concordia University-Wisconsin
Edgewood College[1]
Lawrence University
Marian College of Fond du Lac[1]
Marquette University
Milwaukee Institute of Art Design[1]
Milwaukee School of Engineering
Mount Mary College[1]
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University of Wisconsin-Green Bay[1]
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University of Wisconsin-Oshkosh[1]
University of Wisconsin-Parkside[1]
University of Wisconsin-Platteville[1]
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University of Wisconsin-Stout[1]
University of Wisconsin-Superior
University of Wisconsin-Whitewater[1]
Viterbo University
Wisconsin Lutheran College[1]

Wyoming
University of Wyoming[1]

Canada

Alberta
University of Alberta
University of Calgary

British Columbia
Trinity Western University
University of British Columbia
University of Victoria

New Brunswick
St. Thomas University
University of New Brunswick - Fredericton Campus

Nova Scotia
Acadia University
Dalhousie University

Ontario
Brock University
Carleton University[1]
Lakehead University
Laurentian University
McMaster's University
Nipissing University
Ontario College of Art and Design
Queen's University
Ryerson University
Trent University
University of Guelph
University of Ontario Institute of Technology
University of Ottawa
University of Toronto
University of Waterloo
University of Western Ontario
University of Windsor
Wilfrid Laurier University
York University

Quebec
Concordia University
McGill University
Université Laval

Prince Edward Island
University of Prince Edward Island[1]

Saskatchewan
University of Regina
University of Saskatchewan

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

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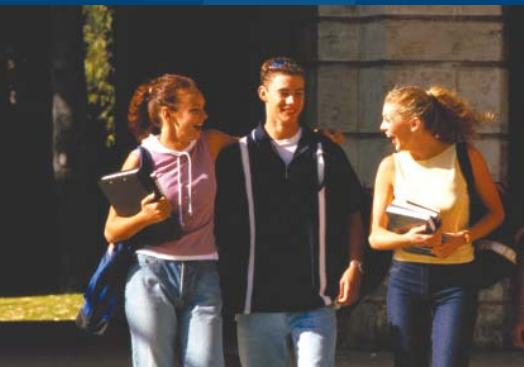
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