

NSSE
2.0
coming in 2013



Fostering Student Engagement Campuswide

Annual Results 2011

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“At a time when U.S. standards for higher education are being evaluated in a competitive global context, NSSE data provide real insights into the qualities of the campus learning environment.”

—Molly Corbett Broad, President,
American Council on Education

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Cover Images

Front Cover

Left—Rosemont College
Right—California State University-Los Angeles

Back Cover

Left—Agnes Scott College
Center—Capital University
Right—Colorado College

Foreword	3
Director’s Message.....	5
Quick Facts	7
In Remembrance: C. Robert Pace, 1912–2011	9
Selected Results	10
Supporting Student Engagement Across Campus	10
Time Use by Major Field Category.....	15
Learning Strategies.....	16
Reading Comprehension	17
Diversity and Global Awareness	18
BCSSE and FSSE	19
High-Impact Practices.....	21
Using NSSE Data	23
NSSE Institute for Effective Educational Practice	27
Looking Ahead.....	29
References and Resources	30
Benchmarks of Effective Educational Practice	31
Participating Colleges and Universities: 2000–2011	43
NSSE Staff	50

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

Annual Results 2011 is sponsored by The Carnegie Foundation for the Advancement of Teaching.



Steering NSSE

I have had the privilege of being involved with NSSE—the National Survey of Student Engagement—nearly from the beginning. And my involvement has been in two roles: one as the president of a college that has regularly used NSSE, and the other as a member of the NSSE National Advisory Board.

I was drawn to NSSE by a simple, important question: Am I helping my students learn? For me, that has to be the most important question to ask, and ask again, and ask again, for anyone in higher education.

Educated as a political scientist, I was oriented to seek evidence for questions that could be answered empirically. As a young professor, I found that I could talk myself into anything I wanted to believe (depending on my mood) about whether students in my classes were learning. As a provost and later a president, I found myself frequently giving speeches to audiences of parents and prospective students in which I made forceful claims about the education we were offering. I believed what I said, but I went home at night with the sound of those claims still ringing in my ears, wondering why I was so sure and whether I had any warrant to be. The question, “Am I helping my students learn?” became a more insistent one.

Utilities, in the way I’m using this term, provide mission-related services; they are not-for-profit organizations that are governed in ways that keep them faithful to the special missions of higher education institutions. NSSE is such a utility.

When I first heard about the Pew-funded project that would become the National Survey of Student Engagement in 1998, I was intrigued and sought to learn more. Earlham College was a very early adopter of NSSE. Through periodic use, NSSE became a key element in the college’s approach to assessment of its educational effectiveness.

While Earlham’s NSSE results provided evidence that the college was succeeding in ways we hoped it would, those results also pointed to some weaknesses and thus spurred efforts at the college to strengthen student learning. Our results underscored, for example, how unusual a college we were in giving students some international experiences (study abroad, second language learning), but also that we were less unusual than we liked to think in inducing close student-faculty interaction. Our data also showed us that we were a more ordinary college for our



Norfolk State University

first-years than for our seniors; we seemed to hold the best of Earlham experiences until the end. The data spoke insistently.

I became a member of NSSE’s National Advisory Board in 2000, just after the survey had been developed and was beginning to be broadly available to colleges and universities as a valuable assessment instrument. From that vantage point, I’ve marveled at the speed at which NSSE has been adopted and embraced, and marveled, too, at the speed at which the superb NSSE staff has ramped up its capabilities—both to serve more institutions and to serve them better.

I quickly came to think of NSSE as a higher education utility. Most of the institutions that make up the higher education landscape are colleges and universities themselves, on the one hand, and membership organizations that gather colleges and universities for shared purposes. Utilities are a third kind of entity—operating organizations that provide valuable, trustworthy services for higher education institutions. And they are

rare. Most colleges and universities prefer to do mission-related activities for themselves while they contract with for-profit firms for non-mission-related goods (equipment, supplies) and services (construction, food, cleaning). Utilities, in the way I'm using this term, provide mission-related services; they are not-for-profit organizations that are governed in ways that keep them faithful to the special missions of higher education institutions. NSSE is such a utility. It provides assessment services to colleges and universities and is steered by a National Advisory Board composed of teacher-scholars who are deeply committed to education and the assessment of educational effectiveness.

The National Advisory Board meets twice each year. In my 11 years, we have considered dozens of things, but three large issues have regularly drawn our attention: disclosure, use of NSSE data, and improving NSSE.

Disclosing results

NSSE was created with an explicit intention to change the discussion about quality, both within and beyond the academy. We wanted to redirect the focus away from rankings and prestige and toward considerations of learning and teaching. That meant, certainly, that we wanted to encourage not only the use of NSSE, but also the disclosure of NSSE results. So should NSSE itself make public the results of each institution that participates?



Earlham College

We've discussed that many times and always come to the conclusion that it is the colleges and universities that should make the judgment about whether, when, and how to make their NSSE results public. To facilitate disclosure, NSSE's staff has worked very hard to make public presentation easier and more comprehensible to a range of publics.

Using NSSE data

When NSSE began, our focus was on promoting adoption of the instrument. As colleges and universities embraced it, we quickly realized that an equally big challenge would be to help institutions make use of their data to improve the quality of undergraduate education. So NSSE has devoted a great deal of attention to improving how the data are reported and to sponsoring workshops and presentations to help faculty members and administrators make sense of their NSSE results and connect their findings to what they are learning from other sources.

Improving NSSE

NSSE is an instrument that opens a window on teaching and learning, but it is even more an initiative to improve learning. The NSSE instrument emerged out of decades of prior research about the contexts and activities that lead to learning. Right from the beginning, we knew that NSSE itself would have to learn and improve. We knew we had more to learn. So another frequent focus of National Advisory Board meetings has been how to make NSSE better. We have made aggregate data available to researchers and encouraged them to use it. We have listened to criticism, tried to learn from it when that has seemed appropriate, and tried to voice our disagreement when that has seemed warranted. Next year, we'll see a new, improved NSSE, one that reflects learning from the experience and discussions of the first decade.

For me, NSSE has modeled the best values and practices of the academy.

Douglas C. Bennett
President Emeritus, Earlham College

Collaboration to Promote Student Success

Last spring, about 2.1 million students at more than 750 colleges and universities were invited to report on their in- and out-of-class learning experiences by completing the NSSE survey. The near-record number of participating institutions signifies continued interest in student engagement as a useful and informative way for institutional leaders, faculty, and others to gain insight into the quality of undergraduate education. About 95% of U.S. and Canadian institutions had previously participated, suggesting an ongoing use of NSSE to monitor progress toward goals of enhanced and more widespread educational effectiveness.

NSSE's wide adoption makes it an easy target for criticism. Like any survey, NSSE is not perfect, and we welcome reasoned, constructive critique. No small measure of NSSE's success has been our willingness to both engage in self-criticism and listen to critical feedback from our institutional users and others. But while we must certainly continue to examine how to improve the NSSE survey, it's important to remember that NSSE is more than just a survey. It's a collaborative initiative involving researchers, institutional leaders, faculty, and administrators that aims to elevate the national conversation about college quality while providing useful feedback to institutions about the character of undergraduate teaching and learning. In this year's director's message, I want to emphasize how collaboration presents itself as a common theme in our work: in making effective use of NSSE results, in promoting student success, and even in encouraging students to complete the NSSE survey.

NSSE is more than a survey. It's an improvement enterprise, an agenda for action to improve undergraduate education that depends on collaboration among many players.

When institutions receive their detailed NSSE reports and data files in mid-summer, they begin the transition from one phase of the assessment process to the next. Having gathered data to inform important questions about the undergraduate experience, the next step involves digging into the results to reach a nuanced and contextualized understanding of student engagement in a particular institutional setting. Reaching those contextualized understandings requires collaboration that may involve academic leaders, institutional researchers, faculty, and students. Ideally, what follows next is the design and implementation of improvement-focused action plans, also involving many members of the campus community. NSSE and its affiliated



University of Cincinnati

projects provide a range of resources and services to assist with these vitally important but challenging tasks, and here again collaboration is the watchword—whether between project staff and institutional users, or among users from different institutions. NSSE is more than a survey. It's an improvement enterprise, an agenda for action to improve undergraduate education that depends on collaboration among many players.

This edition of Annual Results calls attention to how student engagement results can inform the work of a variety of departments and offices on campus, such as residence life, student activities, and career services. The central message is that providing opportunities, activities, and environments supportive of learning and student success is a concern that should permeate the campus. In *Student Success in College: Creating Conditions That Matter*, Kuh, Kinzie, Schuh, Whitt, and Associates (2010) found that a distinguishing feature of institutions whose students demonstrated an unusually high level of engagement was what they termed a *positive restlessness*—a pervasive sense of commitment to student learning and success spanning a wide range of campus actors and offices. In a recent follow-up to this work in *Change*, the authors identified collaboration between academic and student affairs in support of student success as one common feature of such educationally effective institutions (Kuh, Kinzie, Schuh, & Whitt, 2011).

There is also a role for collaboration in conducting a successful NSSE administration. We believe that students are the best

Spelman College's multi-pronged efforts to promote survey completion

- Coordinated efforts by the Office of Institutional Research, Assessment, and Planning and the Office of Undergraduate Studies to provide participation incentives
- Involvement by other offices, such as Alumnae Affairs, Career Placement, and Communications
- Campus-wide e-mail messages about the importance of NSSE participation
- Weekly e-mail updates on response rate performance
- Promotional flyers placed in high-traffic areas
- Faculty enlisted to promote the survey in class

SOURCE: Spelman College Office of Institutional Research, Assessment, and Planning.

informants about the undergraduate experience, and we depend on their cooperation in providing the information that colleges and universities need in order to gain insight into what they are doing well and how they can improve. But college students are tested and surveyed more today than ever before. Most of these assessment enterprises rely on the good will and voluntary participation of students. But there are limits to that good will, especially when students question whether their time and effort will make any difference. One manifestation of the escalating burden on students is a trend of declining survey response rates, and NSSE is no exception. Response rates matter because higher rates reassure users that the respondent sample is representative of the wider population. Lower response rates also provide a ready justification for rejecting uncomfortable results.

We know a few things about what institutions can do to improve response rates, but there's no silver bullet, no single intervention to solve the response rate dilemma. The most effective efforts deploy a range of strategies, including customized survey invitations; survey promotion through a range of representatives and media; and lotteries and other incentive schemes. And yes, collaboration.

Anecdotal information suggests that the single most important thing that an institution can do is to inspire confidence that students' responses will make a difference. They will be examined—not just put on a shelf—and the results will be used to make improvements. When asked what motivated them to complete the survey, many students offer a simple but reassuring answer: They want to help their school. So conveying genuine interest in what students have to say, and a commitment to act on what is learned, turns out to be a legitimate, low-cost way to

motivate student response. These messages are made even more powerful when they cite concrete actions that have *already* been taken in response to past results.

We also know that coordinated and purposeful efforts to improve response rates can work. In 2010 we recognized institutions for response rate performance within size and control (public/private) categories. We also recognized the institution with the most improved response rate (consistent with our survey administration protocols, of course—no coercion, no additional individual contact, etc.). Spelman College managed an impressive gain—achieving a *42-point increase* after implementing a coordinated campaign to promote the survey and encourage students to complete it (see box). Examples of other promotional efforts can be found on the NSSE Web site.

nsse.iub.edu/links/survey_promo

NSSE 2.0 is coming!

As indicated on the cover of this report, a revised version of the NSSE survey will debut in 2013. We are excited about the potential of “NSSE 2.0” to build on our past successes and provide even more useful tools for institutional leaders, faculty, and staff to assess the undergraduate experience and work collaboratively toward improved student success. For more information, refer to the Looking Ahead section on page 29 and visit the NSSE 2.0 page on the NSSE Web site.

nsse.iub.edu/nsse2013

As NSSE director, it's my privilege to work with a capable and dedicated staff. I'm constantly impressed by their commitment to maintaining high quality in all of our products and services. I'm also grateful to the staff of the Indiana University Center for Survey Research for all that they do to ensure NSSE's continued success. But most importantly, I want to recognize the hundreds of institutional representatives whose collaboration—by providing population files, customizing invitation materials, and more—is so essential to NSSE's success. I thank all of these colleagues for their dedication to improving undergraduate education.

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

Quick Facts

Survey

The NSSE survey is available in paper and Web versions and takes about 15 minutes to complete.

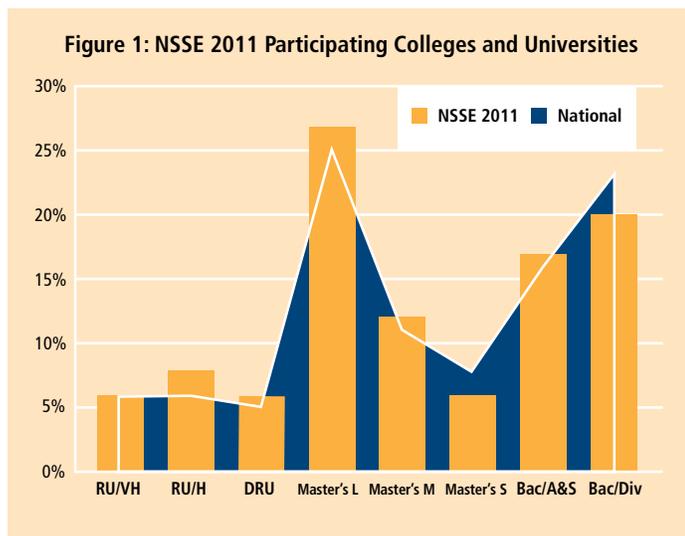
nsse.iub.edu/links/surveys

Objectives

Provide data to colleges and universities to assess and improve undergraduate education, inform 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, the Spencer Foundation, Teagle Foundation, and the National Postsecondary Education Cooperative.



Carnegie 2010 Basic Classifications

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

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

classifications.carnegiefoundation.org

Audiences

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

Participating Colleges & Universities

Since its launch in 2000, nearly 1,500 four-year colleges and universities in the US and Canada have participated in NSSE, with 683 U.S. and 68 Canadian institutions in 2011. Participating institutions generally mirror the national distribution of the Carnegie 2010 Basic Classifications (Figure 1).

Participation Agreement

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

Administration

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

Data Sources

Sampled first-year and senior students from baccalaureate degree-granting institutions. Supplemented by other information such as institutional records and data from the Integrated Postsecondary Education Data System (IPEDS).

Validity & Reliability

The NSSE survey was designed by an expert panel and extensively tested to ensure validity and reliability as well as to minimize non-response bias and mode effects. Refer to our online Psychometric Portfolio for extensive information about NSSE data quality.

nsse.iub.edu/links/data_quality

Response Rates

In 2011, the average institutional response rate was 33%. The average for institutions administering the Web version (34%) exceeded that of institutions that administered paper questionnaires (30%).

Consortia & State or University Systems 2000–2011

American Democracy Project
 Arts Consortium
 Association of American Universities Data Exchange
 Association of Independent Colleges of Art and Design
 Association of Independent Technical Universities
 Bringing Theory to Practice
 California State University
 Canadian Consortium
 Canadian Research Universities
 Catholic Colleges & Universities
 City University of New York
 Colleges That Change Lives
 Committee on Institutional Cooperation
 Concordia Universities
 Connecticut State Universities
 Consortium for the Study of Writing in College
 Council for Christian Colleges & Universities
 Council of Independent Colleges
 Council of Public Liberal Arts Colleges
 Flashlight Group
 G13 X Ontario
 Hispanic-Serving Institutions
 Historically Black Colleges and Universities
 Indiana University
 Information Literacy
 Jesuit Colleges and Universities
 Kentucky Council on Postsecondary Education
 Lutheran Colleges and Universities
 Mid-Atlantic Private Colleges
 Military Academy Consortium
 Minnesota State Colleges & Universities
 Mission Engagement Consortium for Independent Colleges
 New American Colleges and Universities
 New Jersey Public Universities
 New Western Canadian Universities
 North Dakota University System
 Ohio State University System
 Online Educators Consortium
 Ontario Universities
 Penn State System
 Pennsylvania State System of Higher Education
 Private Liberal Arts Colleges and Universities
 Qatar Foundation/Education Division/OFSS
 South Dakota Public Universities
 State University of New York
 Sustainability Education Consortium
 Teagle Diversity Consortium
 Teagle Integrated Learning Consortium
 Tennessee Publics
 Texas A&M System
 Texas Six
 University of Hawai'i
 University of Louisiana System
 University of Maryland
 University of Massachusetts
 University of Missouri
 University of North Carolina
 University of Texas
 University of Wisconsin Comprehensives
 University System of Georgia
 Urban Universities
 Women's Colleges
 Work Colleges

Consortia & State or University Systems

Groups of institutions sharing a common interest and university systems receive group comparisons. Some groups add additional custom questions, and some share student-level data among member institutions.

Participation Cost & Benefits

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

Current Initiatives

The NSSE Institute for Effective Educational Practice is collaborating with the Center of Inquiry in the Liberal Arts and the Wabash National Study of Liberal Arts Education to explore the relationships between NSSE measures of student engagement and a range of student learning gains. NSSE is also continuing the Spencer Foundation-funded project, *Learning to Improve: A Study of Evidence-Based Improvement in Higher Education*, an investigation of institutions that show a pattern of improved performance in their NSSE results over time.

Other Programs & Services

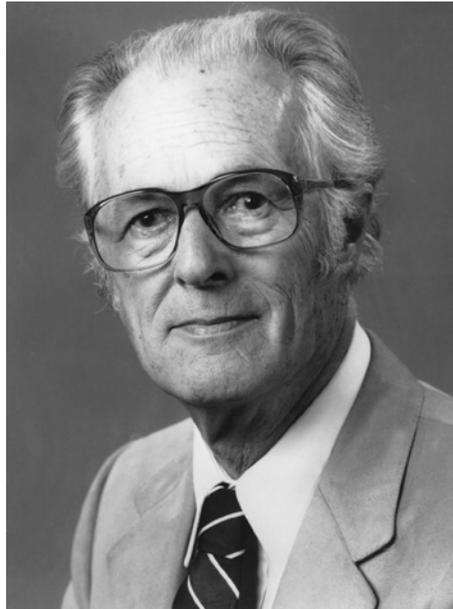
Beginning College Survey of Student Engagement (BCSSE), Faculty Survey of Student Engagement (FSSE), Law School Survey of Student Engagement (LSSSE), NSSE Institute workshops and Webinars, faculty and staff retreats, consulting, and custom analyses.



See page 29 for more details.

Remembering a Giant

The higher education community lost a legendary figure on February 5, 2011, with the peaceful passing of C. Robert (Bob) Pace. In addition to creating the *College Student Experiences Questionnaire*, Pace led groundbreaking initiatives in assessment, measurement, and survey research for more than a half-century, and he published work on a broad spectrum of topics touching nearly every aspect of American higher education. He was a tireless, passionate, principled, and devoted researcher and teacher. He will be greatly missed.



C. Robert Pace

Notable Contributions to Higher Education

- Authored many influential assessment instruments, including the College Characteristics Index (CCI), College Characteristics Analysis (CCA), College and University Environment Scales (CUES), and College Student Experiences Questionnaire (CSEQ).
- Provided data used by the military in its post-war planning efforts, including helping the armed services estimate how many servicemen would use the G.I. Bill to enroll in college.
- Sat on the founding board of the Association for the Study of Higher Education (ASHE) and served actively with many national organizations, such as the College Entrance Examination Board, the American Council on Education, the Social Science Research Council, the Ford Foundation's Fund for the Advancement of Education, and the Carnegie Corporation of New York.
- Contributed ground-breaking research in the area of institution-level assessment.
- Taught us that to fully understand undergraduate learning and development, we must measure the quality of effort students expend in using institutional resources and opportunities provided for their learning. Thus, his work is foundational in the current movement to assess student engagement and effective educational practices. Many NSSE questions are adapted from the CSEQ, and much of NSSE's empirical foundation is based on CSEQ research.

Selected Books and Monographs

- *They Went to College* (1941)
- *Evaluation in Teacher Education* (with Maurice E. Troyer) (1944)
- *The Influence of Academic and Student Sub-cultures in College and University Environments* (1964)
- *Evaluation Perspectives* (1968)
- *Education and Evangelism: A Profile of Protestant Colleges* (1972)
- *Evaluating Learning and Teaching* (1973)
- *The Demise of Diversity? A Comparative Profile of Eight Types of Institutions* (1974)
- *Measuring Outcomes of College: Fifty Years of Findings and Recommendations for the Future* (1979)
- *The Credibility of Student Self-Reports* (1985)
- *Quality, Content, and Context in the Assessment of Student Learning and Development in College* (1986)
- *The Undergraduates: A Report of Their Activities in College in the 1980s* (1990)

Tributes

“Bob Pace was one of a kind—a scholar of the first order, a pioneer in discovering, measuring, and teaching about what really matters to learning in college, and a kind, generous, magnificent human being. He had the all-too-rare knack of getting right to the point, an ability to break down complex data analyses and distill the key findings in a few words. And you could always count on Bob to let you know when your thinking could be improved! For that and so much more, we are in his debt.”

George Kuh, Chancellor's Professor Emeritus, Indiana University Bloomington

“Bob was a real pioneer in the assessment of college climates.”

Alexander Astin, Allan M. Cartter Professor Emeritus & Founding Director, Higher Education Research Institute, University of California, Los Angeles

“His personal and intellectual vitality was luminous. Others have described his contributions and stature in the field. I would like to add that he was, for me, an inspiration, a model of a thinker and a doer that I can only hope to follow in my own career. I, like many others, will miss him.”

Leonard Baird, Professor, The Ohio State University

Selected Results: Supporting Student Engagement Across Campus

These selected results are based on responses from more than 416,000 students attending 673 U.S. baccalaureate degree-granting colleges and universities who completed NSSE in spring 2011, as well as subsamples of this group who responded to several sets of experimental questions. Results are also included from the Beginning College Survey of Student Engagement (BCSSE), with more than 85,000 entering students from 155 institutions, and the Faculty Survey of Student Engagement (FSSE), with more than 19,000 faculty representing 157 institutions.

Our featured theme—“Supporting Student Engagement Across Campus”—illustrates the value of connecting NSSE results to specific campus programs and units. We present short studies to demonstrate relevant results for five campus units: service-learning in the first-year experience, residence life, Greek life, transfer student programs, and career services. These studies suggest approaches to sharing pertinent results with campus units to foster greater collaboration on the quality of the undergraduate experience.

The second story—“Time Use by Major Field Category”—demonstrates how the amount of time students spend preparing for class varies by discipline. To complement these results, we report faculty expectations for students’ out-of-class study time on p. 20. Combined, these results may help campuses address concerns about the amount of time students spend on their academics and how to constructively shape expectations and behaviors.

Finally, we present results from three sets of experimental questions—learning strategies, reading comprehension, and global awareness.

Quick Takes

- The majority of seniors (83%) had a conversation with a faculty member or advisor about their career plans, and 75% perceived substantial gains in work-related knowledge and skills.
- The average time seniors spent studying held steady at about 15 hours per week. However, time spent studying varied by major category, with seniors in engineering studying more than seniors in other fields. Faculty expectations for study time corresponded closely to student self-reports by field.
- A large majority of students (88% of first-years and 86% of seniors) frequently took careful notes during class. However, only two-thirds of all students frequently reviewed their notes after class.
- Only 70% of students frequently sought help when they did not understand course material.
- About one in five entering students expected paying for college to be “very difficult,” and those who expected this difficulty anticipated more trouble learning course material, managing time, and interacting with faculty.

Student Engagement: Campus Programs and Units

A 21st century vision of undergraduate education demands an integrated, comprehensive approach to learning that is responsive to the whole student. Educators must actively collaborate about the experience of their students, talk about what students know and can do, and design new approaches to engaging students at high levels. Student engagement results provide educators across a variety of campus programs and departments information to consider in their efforts to understand the student experience and to collaborate in the design of educationally productive activities and programs.

Institutions that have effectively used student engagement results suggest that an important step to bringing people together is to first help them see the relevancy of results for their unit. When staff in the campus advising office, for example, receive results showing that significant proportions of first-year students perceive little institutional emphasis on helping students succeed academically and assign low marks to the quality of academic advising, the staff may want to know more about these results as well as the quality of student engagement overall.

Another strategy for generating substantive conversations about improvement is to share results in short, accessible reports. Too often, NSSE results are delivered in too large of a dose. Crafting reports on a handful of items specific to a campus unit can help facilitate the next discussion about the importance of common learning experiences. For example, presenting a brief report about senior participation in high-impact practices such as service-learning and undergraduate research to a committee charged with revising general education might suggest promising required experiences in the core curriculum.



Wofford College

To help more campus programs and units connect their efforts and foster engagement campuswide, this section features five examples tailored for select campus units: service-learning in the

Selected Results: Supporting Student Engagement Across Campus (continued)

first-year experience, residence life, Greek life, transfer student programs, and career services. Each shares findings and suggests how program officers can use NSSE to create a portrait of their students' experiences, identify the impact of specific experiences on desirable learning goals, and guide programming. To directly connect these segments to applications in the field, several institutional accounts featured in *Using NSSE Data* (pp. 23–26) are cited.

Ensuring that more students have a transformative undergraduate experience demands an integrated, comprehensive approach, one in which all campus educators actively collaborate on using data to understand more about the student experience and work together to design better approaches and programs.

Service-Learning and the First-Year Experience

For new students, service-learning creates meaningful connections with the community and deeper interactions with faculty and peers while enhancing their sense of civic responsibility (Bringle & Hatcher, 2009). In spring 2011, approximately 40% of full-time, first-year students participated in a course that included a community-based project. Those attending private institutions (49%) were more likely to participate than those attending public institutions (38%).

Consistent with previous studies, students who participated in service-learning reported significantly higher gains in several areas of learning and development (Table 1). The differences were moderate in size, with the largest being self-reported gains in knowledge and skills related to contributing to community welfare.

Table 1: Comparison of Service-Learning Participants to Non-Participants^a

Institutional Contribution to Perceived Gains	Sig. ^b	ES ^c
Working effectively with others	***	.29
Voting in local, state (provincial), or national (federal) elections	***	.29
Understanding yourself	***	.27
Understanding people of other racial and ethnic backgrounds	***	.32
Solving complex real-world problems	***	.31
Developing a personal code of values and ethics	***	.32
Contributing to the welfare of your community	***	.49

^a t-tests comparing mean score differences between SL and non-SL students

^b *p<.05, **p<.01, ***p<.001

^c ES (effect size) = mean difference divided by the pooled standard deviation. Generally an effect size of .20 is considered small, .50 medium, and .80 and higher large.

Faculty and staff directing service-learning programs may want to assess their participants for similar results and whether service-learning is related to other engagement experiences.

For example, **Franklin Pierce University**, featured in *Using NSSE Data* (p. 25), requires incoming students to take a first-year seminar titled “Individual and Community,” which includes a significant community service experience. Their NSSE results have shown that student involvement in community service far exceeds that of other institutions, supporting the learning goals of the seminar and the institutional mission to prepare students to become active, engaged citizens.

Residence Life

Residence halls create an environment that promotes participation in campus programs and, in particular, those that promote diverse interactions. On-campus living is positively related to openness to diversity and engagement (Pascarella & Terenzini, 2005). Residence hall staff may use NSSE data to assess programs and facilities that foster co-curricular engagement, campus support, and openness to diversity.



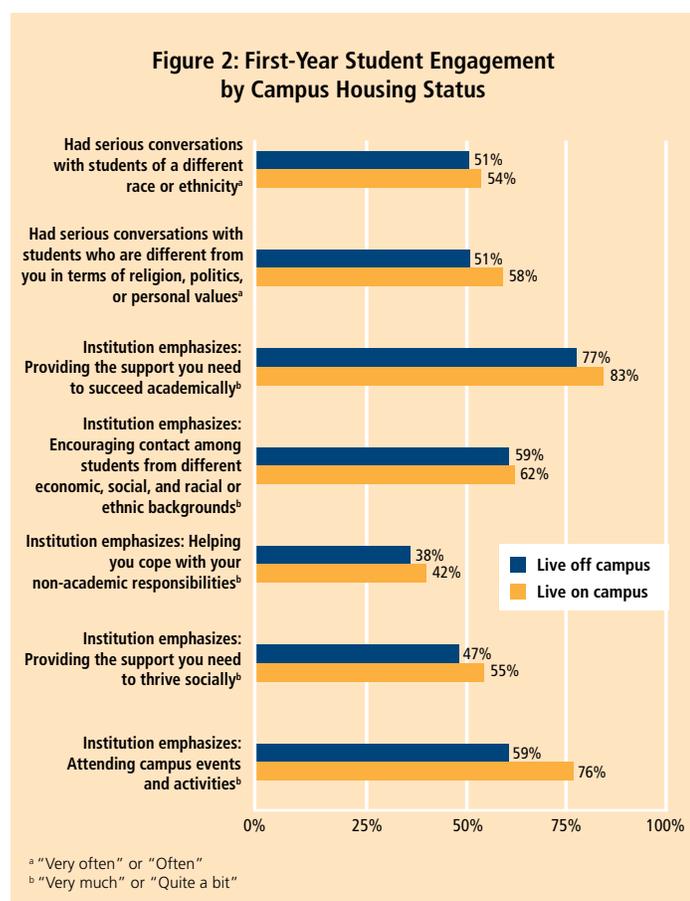
Misericordia University

First-year and senior students living in residence halls (68% for first-year students and 15% for seniors) spent similar amounts of time preparing for class and socializing when compared to their off-campus counterparts. However, both first-years and seniors living on campus spent about twice as much time in co-curricular activities.

In general, first-year on-campus residents differed from their peers in notable ways (Figure 2):

- Those living on-campus had more serious conversations with students who were different in terms of religion, politics, and personal values.
- More than three-fourths of students living on campus said their institution substantially emphasized attending campus events and activities, compared to 59% of off-campus residents.
- On-campus residents believed their institution provided more support to thrive socially.

The results for seniors were nearly identical.



Controlling for student and institutional characteristics, living on campus positively related to all five NSSE benchmarks and two of the three self-reported gains areas for first-year students; and related to three of the five benchmarks and one of the gains areas for seniors (Table 2). Consistent with past studies, these results affirm the value of residential living, as on-campus residents were more likely to bond with other students, engage in campus events and other educationally purposeful activities, and experience greater gains in learning and development.

Many institutions use engagement results to assess campus housing programs. For example, Texas A&M-Corpus Christi prepares a targeted report for University Housing that examines whether students who live on campus are more engaged than those who live off campus (see *Using NSSE Data*, p. 24).

Table 2: Net Effects^a of Living in Residence Halls on NSSE Benchmark Scores and Gains

	First-Year Students ^b	Seniors ^b
Benchmarks of Effective Educational Practice		
Level of academic challenge	+	
Active and collaborative learning	+	
Student-faculty interaction	+	+
Enriching educational experiences	++	+
Supportive campus environment	++	+
Self-Reported Gains in Learning and Development		
Practical competence	+	
Personal and social development	++	+
General education		

^a Institutional-level controls included Carnegie type and control; student-level controls included gender, enrollment status, parents' education, grades, age, membership in fraternity/sorority, race, U.S. citizenship, and transfer status.

^b + p<.001, ++ p<.001 and unstandardized B>.1.

Greek Life

While participation in Greek life is positively associated with student engagement and personal development (Hayek, Carini, O'Day, & Kuh, 2002), these benefits may be overshadowed by increased risky behaviors and smaller cognitive gains. We investigated the engagement of fraternity and sorority members, their time use, and self-reported gains in learning and development.



The University of Texas at Arlington

Selected Results: Supporting Student Engagement Across Campus (continued)

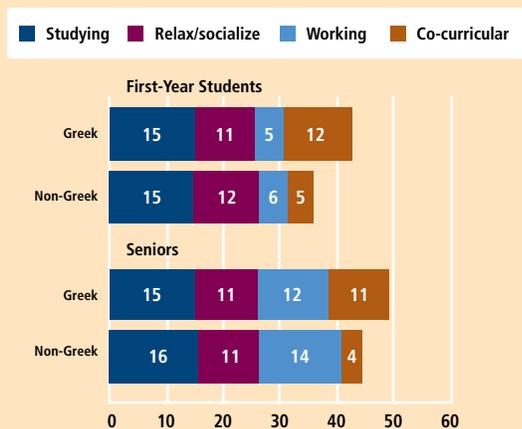
Greek members spent about the same amount of time preparing for class, working, and relaxing and socializing as their full-time, non-Greek peers (Figure 3). However, they spent more hours per week in co-curricular activities, suggesting that Greek life is associated with co-curricular involvement while not displacing other activities.

Adjusting for student and institution characteristics, Greek members engaged in more active and collaborative learning, enriching educational experiences, and student-faculty interaction (Table 3). They also perceived a more supportive campus environment and higher levels of academic challenge. Furthermore, Greek members indicated that their educational experiences had a greater impact on their learning and development than non-members.

The findings indicate that fraternity and sorority members received a greater personal benefit from attending college than similar non-Greek peers, perhaps because Greek life provides a type of learning community where students study and engage in co-curricular activities together.

The creation of short reports documenting students' co-curricular engagement, broken out by gender, racial-ethnic status, and Greek membership, might be useful for examining participation patterns in and gauging the effects of campus programming. **Texas A&M-Corpus Christi**, for example, provided reports to the University Center and Campus Activities office on the time students spent in co-curricular activities and the extent to which students perceived an emphasis on attending campus events. Results were used for assessment and development of campus programming (see *Using NSSE Data*, p. 24).

Figure 3: Hours Per Week Spent on Selected Activities by Greek Life Membership^a



^a Hours per week for activities were estimated using the midpoint from the categorical response categories. The categories for all activities include (in hours) 0, 1–5, 6–10, 11–15, 16–20, 21–25, 26–30, and More than 30. For the More than 30 category, the value of “33” was used in place of a midpoint. Full-time students only.

Table 3: Relationship Between Greek Life Membership and Selected Outcomes^a

	First-Year Students ^b	Seniors ^b
Benchmarks of Effective Educational Practice		
Level of academic challenge	++	++
Active and collaborative learning	++	+++
Student-faculty interaction	++	+++
Enriching educational experiences	+++	+++
Supportive campus environment	++	++
Self-Reported Gains in Learning and Development		
Practical competence	++	++
Personal and social development	++	++
General education	++	++

^a Controls included institutional control, Carnegie classification, and students' race/ethnicity, U.S. citizenship, gender, enrollment and transfer status, grades, and age.

^b + p<.001, ++ p<.001 and unstandardized B>.1, +++ p<.001 and unstandardized B>.2.

Transfer Students

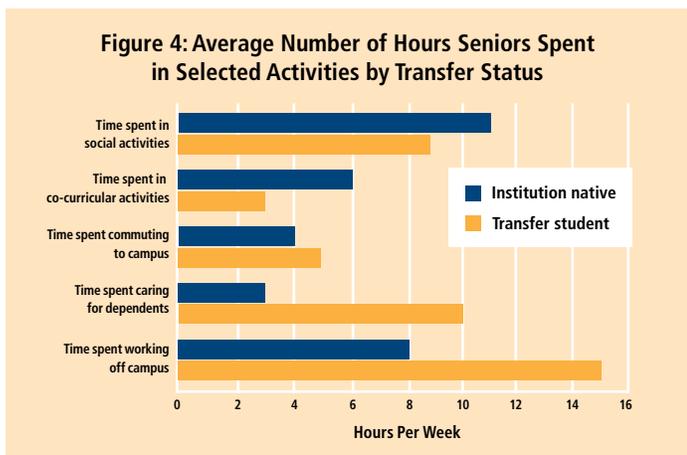
Transfer students made up more than 40% of the seniors in NSSE 2011, yet are typically less engaged than their peers (National Survey of Student Engagement, 2008). Offices devoted to supporting the large and diverse body of transfer students are charged with helping students transition academically and socially to the institution.

To understand transfer student engagement, it is important to take into account the diversity of this population. More transfer students were older, belonged to underrepresented racial-ethnic groups, had a disability, and attended part-time. Any of these factors can impact engagement. For example, when comparing traditional age (under 24 years old) transfer students with their institution native peers, many of the differences in engagement were greatly reduced.

In addition to being more diverse, transfer students also had more family and work commitments than their peers (Figure 4). On average, they spent more hours working off campus, caring for dependents, and commuting into campus. Transfer students also spent less time in co-curricular and social activities, and perceived their relationships with other students as less friendly and supportive.

The Office of Student Life at **California Lutheran University** discovered a significant co-curricular participation gap between transfer and native students and launched a peer mentor program and other initiatives to support transfer students (see *Using NSSE Data*, p. 25).

Figure 4: Average Number of Hours Seniors Spent in Selected Activities by Transfer Status



These findings illustrate the unique challenges faced by campus units charged with helping transfer students transition to their new environment and how engagement data can help with the assessment. For example, offices that work with large numbers of transfer students who live off campus and care for dependents might organize activities for students after work hours, off campus, and in an environment in which students can bring their children. Without understanding who transfer students are and the challenges they face, institutions are less equipped to reduce barriers to student engagement.

Career Services

One of the many expectations students and their families have of college is to prepare students for work. NSSE data can help administrators in career services assess how well this expectation is being addressed, specifically by examining students' perceptions of work-related gains, the quality of advising, and experiences that help prepare students for work, such as internships. On average, 83% of seniors who responded to NSSE 2011 had a conversation with a faculty member or advisor about their career plans; three-quarters perceived substantial gains in job- or work-related knowledge and skills; and half participated in an internship or practicum.

Institutions may be interested in knowing whether such results differed by major. Results from NSSE 2011 revealed that self-reported gains in work-related knowledge and skills differed greatly among major field categories (Figure 5). Not surprisingly, seniors majoring in more career-oriented fields, such as education, business, and engineering, perceived higher gains in work-related knowledge and skills than students majoring in fields that were not occupation-specific, such as the arts and humanities, biological sciences, physical sciences, and social sciences. However, no differences were found in how often students discussed career plans with faculty.

Seniors who participated in certain high-impact practices differed from their peers in their perceptions of gains in job- or work-related knowledge and skills (Figure 6). Seniors who participated in internships and service-learning projects perceived more substantial gains in job- or work-related knowledge and skills than their counterparts. In addition, nearly 80% of seniors who participated in at least two high-impact practices perceived substantial gains in job- or work-related knowledge and skills.

Administrators in career services could use their NSSE data in a similar fashion to gauge students' perceptions of career preparation and advising. These same techniques could also be used to examine other meaningful subgroups, such as transfer students, commuter students, or STEM majors. NSSE data could also be used to investigate other important work-related outcomes and skills, such as working effectively with others, solving complex real-world problems, applying theories or concepts to practical problems, or speaking and writing effectively.

Figure 5: Percentage of Seniors with Substantial^a Perceived Gains in Job- or Work-Related Skills by Major

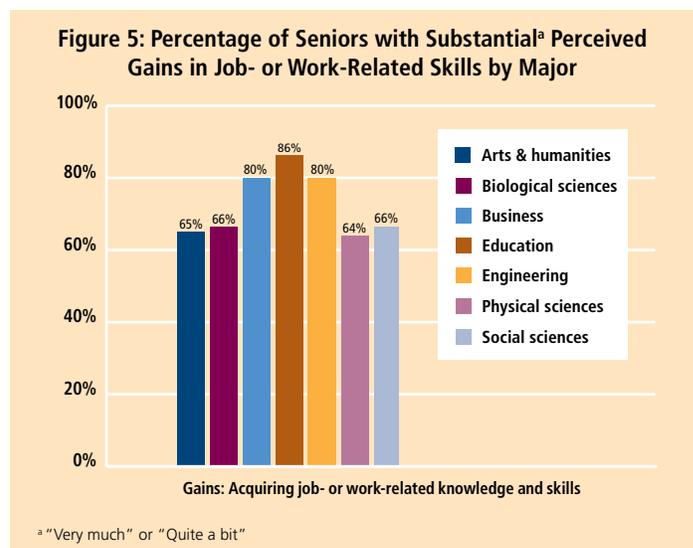
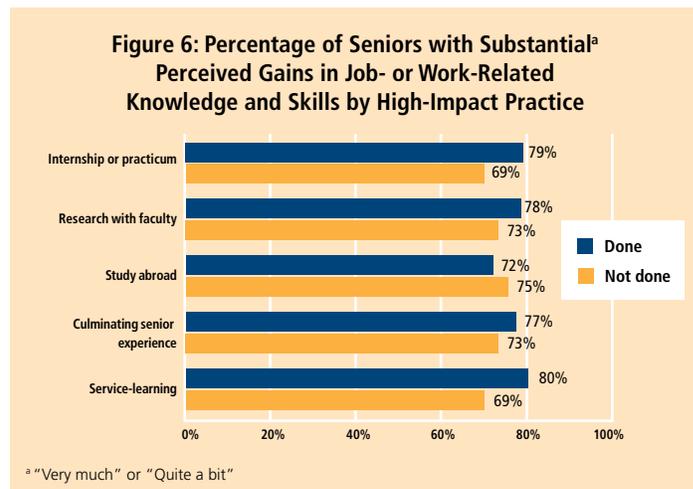


Figure 6: Percentage of Seniors with Substantial^a Perceived Gains in Job- or Work-Related Knowledge and Skills by High-Impact Practice



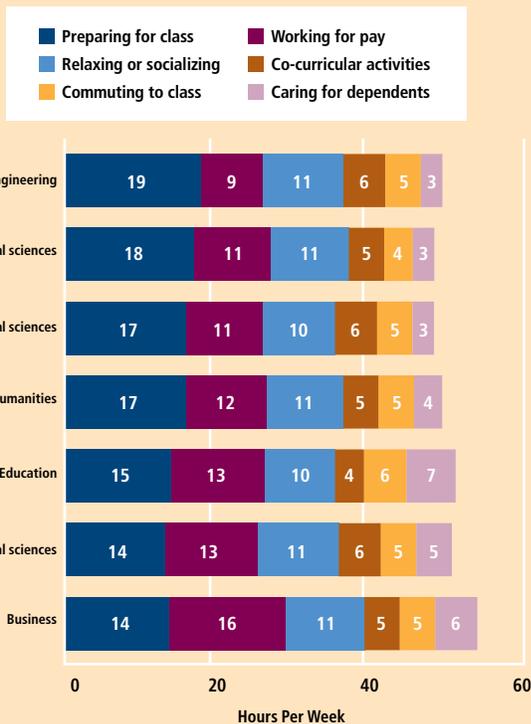
Selected Results: Time Use by Major Field Category

Time Spent on Selected Activities

Understanding how students allocate their time among academic work, employment, and other activities and commitments offers insight into both student support needs and programmatic differences in expectations and requirements.

Figure 7 shows the average amount of time full-time seniors spent on six activities across seven categories of majors. While seniors spent their time in similar ways across a few activities (relaxing or socializing, co-curricular activities, and commuting), time spent preparing for class varied. For example, seniors in engineering averaged about 19 hours per week preparing for class, while their peers in the social sciences and business averaged five fewer hours per week. Different curriculum requirements may partly explain this gap. For example, engineering courses may require more time-consuming activities such as design projects and laboratory work.

Figure 7: Time Spent by Full-Time Seniors on Selected Activities by Major Category^a

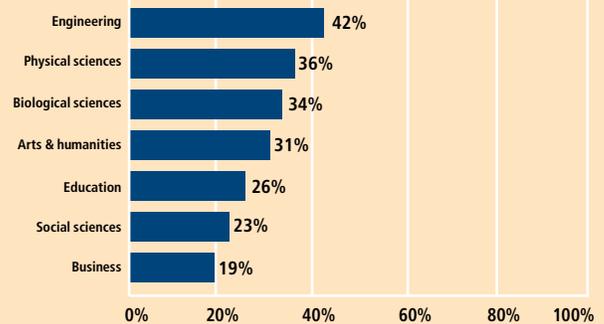


^a Hours per week were estimated using the midpoint from the categorical response options, which were (in hours per 7-day week) 0, 1–5, 6–10, 21–25, 26–30, and More than 30. For the last category, a value of “33” was assigned.

Differences among academic programs are even starker when we examine the proportion of full-time seniors who spent more than 20 hours per week preparing for class. Two in five seniors in

engineering did so, compared with about one-quarter of those in education and the social sciences, and one-fifth of those in business (Figure 8).

Figure 8: Percentage of Full-Time Seniors Who Spent More Than 20 Hours Per Week Preparing for Class by Major Category



Working for pay also varied by major category (Figure 7). On average, full-time seniors in business worked about five more hours per week than their peers in the physical and biological sciences, and seven more than engineers. Seniors in business and education also spent more time caring for dependents than their peers in other fields.

Being Prepared for Class

Although some students devoted many hours to studying, they did not always attend class fully prepared. Among full-time seniors who spent more than 20 hours per week studying, 22% of engineers said they often or very often came to class without completing assignments, compared with 14% to 16% of seniors in the other major categories. These findings raise questions about areas where a mismatch may exist between the work asked of students and the work they believe necessary to succeed. They also suggest the need to investigate areas where the academic bar could be raised and where additional support may be needed.

“NSSE data about level of academic challenge prompted some significant faculty conversations and curricular adjustments.”

—Richard Sherry, Dean of Faculty Growth and Assessment, Bethel University

Students are known to benefit when they use a variety of approaches to study and learn, such as taking notes when reading, summarizing and organizing new information, and creating a study-friendly environment. Questions appended to NSSE 2011 regarding the use of various learning strategies were administered to more than 22,000 students attending 48 institutions to discern how frequently various approaches were used and their relationships to other measures of engagement.

The most frequently used strategies included taking careful notes during class, connecting course content to things already known, and identifying key information from readings. The least frequently used strategies were relating content to personal examples, creating outlines, and discussing effective study strategies with faculty or other students (Table 4). The similar pattern of strategies employed by first-year students and seniors suggests that such approaches are consistently used by students through the undergraduate years.



California State University-San Marcos

Learning Strategies by Major Category

Some learning strategies were more frequently utilized by those in certain major field categories. For example, four in five seniors with a major in a professional field frequently set goals before starting academic tasks, compared to 70% of seniors

in engineering; and 92% of senior biological science majors frequently took careful notes during class, compared to 83% of senior business majors. Furthermore, 55% of senior social science majors frequently created their own examples to help study course material, compared to 35% of senior engineering majors.

Table 4: Percentage of First-Year Students and Seniors Who Frequently^a Used Each Learning Strategy

Learning Strategy	First-Year Students	Seniors
Took careful notes during class	88	86
Connected learning to things you already knew	80	85
Identified key information from reading assignments	78	82
Organized class notes in a useful way	77	77
Set goals before starting academic tasks	76	76
Sought help when you did not understand course materials	69	72
Reviewed notes after class	66	64
Stayed focused while reading course materials	64	67
Summarized what you learned in class or from course materials	64	65
Avoided distractions while studying or preparing for class	62	67
Took careful notes while reading course materials	60	58
Created own examples to help study course materials	52	53
Created outline of major topics/ideas from course materials	51	51
Discussed effective study strategies with faculty or other students	50	47

^a "Very often" or "Often"

Learning Strategies of First-Generation Students

There were interesting differences in the use of learning strategies when comparing first-generation students (where neither parent has a college degree) to students with at least one college-educated parent. Although first-generation students spent significantly *less* time preparing for class, they were significantly *more* likely to use a variety of effective learning strategies, particularly those strategies that were less frequently used. For example, first-year and senior first-generation students were more likely to discuss effective study strategies with faculty or other students, create their own examples to help study, take careful notes while reading, summarize course content, and review notes after class.

Each learning strategy positively correlated with several other measures of engagement, such as academic challenge, active and collaborative learning, and deep approaches to learning. It may be that some aspects of student engagement are complemented by the use of effective learning strategies.

Institutions should identify ways to instruct students in an array of effective learning approaches and techniques. While most students use strategies that require less guidance (such as taking notes and identifying key information), other strategies that may require more effort and direction, but offer positive advantages (such as creating outlines or one's own examples), are not used as often.

Selected Results: Reading Comprehension



Ohio Wesleyan University

The amount and complexity of reading expected in college presents challenges to many students. While reading comprehension is fundamental to all disciplines, mastery of this skill can be problematic. Many faculty members and advisors attempt to promote better learning by improving reading comprehension. NSSE created a set of experimental questions about students' reading strategies that were included at the end of the online survey. Nearly 19,000 students from 43 participating institutions completed the items.

First-year students and seniors frequently used a variety of approaches for comprehension of course readings. For example, about nine in 10 students used what they already knew about a subject, nearly as many identified key information in course readings, and about seven in 10 frequently read difficult course material more than once. However, students were much less likely to utilize strategies that required more direction and effort. For example, only about half of students frequently wrote summaries or created outlines of major topics and ideas, and about four in 10 created visual representations of content read. Because research suggests that all of these strategies promote reading comprehension (Ormrod, 2004), it would be beneficial for institutions to actively encourage students to become skilled at a broader range of strategies.

The experimental questions also asked about student interest and engagement in reading. About six in 10 students were frequently interested in the topics of their reading, and about the same proportion spent time thinking deeply about them. However, it may be concerning for educators to learn that only about one-third of students felt their assigned readings challenged their reading abilities or their values and beliefs (Figure 9).

Interestingly, reading comprehension strategies differed depending on the type of course. Students enrolled in online courses appeared to use certain reading strategies more frequently than students in traditional classroom settings (Table 5). In the first year, online

students were more likely to identify key information in readings and create visual representations of reading content. Senior online students were more likely to summarize readings, read difficult material more than once, and skim for organization. Both first-year and senior online students were more likely to connect readings to course objectives, suggesting that online students may have more awareness of course objectives in general, perhaps due to greater reliance on the syllabus or a constant presence on course management systems.

These differences may be due to the online medium, which requires more independent learning, and the fact that reading assignments are often given in lieu of lectures or other real-time in-class activities. With more reliance on reading comprehension in an online course format, students seem to more frequently use a variety of approaches. Although the effects were modest, these differences may highlight some of the differences in approaches to learning that online courses require of students.

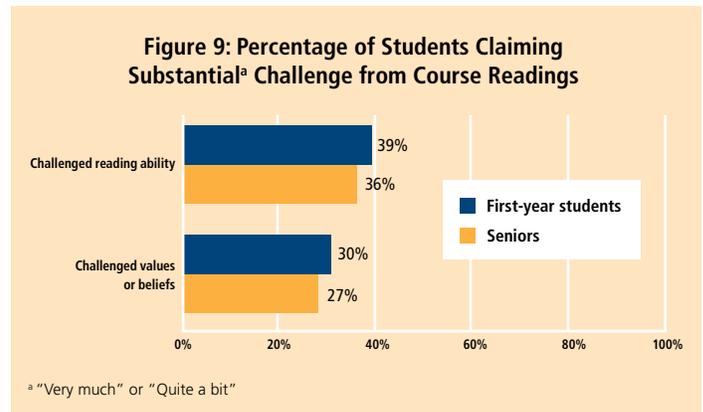


Table 5: Comparisons for Online and Classroom-Based Students on Use of Reading Comprehension Strategies

Reading Comprehension Strategy	First-Year Students		Seniors	
	Sig. ^a	ES ^b	Sig. ^a	ES ^b
Identified key information in course readings	*	.21		
Created visual representations of content read to improve understanding	**	.29		
Evaluated how well readings related to course objectives	*	.21	*	.12
Wrote a summary after reading course materials			***	.23
Read difficult material more than once to understand better			*	.12
Skimmed course readings to see how they were organized before reading thoroughly			***	.22

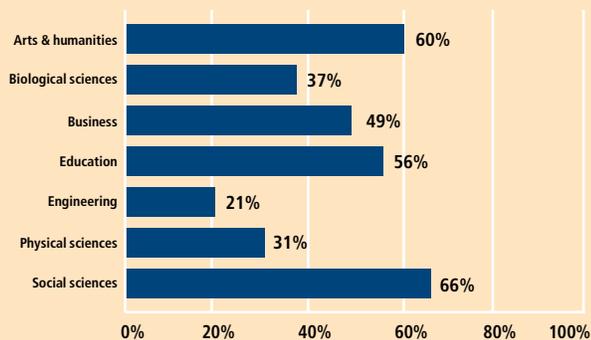
^at-tests: *p<.05, **p<.01, ***p<.001
^bES (effect size) = mean difference divided by the pooled standard deviation. Generally an effect size of .20 is considered small, .50 medium, and .80 and higher large.

Educating students for a global future is vitally important. It requires that students acquire intercultural and international understanding and learn to act as responsible, knowledgeable, informed global citizens. Toward this end, increasing numbers of institutions are emphasizing global learning goals and integrating global and diversity-related issues into classrooms and co-curricular activities. To explore global learning experiences at colleges and universities, NSSE appended a series of items to the online survey to better understand students' exposure to cross-cultural interaction and understanding on campus, collecting responses from about 18,000 students attending 53 institutions.

Coursework

Study abroad programs are an effective means to increase global awareness and intercultural competence, but relatively few seniors (15% overall) participated in them. On the other hand, about half of seniors took courses that substantially encouraged them to understand other world cultures (52%) or to act and speak in ways that respect other world cultures. Such encouragement in coursework varied by students' major category (Figure 10), with seniors in engineering and physical and biological sciences engaging in intercultural coursework much less than their peers.

Figure 10: Percentage of Seniors with Substantial^a Amounts of Coursework Encouraging Understanding of Other Cultures

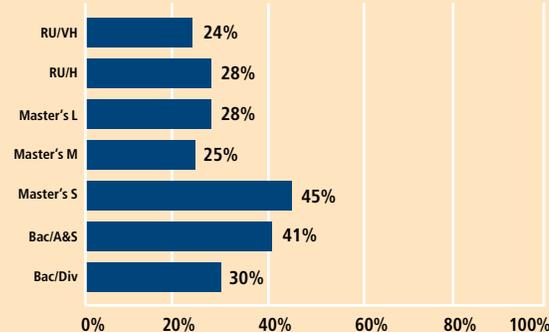


^a "Very much" or "Quite a bit"

Global Awareness Experiences

About one-third of first-year students frequently ("Very often" or "Often") attended events and activities that increased their understanding of other world cultures or of their own cultural identity. Students attending Master's-level small and Baccalaureate Arts and Sciences colleges were more likely to attend such activities compared to their peers at other types of institutions (Figure 11).

Figure 11: Percentage of First-Year Students Who Frequently^a Attended Events That Increased Their Understanding of Other Cultures



^a "Very often" or "Often"



Austin College

Seniors were more likely to both attend intercultural events and engage in coursework that encouraged understanding other cultures at small Baccalaureate Arts and Sciences institutions. At eight institutions of this type—i.e., those with "high global awareness engagement"—more than 60% of seniors engaged in a substantial ("Very much" or "Quite a bit") amount of such coursework and more than 30% of seniors frequently ("Very often" or "Often") attended events or activities that increased their understanding of other world cultures. Students at such institutions were also more engaged, were more likely to use deep approaches to learning, and reported greater gains in a variety of areas.

Given the benefits students receive from learning about other cultures, institutions interested in increasing their students' global awareness may want to expand the availability of cultural events and activities and encourage greater student participation, as well as urge faculty to incorporate more intercultural and diversity-related learning experiences into students' coursework.

Selected Results: BCSSE and FSSE

Difficulty Paying for College

Given the recent downturn in the U.S. economy, understanding the difficulty associated with paying for college is even more paramount. The current economic crisis has impacted many entering first-year students, particularly African-American, lower-SES, and lower GPA students (Shim, Serido, & Xiao, 2009). With increased economic stress, entering first-year students face a higher risk of dropping out.

We used data from the Beginning College Survey of Student Engagement (BCSSE) to investigate the extent to which expected difficulty paying for college was associated with background characteristics and other expectations of first-year students. More than 81,000 full-time, entering first-year students enrolled at 152 institutions across the United States completed the BCSSE survey.

Overall, 22% of entering students expected paying for college to be “very difficult,” while half as many (11%) expected paying for college to be “not at all difficult.” First-year students who expected to have high difficulty paying for college were in many ways distinct from their peers (Table 6). For example, compared to their peers, a higher percentage first-generation students (29%), those who expected to work more than 10 hours per week (29%), and students of color anticipated that paying for college would be very difficult.

Table 6: Expected Level of Difficulty Paying for College by First-Generation Status, Expected Work, Race/Ethnicity, and Gender

	Not at all	Some/moderate	Very
<i>First-generation status^a</i>			
No	14%	69%	18%
Yes	8%	64%	29%
<i>Expected work hours per week</i>			
0 hrs	21%	66%	13%
1 to 10 hrs	9%	71%	21%
11+ hrs	7%	64%	29%
<i>Race/ethnicity</i>			
African American/Black	11%	61%	27%
Asian/Pacific Islander	9%	69%	22%
Caucasian/White	12%	68%	20%
Hispanic/Latino	8%	65%	27%
<i>Gender</i>			
Female	10%	66%	24%
Male	13%	68%	19%

^a First-generation students are defined as having neither parent with a completed baccalaureate degree.

Further analysis, highlighted in Table 7, tests differences between two contrasting groups—those who expected that paying for college would be “very difficult” and those who expected it to be “not at all difficult.” Students who expected a high degree of difficulty paying for college also expected more trouble learning course material, managing time, getting help with school work, making friends, and interacting with faculty. The greatest difference was with expected difficulty “getting help with school work,” which prompted us to examine perceived importance of getting support from the campus. In all areas of campus support, students who expected high financial difficulties placed a higher value on importance for campus support. The greatest difference was in a desire for the campus to provide “assistance coping with non-academic responsibilities.”

Table 7: Differences in Expected Academic and Social Difficulties and Importance of Campus Support by Expected Difficulty Paying for College^a

	Sig. ^b	ES ^c
<i>During the coming school year, how difficult do you expect:</i>		
Learning course materials	***	.53
Managing your time	***	.55
Getting help with school work	***	.60
Making new friends	***	.28
Interacting with faculty	***	.34
<i>How important is it to you that your college or university provides:</i>		
Challenging academic experience	*	.04
Support to help you succeed academically	***	.21
Opportunities to interact with students from different economic, social, racial, and ethnic backgrounds	***	.20
Assistance coping with non-academic responsibilities (work, family, etc.)	***	.40
Support to help you thrive socially	***	.18
Opportunities to attend campus events and activities	***	.12

^a Comparing “very difficult” vs. “not at all difficult.” In all instances, the mean score for the “very difficult” group was higher than the “not at all” group, indicating a higher level of expected difficulty and importance.

^b *p<.05; **p<.01; ***p<.001

^c ES (effect size) = mean difference divided by the pooled standard deviation. Generally an effect size of .20 is considered small, .50 medium, and .80 and higher large.

First-year programming staff, as well as other administrators and faculty, should make sure appropriate programs and services are offered and that students who expect difficulty are taking advantage of these offerings. Meeting these students’ need for support may increase student persistence and success, particularly in these difficult economic times.

Beginning College Survey of Student Engagement (BCSSE)

The Beginning College Survey of Student Engagement (BCSSE, pronounced “bessie”) measures entering first-year students’ high school academic and co-curricular experiences as well as their expectations for participating in educationally purposeful activities during the first year of college. BCSSE administration takes place prior to the start of fall classes so responses can be paired with NSSE in the spring. BCSSE results can aid the design of orientation programs, student service initiatives, and other programmatic efforts aimed at improving the learning experiences of first-year students. Since its launch in 2007, nearly 300,000 first-year students at 318 higher education institutions across the US and Canada have completed the BCSSE survey.

BCSSE 2010–NSSE 2011 Facts

- More than 85,000 first-year students enrolled at 155 institutions participated in BCSSE in the summer and fall of 2010.
- Of these 155 institutions, 124 also participated in NSSE 2011 and received the *BCSSE-NSSE Combined Report*.
- Of the BCSSE-NSSE institutions, a little more than one-third were public institutions. Approximately 40% were baccalaureate colleges, 42% master’s level, and 18% doctorate-granting.

Find out more about BCSSE online.

bcsse.iub.edu

average social science faculty expectation. Understanding faculty expectations and their alignment with the amount of time students spend preparing for class can help faculty members and others determine whether students are meeting faculty expectations and question whether expectations should be raised or lowered.

Table 8: Hours Faculty Expect the Typical Senior to Spend Preparing for Class by Disciplinary Area

Disciplinary Area	Average Hours Per Week Expected
Engineering	20
Biological sciences	19
Arts & humanities	18
Physical sciences	18
Social sciences	18
Education	15
Business	15

Note: Data come from about 1,900 faculty members at the 48 institutions that administered the FSSE Typical-Student option.

Time Faculty Expect Students to Spend Preparing for Class

Findings on page 15 of this report demonstrated how the amount of time students spent preparing for class varied by major field categories. That variation is affected by several factors, including such things as students’ background characteristics and their motivation levels. Students’ time preparing for class is also influenced by faculty expectations, which also vary by field of study.

Using data from the 2011 administration of the Faculty Survey of Student Engagement (FSSE), we examined faculty expectations for students’ time spent preparing for class. Faculty members from 48 institutions that administered the FSSE Typical-Student option were asked to indicate approximately how many hours students should spend in a typical seven-day week preparing for class. We focused here on faculty members who responded about the typical seniors they taught because the NSSE findings on page 15 reported seniors’ preparation time.

The results in Table 8 show that faculty members in engineering expected the most time preparing for class from their seniors (20 hours per week) while faculty in business and education expected the least (15 hours per week). While these faculty expectations correspond fairly closely to student self-reports by field, the alignment is not perfect. For example, the social science senior average reported earlier is four hours per week less than the

Faculty Survey of Student Engagement (FSSE)

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

FSSE 2011 Facts

- Ninth national administration of this online survey.
- Average institutional response rate of 46%.
- 19,854 faculty participated from 157 institutions.
- 138 (88%) of the institutions administered NSSE and FSSE concurrently.
- Since 2003, 181,000 faculty respondents from 679 different institutions.

Find out more about FSSE online.

fsse.iub.edu

High-Impact Practices: Career Preparation Experiences

Certain high-impact experiences, such as internships, field experiences, and clinical assignments, are essential for career preparation. Students not only gain post-graduation advantages (i.e., higher salaries, more job offers, and greater job satisfaction), they also acquire better communication skills and self-understanding. While the vast majority of U.S. colleges and universities facilitate or require programs for career preparation, the reasons students participate and their experiences with such programs vary.

NSSE annually asks students if they have participated in a “practicum, internship, field experience, co-op experience, or clinical assignment.”

Student Participation Patterns

The most striking difference between participants and non-participants was disciplinary (Table 9). Participation rates ranged from a high of 71% for education majors to a low of 43% for business majors. Smaller differences occurred between institutions, where students attending private, not-for-profit and baccalaureate degree-granting institutions were more likely to have career preparation experiences. Additionally, participants were more likely to be White, female, and enrolled on a full-time basis, and less likely to spend time working off-campus and caring for dependents.

Table 9: Participation in Career Preparation Experiences by Major Category

Major Category	Percentage of Seniors Who Participated
Arts & humanities	47
Biological sciences	55
Business	43
Education	71
Engineering	57
Physical sciences	48
Social sciences	52

Encouragingly, seniors who had completed a career preparation experience also had more frequent or higher quality interactions with faculty members. It is unclear, however, whether interaction with faculty encouraged students to participate or if participation increased contact with faculty. It could, in fact, be both.

Reasons for Participation

In 2011 we followed up with 3,785 seniors at 28 colleges who reported they had a career preparation experience to learn more. More than half of seniors who participated in a career preparation

experience were required to do so, while nearly one-third did so voluntarily. The remaining students participated primarily on the recommendation of faculty, administrators, or peers. Figure 12 shows large differences by major category in the primary reasons students participated. For example, education majors are often required to do student teaching, while fewer seniors majoring in the biological sciences (about one in five) had a career preparation requirement.

Student Experiences

The quality of students’ experiences with their career preparation programs was overwhelmingly positive, with more than 90% of seniors reporting an “Excellent” or “Good” experience. As shown in Figure 13, a majority of seniors believed their experiences placed significant emphasis on a variety of skills. Not surprisingly, developing career-related skills was strongly emphasized in the programs of nine out of 10 students. In contrast, about two out of three participants indicated that their experience emphasized having serious conversations with diverse people.

Figure 12: Motivation for Career Experience by Major Category

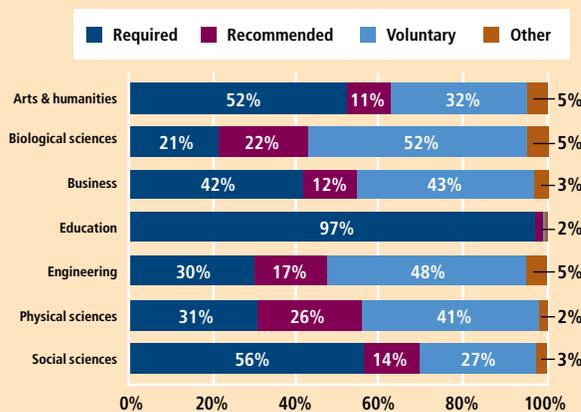
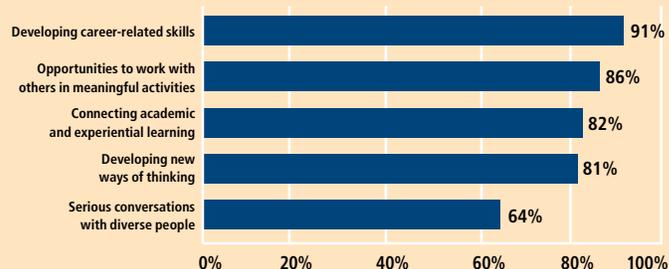


Figure 13: Percentage of Seniors Whose Career Preparation Experience Highly Emphasized^a Selected Desirable Activities



^aHigh emphasis reported as “Very much” or “Quite a bit”

Because of their positive effects on student learning and retention, special undergraduate opportunities such as learning communities, service-learning, research with a faculty member, study abroad, internships, and culminating senior experiences are called *high-impact practices* (Kuh, 2008). High-impact practices share several

traits: They demand considerable time and effort, provide learning opportunities outside of the classroom, require meaningful interactions with faculty and students, encourage interaction with diverse others, and provide frequent and meaningful feedback. Participation in these practices can be life-changing.

Table 10: Percentage of Students Who Participated in High-Impact Practices^a by Institution and Student Characteristics

		First-Year Students		Seniors				
		Learning Community	Service-Learning	Culminating Experience	Internship/Practicum	Research with Faculty	Service-Learning	Study Abroad
<i>Institutional Characteristics</i>								
2010 Basic Carnegie Classification ^b	RU/VH	22	37	29	52	24	42	18
	RU/H	24	41	32	49	20	46	14
	DRU	18	43	32	46	18	51	11
	Master's L	16	38	30	47	16	49	11
	Master's M	16	42	32	48	17	52	12
	Master's S	16	44	38	54	19	56	14
	Bac/A&S	13	43	58	66	33	53	38
	Bac/Diverse	14	43	35	53	18	53	11
Control	Public	19	37	30	48	19	46	13
	Private	17	45	41	56	21	52	20
<i>Student Characteristics</i>								
Gender	Male	18	40	34	47	21	43	13
	Female	19	39	31	52	19	51	16
Race/Ethnicity	African American/Black	20	43	28	42	17	53	7
	Asian/Pacific Islander	17	43	29	44	21	49	14
	Caucasian/White	18	38	34	53	20	46	15
	Latino/Hispanic	19	40	24	42	17	49	10
	Other	17	44	32	45	20	49	18
Enrollment Status	Less than full-time	11	26	22	35	11	38	7
	Full-time	19	41	35	54	22	50	16
First-Generation ^c	No	19	40	36	55	23	47	19
	Yes	17	39	28	44	16	48	9
Transfer	Started here	19	40	39	59	25	51	20
	Started elsewhere	14	32	25	40	14	44	9
Age	Under 24 years	19	41	38	59	24	51	19
	24 years & older	11	24	23	37	13	43	7
Major Category	Arts and humanities	18	36	36	44	17	41	21
	Biological sciences	19	41	33	52	40	43	17
	Business	17	38	33	42	10	42	14
	Education	20	49	25	70	13	68	9
	Engineering	23	36	44	55	28	33	11
	Physical sciences	18	37	31	45	40	35	13
	Other professional	19	41	25	55	16	65	11
	Social sciences	18	39	35	49	24	50	20
Overall		18	40	32	50	20	48	15

^a Students reported having "done" the activity before graduating for all high-impact practices except service-learning, where they reported participating at least "sometimes" during the current school year.

^b For details on the Carnegie Classification, visit classifications.carnegiefoundation.org/descriptions/basic.php.

^c Neither parent holds a bachelor's degree.

Using NSSE Data

NSSE provides information that faculty, staff, and others can use to improve the quality of the undergraduate experience. This section offers a sampling of different applications and interventions based on engagement results. Although there are many ways institutions can use NSSE to improve, this section focuses on five major areas: (1) regional accreditation and quality improvement; (2) promoting service-learning and civic engagement; (3) advancing advising and the co-curriculum; (4) increasing retention and improving the first-year experience; and (5) enhancing opportunities for study abroad.

Regional Accreditation and Quality Improvement

Georgia State University

Georgia State University (GSU) participates in the Voluntary System of Accountability (VSA) initiative and includes NSSE data in the student experiences and perception section of the College Portrait. NSSE results were also used in the preparation of GSU's Quality Enhancement Plan (QEP) for reaccreditation by the Southern Association of Colleges and Schools (SACS) in 2008. Upon review by the QEP Leadership Committee, NSSE data revealed that, when compared to their Carnegie peers, GSU seniors wrote fewer short papers and felt their undergraduate experience did not contribute to their critical thinking abilities. The Committee found similar results from an internal survey administered each semester to recent graduates that measures learning outcomes and academic program satisfaction. These findings informed the final QEP, *Critical Thinking Through Writing*, which proposed targeted efforts to improve students' critical thinking and writing skills in their major field of study.

Tulane University

Tulane University used NSSE results related to students' expectations for and involvement in service-learning, undergraduate research, and internships, plus other indicators of students' interest in public service and research, to establish the warrant for the Center for Engaged Learning and Teaching (CELT). Developed as part of its Quality Enhancement Plan (QEP) for the Southern Association of Colleges and Schools (SACS) reaffirmation, the CELT will be the hub for fostering engagement in four core areas: (1) research engagement; (2) social innovation engagement; (3) classroom engagement; and (4) experiential engagement. Growing out of Tulane's recognized strength in public service and service-learning, as well as students' keen interest in engaging in public service programs, the project will expand opportunities for more students and faculty to participate in meaningful, high-impact practices and learning experiences that complement their academic and career goals.

NSSE data related to the activities of CELT will be used as baseline indicators, and future results will be used to monitor student participation and educational effectiveness. For example, NSSE items related to working with other students on projects during class will serve as a proxy for engaged classroom activity, and participation in undergraduate research and service-learning will provide feedback on participation in high-impact activities. Highlights of Tulane's assessment plan include the mapping of learning outcomes to assessment activities and the use of multiple measures and methods. To assess the extent to which involvement in CELT activities relates to the learning outcome of "effectively live and work in a culturally complex society," Tulane will collect evidence using the Association of American Colleges and Universities' Intercultural Knowledge and Competence rubric and review NSSE results on diverse interactions and gains in understanding people of other racial and ethnic backgrounds. Tulane's plan promises to create an enriched environment for student learning and promote innovative approaches to teaching.

Promoting Service-Learning and Civic Engagement

University of Georgia

NSSE data revealed that University of Georgia (UGA) students wanted more opportunities to engage in service-learning experiences. The institution responded by creating the Office



Tulane University

of Service-Learning in 2005. The office has sought to provide students and faculty with opportunities to integrate service-learning into the formal curriculum, and in 2006 it created the Service-Learning Fellows Program, a development program to assist faculty in their efforts to incorporate service-learning into their teaching, research, and service. More than 40 faculty members from various disciplines across campus have already participated in the program.

Wofford College

NSSE results helped spark changes in admissions requirements at Wofford College. Specifically, community service and civic engagement are important aspects of student life at Wofford, with students not only engaging in service in their local communities, but also abroad. For example, many Wofford students have taught in elementary schools in Guatemala or worked in an HIV/AIDS clinic in Paris. As a result of the emphasis placed on community service and civic engagement among undergraduate students, Wofford College has begun to emphasize volunteer experience when reviewing the applications of prospective students.

Advancing Advising and the Co-Curriculum

Texas A&M University-Corpus Christi

Texas A&M University-Corpus Christi (TAMUCC) prepares targeted reports for individual departments in the Division of Student Affairs, such as first-year programs and student housing, that include longitudinal analysis of relevant NSSE items. For example, University Center and Campus Activities receives results on the time students spend in co-curricular activities and the extent to which students perceive an emphasis on attending campus events. A main report for University Housing examines whether students who live on-campus are more engaged than students who live off-campus. These results provide evidence to support departments' assessment reports for the Council for the Advancement of Standards in Higher Education (CAS). In addition, breakout reports comparing BCSSE and NSSE data have been used by first-year programs to better understand how the institution is meeting first-year students' expectations.

West Chester University of Pennsylvania

West Chester University of Pennsylvania (WCU) participated in NSSE in 2008 and 2010 as a Pennsylvania State System of Higher Education (PASSHE) consortium member. Through consortium participation, PASSHE institutions appended questions about advising and course availability to the NSSE survey. Although 2008 WCU student responses were mostly positive, the dean of undergraduate studies identified one area of concern: Students did not feel they received high-quality advising. In response, advising became a major priority for the institution and the University Academic Advising Committee (UAAC) was



Texas A&M University-Corpus Christi

charged with creating an improvement plan. The plan included a new classification of “internal transfer” to designate students who wish to change majors and those with undeclared majors, as well as the dedication of two advisors with comprehensive knowledge of all departmental requirements to this group. Orientation sessions for new first-year students and a hand-out that describes the responsibilities of students and advisors help to clarify students' understanding of the advising process.

To further emphasize the importance of advising as teaching, the institution negotiated with the faculty union to include advising as part of the statement of expectations for faculty performance. In spring 2011, the UAAC at WCU administered two additional internal assessments—student satisfaction and individual departmental surveys. The UAAC is now studying the results, along with data gathered from all other sources, on specific advising needs, topics discussed in advising sessions, accessibility and availability of advisors, and satisfaction with the advising experience. The UAAC also examined the relationship between frequency and extent of advising and student satisfaction with the advising process across departments to develop a series of best practices. Rather than training workshops, faculty advising liaisons from each department—about half of whom are department chairs—participate in “shared best practices” sessions. The meetings occur once a semester and provide an opportunity to exchange strategies and experiences. Since implementing these initiatives, WCU's scores on advising-related items from its NSSE 2010 administration have already shown improvement.

Increasing Retention and Improving the First-Year Experience

California Lutheran University

California Lutheran University (CLU) participates in numerous external and internal surveys to gather direct and indirect evidence of educational effectiveness at many levels of the university. The provost and other senior administrators actively disseminate NSSE results to CLU's campus constituents and make assessment information available on the institution Web site. CLU's Assessment Committee reviews The First-Year Experience program as part of the Foundations of Excellence process using NSSE, BCSSE, and BCSSE-NSSE combined results. The Office of Student Life staff reviewed NSSE results and noticed a gap in the co-curricular engagement of transfer and commuter students. This finding prompted an increase in programs focused on the needs of commuter students and the creation of a peer mentor program for transfer students.

Franklin Pierce University

Franklin Pierce University has conducted four NSSE administrations and, more recently, administered FSSE. Efforts to assess quality in undergraduate education at Pierce began with an emphasis on assessing the impact of the required first-year seminar, Individual and Community IC101. The institution revised the seminar in 2008 to provide incoming students with more choices, build greater faculty enthusiasm for the course, and increase curricular commonality via common summer readings, advising, and community service projects. Two of the major common learning goals for the seminar include the development of collaborative learning skills and active involvement in the community. The seminar's requirement of a number of hours of civic and community engagement activities, which are predetermined by each professor, introduces the university mission of preparing students to become active, engaged citizens and leaders of conscience. NSSE results showing that first-year and senior involvement in community service and volunteer work far exceeded students' at comparison institutions provided confirmation of the learning goal of active involvement in the community and for strengthening students' responsibility toward and contribution to the community. Student feedback suggested that entering students who had participated in community service in high school did not necessarily expect to continue their efforts in college due to academic demands. However, the first-year seminar requirement created time for community service and positively influenced their continued involvement in service throughout their years at Pierce. Additional efforts to combine NSSE results with a full inventory of student involvement in other high-impact educational practices, including active and collaborative learning, common reading, undergraduate research,

and capstone experiences, are part of the university's program review process.

Norfolk State University

Norfolk State University (NSU) has participated in several administrations of NSSE, BCSSE, and FSSE. Results from all three surveys were used in their Wal-Mart Minority Student Success Grant. Specifically, NSU featured BCSSE, NSSE, and FSSE results to demonstrate the gap between student expectations, student experiences, and faculty perceptions. They paid special attention to in-class engagement and followed up on the topics with the largest gaps, including class presentations and group work, by conducting interviews with faculty and students. Results from these efforts helped the institution realize that attention from faculty was needed to improve the student experience. The grant focused on a faculty-led mentoring program for first-generation students who participate in Summer Bridge. Mentoring clusters of five to seven students, one faculty member, and peer leaders were established to promote collaboration and student success. NSSE has helped to encourage faculty interest in student learning processes and effective ways to contribute to student learning, as well as how faculty can further measure student engagement in the classroom.

Illinois College

Illinois College participated in several NSSE and FSSE administrations, yet results did not get much attention on campus until the year retention rates threatened to fall below acceptable levels. It was then that the Board of Trustees, president, and senior administration issued a mandate about the need to address educational quality and retention. In summer 2006, the College formed an early intervention task force to address retention concerns and conducted a student engagement retreat during which faculty and administrators reviewed NSSE results and focused on NSSE-FSSE comparisons to expose gaps. The retreat agenda led with the idea that Illinois College was doing good things, but that improvement was needed. The retreat spurred small but important structural changes in courses; for example, faculty added more opportunities for students to make presentations and collaborate with their peers in and out of class and provided greater rationale for assignments in their syllabi. It also prompted revisions in teaching evaluation forms and encouraged additional data collection on some of the problematic areas of student engagement, such as discussing ideas with faculty or peers, and prompt feedback on performance.

Another outcome from the retreat was the need to create a more supportive campus environment. Illinois College outlined an approach, based on the importance of relationships between faculty, staff, and students, that deployed faculty, advisors, and coaches to reach out when students were in trouble and meet



Illinois College

with the students immediately to advise about educational practices that would help them get back on track. They also implemented a unified academic support center, making it easier to deploy tutoring and develop supplemental instruction, and improved advising to help students make a successful transition in the critical first year. Since implementing these changes, there has been a decline in the number of students in academic difficulty at midterm and more students earning at least 20 credits in the first year. In addition, a year after implementing these practices the College saw an uptick in its NSSE supportive campus environment scores. This early feedback helped demonstrate that changes were having the desired impact and motivated further action. In 2011, Illinois College's NSSE scores continued their upward trend.

Student Success in College (Kuh et al., 2005) and other student engagement literature were required reading to help faculty become better acquainted with effective educational practice. These readings also helped foster the shift to a more data-informed culture that included greater use of external measures, including major field tests, and more discussions about NSSE results in departments. An Illinois College campus administrator

emphasized the importance of paying attention to data and research on best practices to prompt institutional improvement.

Progress hasn't always been easy, but Illinois College now has a critical mass of faculty and staff who expend a significant amount of time and energy to move students closer toward graduation. It has been an all-college effort that has knitted together athletics, student affairs, faculty, and other departments across campus to review data, have input on policy decisions, and make suggestions for change. As Illinois College continues to see the results of its efforts in higher retention rates, monitoring persistence and improving educational quality will remain dual priorities.

Enhancing Opportunities for Study Abroad

College of Notre Dame of Maryland

NSSE data revealed that seniors at College of Notre Dame of Maryland desired more opportunities to participate in educationally purposeful activities such as study abroad. The institution already provided various semester-long and summer study abroad programs that allowed students to teach, volunteer, and work abroad. However, they were able to use NSSE results to support expanded offerings of short-term international experiences. These experiences typically last two to three weeks and provide students with opportunities to gain academic credit and travel abroad. For the 2011–12 academic year, qualifying students can select from nine different faculty-led short-term programs. Topics range from education issues in selected European countries to health and cultural studies in Guatemala. Recent NSSE data show that, compared to its peer institutions and the national cohort, the College of Notre Dame of Maryland excels in student participation in study abroad programs.

Juniata College

Juniata College can be described as a “data-rich” college. Senior administrators are firm believers in gathering as much data as possible to inform their planning efforts. NSSE benchmarks and high-impact practices are integrated into their strategic plan, and results on survey items such as study abroad, internships, and critical and analytical skills will be monitored in their long-range planning. NSSE data also were used in Juniata's self-study in 2001 for the Middle States Commission on Higher Education (MSCHE), and longitudinal results will be used for their upcoming review in 2012–13. Faculty members at Juniata have shown increasing interest in NSSE results, and the International Learning Assessment Committee has been charged with reviewing the impact of study abroad. Because a large student cohort participated in study abroad in 2010, the Committee plans to examine NSSE results for correlations between study abroad and levels of engagement.

The NSSE Institute develops user resources and responds to requests for assistance in using student engagement results to improve student learning and institutional effectiveness. Staff and associates conduct research on educationally effective practice, make presentations at national and regional meetings, and work with campuses to enhance student success.

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

- Presented a workshop at a state university system conference for faculty members interested in using NSSE data in their scholarship of teaching projects.
- Facilitated a fall faculty workshop at a private liberal arts college to examine student engagement in high-impact educational practices.
- Designed a day-long retreat with administrators and faculty at an urban research university to review their NSSE and FSSE data and identify institutional policies and practices that promote and inhibit student persistence and academic success.
- Advised teams at a national summer institute on learning communities about using NSSE results to develop and assess the effectiveness of learning communities.
- Worked with representatives from colleges and universities that participated in users workshops on using NSSE, BCSSE, and FSSE results for accreditation and institutional improvement initiatives.

Outreach Services

NSSE Users Workshops

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

Since 2003, nearly 700 representatives from participating NSSE institutions have attended at least one users workshop. To augment our user support services, we have increased the number and scope of free, live, and recorded Webinars available through the NSSE Web site. We are also exploring the potential for offering new workshop formats, including intensive data analysis training and topical workshops on aspects of educational practice and assessment, to assist institutional teams in the development of action plans incorporating NSSE results.

Spring 2011 NSSE Users Workshop Held at the University of San Francisco

The NSSE Users Workshop was held April 26–27, 2011, on the University of San Francisco campus. View highlights, the schedule,

and presentations from the USF workshop.

nsse.iub.edu/links/nsse_workshops

Presentations from all past NSSE Users Workshops are available on the NSSE Web site.

nsse.iub.edu/workshop_presentations

System and Consortia Workshops

Customized workshops can be developed for systems and consortia to offer in-person and Web-based workshops on topics such as using NSSE data for assessment, strategies for system data dissemination and sharing, and using NSSE for accreditation and system-wide quality improvement plans.

NSSE Webinars

The 2011 schedule of NSSE Webinars includes sessions on using NSSE data for student affairs, the learning experiences of the student-veteran, exploring engagement within the disciplines, examining first-year student readiness, and suggestions on improving student response rates.

Webinars from past years on topics such as accountability, the first-year experience, advanced use of NSSE data, creating customized comparison group, and using NSSE-FSSE data remain available for viewing.

nsse.iub.edu/webinars/archives.cfm

A complete schedule of Webinars is posted on the NSSE Web site.

nsse.iub.edu/links/webinar_schedule

Enhanced Resources

The Guide to Online Resources helps users connect to an array of resources that are available for download from the NSSE Web site. It is available in the Web version of the *Institutional Report 2011* and includes descriptions and links to:

- Regional and specialized accreditation toolkits—guidelines for incorporating NSSE into accreditation self-studies and suggested ways to map specific items from the NSSE instrument to regional accreditation standards.
- NSSE Report Builder—instantly creates tables of NSSE aggregate results based on student and institution characteristics of your choosing. Formerly the Custom Report Generator, the NSSE Report Builder features a more user-friendly interface, better functionality, additional variables for customization, and improved report formatting.
- Search tool for more than 500 examples of NSSE, FSSE, and BCSSE data use.
- NSSE publications to enhance educational practice—DEEP briefs, research papers, and presentations.
- User guides on (1) interpreting effects sizes using *NSSE Benchmark Comparisons* reports, (2) conducting cognitive interviews and focus groups, (3) analyzing multiple years of

NSSE data, (4) facilitating presentation of NSSE and FSSE data to campus stakeholders, and (5) creating institutional Web displays of NSSE results.

nsse.iub.edu/links/institutional_reporting

Institutional Web Site Review and Web Site Display Guide

NSSE has created *Guidelines for Display of NSSE Results on Institution Web Sites* and a gallery of institutional Web site examples to aid personnel from institutional research, admissions, public relations, and Web development to display information that is accurate, accessible to a general audience, and consistent with NSSE's support of responsible public reporting.

nsse.iub.edu/links/website_displays

Using NSSE to Assess and Improve Undergraduate Education: Lessons from the Field 2009

This repository of practical ideas for NSSE institutions to enhance assessment and improvement initiatives features several in-depth as well as shorter descriptions of the approaches a number of institutions have taken to move from data to action. A new report is scheduled to be released late in 2011 and will be available for download from the NSSE Web site.

nsse.iub.edu/links/lessons

Searchable Database for Using NSSE Data

Examples of how campuses use their NSSE, FSSE, and BCSE results to improve undergraduate education are now in a searchable database. The redesigned interface allows users to

limit their searches by additional criteria, including Carnegie Classification and regional accrediting organization.

nsse.iub.edu/html/using_nsse_db

NSSE and the Voluntary System of Accountability (VSA)

The NSSE Web site contains resource pages that describe how NSSE results can be featured in the Student Experiences and Perceptions section in the VSA College Portrait, including syntax to populate the College Portrait template.

nsse.iub.edu/html/vsa.cfm

Research Initiatives

NSSE Learning to Improve Project—Spencer Foundation Grant Update

In *Annual Results 2009*, we reported very encouraging findings about institutions that have shown real gains in student engagement across a wide range of institution types—public and private; small, medium-sized, and large; and from all Carnegie types.

In January 2010, we began work on a Spencer Foundation-funded project, *Learning to Improve: A Study of Evidence-Based Improvement in Higher Education*, by identifying a set of institutions that had achieved significant positive improvement in a variety of NSSE measures over time. About 130 institutions were invited to participate in the study, and 64 institutions submitted responses to a questionnaire and were also interviewed about their improvement efforts. A small subset of institutions has been selected for in-depth case study research. Site visits with teams consisting of NSSE staff and independent researchers are planned for fall 2011.

Preliminary results were shared at the Association of American Colleges and Universities annual meeting in January 2011 and the annual meeting of the American Educational Research Association in April 2011.

The study will document “what works” in institutional change and the development of a culture of institutional improvement, and will contribute to current research, policy-making, and national discussions regarding the role of assessment in educational reform.

nsse.iub.edu/learningtoimprove

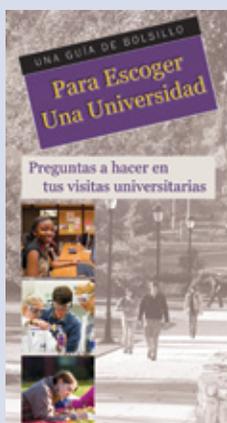
Center of Inquiry in the Liberal Arts (CILA) at Wabash College

NSSE continues its collaborations with CILA and arranged a licensing agreement for NSSE to be used with the 2011 cohort of the Wabash National Study of Liberal Arts Education (WNSLAE), a longitudinal project to assess liberal arts outcomes. The project aims to explore not only whether and how much students develop because of their collegiate experiences, but also why and how this development takes place.

www.liberalarts.wabash.edu

Spanish Version of NSSE's *A Pocket Guide to Choosing a College*

The college exploration process is complex, and choosing a college can be difficult. Too often, students and their families are challenged to obtain accessible and useful information. The recently released Spanish-language version of the National Survey of Student Engagement's (NSSE) *A Pocket Guide to Choosing a College—Una Guía de Bolsillo Para Escoger una Universidad: Preguntas a hacer en tus visitas universitarias*—expands access to Spanish-speaking families and includes important questions that students and parents should consider as they visit colleges and universities or explore them online.



To obtain free copies of the pocket guide, high schools, colleges, and non-profit education organizations can contact NSSE.

Looking Ahead

This has been another busy year at NSSE. We saw our second largest number of participating institutions, invited more students to respond than ever, and continued to seek ways to add value to NSSE, FSSE, and BCSSE participation through expanding our Webinar offerings and creating new reports and services. Most of all, we've been working on the next generation of the NSSE survey instrument. In this section we look at what's on the horizon for NSSE and its related projects.

Updated NSSE Survey Coming in 2013

After nearly three years of deliberate and focused “NSSE 2.0” development work, we are closing in on our goal of a substantially revised version of the survey that will launch in 2013. In June 2012, following a second iteration of pilot testing, we will unveil the new survey. As mentioned in the Director's Message (p. 6), we have already accomplished a great deal, including a first pilot administration and student focus groups and cognitive interviews across select campuses to assess students' understanding of the new content. NSSE's research team has been carefully analyzing pilot results, as well.

NSSE 2.0 will maintain NSSE's signature focus on providing diagnostic and actionable information about effective educational practice, while incorporating what we have learned from more than a decade of research and experience with NSSE. We are excited about the potential of the changes to add value by both improving on existing content and illuminating other important features of the educational experience and student engagement.

The survey is being updated with four goals in mind:

1. Refine existing measures and scales, including NSSE benchmarks;
2. Develop new measures related to effective teaching and learning;
3. Improve the clarity and applicability of survey language; and
4. Update terminology to reflect current educational contexts, such as the growing number of online students.

Because we have yet to complete our second pilot, the 2013 survey has not been finalized. Many items will remain unchanged, but a good number will be modified, some will be added, and some will be deleted in the interest of maintaining a survey of reasonable length. Some of these changes will limit the longitudinal comparability of NSSE benchmarks and substantially modified items. We encourage institutions to consider the implications of these changes for their campus assessment plans. We will continue to actively solicit ideas from institutional users, our technical advisors, and NSSE's National Advisory Board.

Some may ask, “Why change a successful survey?” The short answer is that after a decade in the field, we know more about what matters to student success and institutional improvement efforts. We also know more about the NSSE survey itself. Higher education is also changing, with increasing demands for assessment results and a greater emphasis on using data to improve the quality of undergraduate education. The updated survey will respond to these developments and ensure that institutions have the best available information regarding student engagement.

An updated NSSE has implications for its companion surveys, FSSE and BCSSE. These projects have been testing new items and will incorporate their own changes in the coming years.

We welcome ideas, comments, and questions about our development work. Contact us by e-mail (nsse2013@indiana.edu) or phone (812-856-5824). Visit the NSSE 2.0 Web page for additional details and updates.

nsse.iub.edu/nsse2013

Understanding Institutional Improvement

Understanding how colleges and universities achieve positive change in undergraduate education and what role assessment results play in these efforts is important to advancing systematic improvement in higher education. Through the Spencer Foundation-funded project *Learning to Improve: A Study of Evidence-Based Improvement in Higher Education*, we have collected narrative descriptions of successful improvement efforts from a diverse group of 64 colleges and universities. After analyzing these responses, we selected a subset for intensive case study analysis and will be conducting site visits with eight institutions in fall 2011. Findings will advance our understanding of how colleges and universities effect positive change in undergraduate teaching and learning.

nsse.iub.edu/learningtoimprove

We remain committed to our mission of providing actionable data that can be used to promote student success in college and advance the national conversation about quality in undergraduate education.

“Colleges and universities derive enormous internal value from participating in NSSE; of equal importance is the reassurance to their external publics that a commitment to undergraduate education and its improvement is a high priority.”

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

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

Online Resources

Summary Tables

Access basic tables of annual survey responses and benchmarks by student and institution characteristics.

nsse.iub.edu/links/summary_tables

NSSE Custom Report Builder

Interactive tool that allows institutions to generate individualized reports using any combination of student and institutional characteristics from the two most recent years of NSSE results.

nsse.iub.edu/links/report_builder

Psychometric Portfolio

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

nsse.iub.edu/links/psychometric_portfolio

Participating Institutions Search

Search tool to generate lists of institution participation for selected years and surveys (NSSE, FSSE, BCSSE, LSSSE), or to identify the participation history of a specific institution.

nsse.iub.edu/html/participants.cfm

Webinars

Live and recorded Webinars for faculty, administrators, institutional researchers, and student affairs professionals who want to better use and understand their results.

nsse.iub.edu/webinars

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

Each benchmark summarizes students' responses on a set of related survey questions. They were created as a way to concisely distill important aspects of the student experience inside and outside of the classroom. To facilitate comparisons over time, as well as between individual institutions or groups of institutions, each benchmark is expressed on a 100-point scale. Benchmarks were computed by scoring responses to each component question from zero to 100, then taking the average. Thus a benchmark score of zero would mean that every student chose the lowest response option for every item in the benchmark, while 100 would mean that every student chose the highest response to every item. Although benchmarks are reported on a zero to 100 scale, they are not percentages.

Pages 33 through 42 show percentile distributions of student benchmark scores as well as frequency distributions of the survey items that make up each benchmark. These statistics are presented separately by class level for each of the Carnegie 2010 Basic Classification groups and for the entire U.S. NSSE 2011 cohort of colleges and universities. Also included are aggregated results for institutions that scored in the top 10% of all U.S. NSSE 2011 institutions¹ on the benchmark. The pattern of responses among these "Top 10%" institutions sets a high bar for colleges and universities aspiring to be among the top performers on a particular benchmark. However, the distributions show that even at these high-performing institutions, about one-quarter of students are no more engaged than the typical student at all U.S. NSSE 2011 institutions.

Sample

These results are based on responses from 186,515 first-year and 230,438 senior students who were randomly sampled or census-administered from 667 and 673 baccalaureate degree-granting colleges and universities in the US, respectively.²

Weighting

Percentile distributions and frequency tables are weighted by gender and enrollment status (full-time or less than full-time). In addition, to compensate for different sampling and response rates

across institutions of varying size, cases are weighted so that the number of respondents at an institution represents that institution's share of total enrollment across all participating U.S. institutions.



University of Windsor

"NSSE results, linked as they are to important outcomes and benchmarked against other institutions' data, provide college and university faculty and leaders with invaluable guidance on where to invest time, effort, and resources to improve student learning and other critical outcomes the nation expects from its higher education institutions."

—Daniel F. Sullivan, President Emeritus,
St. Lawrence University

Interpreting Scores

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

As in previous years, students attending smaller undergraduate colleges with a focus on arts and sciences have higher median scores. However, many institutions are an exception to the general principle that “smaller is better” in terms of student engagement. For this reason, anyone wishing to estimate collegiate quality should examine institution-specific results.

Percentile Distributions³

Percentile distributions are shown in a modified “box and whiskers” chart with an accompanying table. For each institutional type, the charts and tables show students’ scores within the distribution at the 95th, 75th, 50th, 25th, and 5th percentiles. The dot signifies the median—the middle score that

divides all students’ scores into two equal halves. The rectangular box shows the 25th to 75th percentile range, the middle 50% of all scores. The “whiskers” on top and bottom extend to the 95th and 5th percentiles, encompassing 90% of all scores while excluding outliers.

This type of information is richer than simple summary measures such as means or medians. One can readily discern the range and variation of student scores in each group as well as where the middle 50% of all scores falls. At the same time, one can see what scores are needed (i.e., 75th or 95th percentile) to be a top performer in the group.

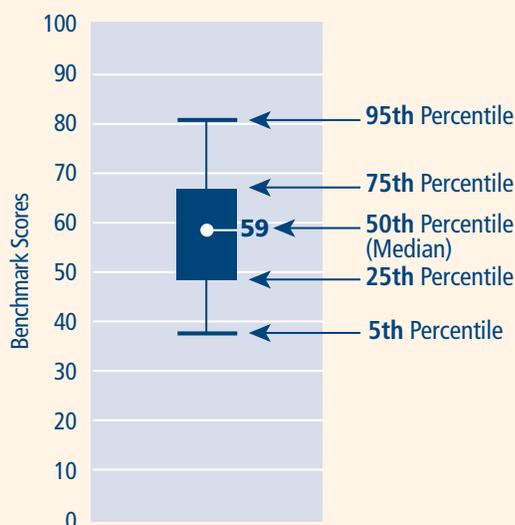
Frequency Tables

Following each set of percentile distributions is a table of frequencies based on 2011 data that shows how students responded to the items that make up the benchmark. The values listed are column percentages.

For more details on the construction of the benchmarks, visit our Web site.

nsse.iub.edu/links/institutional_reporting

Guide to Benchmark Figures



Carnegie 2010 Basic Classifications

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

classifications.carnegiefoundation.org

Notes

¹ To derive the top 10% categories, institutions were sorted according to their precision-weighted scores. Precision weighting adjusts less reliable scores toward the grand mean.

² The sample includes six upper-division institutions with no first-year students. Nine participating U.S. institutions were excluded from these data due to sampling or response issues.

³ A percentile is the score below which a given percentage of scores is found. For example, the 75th percentile is the score below which 75% of all scores fall.

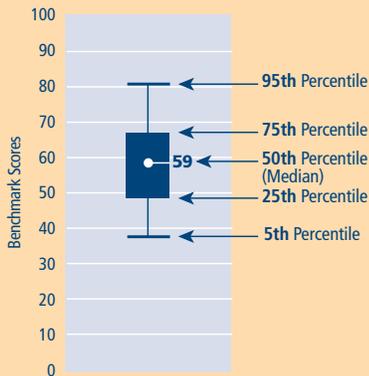
Level of Academic Challenge

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

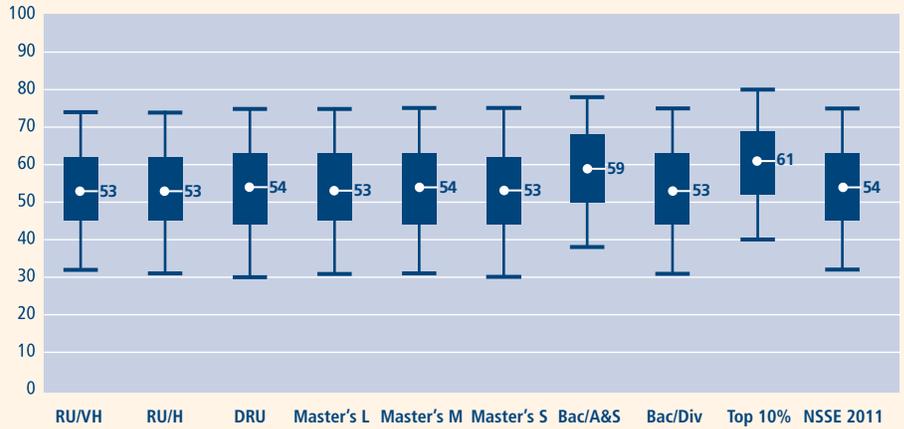
Key

- First-Year Students
- Seniors

Guide to Benchmark Figures



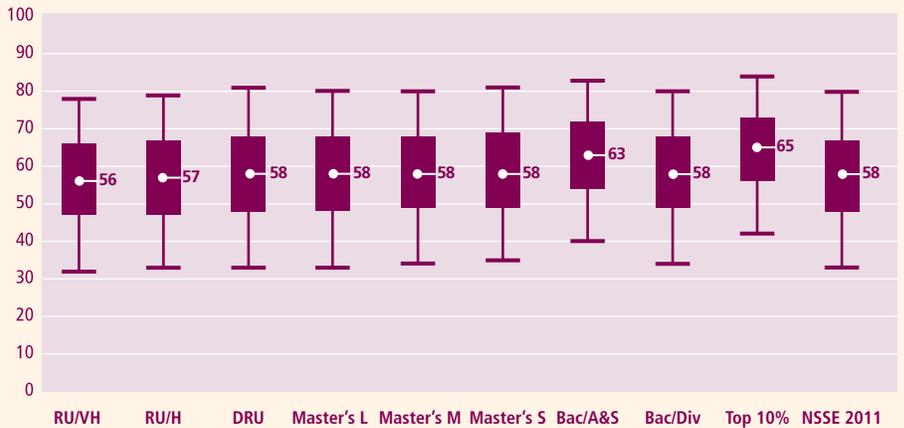
Benchmark Scores First-Year Students



Percentiles First-Year Students

	RU/VH	RU/H	DRU	Master's L	Master's M	Master's S	Bac/A&S	Bac/Div	Top 10%	NSSE 2011
95th	74	74	75	75	75	75	78	75	80	75
75th	62	62	63	63	63	62	68	63	69	63
Median	53	53	54	53	54	53	59	53	61	54
25th	45	45	44	45	44	44	50	44	52	45
5th	32	31	30	31	31	30	38	31	40	32

Benchmark Scores Seniors



Percentiles Seniors

	RU/VH	RU/H	DRU	Master's L	Master's M	Master's S	Bac/A&S	Bac/Div	Top 10%	NSSE 2011
95th	78	79	81	80	80	81	83	80	84	80
75th	66	67	68	68	68	69	72	68	73	67
Median	56	57	58	58	58	58	63	58	65	58
25th	47	47	48	48	49	49	54	49	56	48
5th	32	33	33	33	34	35	40	34	42	33

First-Year Students	Seniors	(in percentages)		RU/VH	RU/H	DRU	Master's L	Master's M	Master's S	Bac/A&S	Bac/Div	Top 10%	NSSE 2011				
Number of assigned textbooks, books, or book-length packs of course readings	None	1	2	1	1	1	2	1	1	1	2	0	1	1	1	1	
	Between 1 and 4	22	31	22	30	27	31	23	29	26	30	24	29	12	16	27	29
	Between 5 and 10	46	38	45	38	43	37	45	38	43	38	44	37	35	34	42	39
	Between 11 and 20	22	18	22	19	19	17	21	19	21	19	20	20	33	28	19	19
	More than 20	10	12	10	12	10	13	10	13	10	12	11	13	19	21	10	12
Number of written papers or reports of 20 PAGES OR MORE	None	85	55	83	53	77	50	82	50	80	51	80	47	83	36	80	51
	Between 1 and 4	11	37	12	38	15	39	12	40	13	40	13	43	13	56	13	40
	Between 5 and 10	2	5	3	6	4	6	3	6	3	6	4	7	2	6	4	6
	Between 11 and 20	1	1	1	2	2	2	2	2	2	2	2	2	1	1	2	1
	More than 20	1	1	1	1	1	2	1	2	1	1	1	2	1	1	1	2
Number of written papers or reports BETWEEN 5 AND 19 PAGES	None	18	12	15	12	17	10	16	9	17	9	15	8	8	4	18	10
	Between 1 and 4	56	47	55	45	53	45	55	44	55	45	55	44	51	33	55	46
	Between 5 and 10	21	29	23	29	22	29	22	31	22	31	24	33	32	41	22	31
	Between 11 and 20	4	9	5	10	6	11	5	11	5	12	5	11	8	16	5	10
	More than 20	1	4	1	4	1	5	1	5	1	4	1	4	1	5	1	4
Number of written papers or reports of FEWER THAN 5 PAGES	None	3	6	4	6	4	7	3	6	4	6	3	5	2	4	3	7
	Between 1 and 4	38	35	35	35	37	36	34	35	32	34	35	33	24	27	34	34
	Between 5 and 10	34	29	33	27	33	26	34	28	34	28	34	27	37	30	34	26
	Between 11 and 20	17	17	19	17	17	17	19	17	19	18	18	19	25	22	19	18
	More than 20	8	13	10	14	10	15	10	14	11	15	10	15	13	16	10	16
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	2	1	2	1	2	1	2	1	2	1	1	1	3	1
	Some	16	12	16	13	17	12	18	13	18	11	18	13	11	8	19	12
	Quite a bit	44	40	44	40	43	39	44	41	43	41	45	40	40	36	44	42
	Very much	39	46	38	46	38	47	36	45	37	46	35	46	48	56	35	45
Coursework emphasized: SYNTHESIZING and organizing ideas, information, or experiences into new, more complex interpretations and relationships	Very little	4	4	4	4	5	3	4	3	5	3	4	3	3	2	4	3
	Some	26	21	26	21	25	19	26	20	27	19	27	18	18	13	27	20
	Quite a bit	42	39	42	39	40	40	42	40	40	41	43	41	41	37	42	41
	Very much	29	36	28	36	30	38	28	37	29	38	26	38	38	49	27	36
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	5	5	5	4	5	4	5	4	4	4	3	3	5	4
	Some	27	23	25	23	23	20	24	21	25	19	26	19	20	17	24	20
	Quite a bit	41	38	41	38	40	38	42	39	41	40	42	40	43	39	41	39
	Very much	26	32	28	34	32	38	29	36	30	37	28	37	34	42	30	37
Coursework emphasized: APPLYING theories or concepts to practical problems or in new situations	Very little	4	3	4	3	4	2	4	3	4	2	3	2	3	2	4	2
	Some	20	17	21	16	21	15	21	15	21	14	21	14	19	13	20	15
	Quite a bit	38	34	39	35	37	34	40	36	38	36	40	36	38	35	40	36
	Very much	39	45	37	46	37	48	35	46	37	48	35	48	41	50	36	47
Worked harder than you thought you could to meet an instructor's standards or expectations	Never	8	8	8	7	6	5	6	5	6	5	6	5	5	5	5	5
	Sometimes	37	36	36	34	32	29	32	32	33	31	33	30	31	32	32	29
	Often	38	37	38	39	40	40	41	40	41	40	41	40	41	39	41	40
	Very often	17	19	18	21	22	26	21	24	20	24	20	25	22	24	22	26
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	1	0	0	0	0	0	0	0	0	0	1	0
	1-5	10	13	13	14	17	16	16	15	16	15	17	14	8	9	18	15
	6-10	21	22	24	24	27	26	25	25	26	25	26	23	18	18	26	25
	11-15	23	20	22	20	21	20	22	20	23	20	22	20	21	21	22	20
	16-20	20	18	18	17	17	15	17	17	16	16	16	16	21	20	16	17
	21-25	13	11	11	11	8	10	10	10	10	10	9	11	15	14	9	10
	26-30	7	7	6	6	4	6	5	6	5	6	5	6	9	9	5	6
More than 30	7	9	6	8	5	7	5	7	4	7	4	9	8	10	5	8	
Institutional emphasis: Spending significant amounts of time studying and on academic work	Very little	1	2	2	2	2	3	2	2	2	2	2	2	1	1	2	2
	Some	14	17	15	17	17	17	16	16	16	16	16	17	10	10	16	15
	Quite a bit	45	44	46	43	45	44	46	45	46	46	47	44	41	39	44	44
	Very much	39	37	37	37	36	36	36	37	36	36	35	36	48	49	38	39

Active and Collaborative Learning

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

Key

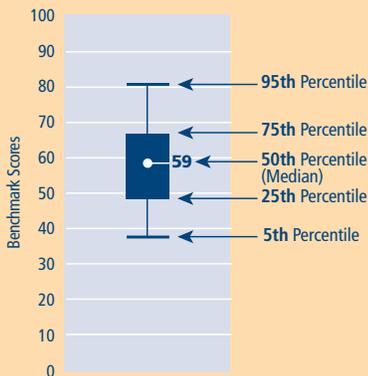


First-Year Students

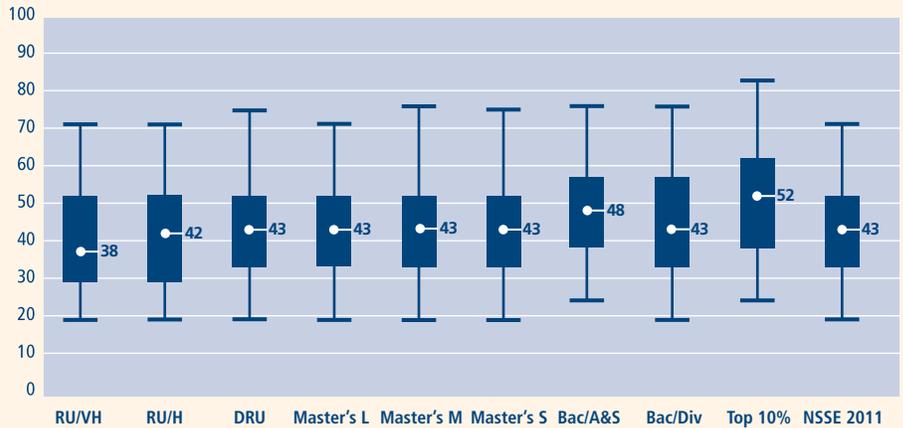


Seniors

Guide to Benchmark Figures



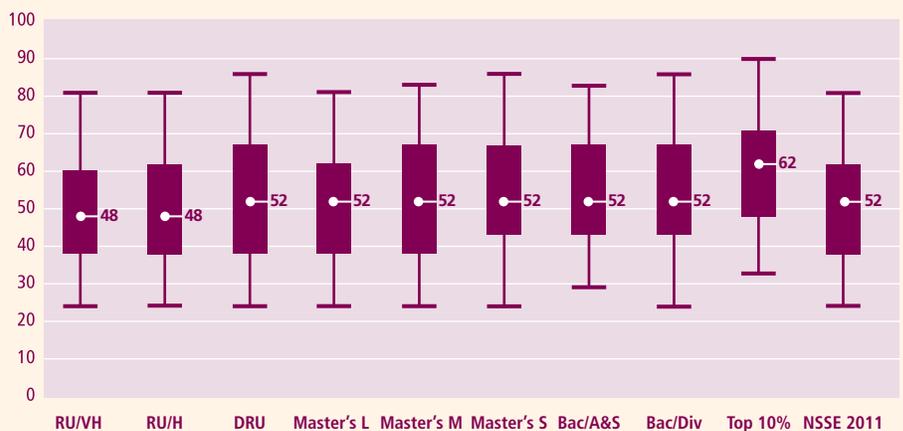
Benchmark Scores First-Year Students



Percentiles First-Year Students

	RU/VH	RU/H	DRU	Master's L	Master's M	Master's S	Bac/A&S	Bac/Div	Top 10%	NSSE 2011
95th	71	71	75	71	76	75	76	76	83	71
75th	52	52	52	52	52	52	57	57	62	52
Median	38	42	43	43	43	43	48	43	52	43
25th	29	29	33	33	33	33	38	33	38	33
5th	19	19	19	19	19	19	24	19	24	19

Benchmark Scores Seniors



Percentiles Seniors

	RU/VH	RU/H	DRU	Master's L	Master's M	Master's S	Bac/A&S	Bac/Div	Top 10%	NSSE 2011
95th	81	81	86	81	83	86	83	86	90	81
75th	60	62	67	62	67	67	67	67	71	62
Median	48	48	52	52	52	52	52	52	62	52
25th	38	38	38	38	38	43	43	43	48	38
5th	24	24	24	24	24	24	29	24	33	24

First-Year Students	Seniors	(in percentages)																			
		RU/VH		RU/H		DRU		Master's L		Master's M		Master's S		Bac/A&S		Bac/Div		Top 10%		NSSE 2011	
Asked questions in class or contributed to class discussions	Never	6	4	5	3	3	1	3	2	3	2	3	2	1	1	3	1	1	1	4	2
	Sometimes	45	34	40	28	33	22	35	25	32	19	35	21	25	17	31	19	24	18	36	26
	Often	32	31	34	32	35	32	35	31	37	31	36	32	36	29	36	32	36	31	34	31
	Very often	17	31	22	38	29	45	27	42	28	48	26	45	38	53	30	49	38	50	25	40
Made a class presentation	Never	22	9	18	7	16	8	14	6	13	7	12	6	9	2	11	5	5	3	16	7
	Sometimes	55	43	54	37	48	28	49	30	49	28	50	26	56	31	48	28	39	19	51	34
	Often	18	32	22	34	27	36	27	37	28	37	27	38	27	43	30	38	36	38	25	35
	Very often	5	17	7	22	10	28	10	27	10	28	10	30	8	25	11	29	20	41	9	24
Worked with other students on projects DURING CLASS	Never	16	14	14	12	15	11	13	9	12	12	10	10	13	12	11	10	8	6	13	11
	Sometimes	44	43	43	40	40	35	41	38	40	36	41	37	45	47	40	37	36	32	42	39
	Often	30	28	31	30	32	33	33	33	34	33	37	33	31	28	35	33	37	34	32	31
	Very often	11	15	12	17	13	21	13	20	13	19	13	20	11	12	14	20	19	27	12	18
Worked with classmates OUTSIDE OF CLASS to prepare class assignments	Never	12	7	14	8	19	10	16	8	15	12	13	10	7	4	14	9	7	4	14	8
	Sometimes	42	31	42	32	39	31	41	32	41	32	41	29	38	31	38	31	33	23	41	32
	Often	32	33	31	33	29	32	30	34	30	33	33	35	38	39	31	35	37	37	31	34
	Very often	14	29	14	27	14	27	13	26	14	24	14	26	17	26	16	25	23	36	14	27
Tutored or taught other students (paid or voluntary)	Never	46	43	51	45	55	47	56	47	56	49	53	45	44	33	53	43	43	35	52	45
	Sometimes	35	35	33	33	30	32	30	32	30	31	31	33	36	37	31	34	34	35	32	33
	Often	13	13	11	13	10	12	10	12	9	11	11	12	14	16	11	13	15	16	11	12
	Very often	5	9	5	10	5	9	4	9	4	10	5	11	6	15	6	11	9	14	5	10
Participated in a community-based project (e.g., service-learning) as part of a regular course	Never	63	58	59	54	57	49	62	51	58	48	56	44	57	47	57	47	43	32	60	52
	Sometimes	23	27	27	28	26	31	25	30	26	31	29	32	27	33	27	32	31	35	25	30
	Often	10	9	10	11	11	13	9	12	11	13	10	14	11	12	10	14	17	19	10	11
	Very often	4	6	4	7	5	8	4	7	5	8	5	10	5	7	5	8	9	13	4	7
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	Never	6	4	6	4	7	4	7	4	7	4	6	4	4	2	7	4	6	3	7	4
	Sometimes	37	32	35	30	32	30	35	31	33	30	35	30	29	25	33	30	30	26	34	30
	Often	36	36	36	37	35	35	35	36	35	37	36	38	38	38	36	37	36	37	36	37
	Very often	21	27	23	29	25	31	23	29	24	28	22	29	29	35	25	30	28	34	23	29

“We’ve used our NSSE results to help guide several major initiatives to improve student engagement in the freshmen year and to use active learning activities to help students develop critical thinking and real-world problem-solving skills.”

—Jack Armistead, Provost and Vice President for Academic Affairs, Tennessee Tech University

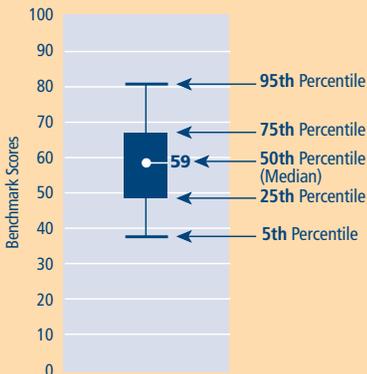
Student-Faculty Interaction

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

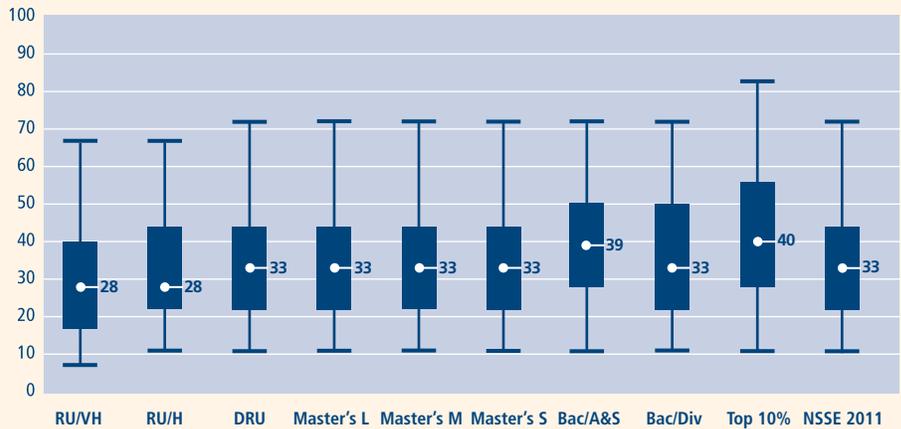
Key

- First-Year Students
- Seniors

Guide to Benchmark Figures



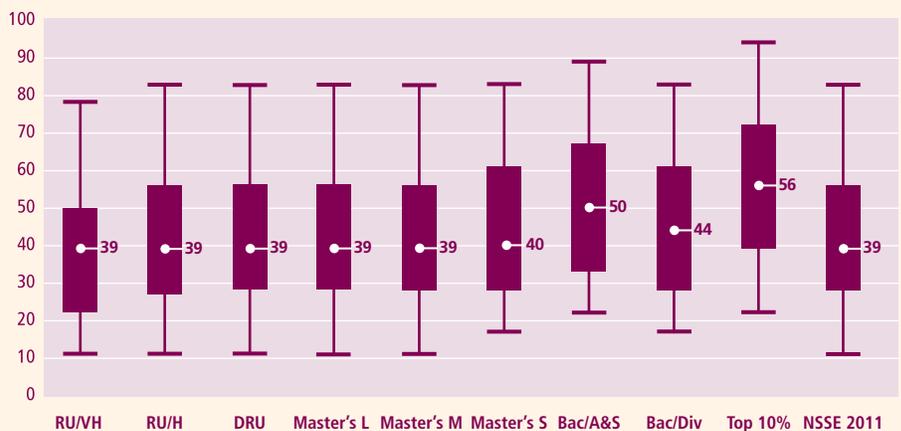
Benchmark Scores First-Year Students



Percentiles First-Year Students

	RU/VH	RU/H	DRU	Master's L	Master's M	Master's S	Bac/A&S	Bac/Div	Top 10%	NSSE 2011
95th	67	67	72	72	72	72	72	72	83	72
75th	40	44	44	44	44	44	50	50	56	44
Median	28	28	33	33	33	33	39	33	40	33
25th	17	22	22	22	22	22	28	22	28	22
5th	7	11	11	11	11	11	11	11	11	11

Benchmark Scores Seniors



Percentiles Seniors

	RU/VH	RU/H	DRU	Master's L	Master's M	Master's S	Bac/A&S	Bac/Div	Top 10%	NSSE 2011
95th	78	83	83	83	83	83	89	83	94	83
75th	50	56	56	56	56	61	67	61	72	56
Median	39	39	39	39	39	40	50	44	56	39
25th	22	27	28	28	28	28	33	28	39	28
5th	11	11	11	11	11	17	22	17	22	11

First-Year Students	Seniors (in percentages)	RU/VH	RU/H	DRU	Master's L	Master's M	Master's S	Bac/A&S	Bac/Div	Top 10%	NSSE 2011
Discussed grades or assignments with an instructor	Never	11 7	9 5	8 4	8 5	8 4	7 3	5 3	6 3	4 2	8 5
	Sometimes	45 41	42 37	39 33	40 35	38 33	40 32	36 31	36 30	29 23	40 36
	Often	29 31	31 32	31 33	32 33	33 34	33 35	35 35	34 35	35 34	32 33
	Very often	15 22	18 26	22 30	20 28	22 29	21 30	24 31	24 32	33 41	20 27
Discussed ideas from your readings or classes with faculty members outside of class	Never	46 34	43 31	43 30	43 30	41 31	38 26	28 15	38 26	29 13	42 30
	Sometimes	36 43	36 43	35 40	36 42	37 40	38 41	44 45	38 41	36 41	37 42
	Often	13 15	14 16	14 18	14 18	15 18	16 21	19 25	17 20	21 26	15 18
	Very often	5 8	6 10	8 11	7 10	7 10	8 12	9 16	8 12	14 20	7 10
Talked about career plans with a faculty member or advisor	Never	24 20	25 19	24 18	25 19	22 18	21 14	20 8	21 15	17 7	24 18
	Sometimes	46 44	44 42	42 39	44 40	43 38	45 39	45 35	43 37	36 29	44 41
	Often	21 22	21 24	23 25	21 25	23 26	22 27	23 30	24 27	28 31	21 24
	Very often	9 14	10 15	12 18	10 17	12 18	12 20	12 27	13 21	20 33	10 17
Received prompt written or oral feedback from faculty on your academic performance	Never	9 7	8 6	8 5	7 5	7 4	6 4	3 2	8 4	7 2	7 5
	Sometimes	40 36	36 32	33 28	33 30	35 27	35 28	26 21	32 27	27 20	35 30
	Often	38 41	39 43	38 43	40 44	39 45	41 45	45 49	41 44	40 45	40 43
	Very often	13 16	16 19	21 25	20 22	18 24	19 24	25 29	19 25	26 33	18 21
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	Never	60 50	58 49	58 49	58 49	57 49	51 43	46 28	52 43	40 24	57 48
	Sometimes	26 30	26 30	25 28	26 29	26 28	30 31	34 37	29 30	31 34	27 30
	Often	10 13	11 13	12 14	11 14	12 14	13 15	14 20	13 16	18 23	11 14
	Very often	4 8	5 8	6 10	5 9	5 9	5 11	6 14	6 11	11 19	5 9
Work on a research project with a faculty member outside of course or program requirements	Have not decided	35 15	38 18	35 19	39 20	39 18	37 17	37 10	37 19	31 12	37 18
	Do not plan to do	18 47	20 47	24 48	24 49	25 52	23 50	14 47	25 49	16 38	22 48
	Plan to do	42 14	37 16	36 15	32 15	31 13	34 14	44 9	32 14	44 15	36 15
	Done	5 24	5 20	6 18	5 16	5 17	5 19	5 33	6 18	9 35	5 20

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

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

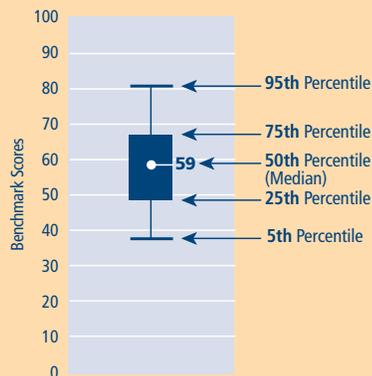
Enriching Educational Experiences

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

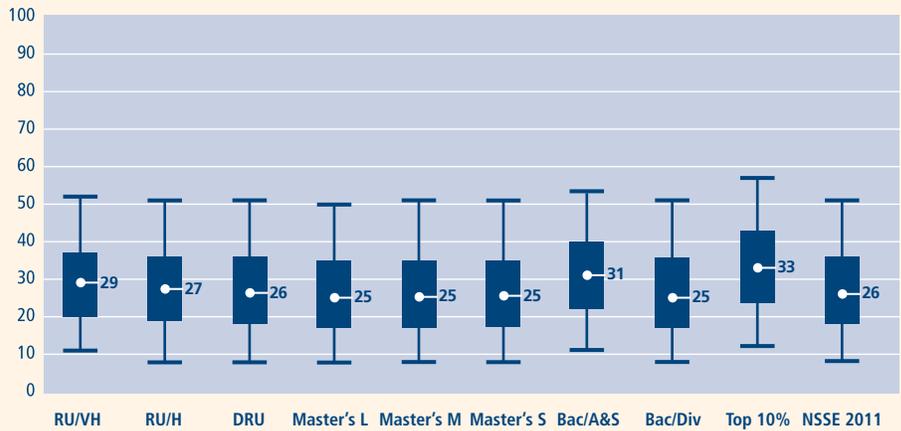
Key

- First-Year Students
- Seniors

Guide to Benchmark Figures



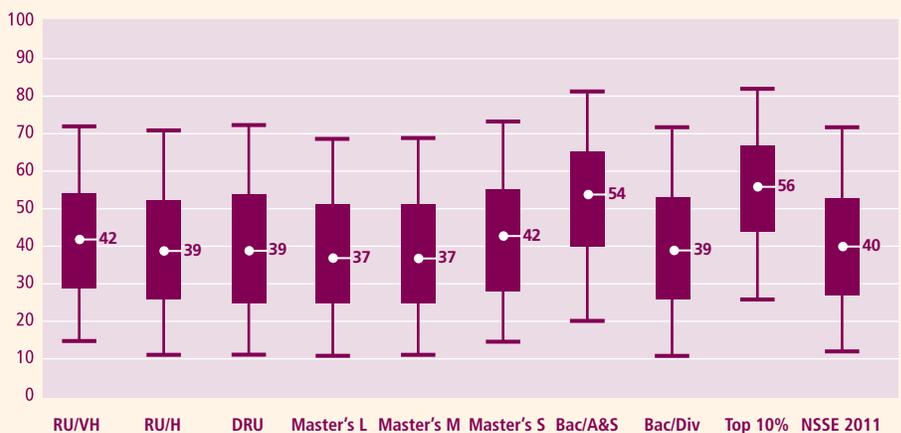
Benchmark Scores First-Year Students



Percentiles First-Year Students

	RU/VH	RU/H	DRU	Master's L	Master's M	Master's S	Bac/A&S	Bac/Div	Top 10%	NSSE 2011
95th	52	51	51	50	51	51	53	51	57	51
75th	37	36	36	35	35	35	40	35	43	36
Median	29	27	26	25	25	25	31	25	33	26
25th	20	19	18	17	17	17	22	17	24	18
5th	11	8	8	8	8	8	11	8	12	8

Benchmark Scores Seniors



Percentiles Seniors

	RU/VH	RU/H	DRU	Master's L	Master's M	Master's S	Bac/A&S	Bac/Div	Top 10%	NSSE 2011
95th	72	71	72	69	69	73	81	72	82	72
75th	54	52	53	51	51	55	65	53	67	53
Median	42	39	39	37	37	42	54	39	56	40
25th	29	26	25	25	25	28	40	26	44	27
5th	14	11	11	11	11	14	20	11	26	12

First-Year Students	Seniors	(in percentages)																			
		RU/VH		RU/H		DRU		Master's L		Master's M		Master's S		Bac/A&S		Bac/Div		Top 10%		NSSE 2011	
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	Never	11	9	14	12	16	12	15	12	15	12	13	12	8	6	16	13	9	6	14	11
	Sometimes	32	32	33	34	31	32	33	34	33	36	33	33	29	31	33	35	28	32	32	33
	Often	30	30	28	28	28	28	28	29	28	29	29	30	30	31	27	28	30	30	28	29
	Very often	28	29	25	26	25	28	24	26	23	23	24	25	33	33	25	24	33	32	26	27
Had serious conversations with students of a different race or ethnicity than your own	Never	13	11	16	13	18	13	18	13	21	16	16	14	11	9	19	15	11	9	16	13
	Sometimes	31	31	33	33	30	30	32	33	34	36	34	34	30	32	32	35	29	34	32	32
	Often	28	29	27	28	26	28	27	28	25	26	26	28	28	27	26	26	29	26	27	28
	Very often	27	29	25	26	26	28	24	27	21	22	25	25	31	32	24	24	31	31	25	27
Institutional emphasis: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Very little	11	18	12	18	12	15	12	16	13	15	11	14	9	12	12	15	11	14	12	16
	Some	29	34	30	33	28	31	28	32	31	32	29	32	25	31	28	31	27	32	29	32
	Quite a bit	34	29	33	29	33	30	33	31	32	31	35	30	33	31	33	30	33	30	33	30
	Very much	26	19	25	19	27	24	26	22	24	22	26	24	33	26	27	24	30	24	26	21
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	30	39	39	47	48	53	46	53	46	55	40	49	21	20	46	51	24	16	40	47
	1-5	35	31	31	27	27	25	28	25	27	24	29	26	33	31	26	26	33	34	30	27
	6-10	17	14	14	12	12	10	12	10	11	9	13	10	18	19	11	10	19	20	14	11
	11-15	9	7	7	6	6	5	6	5	7	5	7	6	12	11	7	5	11	12	7	6
	16-20	5	4	4	4	3	3	4	3	4	3	5	4	8	8	5	4	6	7	4	4
	21-25	2	2	2	2	2	2	2	2	2	2	3	2	4	4	2	2	3	4	2	2
	26-30	1	1	1	1	1	1	1	1	1	1	1	1	2	2	1	1	1	2	1	1
	More than 30	2	2	2	2	2	2	2	2	2	2	2	2	2	4	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	9	14	10	16	10	15	10	17	10	17	9	16	12	18	9	11	9	15	10
	Sometimes	30	27	30	27	29	25	30	27	30	26	30	26	30	30	29	26	27	29	30	27
	Often	29	29	29	28	27	27	28	28	28	27	29	27	29	27	27	28	30	29	28	28
	Very often	30	36	27	36	29	38	26	36	26	37	24	38	26	31	26	37	32	33	27	36
Practicum, internship, field experience, co-op experience, or clinical assignment	Have not decided	10	7	12	8	14	10	15	9	15	9	14	7	11	6	14	8	8	4	13	8
	Do not plan to do	3	15	4	15	5	16	5	15	6	18	4	13	3	15	5	13	2	11	4	15
	Plan to do	80	25	78	28	73	28	73	29	71	25	74	25	78	13	73	26	81	10	76	27
	Done	7	52	6	49	8	46	6	47	8	48	8	54	7	66	8	53	9	76	7	50
Community service or volunteer work	Have not decided	10	8	12	9	12	9	14	10	13	10	13	9	10	5	13	10	7	4	12	9
	Do not plan to do	5	14	6	16	6	14	7	15	7	14	6	14	4	11	7	13	3	10	6	15
	Plan to do	44	14	43	17	42	18	43	19	42	18	45	16	41	9	42	18	36	7	43	17
	Done	41	65	39	58	40	59	36	56	39	58	37	61	45	74	38	60	54	78	39	60
Participate in a learning community or some other formal program where groups of students take two or more classes together	Have not decided	28	12	27	14	30	16	34	16	33	16	32	15	36	11	35	16	25	9	31	15
	Do not plan to do	28	54	26	50	23	45	23	46	22	47	21	46	23	53	22	44	24	53	24	49
	Plan to do	22	8	23	9	29	11	27	11	28	10	31	10	28	6	30	11	23	5	26	10
	Done	22	27	24	26	18	28	16	26	16	27	16	29	13	29	14	29	28	33	18	27
Foreign language coursework	Have not decided	16	6	19	9	21	10	22	11	20	11	19	9	12	4	21	11	14	3	19	9
	Do not plan to do	27	39	27	41	27	42	30	45	29	47	28	42	16	25	29	45	17	23	28	42
	Plan to do	31	7	34	9	35	11	33	11	33	9	36	10	35	5	34	10	34	4	33	9
	Done	25	48	20	41	17	37	16	34	17	33	17	40	37	66	16	34	35	70	20	40
Study abroad	Have not decided	27	11	29	13	28	15	30	15	30	14	29	14	22	6	30	15	23	4	29	13
	Do not plan to do	21	61	26	63	28	63	29	64	31	66	26	63	15	50	31	65	16	45	26	62
	Plan to do	50	10	42	10	40	11	38	10	36	9	41	9	61	6	35	9	58	5	43	10
	Done	3	18	3	14	4	11	3	11	3	12	3	14	2	38	4	11	3	45	3	15
Independent study or self-designed major	Have not decided	31	11	33	13	33	16	34	15	33	14	32	13	37	6	33	14	31	5	33	13
	Do not plan to do	52	66	48	62	41	58	45	60	44	59	43	57	41	57	41	55	48	61	46	61
	Plan to do	14	8	16	9	21	11	17	10	18	11	20	9	20	5	19	11	17	4	17	9
	Done	3	16	3	15	6	15	4	15	5	17	5	21	3	31	6	20	4	29	4	17
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	Have not decided	40	11	38	10	36	12	39	13	37	11	36	9	28	4	36	11	31	2	37	11
	Do not plan to do	12	31	12	22	11	20	12	23	12	19	11	18	5	14	12	16	8	12	11	23
	Plan to do	47	29	49	35	50	36	47	34	48	38	51	35	65	24	50	38	59	22	49	33
	Done	2	29	2	32	3	32	2	30	3	32	2	38	2	58	3	35	2	64	2	32

Supportive Campus Environment

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

Key

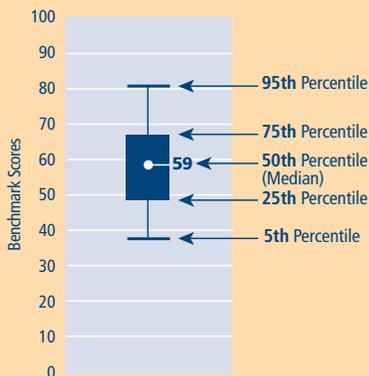


First-Year Students

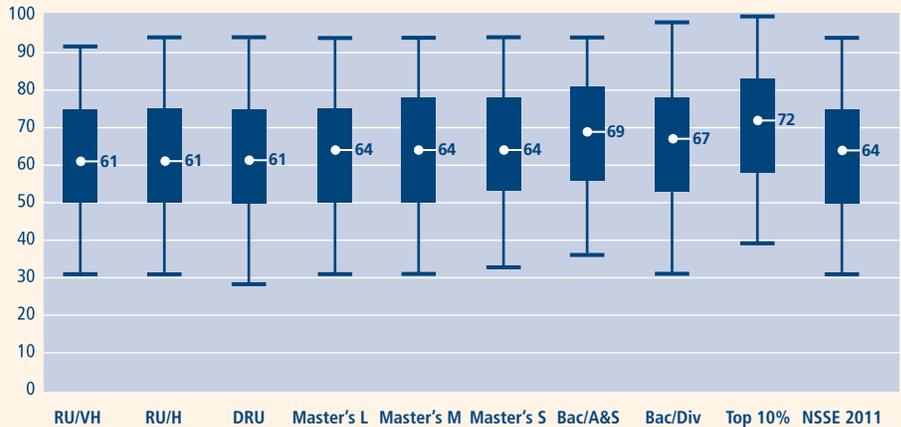


Seniors

Guide to Benchmark Figures



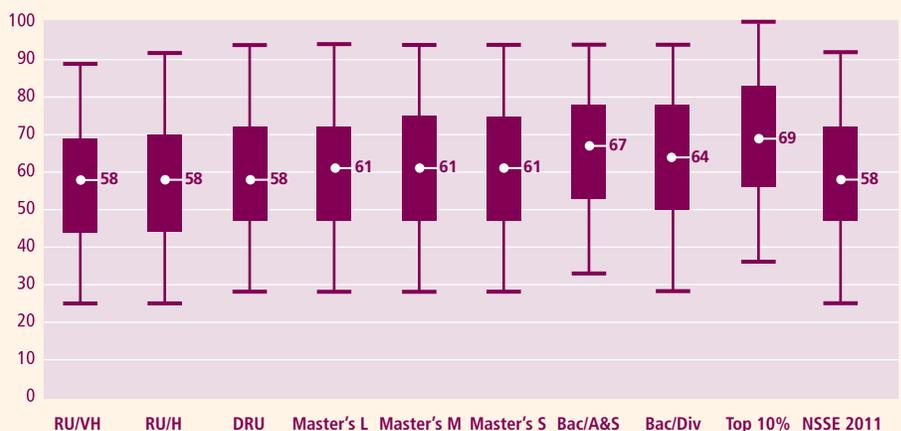
Benchmark Scores First-Year Students



Percentiles First-Year Students

	RU/VH	RU/H	DRU	Master's L	Master's M	Master's S	Bac/A&S	Bac/Div	Top 10%	NSSE 2011
95th	92	94	94	94	94	94	94	97	100	94
75th	75	75	75	75	78	78	81	78	83	75
Median	61	61	61	64	64	64	69	67	72	64
25th	50	50	50	50	50	53	56	53	58	50
5th	31	31	28	31	31	33	36	31	39	31

Benchmark Scores Seniors



Percentiles Seniors

	RU/VH	RU/H	DRU	Master's L	Master's M	Master's S	Bac/A&S	Bac/Div	Top 10%	NSSE 2011
95th	89	92	94	94	94	94	94	94	100	92
75th	69	70	72	72	75	75	78	78	83	72
Median	58	58	58	61	61	61	67	64	69	58
25th	44	44	47	47	47	47	53	50	56	47
5th	25	25	28	28	28	28	33	28	36	25

First-Year Students	Seniors	(in percentages)		RU/VH	RU/H	DRU	Master's L	Master's M	Master's S	Bac/A&S	Bac/Div	Top 10%	NSSE 2011								
Institutional emphasis: Providing the support you need to thrive socially	Very little	13	23	16	25	17	24	16	24	16	24	13	23	13	17	15	21	9	13	15	24
	Some	35	38	34	39	33	38	33	38	35	38	33	37	31	37	32	36	25	30	34	38
	Quite a bit	35	27	33	25	31	25	33	26	32	26	36	27	35	31	33	28	36	33	33	27
	Very much	17	11	17	11	18	12	18	12	18	12	18	13	20	15	20	15	29	23	18	12
Institutional emphasis: Providing the support you need to help you succeed academically	Very little	2	6	3	6	3	5	3	5	4	4	3	4	2	2	3	4	1	2	3	5
	Some	19	26	19	25	20	23	19	23	19	20	17	21	11	13	17	19	12	13	18	23
	Quite a bit	45	43	44	43	42	43	43	43	42	43	44	43	38	40	41	41	37	39	43	43
	Very much	34	25	34	26	35	30	35	29	35	32	36	32	50	45	39	36	51	45	36	29
Institutional emphasis: Helping you cope with your non-academic responsibilities (work, family, etc.)	Very little	24	39	25	39	26	37	24	36	25	34	21	32	17	24	23	31	13	21	24	36
	Some	40	37	37	35	35	34	36	35	36	36	35	37	36	40	34	35	32	36	36	36
	Quite a bit	25	17	26	17	25	19	26	20	25	20	30	20	30	24	27	22	32	26	26	19
	Very much	11	7	13	8	14	11	14	10	14	10	14	11	17	12	16	13	23	17	14	9
Quality: Your relationships with other students	Unfriendly, unsupportive, sense of alienation	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	2	2	2	3	2	3	2	3	2	2	2	2	2	2	2	2	2	1	1	2	2
	3	4	5	5	5	5	4	5	4	5	3	5	4	4	4	5	3	3	2	5	4
	4	12	11	12	11	14	11	12	11	12	10	12	11	9	8	12	9	9	7	12	10
	5	21	21	21	20	22	21	21	20	22	19	21	19	18	18	20	19	17	15	21	20
	6	33	32	31	31	28	31	30	31	30	32	31	32	33	33	29	32	32	30	31	32
	Friendly, supportive, sense of belonging	26	28	26	29	26	31	28	31	29	32	29	31	32	34	30	35	37	43	28	30
Quality: Your relationships with faculty members	Unavailable, unhelpful, unsympathetic	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1
	2	3	3	2	3	3	2	2	2	2	2	2	2	1	1	2	2	1	1	2	3
	3	7	6	7	5	6	5	6	5	5	4	5	3	3	2	5	4	4	2	6	5
	4	19	15	18	14	16	12	15	12	14	10	15	10	10	7	14	10	10	8	16	12
	5	30	26	27	24	25	22	25	22	24	21	25	20	22	18	23	18	20	18	26	23
	6	27	30	28	31	27	31	30	32	31	33	30	34	36	36	30	32	32	32	29	32
	Available, helpful, sympathetic	13	18	16	21	21	27	21	26	23	29	21	29	28	35	26	33	32	38	19	24
Quality: Your relationships with administrative personnel and offices	Unhelpful, inconsiderate, rigid	3	5	3	6	4	5	3	5	3	4	3	5	2	4	3	4	2	3	3	5
	2	6	8	5	8	6	8	5	7	5	6	5	7	3	7	5	6	3	4	5	8
	3	11	12	10	11	10	10	9	11	9	9	9	10	8	9	9	9	7	8	10	11
	4	25	22	23	21	21	19	21	20	19	19	22	18	19	19	20	18	16	16	22	20
	5	25	22	24	21	22	20	23	21	24	21	22	21	24	23	22	21	23	21	23	21
	6	20	19	21	19	20	20	21	20	22	22	23	22	26	21	22	22	26	23	21	20
	Helpful, considerate, flexible	11	12	14	14	17	18	17	17	18	20	16	17	18	16	20	20	24	25	16	16

Participating Colleges and Universities: 2000–2011

Alabama

Alabama A&M University²
Auburn University^{1,2}
Auburn University-Montgomery
Birmingham Southern College²
Faulkner University²
Huntingdon College
Jacksonville State University
Judson College^{1,2}
Miles College^{1,2}
Oakwood University
Samford University²
Southeastern Bible College
Spring Hill College
Stillman College
Troy State University-Montgomery Campus
Troy University
University of Alabama at Birmingham^{1,2}
University of Alabama in Huntsville
University of Alabama, The²
University of Mobile¹
University of Montevallo
University of North Alabama
University of South Alabama

Alaska

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

Arizona

Arizona State University²
Arizona State University at the Polytechnic Campus²
Arizona State University at the West Campus²
Embry Riddle Aeronautical University-Prescott
Northern Arizona University²
Prescott College¹
University of Advancing Technology
University of Arizona
University of Phoenix-Online Campus
University of Phoenix-Phoenix-Hohokam Campus
Western International University²

Arkansas

Arkansas State University²
Arkansas Tech University²
Central Baptist College
Ecclesia College
Henderson State University²
Hendrix College¹
John Brown University^{1,2}
Lyon College
Ouachita Baptist University
Philander Smith College
Southern Arkansas University²
University of Arkansas
University of Arkansas at Fort Smith^{1,2}
University of Arkansas at Little Rock²
University of Arkansas at Monticello
University of Arkansas at Pine Bluff
University of Central Arkansas
University of the Ozarks¹

California

Alliant International University
American Jewish University²
Art Center College of Design
California Baptist University²
California College of the Arts¹
California Lutheran University^{1,2}
California Maritime Academy¹
California Polytechnic State University-San Luis Obispo^{1,2}
California State Polytechnic University-Pomona
California State University-Bakersfield¹
California State University-Channel Islands¹
California State University-Chico²
California State University-Dominguez Hills²
California State University-East Bay¹
California State University-Fresno²

California State University-Fullerton
California State University-Long Beach²
California State University-Los Angeles
California State University-Monterey Bay
California State University-Northridge
California State University-Sacramento²
California State University-San Bernardino²
California State University-San Marcos
California State University-Stanislaus²
Chapman University
Claremont McKenna College
Concordia University²
Fresno Pacific University
Harvey Mudd College^{1,2}
Holy Names University
Hope International University
Humboldt State University
Humphreys College-Stockton and Modesto Campuses²
La Sierra University
Laguna College of Art and Design
Loyola Marymount University¹
Master's College and Seminary, The
Menlo College¹
Mills College²
Mount St. Mary's College
National University²
Notre Dame de Namur University²
Occidental College
Pacific Union College
Pepperdine University^{1,2}
Pitzer College²
Point Loma Nazarene University
Saint Mary's College of California²
San Diego Christian College
San Diego State University
San Francisco State University²
San Jose State University²
Santa Clara University²
Scripps College²
Sierra College
Simpson University
Sonoma State University²
Trident University International²
University of California-Berkeley
University of California-Davis
University of California-Merced¹
University of California-Santa Cruz
University of La Verne
University of Phoenix-Southern California Campus
University of Redlands
University of San Diego¹
University of San Francisco¹
University of the Pacific
Vanguard University of Southern California^{1,2}
Westmont College²
Whittier College^{1,2}
Woodbury University²

Colorado

Adams State College^{1,2}
Colorado College²
Colorado School of Mines
Colorado State University²
Colorado State University-Pueblo
Colorado Technical University-Colorado Springs
Colorado Technical University-Greenwood Village
Colorado Technical University-Online
Fort Lewis College^{1,2}
Johnson & Wales University-Denver
Mesa State College²
Metropolitan State College of Denver²
Naropa University
Nazarene Bible College
Regis University²
United States Air Force Academy²
University of Colorado at Boulder
University of Colorado at Colorado Springs²
University of Colorado Denver²

University of Denver^{1,2}
Western State College of Colorado

Connecticut

Central Connecticut State University
Charter Oak State College
Connecticut College²
Eastern Connecticut State University¹
Fairfield University
Lyme Academy College of Fine Arts¹
Mitchell College^{1,2}
Post University²
Quinnipiac University²
Sacred Heart University^{1,2}
Saint Joseph College
Southern Connecticut State University¹
University of Bridgeport
University of Connecticut²
University of Connecticut-Avery Point²
University of Connecticut-Stamford²
University of Connecticut-Tri-Campus²
University of Hartford
University of New Haven²
Western Connecticut State University^{1,2}

Delaware

Delaware State University²
Goldey-Beacom College
University of Delaware²
Wesley College²
Wilmington University^{1,2}

District of Columbia

American University
Catholic University of America
Corcoran College of Art and Design
Gallaudet University²
George Washington University²
Georgetown University
Howard University²
Southeastern University
Strayer University
Trinity Washington University²
University of the District of Columbia^{1,2}

Florida

American InterContinental University-South Florida
Ave Maria University
Barry University^{1,2}
Beacon College¹
Bethune Cookman University^{1,2}
Eckerd College
Edward Waters College^{1,2}
Embry Riddle Aeronautical University-Daytona Beach
Embry Riddle Aeronautical University-Worldwide
Flagler College^{1,2}
Florida Agricultural and Mechanical University²
Florida Atlantic University²
Florida Gulf Coast University²
Florida Hospital College of Health Sciences²
Florida Institute of Technology
Florida International University²
Florida Memorial University
Florida Southern College^{1,2}
Florida State University
Jacksonville University^{1,2}
Johnson & Wales University-Florida Campus
Lynn University²
New College of Florida²
Northwood University-Florida Education Center
Nova Southeastern University
Palm Beach Atlantic University-West Palm Beach²
Ringling College of Art and Design
Rollins College²
Saint John Vianney College Seminary²
Saint Leo University¹
Saint Thomas University
Southeastern University
Stetson University^{1,2}
University of Central Florida²

University of Florida
 University of Miami
 University of North Florida^{1 2}
 University of South Florida
 University of South Florida St. Petersburg
 University of Tampa, The²
 University of West Florida, The^{1 2}
 Warner University²

Georgia

Agnes Scott College²
 Albany State University¹
 American InterContinental University-Atlanta
 American InterContinental University-Buckhead
 Armstrong Atlantic State University¹
 Augusta State University
 Berry College²
 Brenau University
 Clark Atlanta University²
 Clayton State University^{1 2}
 Columbus State University²
 Covenant College²
 Dalton State College²
 Emory University
 Fort Valley State University¹
 Georgia College & State University²
 Georgia Gwinnett College^{1 2}
 Georgia Health Sciences University
 Georgia Institute of Technology
 Georgia Southern University²
 Georgia Southwestern State University²
 Georgia State University^{1 2}
 Kennesaw State University²
 LaGrange College^{1 2}
 Life University
 Macon State College¹
 Mercer University^{1 2}
 Morehouse College
 North Georgia College & State University^{1 2}
 Oglethorpe University^{1 2}
 Oxford College of Emory University²
 Paine College²
 Savannah College of Art and Design²
 Savannah State University²
 Shorter University^{1 2}
 Southern Catholic College
 Southern Polytechnic State University
 Spelman College
 Thomas University
 Truett-McConnell College
 University of Georgia^{1 2}
 University of Phoenix-Atlanta Campus
 University of West Georgia
 Valdosta State University²
 Wesleyan College²

Guam

University of Guam

Hawaii

Brigham Young University-Hawaii
 Chaminade University of Honolulu^{1 2}
 Hawai'i Pacific University
 University of Hawai'i at Hilo²
 University of Hawai'i at Manoa²
 University of Hawai'i-West O'ahu

Idaho

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

Illinois

American InterContinental University-Online
 Augustana College²
 Aurora University²
 Benedictine University²

Blackburn College²
 Bradley University²
 Chicago State University
 Columbia College Chicago²
 Concordia University¹
 DePaul University²
 Dominican University^{1 2}
 East-West University²
 Eastern Illinois University
 Elmhurst College²
 Eureka College²
 Greenville College
 Harrington College of Design
 Illinois College²
 Illinois Institute of Art-Chicago, The
 Illinois Institute of Technology
 Illinois State University^{1 2}
 Illinois Wesleyan University^{1 2}
 Judson University
 Knox College²
 Lake Forest College
 Lewis University¹
 Lincoln Christian University
 Loyola University Chicago
 MacMurray College
 McKendree University
 Millikin University^{1 2}
 Monmouth College²
 North Central College^{1 2}
 North Park University
 Northeastern Illinois University
 Northern Illinois University
 Northwestern University
 Olivet Nazarene University
 Quincy University^{1 2}
 Robert Morris University Illinois²
 Rockford College
 Roosevelt University²
 Saint Xavier University^{1 2}
 School of the Art Institute of Chicago
 Southern Illinois University Carbondale
 Southern Illinois University Edwardsville²
 Trinity Christian College²
 University of Illinois at Chicago
 University of Illinois at Springfield²
 University of Illinois at Urbana-Champaign
 University of St. Francis^{1 2}
 Western Illinois University^{1 2}
 Wheaton College²

Indiana

Anderson University
 Ball State University
 Butler University^{1 2}
 Calumet College of Saint Joseph^{1 2}
 DePauw University²
 Earlham College²
 Franklin College
 Goshen College
 Grace College and Theological Seminary
 Hanover College
 Harrison College-Indianapolis
 Holy Cross College¹
 Huntington University²
 Indiana Institute of Technology
 Indiana State University^{1 2}
 Indiana University Bloomington^{1 2}
 Indiana University East²
 Indiana University Kokomo
 Indiana University Northwest
 Indiana University South Bend^{1 2}
 Indiana University Southeast
 Indiana University-Purdue University Fort Wayne
 Indiana University-Purdue University Indianapolis²
 Indiana Wesleyan University^{1 2}
 Manchester College²
 Martin University
 Purdue University¹

Purdue University-Calumet Campus
 Purdue University-North Central Campus
 Rose-Hulman Institute of Technology²
 Saint Joseph's College
 Saint Mary-of-the-Woods College²
 Saint Mary's College^{1 2}
 Taylor University
 Taylor University Fort Wayne
 Trine University
 University of Evansville^{1 2}
 University of Indianapolis²
 University of Saint Francis-Ft. Wayne²
 University of Southern Indiana²
 Valparaiso University
 Wabash College

Iowa

Ashford University
 Briar Cliff University²
 Buena Vista University^{1 2}
 Central College²
 Clarke University^{1 2}
 Cornell College
 Dordt College
 Drake University^{1 2}
 Graceland University-Lamoni²
 Grand View University²
 Grinnell College^{1 2}
 Iowa State University²
 Iowa Wesleyan College¹
 Kaplan University²
 Loras College
 Luther College^{1 2}
 Maharishi University of Management
 Morningside College²
 Mount Mercy University
 Northwestern College
 Saint Ambrose University²
 Simpson College²
 University of Dubuque
 University of Iowa²
 University of Northern Iowa²
 Upper Iowa University
 Waldorf College
 Wartburg College^{1 2}

Kansas

Baker University²
 Benedictine College²
 Bethany College²
 Emporia State University²
 Fort Hays State University²
 Friends University²
 Haskell Indian Nations University
 Kansas State University
 Kansas Wesleyan University
 McPherson College
 MidAmerica Nazarene University
 Newman University²
 Ottawa University
 Pittsburg State University
 Southwestern College²
 Tabor College
 University of Kansas
 University of Saint Mary
 Washburn University^{1 2}
 Wichita State University^{1 2}

Kentucky

Alice Lloyd College
 Asbury College
 Bellarmine University^{1 2}
 Berea College
 Brescia University
 Campbellsville University^{1 2}
 Centre College¹
 Eastern Kentucky University²
 Georgetown College
 Kentucky Christian University

Participating Colleges and Universities: 2000–2011 (continued)

Kentucky State University²
Kentucky Wesleyan College²
Lindsey Wilson College
Midway College
Morehead State University^{1,2}
Murray State University²
Northern Kentucky University^{1,2}
Pikeville College
Sullivan University²
Thomas More College
Transylvania University²
Union College
University of Kentucky
University of Louisville^{1,2}
Western Kentucky University²

Louisiana

Centenary College of Louisiana
Dillard University²
Grambling State University²
Louisiana State University and Agricultural & Mechanical College²
Louisiana State University-Shreveport
Louisiana Tech University
Loyola University New Orleans^{1,2}
McNeese State University
Nicholls State University¹
Northwestern State University of Louisiana^{1,2}
Our Lady of the Lake College^{1,2}
Saint Joseph Seminary College
Southeastern Louisiana University²
Southern University and A&M College²
Southern University at New Orleans
Tulane University of Louisiana²
University of Louisiana at Lafayette¹
University of Louisiana Monroe
University of New Orleans
Xavier University of Louisiana^{1,2}

Maine

Colby College²
College of the Atlantic
Husson University²
Maine College of Art
Saint Joseph's College of Maine^{1,2}
Thomas College²
Unity College²
University of Maine
University of Maine at Augusta
University of Maine at Farmington^{1,2}
University of Maine at Fort Kent²
University of Maine at Machias¹
University of Maine at Presque Isle^{1,2}
University of New England
University of Southern Maine²

Maryland

Baltimore International College
Bowie State University
College of Notre Dame of Maryland²
Coppin State University
Frostburg State University
Goucher College^{1,2}
Hood College
Loyola University Maryland²
Maryland Institute College of Art
McDaniel College²
Morgan State University²
Mount St. Mary's University²
Saint Mary's College of Maryland¹
Salisbury University
Sojourner-Douglass College
Stevenson University²
Towson University^{1,2}
United States Naval Academy²
University of Baltimore²
University of Maryland-Eastern Shore²
University of Maryland-Baltimore County²
University of Maryland-College Park

Washington College¹

Massachusetts

American International College
Amherst College
Anna Maria College²
Assumption College
Babson College
Bard College at Simon's Rock¹
Bay Path College
Bentley University¹
Boston Architectural College
Boston College
Boston University
Bridgewater State University
Cambridge College²
Clark University¹
College of Our Lady of the Elms¹
College of the Holy Cross
Curry College
Dean College¹
Eastern Nazarene College
Emerson College
Emmanuel College
Endicott College²
Fitchburg State University²
Framingham State University^{1,2}
Franklin W. Olin College of Engineering
Gordon College
Hampshire College²
Lasell College¹
Lesley University²
Massachusetts College of Art and Design
Massachusetts College of Liberal Arts²
Merrimack College
Mount Holyoke College
Mount Ida College¹
Newbury College-Brookline²
Nichols College²
Northeastern University
Pine Manor College²
Regis College
Salem State University²
School of the Museum of Fine Arts-Boston
Simmons College
Smith College
Springfield College^{1,2}
Stonehill College²
Suffolk University²
Tufts University
University of Massachusetts Amherst²
University of Massachusetts Boston¹
University of Massachusetts Dartmouth
University of Massachusetts Lowell²
Wellesley College
Wentworth Institute of Technology^{1,2}
Western New England University
Wheaton College^{1,2}
Wheelock College¹
Williams College
Worcester Polytechnic Institute^{1,2}
Worcester State University¹

Michigan

Adrian College²
Albion College²
Alma College^{1,2}
Andrews University²
Aquinas College
Calvin College¹
Central Michigan University²
Cleary University²
Concordia University-Ann Arbor
Davenport University
Eastern Michigan University²
Ferris State University
Grand Valley State University^{1,2}
Great Lakes Christian College
Hope College

Kalamazoo College^{1,2}
Kettering University
Kuyper College
Lake Superior State University
Lawrence Technological University²
Madonna University
Marygrove College
Michigan State University
Michigan Technological University
Northern Michigan University
Northwood University
Oakland University¹
Rochester College
Siena Heights University
Spring Arbor University¹
University of Detroit Mercy²
University of Michigan-Ann Arbor²
University of Michigan-Dearborn²
University of Michigan-Flint²
University of Phoenix-Metro Detroit Campus
Wayne State University²
Western Michigan University^{1,2}

Minnesota

Augsburg College²
Bemidji State University¹
Bethany Lutheran College
Bethel University²
Capella University
Carleton College
College of Saint Benedict and Saint John's University
College of Saint Scholastica, The
Concordia College at Moorhead²
Concordia University-Saint Paul²
Gustavus Adolphus College²
Hamline University¹
Macalester College
Martin Luther College
Metropolitan State University
Minneapolis College of Art and Design
Minnesota State University-Mankato^{1,2}
Minnesota State University-Moorhead²
Saint Catherine University²
Saint Cloud State University
Saint Mary's University of Minnesota
Saint Olaf College^{1,2}
Southwest Minnesota State University
University of Minnesota-Crookston
University of Minnesota-Duluth^{1,2}
University of Minnesota-Morris¹
University of Minnesota-Twin Cities
University of St. Thomas^{1,2}
Winona State University

Mississippi

Alcorn State University
Delta State University²
Jackson State University²
Millsaps College
Mississippi State University²
Mississippi State University-Meridian Campus
Mississippi University for Women
Mississippi Valley State University¹
Tougaloo College
University of Mississippi
University of Southern Mississippi
William Carey University

Missouri

Avila University^{1,2}
Barnes-Jewish College Goldfarb School of Nursing
Central Methodist University-College of Liberal Arts & Sciences^{1,2}
College of the Ozarks
Colorado Technical University-Kansas City
Columbia College²
Culver-Stockton College²
Drury University²
Fontbonne University

Harris-Stowe State University¹
 Kansas City Art Institute
 Lincoln University
 Lindenwood University¹
 Maryville University of Saint Louis²
 Missouri Baptist University
 Missouri Southern State University^{1,2}
 Missouri State University^{1,2}
 Missouri University of Science and Technology²
 Missouri Valley College²
 Missouri Western State University
 Northwest Missouri State University²
 Rockhurst University²
 Saint Louis University¹
 Saint Luke's College²
 Southeast Missouri State University
 Stephens College¹
 Truman State University²
 University of Central Missouri²
 University of Missouri-Columbia
 University of Missouri-Kansas City²
 University of Missouri-St. Louis²
 Webster University
 Westminster College
 William Jewell College^{1,2}
 William Woods University²

Montana

Carroll College²
 Montana State University¹
 Montana State University-Billings^{1,2}
 Montana State University-Northern²
 Salish Kootenai College
 University of Great Falls^{1,2}
 University of Montana-Western, The²
 University of Montana, The²

Nebraska

Bellevue University²
 Chadron State College²
 College of Saint Mary
 Concordia University
 Creighton University²
 Dana College²
 Doane College^{1,2}
 Hastings College
 Midland University¹
 Nebraska Methodist College of Nursing & Allied Health²
 Nebraska Wesleyan University^{1,2}
 Peru State College
 Union College^{1,2}
 University of Nebraska at Kearney^{1,2}
 University of Nebraska at Omaha²
 University of Nebraska-Lincoln²
 Wayne State College²

Nevada

Nevada State College¹
 University of Nevada, Las Vegas
 University of Nevada, Reno²

New Hampshire

Colby-Sawyer College²
 Daniel Webster College
 Franklin Pierce University²
 Granite State College
 Keene State College²
 New England College²
 Plymouth State University²
 Rivier College²
 Saint Anselm College¹

New Jersey

Berkeley College²
 Bloomfield College
 Centenary College^{1,2}
 College of New Jersey, The^{1,2}
 College of Saint Elizabeth²
 Drew University^{1,2}
 Fairleigh Dickinson University-College at Florham¹

Fairleigh Dickinson University-Metropolitan Campus¹
 Felician College²
 Georgian Court University^{1,2}
 Kean University
 Monmouth University^{1,2}
 Montclair State University²
 New Jersey City University
 New Jersey Institute of Technology
 Ramapo College of New Jersey
 Richard Stockton College of New Jersey, The^{1,2}
 Rider University
 Rowan University
 Rutgers University-Camden
 Rutgers University-New Brunswick
 Rutgers University-Newark
 Saint Peter's College
 Seton Hall University^{1,2}
 Stevens Institute of Technology²
 William Paterson University of New Jersey²

New Mexico

Eastern New Mexico University^{1,2}
 Institute of American Indian and Alaska Native Culture²
 New Mexico Highlands University
 New Mexico Institute of Mining and Technology
 New Mexico State University
 University of New Mexico²
 Western New Mexico University²

New York

Adelphi University^{1,2}
 Alfred University²
 Barnard College
 Berkeley College²
 Canisius College
 Cazenovia College²
 Clarkson University²
 Colgate University
 College of Mount Saint Vincent
 College of New Rochelle, The
 College of Saint Rose, The
 Concordia College-New York¹
 Cooper Union for the Advancement of Science and Art
 CUNY Bernard M. Baruch College^{1,2}
 CUNY Brooklyn College^{1,2}
 CUNY The City College²
 CUNY College of Staten Island^{1,2}
 CUNY Herbert H. Lehman College²
 CUNY Hunter College²
 CUNY John Jay College of Criminal Justice²
 CUNY Medgar Evers College^{1,2}
 CUNY New York City College of Technology²
 CUNY Queens College²
 CUNY York College²
 Daemen College^{1,2}
 Dominican College of Blauvelt²
 Dowling College
 Elmira College²
 Excelsior College²
 Farmingdale State College of the State University of New York
 Fashion Institute of Technology
 Fordham University
 Hamilton College
 Hartwick College²
 Hilbert College¹
 Hobart William Smith Colleges
 Hofstra University
 Houghton College²
 Iona College
 Ithaca College
 Keuka College
 Le Moyne College
 LIM College^{1,2}
 Long Island University-Brooklyn Campus²
 Long Island University-C W Post Campus
 Manhattan College
 Manhattanville College²
 Marist College¹
 Marymount College of Fordham University
 Marymount Manhattan College
 Medaille College^{1,2}
 Mercy College
 Metropolitan College of New York
 Molloy College
 Morrisville State College
 Mount Saint Mary College²
 Nazareth College²
 New School, The
 New York Institute of Technology-Manhattan Campus
 New York Institute of Technology-Old Westbury
 Niagara University
 Pace University-New York^{1,2}
 Paul Smith's College^{1,2}
 Polytechnic Institute of New York University²
 Pratt Institute
 Roberts Wesleyan College
 Rochester Institute of Technology
 Russell Sage College
 Sage College of Albany
 Saint Bonaventure University²
 Saint Francis College
 Saint John's University-New York²
 Saint Joseph's College²
 Saint Joseph's College-Suffolk Campus²
 Saint Lawrence University
 Sarah Lawrence College
 School of Visual Arts
 Siena College²
 Skidmore College
 Stony Brook University^{1,2}
 SUNY at Albany
 SUNY at Binghamton
 SUNY at Fredonia
 SUNY at Geneseo
 SUNY at Purchase College²
 SUNY College at Brockport²
 SUNY College at Buffalo^{1,2}
 SUNY College at Cortland
 SUNY College at New Paltz
 SUNY College at Old Westbury
 SUNY College at Oneonta¹
 SUNY College at Oswego²
 SUNY College at Plattsburgh²
 SUNY College at Potsdam
 SUNY College of Agriculture and Technology at Cobleskill
 SUNY College of Environmental Science and Forestry¹
 SUNY College of Technology at Alfred
 SUNY College of Technology at Canton
 SUNY College of Technology at Delhi
 SUNY Empire State College
 SUNY Institute of Technology at Utica-Rome
 SUNY Maritime College
 SUNY Upstate Medical University
 Syracuse University¹
 Touro College²
 Union College¹
 United States Merchant Marine Academy²
 United States Military Academy
 University at Buffalo
 Vassar College
 Vaughn College of Aeronautics and Technology^{1,2}
 Wagner College^{1,2}
 Webb Institute
 Wells College²
 Yeshiva University

North Carolina

Appalachian State University
 Barton College²
 Belmont Abbey College
 Bennett College for Women
 Brevard College
 Campbell University Inc.²
 Catawba College
 Chowan University

Participating Colleges and Universities: 2000–2011 (continued)

East Carolina University^{1,2}
 Elizabeth City State University²
 Elon University^{1,2}
 Fayetteville State University^{1,2}
 Gardner-Webb University²
 Greensboro College²
 Guilford College²
 High Point University
 Johnson & Wales University-Charlotte
 Johnson C. Smith University²
 Lees-McRae College²
 Lenoir-Rhyne University¹
 Livingstone College²
 Mars Hill College
 Meredith College^{1,2}
 Methodist University²
 Montreat College
 North Carolina A&T State University²
 North Carolina Central University²
 North Carolina State University at Raleigh
 Peace College¹
 Pfeiffer University
 Queens University of Charlotte
 Saint Andrews Presbyterian College
 Saint Augustine's College²
 Salem College²
 Shaw University²
 University of North Carolina at Asheville
 University of North Carolina at Chapel Hill
 University of North Carolina at Charlotte
 University of North Carolina at Greensboro^{1,2}
 University of North Carolina at Pembroke²
 University of North Carolina at Wilmington²
 Warren Wilson College²
 Western Carolina University^{1,2}
 Wingate University²
 Winston-Salem State University²

North Dakota

Dickinson State University²
 Mayville State University²
 Minot State University²
 North Dakota State University²
 University of Mary¹
 University of North Dakota^{1,2}
 Valley City State University²

Ohio

Antioch College²
 Ashland University
 Baldwin-Wallace College²
 Bowling Green State University²
 Capital University¹
 Case Western Reserve University¹
 Cedarville University²
 Central State University
 Cleveland State University
 College of Mount St. Joseph
 College of Wooster, The^{1,2}
 Columbus College of Art and Design²
 Defiance College^{1,2}
 Denison University²
 Franciscan University of Steubenville²
 Franklin University
 Heidelberg University²
 Hiram College²
 John Carroll University²
 Kent State University Kent Campus^{1,2}
 Kent State University Stark Campus
 Kenyon College
 Kettering College of Medical Arts
 Lake Erie College
 Lourdes College²
 Malone University
 Marietta College
 Miami University-Oxford^{1,2}
 Mount Union College²
 Notre Dame College²
 Oberlin College

Ohio Christian University
 Ohio Dominican University
 Ohio Northern University²
 Ohio State University-Lima Campus
 Ohio State University-Mansfield Campus
 Ohio State University-Marion Campus
 Ohio State University-Newark Campus
 Ohio State University, The
 Ohio University
 Ohio University-Zanesville Campus
 Ohio Wesleyan University¹
 Otterbein University²
 Shawnee State University
 Tiffin University¹
 University of Akron, The²
 University of Cincinnati²
 University of Dayton
 University of Findlay, The
 University of Rio Grande²
 University of Toledo
 Urbana University²
 Ursuline College²
 Walsh University
 Wilmington College
 Wittenberg University¹
 Wright State University¹
 Xavier University^{1,2}
 Youngstown State University

Oklahoma

Bacone College
 Cameron University
 East Central University
 Northeastern State University
 Northwestern Oklahoma State University
 Oklahoma City University²
 Oklahoma State University¹
 Oral Roberts University¹
 Rogers State University
 Southeastern Oklahoma State University
 Southern Nazarene University²
 Southwestern Oklahoma State University
 University of Central Oklahoma
 University of Oklahoma Norman Campus
 University of Science and Arts of Oklahoma
 University of Tulsa²

Oregon

Concordia University
 Eastern Oregon University²
 George Fox University^{1,2}
 Lewis & Clark College
 Linfield College¹
 Linfield College-Adult Degree Program
 Linfield College-Nursing & Health Sciences
 Northwest Christian University²
 Oregon Institute of Technology
 Oregon State University^{1,2}
 Pacific University²
 Portland State University²
 Southern Oregon University²
 University of Oregon
 University of Portland
 Warner Pacific College
 Western Oregon University
 Willamette University²

Pennsylvania

Albright College
 Allegheny College²
 Alvernia University¹
 Arcadia University
 Bloomsburg University of Pennsylvania²
 Bryn Mawr College
 Bucknell University¹
 Cabrini College
 California University of Pennsylvania²
 Carlow University¹
 Carnegie Mellon University¹

Cedar Crest College
 Chatham University^{1,2}
 Chestnut Hill College²
 Cheyney University of Pennsylvania²
 Clarion University of Pennsylvania
 Delaware Valley College²
 Dickinson College
 Drexel University²
 Duquesne University
 East Stroudsburg University of Pennsylvania
 Eastern University²
 Edinboro University of Pennsylvania
 Elizabethtown College^{1,2}
 Franklin and Marshall College
 Gannon University¹
 Gettysburg College
 Grove City College^{1,2}
 Gwynedd Mercy College
 Harrisburg University of Science and Technology
 Holy Family University
 Immaculata University
 Indiana University of Pennsylvania
 Juniata College²
 Keystone College
 Kutztown University of Pennsylvania
 La Roche College
 La Salle University²
 Lafayette College
 Lebanon Valley College
 Lehigh University²
 Lincoln University of Pennsylvania^{1,2}
 Lock Haven University²
 Lycoming College
 Mansfield University of Pennsylvania
 Marywood University²
 Mercyhurst College
 Messiah College
 Millersville University of Pennsylvania^{1,2}
 Misericordia University
 Moore College of Art and Design
 Moravian College and Moravian Theological Seminary
 Mount Aloysius College
 Muhlenberg College¹
 Neumann University²
 Penn State University Abington²
 Penn State University Altoona
 Penn State University Berks^{1,2}
 Penn State University Brandywine
 Penn State University Erie, The Behrend College
 Penn State University Fayette, The Eberly Campus
 Penn State University Harrisburg
 Penn State University Hazleton²
 Penn State University University Park
 Penn State University Worthington Scranton
 Penn State University York
 Pennsylvania College of Technology
 Philadelphia University²
 Point Park University
 Robert Morris University
 Rosemont College
 Saint Francis University
 Saint Joseph's University
 Saint Vincent College²
 Seton Hill University
 Shippensburg University of Pennsylvania
 Slippery Rock University of Pennsylvania^{1,2}
 Susquehanna University²
 Swarthmore College
 Temple University
 Thiel College^{1,2}
 University of Pittsburgh-Bradford²
 University of Pittsburgh-Greensburg²
 University of Pittsburgh-Johnstown²
 University of Pittsburgh-Pittsburgh Campus
 University of Scranton^{1,2}
 University of the Arts, The
 University of the Sciences in Philadelphia

Ursinus College^{1,2}
 Villanova University
 Washington & Jefferson College
 Waynesburg University
 West Chester University of Pennsylvania¹
 Widener University^{1,2}
 Wilkes University
 Wilson College
 York College Pennsylvania

Puerto Rico

Inter American University of Puerto Rico-Barranquitas
 Inter American University of Puerto Rico-Ponce
 Inter American University of Puerto Rico-San German
 Pontifical Catholic University of Puerto Rico-Arecibo
 Pontifical Catholic University of Puerto Rico-Mayaguez
 Pontifical Catholic University of Puerto Rico-Ponce
 Universidad Del Este
 Universidad Politécnica de Puerto Rico²
 University of Puerto Rico-Ponce²
 University of Puerto Rico-Carolina²
 University of Puerto Rico-Humacao²
 University of Puerto Rico-Mayaguez
 University of Puerto Rico-Rio Piedras Campus²
 University of Puerto Rico-Utuado
 University of Sacred Heart²

Rhode Island

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

South Carolina

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

South Dakota

Augustana College¹
 Black Hills State University^{1,2}
 Colorado Technical University-Sioux Falls
 Dakota State University^{1,2}
 Dakota Wesleyan University
 Mount Marty College
 Northern State University²
 Oglala Lakota College
 Presentation College^{1,2}
 South Dakota School of Mines and Technology^{1,2}
 South Dakota State University²
 University of South Dakota²

Tennessee

Austin Peay State University
 Baptist Memorial College of Health Sciences²
 Belmont University²
 Bethel University
 Bryan College²
 Carson-Newman College²
 Christian Brothers University
 Cumberland University¹
 East Tennessee State University
 Fisk University²
 Johnson University
 King College¹
 Lane College^{1,2}
 Lee University
 LeMoyné-Owen College¹
 Lincoln Memorial University²
 Lipscomb University^{1,2}
 Martin Methodist College¹
 Maryville College
 Memphis College of Art
 Middle Tennessee State University
 Milligan College²
 Rhodes College^{1,2}
 Southern Adventist University²
 Tennessee State University²
 Tennessee Technological University
 Tennessee Temple University
 Trevecca Nazarene University¹
 Tusculum College²
 Union University
 University of Memphis
 University of Tennessee, The^{1,2}
 University of Tennessee at Chattanooga, The^{1,2}
 University of Tennessee-Martin, The
 University of the South, Sewanee²

Texas

Abilene Christian University^{1,2}
 American InterContinental University-Houston
 Angelo State University
 Austin College²
 Baylor University^{1,2}
 Concordia University Texas¹
 East Texas Baptist University^{1,2}
 Hardin-Simmons University
 Houston Baptist University
 Howard Payne University
 Huston-Tillotson University
 Jarvis Christian College
 Lamar University²
 LeTourneau University
 Lubbock Christian University²
 McMurry University²
 Midwestern State University
 Northwood University
 Our Lady of the Lake University-San Antonio²
 Paul Quinn College
 Prairie View A&M University^{1,2}
 Rice University
 Saint Edward's University
 Saint Mary's University^{1,2}
 Sam Houston State University²
 Schreiner University
 Southern Methodist University
 Southwestern Assemblies of God University
 Southwestern Christian College
 Southwestern University²
 Stephen F. Austin State University²
 Sul Ross State University²
 Tarleton State University^{1,2}
 Texas A&M International University^{1,2}
 Texas A&M University²
 Texas A&M University-Commerce²
 Texas A&M University-Corpus Christi¹
 Texas A&M University-Kingsville²
 Texas A&M University-Texarkana¹
 Texas A&M University-Galveston²

Texas Christian University²
 Texas Lutheran University²
 Texas Southern University¹
 Texas State University-San Marcos^{1,2}
 Texas Tech University¹
 Texas Woman's University^{1,2}
 University of Dallas
 University of Houston
 University of Houston-Clear Lake
 University of Houston-Downtown²
 University of Houston-Victoria^{1,2}
 University of Mary Hardin-Baylor^{1,2}
 University of North Texas
 University of Phoenix-Houston Westside Campus
 University of St. Thomas²
 University of Texas at Arlington, The^{1,2}
 University of Texas at Austin, The²
 University of Texas at Brownsville, The
 University of Texas at Dallas, The^{1,2}
 University of Texas at El Paso, The
 University of Texas at San Antonio, The²
 University of Texas at Tyler, The^{1,2}
 University of Texas of the Permian Basin, The
 University of Texas-Pan American, The²
 University of the Incarnate Word²
 Wayland Baptist University²
 West Texas A&M University^{1,2}
 Wiley College^{1,2}

Utah

Brigham Young University^{1,2}
 Dixie State College of Utah
 Southern Utah University
 University of Utah²
 Utah State University²
 Utah Valley University^{1,2}
 Weber State University
 Western Governors University
 Westminster College^{1,2}

Vermont

Bennington College¹
 Burlington College
 Castleton State College
 Champlain College
 College of St. Joseph
 Green Mountain College
 Johnson State College¹
 Lyndon State College¹
 Marlboro College²
 Middlebury College
 Norwich University²
 Saint Michael's College
 Southern Vermont College¹
 Sterling College
 University of Vermont²
 Woodbury Institute at Champlain College

Virgin Islands

University of the Virgin Islands

Virginia

Art Institute of Washington, The^{1,2}
 Averett University
 Bluefield College
 Bridgewater College
 Christopher Newport University
 College of William and Mary¹
 Eastern Mennonite University
 Emory and Henry College
 Ferrum College
 George Mason University^{1,2}
 Hampden-Sydney College^{1,2}
 Hollins University
 James Madison University
 Liberty University
 Longwood University²
 Lynchburg College
 Mary Baldwin College
 Marymount University²

Participating Colleges and Universities: 2000–2011 (continued)

Norfolk State University^{1 2}
Old Dominion University
Radford University²
Randolph College
Randolph-Macon College¹
Regent University²
Roanoke College^{1 2}
Shenandoah University²
Southern Virginia University^{1 2}
Sweet Briar College^{1 2}
University of Mary Washington
University of Richmond²
University of Virginia
University of Virginia's College at Wise, The
Virginia Commonwealth University^{1 2}
Virginia Interment College^{1 2}
Virginia Military Institute
Virginia Polytechnic Institute and State University
Virginia Union University
Virginia Wesleyan College
Washington and Lee University^{1 2}

Washington

Central Washington University
Eastern Washington University¹
Evergreen State College, The²
Gonzaga University
Heritage University^{1 2}
Northwest University
Pacific Lutheran University^{1 2}
Saint Martin's University
Seattle Pacific University²
Seattle University¹
University of Puget Sound
University of Washington-Bothell Campus¹
University of Washington-Seattle Campus
University of Washington-Tacoma Campus^{1 2}
Washington State University^{1 2}
Western Washington University
Whitman College
Whitworth University²

West Virginia

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

Wisconsin

Alverno College²
Beloit College²
Cardinal Stritch University²
Carroll University^{1 2}
Carthage College^{1 2}
Concordia University-Wisconsin²
Edgewood College^{1 2}
Lakeland College
Lawrence University
Maranatha Baptist Bible College Inc.²
Marian University²
Marquette University
Milwaukee Institute of Art & Design²
Milwaukee School of Engineering
Mount Mary College²
Northland College²

Ripon College
Saint Norbert College
University of Wisconsin-Eau Claire²
University of Wisconsin-Green Bay^{1 2}
University of Wisconsin-La Crosse^{1 2}
University of Wisconsin-Madison¹
University of Wisconsin-Milwaukee²
University of Wisconsin-Oshkosh²
University of Wisconsin-Parkside^{1 2}
University of Wisconsin-Platteville²
University of Wisconsin-River Falls^{1 2}
University of Wisconsin-Stevens Point²
University of Wisconsin-Stout²
University of Wisconsin-Superior^{1 2}
University of Wisconsin-Whitewater²
Viterbo University²
Wisconsin Lutheran College^{1 2}

Wyoming

University of Wyoming²

Canada

Alberta

Alberta College of Art and Design
Ambrose University College
Grant MacEwan University
King's University College, The
Mount Royal University
University of Alberta
University of Calgary^{1 2}
University of Lethbridge

British Columbia

Capilano University
Kwantlen Polytechnic University²
Quest University Canada
Royal Roads University
Simon Fraser University
Thompson Rivers University²
Trinity Western University
University of British Columbia
University of British Columbia, Okanagan
University of Northern British Columbia
University of the Fraser Valley²
University of Victoria
Vancouver Island University

Manitoba

Brandon University
University of Manitoba
University of Winnipeg

Newfoundland

Memorial University of Newfoundland,
St. John's Campus

New Brunswick

Mount Allison University
St. Thomas University
University of New Brunswick-Fredericton²
University of New Brunswick-Saint John Campus²

Nova Scotia

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

Ontario

Algoma University
Brescia University College
Brock University

Carleton University^{1 2}
Humber College Institute of Technology and
Advanced Learning²
Huron University College
King's College²
Lakehead University
Laurentian University
McMaster University
Nipissing University
Ontario College of Art and Design University
Queen's University
Ryerson University
Trent University
Tyndale University College and Seminary
Université d'Ottawa/University of Ottawa
Université de Hearst
University of Guelph^{1 2}
University of Ontario-Institute of Technology
University of Toronto
University of Waterloo
University of Western Ontario
University of Windsor
Wilfrid Laurier University
York University¹

Prince Edward Island

University of Prince Edward Island^{1 2}

Quebec

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

Saskatchewan

University of Regina
University of Saskatchewan

Afghanistan

American University of Afghanistan, The

Egypt

American University in Cairo, The

England

American InterContinental University London

Lebanon

Lebanese American University²

Qatar

Carnegie Mellon, Qatar Campus^{1 2}
Georgetown University School of Foreign Service
in Qatar
Northwestern University in Qatar
Texas A&M University at Qatar
Virginia Commonwealth University in Qatar

United Arab Emirates

American University of Sharjah
Petroleum Institute, The

Notes: ¹ Participated in the Beginning College Survey of Student Engagement (BCSSE)
² Participated in the Faculty Survey of Student Engagement (FSSE)

National Survey of Student Engagement

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