

NSSE
Updated
for 2013



Promoting Student Learning and Institutional Improvement: Lessons from NSSE at 13

Annual Results 2012

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“Along with a rich pool of evidence of effective practices, NSSE provides insightful guidelines for interpretation and productive use of the data.”

—Daniel J. Bernstein, Professor of Psychology and Director, Center for Teaching Excellence, University of Kansas

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

Annual Results 2012 is sponsored by The Carnegie Foundation for the Advancement of Teaching.



The University of Texas at Brownsville

Foreword

As president of the American Council on Education and a former member of the National Survey of Student Engagement (NSSE) Advisory Board, I am so pleased to have the opportunity to offer my thoughts on the impact NSSE has had on institutions and higher education as a whole over the past 13 years.

The great strength of American higher education is its vast diversity. However, this diversity can at times make it easy to forget that regardless of our differences, our common passion for and dedication to the value of higher education is a constant. Our mission statements all reflect the ideals of engagement through learning, research, and service, and we have dedicated our professional lives to fulfilling their promise.

But rarely do mission statements, no matter how lofty their goals, directly affect student learning, especially for undergraduates. Rather, it is *our* responsibility to make those goals real by championing efforts to increase student learning and ensure the delivery of a quality education.

Learning is the partnership between students prepared to benefit from a college education and the institution whose faculty and staff guide their development. In the past, assessment of the success of this partnership was difficult because values and practices intended to be beneficial to students and faculty (including academic freedom, accreditation, and government oversight) have often stood as barriers.



Mississippi State University



North Dakota State University

Since 2000, the National Survey of Student Engagement has been a vital tool in the effort to get beyond these barriers, helping institutions and their stakeholders present a more accurate representation of the undergraduate learning experience and, thereby, what constitutes a quality education. Thanks to support from the Pew Charitable Trusts and dedicated leaders in higher education who recommended the establishment of the survey, colleges and universities can assess instructional practices and a wide range of activities that impact student learning.

In times like these, when there are so many pressures on a campus leader to ensure access and completion, we must not lose sight of the core issue of academic quality, and data from NSSE help presidents and provosts assess, improve, and communicate that quality.

NSSE's major success is its position as a statistically valid approach to addressing issues that can impact student learning. The instrument is carefully structured, and NSSE has been most discerning about rigorous statistical analysis of the survey's results. In particular, it achieves the difficult goal of respectfully treating not just variations between institutions, but those within each institution's own diverse student body. In the face of many new and novel means of assessing academic quality, this one has withstood scrutiny, making a lasting contribution to American higher education and becoming the gold standard in our field—

“The National Survey of Student Engagement is probably the single most important step in understanding quality in undergraduate education in more than a decade. It focuses our attention on the things that really matter.”

—Ernest T. Pascarella, Mary Louise Petersen Professor of Higher Education, University of Iowa

a contribution I am certain will continue as the updated version of the NSSE survey is introduced in 2013.

Of course, the data and statistical analysis only go so far. A large part of NSSE’s success over nearly a decade and a half has been the investment institutions have made in applying the lessons contained in the results—and it is gratifying to see how many colleges and universities have leveraged their NSSE results to improve demonstrably the quality of their students’ learning experiences. In times like these, when there are so many pressures on a campus leader to ensure access and completion, we must not lose sight of the core issue of academic quality, and data from NSSE help presidents and provosts assess, improve, and communicate that quality. As ACE’s National Task Force on Institutional Accreditation reminded institutions, assessing learning outcomes and academic quality is extremely complex, but that is not an excuse for inaction. NSSE has become one of the most important tools academic leaders have in doing this vital work.

Annual Results 2012 serves a dual purpose—in this time of transition, the report acknowledges the vast amount of actionable, diagnostic information NSSE has provided in its short 13 years. It also gives us a look into the future, introducing readers to the research, testing, and analyses that have been undertaken to prepare for the next generation of NSSE, the fruits of which we will see in the 2013 report.

My thanks and congratulations to Alex McCormick and the entire NSSE staff for their careful, thoughtful, and diligent work, which has been of great service to American higher education, its leadership, faculty, and students. If we are to sustain the hope of the American dream, with each generation enjoying a better quality of life in an increasingly competitive global economy, it is imperative that we have resources like NSSE to guide our activities inside the classroom and out.

Molly Corbett Broad
President
American Council on Education

ACE Releases Task Force Report to Strengthen Accreditation Process



In June 2012, the American Council on Education (ACE) National Task Force on Institutional Accreditation released a report that urges the higher education community to strengthen and improve the quality and public accountability of the institutional accreditation process. *Assuring Academic Quality in the 21st Century: Self-Regulation in a New Era* is designed to spark productive conversations throughout the higher education community to address the challenges of strengthening the system of voluntary self-

regulation. It describes current approaches to accreditation, addresses criticisms of the process, and offers six recommendations that colleges, universities, and regional accrediting bodies can implement to ensure that the accreditation process is a meaningful guarantor of academic quality. The recommendations are:

1. Increase the transparency of accreditation and clearly communicate its results
2. Increase the centrality of evidence about student success and educational quality
3. Take prompt, strong, and public action against substandard institutions
4. Adopt a more “risk-sensitive” approach to regional accreditation
5. Seek common terminology, promote cooperation, and expand participation
6. Enhance the cost-effectiveness of accreditation

Of particular note is the emphasis on evidence in Recommendation 2. In response to the growing demand for public accountability, regional accrediting bodies now consider graduation and retention rates, student experiences and learning outcomes, supportive institutional resources, and placement data to be part of a standard comprehensive review that is made public. However, the report highlights the need to ensure that these metrics are explained and qualified within a unique institutional context to present a meaningful interpretation. Moreover, the requirements for evidence must be sensitive to institutional mission and the characteristics of entering students, and reflect the educational benefits the institution seeks to provide. Evidence of educational outcomes must be presented systematically and transparently.

The task force included academic leaders from two- and four-year, public and private institutions along with agency officials and experts on accreditation, evaluation of student learning, and the proliferation of business models for higher education providers.

The task force plans to issue a follow-up report in 2014 on the progress made on its recommendations. View the full report on the ACE Web site. acenet.edu

Going Deep with NSSE

The NSSE project has come a long way since its launch in 2000. What started as a bold experiment in changing the discourse about quality and improvement in undergraduate education—and providing accompanying metrics—is now an established and trusted fixture in higher education's assessment landscape. That first national administration involved 276 colleges and universities. NSSE is now used at 580 to 770 institutions annually, for a cumulative total of more than 1,500 different schools since inception. Nearly all use NSSE on a continuing basis. For example, of the inaugural group of 276, 93% administered the survey in NSSE's 10th year or later. Similar rates of repeat participation are typical of institutions that took up NSSE later and offer compelling testimony that NSSE users derive considerable value from the project.

As we approach the launch of an updated NSSE survey (see p. 15), this edition of *Annual Results* revisits and replicates a collection of important findings from NSSE's first 13 years. I want to call special attention to two of these: the use of NSSE results to illuminate deep approaches to learning and evidence of positive trends in NSSE results at a broad range of colleges and universities.

Deep Approaches to Learning

Teaching and learning are not the same. For any given course, the same material can be taught in countless different ways, and these choices have consequences for student learning. When designing courses to achieve desired outcomes, faculty members

It is important to consider whether students have learning experiences that are likely to result in effective and enduring learning. NSSE provides evidence relevant to this question.

not only decide on the content itself—such as textbooks or other reading material—they also decide how to deliver that content, what to ask of students, and how to assess what they learn. Some of these decisions may be constrained by factors such as class size or physical characteristics of the classroom, but most faculty retain considerable flexibility in how they organize their courses. It is important, then, to consider whether students have learning experiences that are likely to result in effective and enduring learning. NSSE provides evidence relevant to this question.



Hope College

Much is known about the experiences that promote learning (see Bransford, Brown & Cocking, 2000), and several questions on the NSSE survey capture important aspects of these experiences. For example, activities that call on students to construct, transform, and apply knowledge are generally more educationally effective than rote memorization and recall. This distinction is often characterized as deep- versus surface-level processing (Marton & Säljö, 1976; Tagg, 2003). One set of NSSE items asks students about the cognitive tasks emphasized in their coursework, corresponding to Benjamin Bloom's widely referenced *Taxonomy of Educational Objectives* (1956). These questions separately assess how much coursework emphasizes memorization, analysis, synthesis, judgment, and application. Combining the last four of these with survey items tapping how often students integrate knowledge from various sources, revise previously held views, and consider others' perspectives, NSSE researchers created a "deep approaches to learning" scale that has demonstrated strong correspondence with how much time students devote to their studies (see p. 10), perceived learning gains in college, and overall satisfaction. Students participating in high-impact practices (see Kuh, 2008) also evidence higher scores on deep approaches to learning, even with statistical controls for a range of student and institutional differences (p. 10). These findings point to the value of deep approaches to learning for a nuanced view of instructional practice.

NSSE's Deep Approaches to Learning Scale

During the current school year, how much has your coursework emphasized the following mental activities? (Very much, Quite a bit, Some, Very little)

- Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components
- Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships
- 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
- Applying theories or concepts to practical problems or in new situations

In your experience at your institution during the current school year, about how often have you done each of the following? (Very often, Often, Sometimes, Never)

- Worked on a paper or project that required integrating ideas or information from various sources
- Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments
- Put together ideas or concepts from different courses when completing assignments or during class discussions
- Discussed ideas from your readings or classes with faculty members outside of class
- Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)
- Examined the strengths and weaknesses of your own views on a topic or issue
- Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
- Learned something that changed the way you understand an issue or concept

Positive Change is Happening

For the 2009 edition of *Annual Results*, following NSSE's 10th national administration, we undertook an analysis of trends in NSSE results among institutions that had administered the survey at least four times. We were gratified to find that an appreciable share of institutions showed upward trends on NSSE's Benchmarks of Effective Educational Practice, that positive trends outnumbered negative ones by a wide margin, and that instances of positive trends were found across institutional types. This issue of *Annual Results* updates the analysis for the much larger group of institutions that now meet the criteria for inclusion (see p. 13). The key findings from the previous analysis did not change, and that is very good news for higher education. It demonstrates that positive change is not only possible, it is taking place at a large and very diverse group of colleges and universities.

What can we learn from these campuses? We are now concluding a research project supported by the Spencer Foundation that seeks to answer this question. One thing we've learned is that the prime driver of change does *not* appear to involve external initiatives such as accountability regimes and governing board mandates. Rather, informants at successful campuses typically cited an institutional commitment to improving undergraduate education, data that revealed concerns, and faculty and staff interest in improving the undergraduate experience. There is more to be learned from this work, but it seems clear that a genuine desire to improve, coupled with broad consensus and commitment among those whose choices most directly impact the undergraduate experience, are necessary ingredients for positive change.

At 13, NSSE is a young and still-developing enterprise. The project has achieved a great deal, and I am excited by the potential of the updated survey to further advance the cause of assessment and improvement of undergraduate education. I am privileged to work with a talented and dedicated staff, and grateful for the wise counsel of NSSE's National Advisory Board. Finally, NSSE could not have achieved so much without the collaboration of countless individuals at hundreds of colleges and universities—faculty, institutional researchers, student affairs staff, and senior leadership—who are committed to evidence-based improvement and genuine educational quality.

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



Western Carolina University

Quick Facts

Survey

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

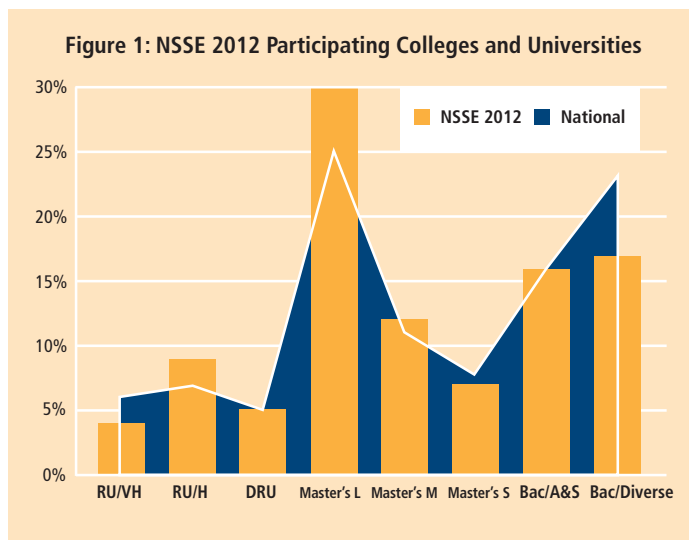
nsse.iub.edu/links/surveys

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 Classification

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

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

classifications.carnegiefoundation.org

Audiences

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

Participating Colleges & Universities

Since its launch in 2000, more than 1,500 four-year colleges and universities in the US and Canada have participated in NSSE, with 554 U.S. and 23 Canadian institutions in 2012. Participating institutions generally mirror the national distribution of the Carnegie 2010 Basic Classification (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

Census-administered or randomly sampled first-year and senior students from bachelor's 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 2012, the average institutional response rate was 32%. The highest in NSSE 2012 was 70%, and 52% of institutions achieved a response rate of at least 30%.

Consortia & State or University Systems 2000–2012

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 & 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, and working with the *Linking Institutional Policies to Student Success* (LIPSS), a project based at Florida State University to identify specific institution-wide policies that can influence student engagement.

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 15
for details.

Selected Results

The selected results reported in this section are based on more than 285,000 census-administered or randomly sampled students attending 546 U.S. bachelor's degree-granting institutions that participated in NSSE in Spring 2012 (eight U.S. institutions were excluded due to special circumstances). We also used three sets of experimental items appended to the Web version of the survey for a subset of 2012 institutions.

This section contains several themes. The first—Key NSSE Findings Revisited and Updated—not only revisits some of our strongest and most consistent findings to date, but refreshes and at times amplifies the prior results using 2012 data. Studies about deep approaches to learning, experiences with the academic major, and the amount of time students spend studying have provided keen insights to institutions looking for ways to enhance student success. Evidence on improvement patterns offers encouraging news about positive change at colleges and universities, and revisiting Project DEEP suggests what is needed to sustain success. Looking forward, our second theme reviews the updated NSSE survey for 2013 and introduces new content, summary measures, and customization options. Next, we present results from three sets of experimental questions, each of which delves into key issues and trends faced by today's college students: choice of major, financial stress, and social networking.

Finally, we use data from the Beginning College Survey of Student Engagement (BCSSE) and the Faculty Survey of Student Engagement (FSSE) to provide additional evidence of the utility of these companion instruments. These include an analysis of high school engagement and campus support, and how faculty may differ in their teaching approaches by disciplinary area.

Quick Takes

- Engagement in high-impact practices, particularly doing research with faculty and service-learning, was positively related to deep approaches to learning.
- Participation in high-impact practices varied considerably by major. For instance, astronomy, biochemistry, and physics majors were most likely to do research with faculty; nursing and education majors participated most in service-learning.
- Upward institution-level trends in engagement continued through 2012 for a diverse array of institutions. More than half demonstrated a positive trend on at least one measure for first-year students, and more than one-third did so for seniors.
- On average, full-time seniors spent five to eight hours more per week preparing for class than what faculty believed they spent.

- Job opportunities were among the top factors influencing seniors' choice of major, but this varied by racial/ethnic background, where students of color were generally more concerned than Whites about their ability to find a job.
- Concern for finances appears to affect students' academic performance. Many students chose not to purchase *required* academic materials due to their cost and believed that financial concerns interfered with their academic performance.
- First-year students who frequently interacted with peers, faculty, and campus units by way of social media were more engaged, but those who used social media during class reported lower grades.
- Though high school engagement was positively related to first-year engagement, all students reported higher engagement when they also perceived higher levels of campus support.
- Student-faculty interaction varied by field of study. For example, education faculty were more likely than nursing or engineering faculty to engage their classes in question and discussion sessions.



Carleton College

Deep Approaches to Learning

Deep approaches to learning (DAL) help students make richer, more lasting connections to material through an emphasis on activities such as integration, synthesis, and reflection. DAL can be measured by NSSE using an overall score or by three subscales:

- *Higher-Order Learning*—How much courses emphasize advanced thinking skills such as applying theories to practical problems or synthesizing information into new interpretations
- *Integrative Learning*—Integrating ideas from various sources, including diverse perspectives in coursework, and discussing ideas outside of class
- *Reflective Learning*—Examining one’s own thinking and the perspectives of others

How Deep Learners Spend Their Time

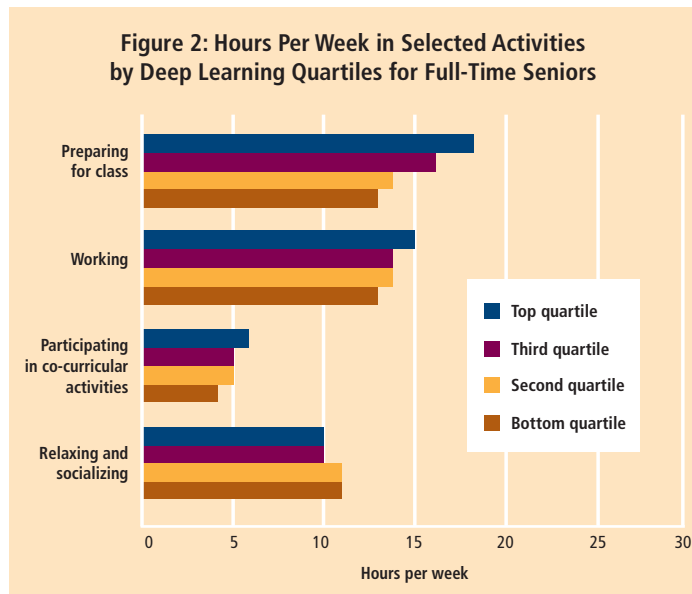
Replicating an analysis from 2004, we found that students who participated in DAL at higher levels made more purposeful use of their time. Seniors in the top quartile of the overall DAL scale spent more time preparing for class, working (on- or off-campus), and participating in co-curricular activities. Yet, they spent *less* time relaxing and socializing (Figure 2). The pattern was the same for first-year students.

Deep Learning and Other Forms of Engagement

In 2007, DAL was positively related to participation in first-year learning communities, and to research with a faculty member, study abroad, and culminating experiences for seniors. In 2012, we found significant positive relationships between deep learning and all high-impact practices (Table 1).

Deep Learning Across Fields of Study

In 2005, we found that participation in DAL varied by major field category. Again in 2012, seniors majoring in arts and



humanities, education, social sciences, and professional fields other than business or engineering had the highest levels of participation in deep learning activities. Although students majoring in engineering and the physical sciences participated less often in integrative and reflective learning activities than their peers in biological sciences, students in these fields experienced greater emphasis on higher-order learning.

Our analysis of faculty from 75 FSSE institutions uncovered significant variation by discipline in how much they emphasized deep learning activities. Faculty in arts and humanities, education, professional, and social sciences all placed more importance on these activities than their colleagues in biological sciences. A loose connection can be seen between the faculty and student responses—fields where DAL activities were important to faculty tended to have students participate in more of these learning activities.

Table 1: Relationships Between High-Impact Practices and Deep Approaches to Learning^a

| | First-Year Students | | Seniors | | | | |
|-----------------------|---------------------|------------------|-----------------|----------------------|-----------------------|------------------|--------------|
| | Learning Community | Service-Learning | Senior Capstone | Internship/Practicum | Research with Faculty | Service-Learning | Study Abroad |
| Deep Learning Overall | ++ | +++ | ++ | ++ | +++ | +++ | + |
| Higher-Order Learning | ++ | ++ | ++ | + | ++ | ++ | + |
| Integrative Learning | ++ | +++ | ++ | ++ | +++ | +++ | + |
| Reflective Learning | ++ | ++ | + | + | ++ | ++ | + |

a. Continuous variables were standardized before entry into regression models. Controls included gender, enrollment, race/ethnicity, age, first-generation, self-reported grades, transfer, living on campus, major, working, international, distance education, Carnegie Basic Classification, and institutional control.
Key: + p<.001, ++ p<.001 and unstd. B > .2, +++ p<.001 and unstd. B > .4

Selected Results: Key NSSE Findings Revisited and Updated (continued)

Looking Within: Analysis of Student Subgroups Tells a Richer Story

NSSE has consistently reported that most of the variability in engagement is among students *within* institutions, rather than *between* institutions. For this reason, we highly encourage analyzing learning experiences by student subpopulations to better understand who is most and least engaged. Below is a selection of significant comparisons from previous editions of *Annual Results* that have been replicated using 2012 results.

Background Characteristics

To serve the needs of all students, it is important to investigate differences related to student background characteristics, for example:

- Senior transfer students experienced a less supportive campus environment, participated less often in internships, study abroad, and research with faculty, and talked less often with faculty about future plans. However, they were *more* likely to prepare multiple drafts of papers and assignments before turning them in.
- Full-time first-year women spent more time preparing for class, as 26% spent more than 20 hours per week compared to 21% of men. Conversely, first-year men were a bit more likely to work with faculty members on activities other than coursework, with 19% of men and 16% of women frequently doing so.
- Black students engaged in more active and collaborative learning compared to all other racial/ethnic groups.
- Nontraditional seniors (age 25 and older) participated less often in high-impact practices than their traditional-age peers. For example, they were less likely to do internships (33% vs. 59%), service-learning (40% vs. 53%), learning communities (20% vs. 31%), study abroad (6% vs. 19%), and culminating senior experiences (22% vs. 40%).

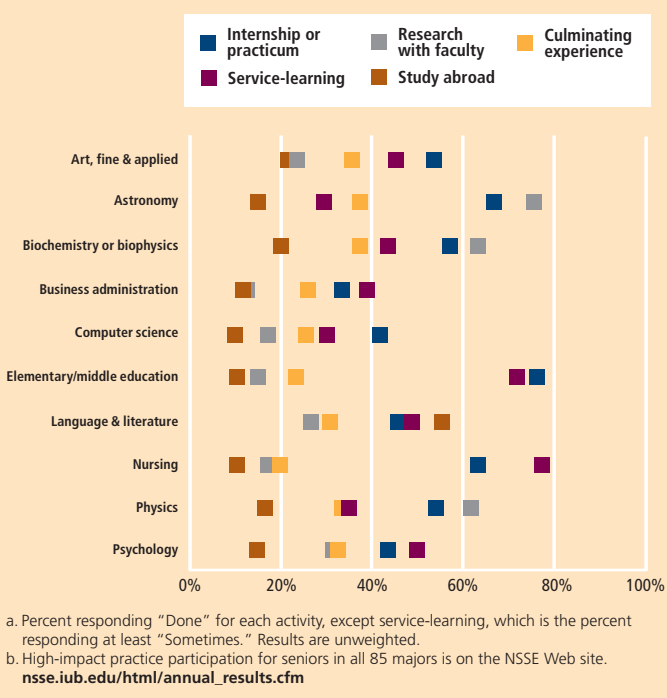
Experiential Differences

Important aspects of students' time use, programs of study, or co-curricular activities may impact their ability to be engaged, for example:

- Participation in high-impact practices varied considerably by major (Figure 3). For instance, astronomy, biochemistry, and physics majors were most likely to do research with faculty; nursing and education majors participated in more service-learning.
- Senior student-athletes were more likely to participate in community service, with 78% of athletes doing so compared to 62% of non-athletes.

- Social fraternity and sorority members were more likely to participate in high-impact practices, showed higher levels of academic challenge, active and collaborative learning, and student-faculty interaction, and experienced a more supportive campus environment.
- Online learners were more challenged in their coursework but engaged less often in active and collaborative learning activities.

Figure 3: Percentage^a of Seniors Who Participated in High-Impact Practices by Selected Majors^b



Study Time by Student and Institutional Characteristics

Over the years, NSSE has examined the amount of time students spent preparing for class, finding meaningful differences by student and institutional characteristics. We have replicated many of these findings using 2012 data.

For example, in Spring 2012, full-time, first-year students averaged about 15 hours per week preparing for class, and seniors averaged 15½ hours (Table 2). Women typically spent more time studying than men—an hour more among first-year students and about 40 minutes more among seniors. Almost a third of seniors age 24 or older spent more than 20 hours per week on class preparation compared to a quarter of younger seniors. First-year first-generation students devoted about an hour *less* per week in class preparation. Both first-year and senior distance education

students spent about an hour *more* per week preparing for class than their on-campus counterparts.

Self-reported grades provided the starkest differences in time spent studying, especially among first-year students. Of first-year students who earned mostly C's, only 15% spent more than 20 hours per week preparing for class while twice as many did so among those who earned A's. Finally, institutional type made a difference. Full-time students attending Baccalaureate Arts and Sciences colleges averaged one to three more hours per week than students at other types of institutions.

Comparing NSSE and FSSE Results by Disciplinary Area

From previous findings, we know class preparation time varies considerably by disciplinary area. We also know from FSSE results that faculty expectations and perceptions of students' weekly study time are closely tied to discipline.

Using data from 31 institutions that participated in both NSSE 2012 and the Typical-Student version of FSSE 2012, we compared the time full-time seniors spent preparing for class with faculty expectations and perceptions across eight disciplinary categories (Figure 4). Consistent with past results, engineering students spent the most time preparing for class while business students spent the least. Compared to faculty expectations, students in most fields studied one to two hours less per week than what most faculty expected. In only two instances, engineering and other professional, did students exceed faculty expectations. The greatest differences were with faculty beliefs about how much time students *actually* spend studying. On average, full-time seniors spent five to eight more hours per week preparing for class than what faculty believed they spent. This may be because students had insufficient opportunities to demonstrate what they learned or because their performance fell short of expectations, but more investigation is needed.

Table 2: Study Time^a by Selected Characteristics for Full-Time Students

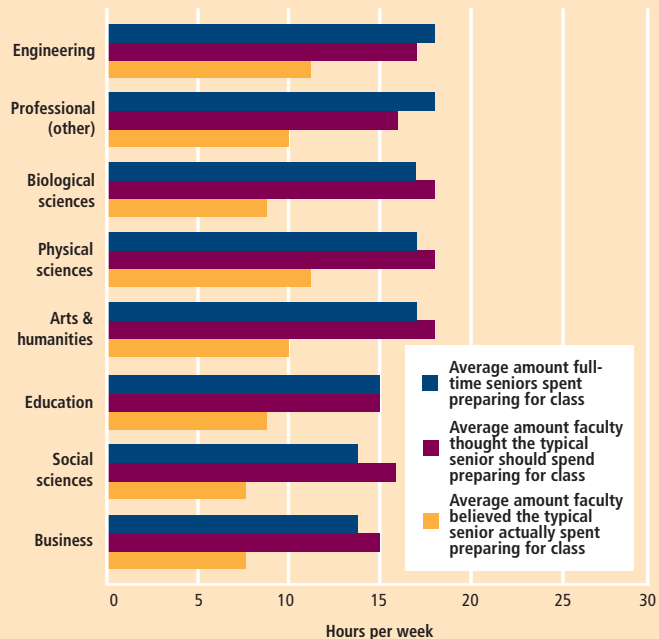
| | First-Year Students | | Seniors | | |
|------------------------------------|---------------------|------------------------|---------------------|------------------------|----|
| | Avg. Hours Per Week | More Than 20 Hours (%) | Avg. Hours Per Week | More Than 20 Hours (%) | |
| Overall | 14.9 | 24 | 15.5 | 27 | |
| Female | 15.3 | 26 | 15.8 | 29 | |
| Male | 14.3 | 21 | 15.1 | 25 | |
| Under 24 years of age | 14.9 | 24 | 15.2 | 26 | |
| 24 years of age and older | 16.2 | 29 | 16.3 | 31 | |
| First-generation ^b | 14.3 | 22 | 15.4 | 27 | |
| Not first-generation | 15.5 | 26 | 15.7 | 28 | |
| Distance education ^c | 15.7 | 28 | 16.7 | 32 | |
| Not distance education | 15.0 | 24 | 15.4 | 27 | |
| Self-Reported Grades | A- to A | 16.3 | 29 | 16.3 | 31 |
| | B- to B+ | 14.2 | 21 | 14.8 | 24 |
| | C+ or lower | 12.3 | 15 | 14.0 | 22 |
| Carnegie 2010 Basic Classification | RU/VH | 16.0 | 28 | 15.7 | 28 |
| | RU/H | 15.3 | 25 | 15.8 | 29 |
| | DRU | 14.8 | 23 | 15.8 | 29 |
| | Master's L | 14.2 | 21 | 15.0 | 25 |
| | Master's M | 14.3 | 22 | 15.2 | 26 |
| | Master's S | 13.9 | 20 | 15.0 | 25 |
| | BAC/A&S | 17.0 | 33 | 17.0 | 33 |
| | BAC/Diverse | 13.9 | 20 | 15.2 | 27 |

a. Hours per week were estimated using the midpoint of the categorical response options: 0, 1–5, 6–10, 21–25, 26–30, and More than 30 hours per week. For "More than 30," a value of 33 was assigned.

b. Neither parent holds a bachelor's degree.

c. Taking all classes entirely online.

Figure 4: Full-time Seniors' Weekly Class Preparation Time Compared with Faculty Expectations and Perceptions, by Disciplinary Area^a



a. Analysis included 31 institutions that participated in the Typical-Student version of FSSE, but not all disciplinary areas were represented at all institutions. For students and faculty, the average of hours per week was estimated using the midpoint of the categorical response options: 0, 1–5, 6–10, 21–25, 26–30, and More than 30. For "More than 30," a value of 33 was assigned. Disciplinary area was represented by students' primary major and faculty members' area of teaching.

Selected Results: Improving Educational Quality

Positive Trends in Student Engagement: Updated Findings

In *Annual Results 2009*, we reported on the prevalence of positive institution-level trends on several key measures of student engagement. This section updates the analysis through the 2012 NSSE administration. We limited the study to institutions that administered NSSE at least four times from 2004 to 2012 (years in which key survey questions did not change) and excluded administrations in which data quality considerations (response rate, sample size, and sampling error) for a given year at a given institution diminished confidence in the results. Using these criteria, we identified 449 colleges and universities with at least four data points for first-year students and 539 for seniors—more than double the number in the previous analysis. Three out of five institutions in the analysis had at least five data points, and about 40% had at least six. These institutions reflect the diversity of U.S. higher education with respect to institutional control, Carnegie 2010 Basic Classification, and size.

We examined multi-year results for four NSSE benchmarks (Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, and Supportive Campus Environment) and the proportion of students participating in high-impact practices (for first-year students, a learning community or service-learning; for seniors, service-learning, research with faculty, an internship or field experience, study abroad, or a culminating experience). Criteria for identifying a trend matched those used in 2009: change between the first and last measure that is both statistically significant and of a meaningful size (in technical terms, an effect size of at least .3), and an overall pattern that provides a satisfactory fit to a line or a curve indicating a positive or negative trend.

Positive Findings Reinforced

The updated analysis reinforces the 2009 findings. More than half of institutions examined (55%) demonstrated a positive trend on at least one measure for first-year students, and more than one-third (36%) did so for seniors. Negative trends were rare, observed at only 7%–8% of institutions. Positive trends outnumbered negative ones by 5:1 for seniors and nearly 7:1 for first-year students. Many institutions showed improvement trends on more than one measure, including a small number with positive trends for all five measures. Thirty percent of institutions showed positive trends on at least two measures for first-year students, as did 16% for seniors.

The greater incidence of positive trends among first-year students likely reflects broad concerns about retention and the

quality of the first-year experience. However, the first-year experience may also be more amenable to improvement, given the greater commonality of experience among first-year students compared to seniors (e.g., general education programs and large introductory classes common in the first year).

While conventional wisdom might hold that systematic improvement in student engagement is only possible at certain types of institutions (i.e., small liberal arts colleges), our results show otherwise (Table 3). For first-year students, comparable shares of public and private institutions evidenced positive trends on at least one measure, and proportionally more doctorate-granting and master's universities than baccalaureate colleges showed improvement. Among seniors, positive trends were more common among private institutions, but they were still in evidence at one in four public institutions studied. Positive trends for seniors were equally likely for doctoral, master's, and baccalaureate institutions. Even at institutions that enroll more than 10,000 undergraduates, half showed at least one positive trend for first-year students, and one-quarter did so for seniors.

A fundamental objective of the NSSE project is to provide college and university faculty, staff, and leadership with actionable information to inform the improvement of undergraduate education. These findings offer compelling evidence that positive change is taking place, and that the possibility of improvement is not confined to a narrow subset of institutional types.

Table 3: Institutions with Any Improvement Trend, by Selected Characteristics^a

| | First-Year Students | | Seniors | |
|--|---------------------|---------|---------|---------|
| | Number | Percent | Number | Percent |
| Total | 247 | 55 | 192 | 36 |
| <i>Control</i> | | | | |
| Public | 105 | 56 | 65 | 27 |
| Private | 142 | 54 | 127 | 43 |
| <i>Undergraduate enrollment</i> | | | | |
| Small (fewer than 2,500) | 113 | 55 | 89 | 37 |
| Medium (2,500–4,999) | 45 | 51 | 48 | 46 |
| Large (5,000–9,999) | 51 | 61 | 30 | 31 |
| Very large (10,000 or more) | 38 | 51 | 25 | 27 |
| <i>Carnegie 2010 Basic Classification (aggregated)</i> | | | | |
| Doctorate-granting universities | 56 | 57 | 38 | 35 |
| Master's colleges and universities | 114 | 59 | 94 | 37 |
| Baccalaureate colleges | 72 | 48 | 58 | 36 |
| All others or unclassified | 5 | 50 | 2 | 20 |

a. Cells contain the number and percentage of institutions with the indicated attribute that showed a pattern of improvement on at least one criterion measure.

Revisiting the DEEP Study After Ten Years: Lessons for Enhancing Educational Effectiveness

Improving the conditions to enhance student success remains a steady concern in higher education. Colleges and universities continue to strengthen first-year experience programs, increase high-impact practices such as learning communities, service-learning, and undergraduate research, add early alert systems, and expand applied learning experiences, among others. Efforts like the Documenting Effective Educational Practices (DEEP) project, launched in 2002 with the support of Lumina Foundation and the Center of Inquiry in the Liberal Arts at Wabash College, have helped illuminate ways to enhance student success.

Project DEEP studied the noteworthy performance of 20 colleges and universities with higher-than-predicted graduation rates and better-than-predicted student engagement scores—exemplars of effective practice. Resulting publications, including *Student Success in College: Creating Conditions That Matter* (Kuh, Kinzie, Schuh, Whitt, & Associates, 2005/2010) and a series of topical DEEP Practice Briefs, provide specific context-based descriptions of what educationally effective colleges and universities do to foster student learning and success.

Six overarching features were found to be common to the 20 DEEP colleges and universities:

- A “living” mission and a “lived” educational philosophy
- An unshakeable focus on student learning
- Clearly marked pathways to student success
- Environments adapted for educational enrichment
- An improvement-oriented campus culture
- Shared responsibility for educational quality and student success

The noteworthy level of performance achieved by the DEEP institutions is not only attributable to having effective educational conditions, programs and practices in place. Their success also comes from quality initiatives that touch large numbers of students in meaningful ways. In addition, the synergy and complementarity of these efforts create a success-oriented campus culture and learning environment. What’s more, they are never quite satisfied with their performance, and continually strive to improve the student experience and encourage faculty and staff to experiment with approaches to heighten learning.

DEEP Institutions Maintain Strong Performance

In 2010 we revisited the DEEP institutions to determine if they had been able to maintain their strong performance (Kuh, Kinzie,

Schuh & Whitt, 2011). By and large, they had. Retention and graduation rates were still good, and several had increased. NSSE scores were also comparable, and the six features remained critical to sustaining a focus on student success. In addition, several practices took on greater importance, including (a) expanded emphasis on data-informed decision-making and an ethic of “positive restlessness,” (b) better collaboration between academic and student affairs, and (c) more campus leaders working diligently to increase faculty and staff understanding of conditions for student success.

Faculty and staff at these high-performing colleges were careful to measure things that reflected institutional mission and values. They focused on data that were *actionable*, not immutable institutional or student characteristics. They have evolved from simply gathering data to using evidence to guide changes that improve student engagement, learning, and persistence. This shift reflects what Blaich and Wise (2011) identified as important—moving from approaching assessment as a data-gathering process ending in a report to seeing it as a many-step process to strengthen the institution’s teaching and learning environment and culminate in improvements. The practices and policies identified in Project DEEP and the follow-up reinforce the importance of taking action on evidence to enhance student learning and on increasing the number of faculty and staff who understand that promoting student engagement in effective educational practices is essential to deepening student learning and success.

Selected DEEP Practice Briefs— *Promoting Student Success*

- What Campus Leaders Can Do
- Creating Conditions So Every Student Can Learn
- The Importance of Shared Leadership and Collaboration
- What Student Affairs Can Do
- What Faculty Members Can Do
- What Student Leaders Can Do
- What Department Chairs Can Do
- What Advisors Can Do
- What New Faculty Need to Know
- What SHEEOs and System Heads Can Do
- What Accreditation Teams Can Do

Available at:

nsse.iub.edu/links/DEEP_project

Introducing the Updated NSSE Survey for 2013

After years of evidence-based and collaborative testing, the updated NSSE survey is complete. While survey changes range from minimal adjustments to entirely new content (Figure 5), the 2013 instrument maintains NSSE's signature focus on diagnostic and actionable information related to effective educational practice.

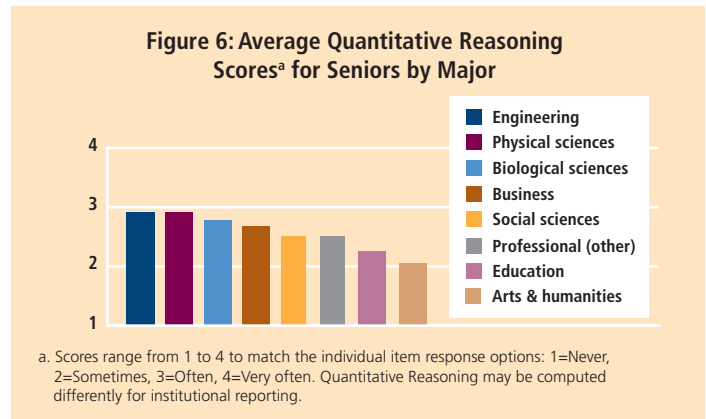
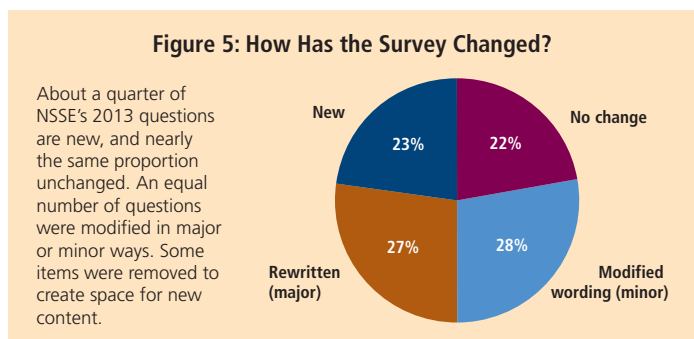
From Benchmarks to “Engagement Indicators”

Sets of new and updated items have been rigorously tested and are grouped within several Engagement Indicators (EIs). These fit within five areas of engagement (adapted from the Benchmarks of Effective Educational Practice). The area of Academic Challenge includes four EIs—*Higher-Order Learning*, *Reflective and Integrative Learning*, *Quantitative Reasoning*, and *Learning Strategies*. The area of Learning with Peers includes two EIs—*Collaborative Learning* and *Discussions with Diverse Others*. The area Experiences with Faculty includes two EIs—*Student-Faculty Interaction* and *Teaching Practices*. The Campus Environment area includes two EIs—*Quality of Interactions* and *Supportive Environment*. Finally, the High-Impact Practices area includes six EIs—*Learning Communities*, *Service-Learning*, *Study Abroad*, *Research with Faculty*, *Internships*, and *Capstone Experiences*.

New Items

The 2013 survey introduces valuable new content to enrich institutional assessment efforts. For example, new *Quantitative Reasoning* questions ask students how often they used numerical information in their own analysis, in examining real-world problems, or to evaluate others' conclusions. New *Teaching Practices* items gauge the extent instructors explained course goals and provided feedback. The *Learning Strategies* indicator includes three items about how often students identified key information from readings, reviewed notes after class, and summarized what was learned from class or course materials.

New items were tested in a 2012 pilot study that collected responses from more than 50,000 students attending 56 diverse colleges and universities. For example, the new indicator *Quantitative Reasoning* was designed to better capture



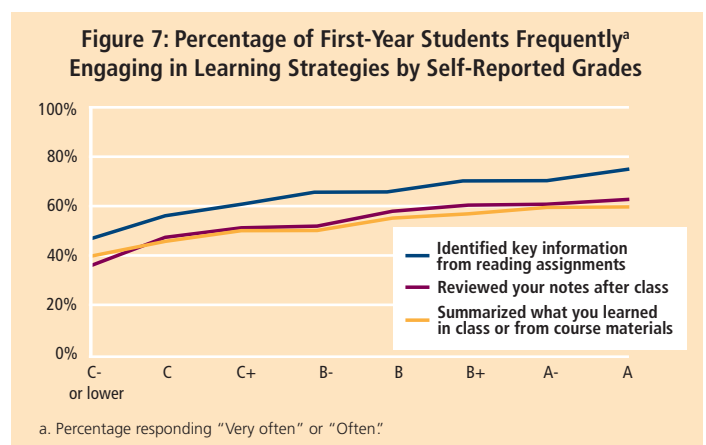
engagement with numerical information across disciplines. While seniors in engineering, physical sciences, and biological sciences were most likely to use numbers, graphs, or statistics in their coursework, it is noteworthy that students in all major categories were involved in at least some quantitative reasoning activities (Figure 6). The *Learning Strategies* indicator measures the effectiveness of students' study habits: the more first-year students used these strategies, the higher were their self-reported grades (Figure 7).

Modules

In 2013 institutions may append topical modules, short sets of questions that focus on additional content areas or expand upon existing areas. Some modules were written in collaboration with external experts from AAC&U, AASCU, the Council of Writing Program Administrators, and EDUCAUSE. Topical modules for NSSE 2013 include explorations of academic advising, civic engagement, development of transferable skills, experiences with diverse perspectives, experiences with writing, and learning with technology.

More information about the 2013 instrument and modules can be found on the NSSE Web site.

nsse.iub.edu/nsse2013



Selected Results: New Findings About the Student Experience

Factors Influencing Choice of Academic Major

In past *Annual Results* (2011, 2010), we have demonstrated that student engagement varies considerably among academic majors. In 2012, interested to learn more about factors that influence a student's *choice* of major, we administered an additional set of items to more than 21,000 students at 42 U.S. institutions. We learned that while nearly nine in ten seniors said “passion for the topic” and “a fit of talents and strengths” substantially influenced their decisions (Table 4), only about a third of them attributed “encouragement from a faculty member or advisor” as a key influence.

Table 4: Percentage of Seniors Who Said the Following Factors Substantially^a Influenced Their Choice of Academic Major

| | Percentage |
|---|------------|
| Academic interest or passion for topic | 89 |
| Fit for my talents and strengths | 89 |
| Career mobility or advancement | 59 |
| Ability to find a job | 55 |
| Potential salary or earnings | 52 |
| Preparation for graduate or professional school | 48 |
| Reputation of the major at your institution | 44 |
| Having influence over people or managing others | 41 |
| Encouragement from a faculty member or advisor | 33 |
| Parental or family influence | 29 |

a. Percentage responding “Quite a bit” or “Very much”.

Concerns for Job Opportunities

Job opportunities were among the top factors that influenced students' choice of major. For example, a majority of seniors (55%–59%) said “ability to find a job” or “career mobility or advancement” had a substantial influence on choosing their major. However, these choices varied by racial or ethnic background (see Figure 8). A sizeable share of Asian (68%), African American (65%), and Latino (63%) students were influenced by the ability to find a job, while fewer White students (53%) had such concerns.

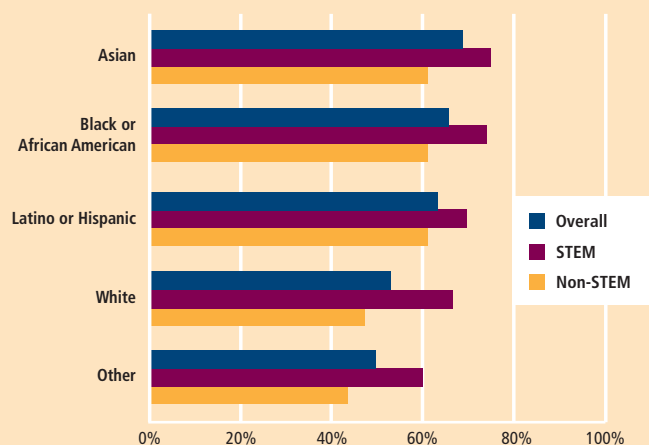
When students' *actual* choices were taken into consideration, we found that those majoring in science, technology, engineering, and mathematics (STEM) were more influenced by their concerns for finding a job after graduation. Of all the racial groups, Asian seniors (74%) majoring in STEM fields were the most likely to cite job security as a key influence. A similar percentage of African American (73%) and Latino (69%) STEM majors shared the same concern. Even among non-STEM majors, a sizable percentage of minority students (61%) agreed the ability to find a job was a substantial influence on their decision. Interestingly,

the largest disparity between STEM and non-STEM seniors was among Whites. About two-thirds of White students majoring in a STEM field agreed securing a job was a key factor while less than half of their non-STEM counterparts agreed. Compared to minority students, White non-STEM majors appeared to be the least affected by the concern for finding a job.



The Evergreen State College

Figure 8: Percentage of Seniors Who Said Ability to Find a Job Had a Substantial^a Influence on Choice of Major by Race or Ethnicity and STEM



a. Percentage responding “Quite a bit” or “Very much”.

Selected Results: New Findings About the Student Experience (continued)

Financial Stress and Its Consequences

The 2008 recession has reduced family incomes and public universities have increased tuition to offset diminished state support, thus decreasing many students' ability to afford college. According to the American College Health Association (2011), finances are the second-largest stressor for students after academics—more than a third of students described finances as “traumatic” or “very difficult” to handle.

In response to these realities, NSSE appended a set of questions about the impact of finances on academic activities for about 15,000 first-year and senior students at a diverse group of 43 institutions. Results show that finances were a significant concern for the majority of students. For example, about three in five first-year students frequently worried about paying for college and having enough money for regular expenses (Table 5). Seniors were similar, although about half frequently worried about paying for college.

Table 5: Percentage of First-Year Students and Seniors Who Evidenced Financial Stress in 2011–12

| | First-Year Students | Seniors |
|--|---------------------|---------|
| Worried about having enough money for regular expenses ^a | 60 | 62 |
| Worried about paying for college ^a | 59 | 53 |
| Chose not to participate in an activity due to lack of money ^a | 42 | 47 |
| Chose not to purchase required academic materials due to their cost ^a | 27 | 34 |
| Investigated working more hours to pay for costs ^a | 40 | 44 |
| Investigated increasing your borrowing to pay for costs ^a | 27 | 36 |
| Agreed: Financial concerns have interfered with my academic performance ^b | 32 | 36 |
| Agreed: College is a good investment ^b | 73 | 75 |

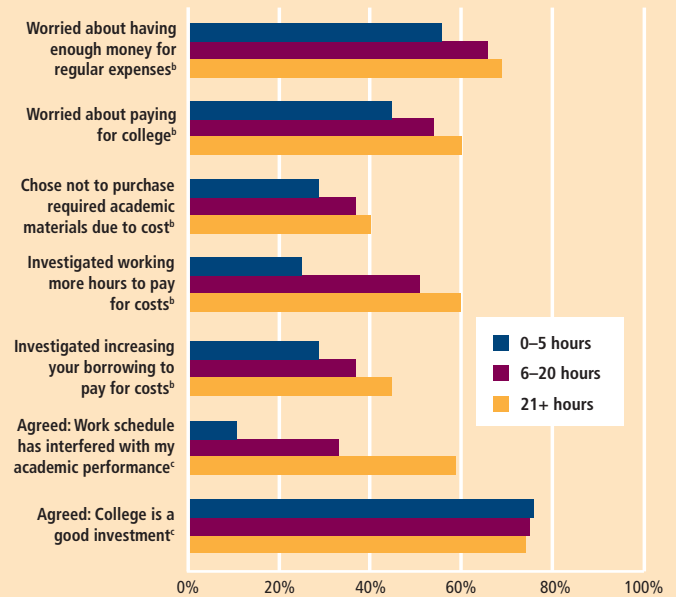
a. Percentage responding “Very often” or “Often”.

b. Percentage selecting 4, 5, or 6 on a 6-point scale ranging from “Not at all” to “Very much”.

Concern for finances appears to affect many students' academic performance. About one in four first-year students and one in three seniors frequently did not purchase *required* academic materials due to their cost, and a third of students believed that financial concerns interfered with their academic performance. Yet despite their financial concerns, three out of four students agreed that college is a good investment.

Financial stress varied according to how much students worked on- or off-campus. Full-time seniors were classified into three groups—those working 0 to 5 hours, 6 to 20 hours, and 21 or more hours per week—with about a third in each group. Students who worked more faced more financial stress (Figure 9). Approximately two out of three students who worked six or more hours per week frequently worried about having enough money for regular expenses, and those who worked more hours worried more often about paying for college. About two in five students working at least six hours per week frequently did not buy required academic materials. Perhaps most troubling, while about 60% of students working more than 20 hours per week believed that their work interfered with their academic performance, an equivalent percentage indicated that they frequently investigated working more hours. Moreover, despite the perceived negative impact of work on academic performance, those with heavy work commitments were more likely to consider *increasing* their work hours than borrowing more. These findings indicate that financial concerns may trump academic ones for a large number of students. Yet regardless of the number of hours worked, three out of four full-time seniors agreed that college is worth the cost.

Figure 9: Percentage of Full-Time Seniors Who Evidenced Financial Stress by Hours Worked Per Week^a



a. Estimate of total hours worked combining on- and off-campus paid employment.

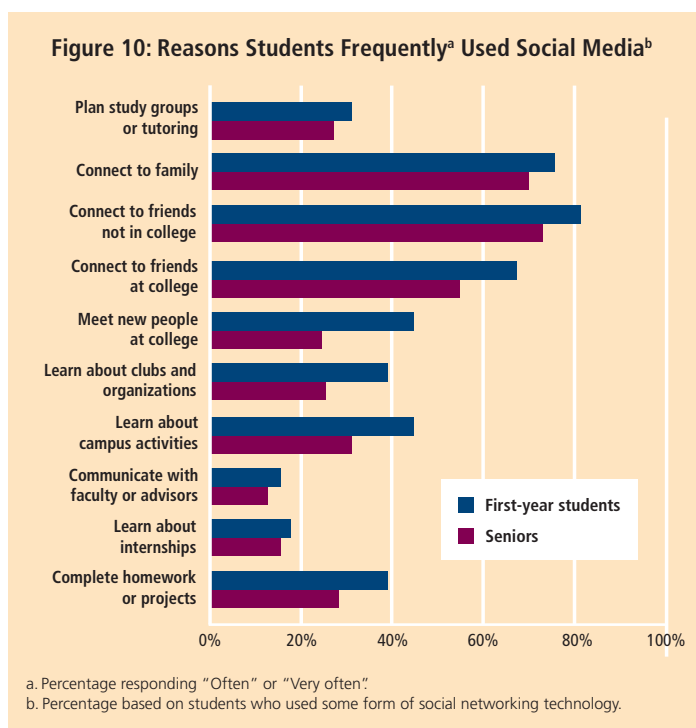
b. Percentage responding “Very often” or “Often”.

c. Percentage selecting 4, 5, or 6 on a 6-point scale ranging from “Not at all” to “Very much”.

Social Networking

Social networking via Facebook, Twitter, LinkedIn, Google+, etc., is an ever-present aspect of college life. To explore its impact, more than 19,000 students from 42 colleges and universities were asked additional questions about their use of social networking technology.

We found that the vast majority of students (89%) used social media, and the most common connections made were with friends and family. Yet, many students also used this technology



in educationally purposeful ways. For example, 28% used social media to plan study groups or tutoring sessions, 33% completed assignments and class projects, 17% learned about internships, and 15% communicated with faculty or advisors. Interestingly, first-year students used social media more than seniors across the board, especially in learning about campus organizations, activities, and making new friends in college (Figure 10).

More than half of the students who interacted with faculty or advisors through social media had *two-way* communications with them. However, when networking with staff from career services, libraries, financial aid, or residence life, more than two-thirds of students merely read information posted by these campus units.

Social Media—A Mixed Blessing

The connections students made and the information they received through social networking were positively associated with other forms of engagement, as represented by the NSSE benchmarks (Table 6). First-year students who frequently used social media to interact with peers, learn about campus events and opportunities, and interact with faculty and advisors were more engaged in Active and Collaborative Learning and Student-Faculty Interaction, and believed the campus environment to be more supportive. However, no association was found with Academic Challenge, suggesting that use of social media relates more to social learning activities such as collaborative learning and interactions with campus figures.

Table 6: Relationships Between Social Media Use and NSSE Benchmark Scores, Grades, and Satisfaction for First-Year Students^a

| | Used social media: | | | |
|-----------------------------------|--------------------------------|---|---------------------------------------|---------------------------|
| | To interact with college peers | To learn about events and opportunities on campus | To interact with faculty and advisors | During class ^b |
| Academic Challenge | | | | |
| Active and Collaborative Learning | +++ | ++ | + | |
| Student-Faculty Interaction | ++ | ++ | ++ | |
| Supportive Campus Environment | ++ | ++ | ++ | - |
| Self-Reported Grades | | | | - |
| Overall Satisfaction | ++ | ++ | | -- |

a. Controls included gender, enrollment, race or ethnicity, age, first-generation, self-reported grades, transfer, living on campus, major, working, international, distance education, Carnegie Basic Classification, and institutional control. + p<.001, ++ p<.001 and unstd. B>.1, +++ p<.001 and unstd. B>.2, - p<.001, -- p<.001 and unstd. B>-.1, --- p<.001 and unstd. B>-.2. Cells were left blank if the findings were not significant at p<.001.
b. Using social media during class for purposes other than coursework.

On the down side, more than two-thirds of students used social media at least sometimes during class, and approximately a third (39% first-year students and 31% seniors) *frequently* did so. Students who spent more time on social media during class perceived their campus environment to be less supportive and reported lower grades and satisfaction. Colleges and universities will have to balance the distraction of social media during class with the potential to engage students through this new avenue of connections to peers and institutional agents.

Selected Results: BCSSE

High School Engagement and Campus Support

Traditional indicators of college readiness mainly focus on subject-specific high school academic preparation (Conley, 2007). However, these indicators by themselves may not be sufficient to understand student success in college. *They do not reflect the students' readiness to be meaningfully engaged.* Thus, prior high school engagement can be considered the foundation for successful student engagement during the first year of college. Years of research have demonstrated the connection between meaningful academic engagement and student persistence and academic performance (e.g., Reason, Terenzini, & Domingo, 2006). With data from the Beginning College Survey of Student Engagement (BCSSE) and the National Survey of Student Engagement (NSSE), we investigated the extent to which high school engagement helps to explain first-year student engagement. Realizing the role that supportive campus environments can play in increasing student engagement, we then looked at how prior high school engagement and campus support interact to impact first-year student engagement.

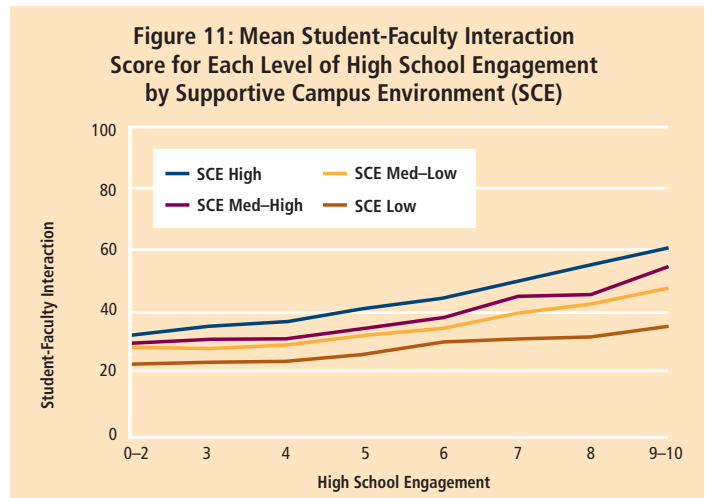
BCSSE data reveal that the high school academic engagement of entering first-year students is linked with the subsequent first-year engagement several months later. The general pattern is that with each increasing level of high school engagement, the percentage of students who score above the mean increases for each of three NSSE Benchmarks (Academic Challenge, Active and Collaborative Learning, and Student-Faculty Interaction) (Table 7).

Table 7: Percentage Scoring Above the Benchmark Mean for Each Level of High School Academic Engagement

| | Academic Challenge | Active and Collaborative Learning | Student-Faculty Interaction |
|-------------------------------|--------------------|-----------------------------------|-----------------------------|
| <i>High School Engagement</i> | | | |
| (Very low) 0-2 | 26 | 12 | 22 |
| 3 | 26 | 25 | 28 |
| 4 | 33 | 27 | 27 |
| 5 | 43 | 36 | 38 |
| 6 | 57 | 48 | 48 |
| 7 | 62 | 58 | 59 |
| 8 | 73 | 69 | 67 |
| (Very high) 9-10 | 75 | 76 | 74 |

Given the human tendency toward behavioral consistency (Funder & Colvin, 1991), is it realistic to expect that colleges and universities can influence student behaviors? Consistent with past research, Figure 11 shows that students at all entering levels of high school engagement benefit from a supportive campus environment. For instance, students entering with a higher high school engagement but reporting “low” campus support

interact much less with their faculty, whereas students with the same entering high school engagement but reporting higher levels of campus support interact with their faculty much more (results for Academic Challenge and Active and Collaborative Learning are very similar and not shown here). Overall, these results emphasize the link between high school engagement, first-year engagement, and the role of the campus environment in mediating changes in engagement.



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 360,000 first-year students at 348 higher education institutions across the US and Canada have completed the BCSSE survey.

BCSSE 2011–NSSE 2012 Facts

- More than 72,000 first-year students enrolled at 132 institutions participated in BCSSE in the summer and fall of 2011.
- Of these 132 institutions, 87 also participated in NSSE 2012 and received the *BCSSE-NSSE Combined Report*.
- Of the BCSSE-NSSE institutions, 30% were public institutions. Approximately 45% were bachelor’s-granting colleges, 44% master’s level, and 11% doctorate-granting.

BCSSE Update in 2013!

Subsequent to the launch of an updated NSSE in 2013, the BCSSE instrument will also be updated to enhance overall data quality and the linkages between BCSSE and NSSE. This will allow more comprehensive analysis of the first-year experience. An updated version of BCSSE will launch in 2013, corresponding to the NSSE 2014 administration.

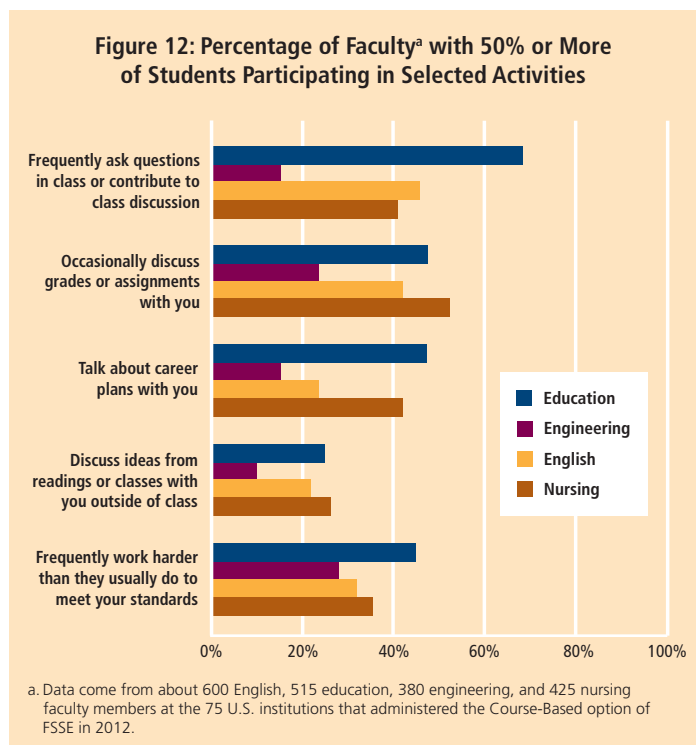
Find out more about BCSSE online.

bcsse.iub.edu

Faculty Survey Results by Major Field

Contact between faculty members and students is an important form of student engagement, associated with the development of key relationships as well as improved outcomes. Increased student-faculty interaction is connected with more positive perceptions of student relationships with others on campus overall, and classrooms with more student-faculty interactions promote better relationships with peers, faculty, and administrative personnel. Yet, consistent with NSSE and FSSE findings over the years, student-faculty interaction varies by field of study.

Using data from FSSE 2012, selected learning activities were examined for faculty members from engineering, nursing, education, and English (Figure 12). The majority of education faculty (68%) reported that at least half of their students frequently asked questions in class or contributed to class discussions, compared with 41% of nursing and only 15% of engineering faculty. About half of nursing faculty discussed grades or assignments with more than half of their students, while 42% of English and only 23% of engineering faculty did so. Similarly, almost half of education faculty discussed career plans with at least half of their students, compared with only 15% of engineering faculty.



One-quarter or less of all faculty across the four fields discussed ideas from readings or classes with the majority of their students outside of class. Similarly, a third of the faculty in three of the four fields believed the majority of their students worked harder than usual to meet their standards, whereas 44% of education faculty reported this sentiment. Overall, education faculty reported higher levels of interaction with students than their peers in other disciplines.

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 2012 Facts

- This was the 10th administration of this online survey.
- The average institutional response rate was 46%.
- 15,148 faculty from 117 institutions participated.
- 108 (92%) of the institutions administered NSSE and FSSE concurrently.
- Since 2003, 196,000 faculty from 710 different institutions have responded to FSSE.

Find out more about FSSE online.

fsse.iub.edu



Madonna University

High-Impact Practices

Because of their positive effects on student learning and retention, special undergraduate opportunities such as learning communities, service-learning, research with a faculty member, study abroad, internships, and culminating senior experiences are called *high-impact practices* (Kuh, 2008) (Table 8). High-impact practices share

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

Table 8: 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> | | | | | | | | |
| Carnegie 2010 Basic Classification ^b | RU/VH | 19 | 37 | 31 | 54 | 26 | 43 | 18 |
| | RU/H | 22 | 41 | 31 | 48 | 20 | 45 | 13 |
| | DRU | 17 | 45 | 28 | 37 | 13 | 42 | 10 |
| | Master's L | 17 | 40 | 33 | 49 | 18 | 51 | 12 |
| | Master's M | 16 | 45 | 33 | 49 | 19 | 53 | 12 |
| | Master's S | 16 | 42 | 38 | 54 | 22 | 54 | 16 |
| | Bac/A&S | 13 | 43 | 59 | 66 | 33 | 54 | 36 |
| | Bac/Diverse | 16 | 47 | 38 | 55 | 20 | 54 | 9 |
| Control | Public | 18 | 39 | 30 | 48 | 20 | 47 | 11 |
| | Private | 18 | 45 | 39 | 52 | 20 | 49 | 19 |
| <i>Student Characteristics</i> | | | | | | | | |
| Gender | Male | 17 | 41 | 35 | 47 | 22 | 44 | 13 |
| | Female | 18 | 41 | 32 | 51 | 19 | 51 | 15 |
| Race/Ethnicity | African American/Black | 19 | 46 | 29 | 42 | 18 | 54 | 8 |
| | Asian/Pacific Islander | 18 | 47 | 31 | 45 | 24 | 51 | 14 |
| | Caucasian/White | 18 | 39 | 35 | 53 | 20 | 47 | 14 |
| | Latino/Hispanic | 20 | 41 | 25 | 43 | 18 | 49 | 11 |
| | Other | 17 | 46 | 31 | 43 | 19 | 48 | 18 |
| Enrollment Status | Less than full-time | 11 | 28 | 23 | 36 | 11 | 38 | 7 |
| | Full-time | 18 | 42 | 36 | 53 | 22 | 50 | 16 |
| First-Generation ^c | No | 19 | 42 | 38 | 55 | 24 | 49 | 19 |
| | Yes | 16 | 40 | 28 | 43 | 16 | 47 | 8 |
| Transfer | Started here | 18 | 42 | 40 | 59 | 25 | 52 | 20 |
| | Started elsewhere | 14 | 34 | 25 | 39 | 14 | 44 | 8 |
| Age | Under 24 years | 19 | 43 | 41 | 60 | 26 | 53 | 20 |
| | 24 years & older | 10 | 25 | 23 | 35 | 12 | 41 | 6 |
| Major Category | Arts & humanities | 19 | 38 | 39 | 46 | 20 | 43 | 22 |
| | Biological sciences | 18 | 41 | 35 | 53 | 42 | 44 | 16 |
| | Business | 17 | 41 | 32 | 39 | 10 | 40 | 14 |
| | Education | 19 | 49 | 26 | 70 | 13 | 67 | 8 |
| | Engineering | 19 | 36 | 46 | 55 | 29 | 34 | 12 |
| | Physical sciences | 17 | 38 | 34 | 48 | 41 | 38 | 13 |
| | Professional (other) | 19 | 44 | 23 | 53 | 15 | 64 | 10 |
| | Social sciences | 18 | 42 | 37 | 48 | 24 | 51 | 18 |
| Overall | | 18 | 41 | 33 | 49 | 20 | 48 | 14 |

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.

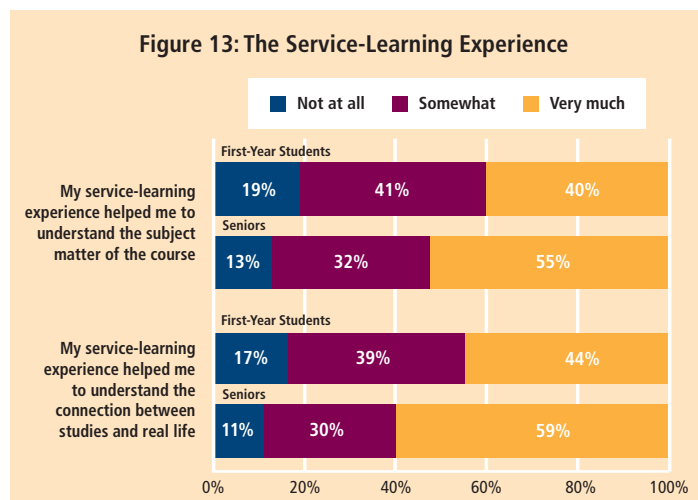
c. Neither parent holds a bachelor's degree.

A Closer Look at Service-Learning

Service-learning, a NSSE *high-impact practice*, is associated with a wide range of positive educational outcomes, including increased academic engagement and learning (Jacoby and Associates, 2009). Though it exists in many forms, common to most is the connection between in- and out-of-class learning environments. Service-learning is often infused across the curriculum or in programs such as learning communities, senior capstone courses, study abroad, and mentoring programs.

In 2012, about 41% of first-year students and 48% of seniors participated in a service-learning project during the year. An additional set of items appended to the 2012 survey followed up with students who said they participated in service-learning, asking them about connections with coursework, faculty involvement, and hours per week on site. Data were collected from 1,856 first-year students and 2,930 seniors enrolled at 42 institutions.

Of all participants, 61% of first-years and 58% of seniors indicated that *one* of their classes had a service-learning component, with the remaining percentage indicating that *two or more* classes had a service-learning component. For first-year students, the three most common service-learning locations included colleges or universities (32%), non-profit or community-based organizations (31%), and K-12 schools (20%). For seniors, the three most common service-learning locations included non-profit or community-based organizations (37%), K-12 schools (28%), and colleges or universities (23%). Service-learning experiences helped most students, particularly seniors, to understand the connections between their service experience and their studies, and to better understand their course material—both important goals of service-learning (Figure 13).



First-year students and seniors who participated in service-learning perceived more gains in several areas of learning and development related to their experiences engaging with the community (Figure 14). For both class levels, those who participated in service-learning reported larger gains than their peers in their ability to contribute to the welfare of the community, develop a personal code of ethics, and understand people of different racial and ethnic backgrounds.

Finally, adjusting for student and institutional characteristics, students who participated in service-learning were more engaged in Academic Challenge, Student-Faculty Interaction, and Enriching Educational Experiences, and they perceived higher levels of Supportive Campus Environment (Table 9). These results support claims for the educational benefits of service-learning.

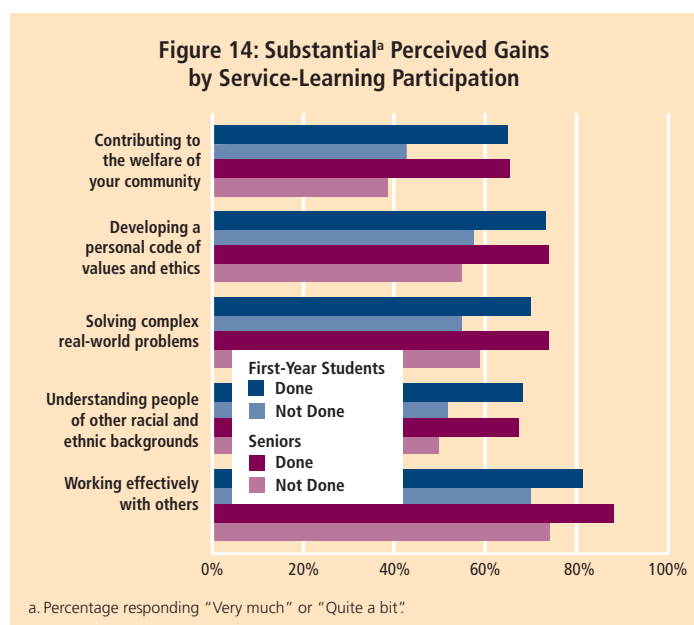


Table 9: Adjusted Mean Difference^a in Engagement Between Service-Learning Participants and Their Peers

| | First-Year Students | | | Seniors | | |
|-----------------------------------|---------------------|-------------------|-----------------|-------------------|-------------------|-----------------|
| | M _{diff} | Sig. ^b | ES ^c | M _{diff} | Sig. ^b | ES ^c |
| Academic Challenge | 4.7 | *** | .03 | 6.0 | *** | .04 |
| Student-Faculty Interaction | 11.3 | *** | .09 | 11.9 | *** | .08 |
| Enriching Educational Experiences | 7.6 | *** | .08 | 10.0 | *** | .08 |
| Supportive Campus Environment | 5.4 | *** | .02 | 6.7 | *** | .03 |

a. Mean differences (M_{diff}) were calculated from adjusted means. Controls included gender, enrollment, race/ethnicity, age, first-generation, self-reported grades, transfer, living on campus, major, working, international, distance education, Carnegie Basic Classification, and institutional control.
b. ***p<.001
c. Partial eta squared. Small effects range from .0 to .04; medium effects from .05 to .13; and large effects .14 or higher.

Using NSSE Data

Over the past 10 years, hundreds of rich examples of what it means to put student engagement results to use have been featured in the “Using NSSE Data” section of *Annual Results*. These examples illustrate how NSSE’s diagnostic, actionable information can help catalyze vital, sometimes challenging, conversations about the quality of undergraduate education on a given campus.

Campuses that truly “use” NSSE demonstrate that receipt of detailed reports and data is only the start of a process to share and interpret results, identify priorities for action, formulate and implement plans for improvement, and circle back to assess impact. Each of these steps is arguably more challenging than the one before, but all are necessary for an institution to take full advantage of what NSSE provides.

Examining how institutions use results highlights proven steps for converting data to action in ways that promote student success. Important lessons for maximizing the use and impact of NSSE results are presented in the *Lessons from the Field* series. Collectively, the institutional examples illustrate (a) the value of sharing results widely, (b) the utility of linking data to other sources, and (c) the validity of using data to address real campus problems and issues. The institutional examples represented in this year’s report reflect the growing sophistication of NSSE users to conduct more complex analysis, greater integration of results in strategic planning and the assessment of programs and activities, and tighter links between results and improvements to teaching and learning.

Fostering Student-Faculty Interaction

Winona State University

Winona State University (WSU) in Minnesota has a long history of assessment and evaluation of student engagement and learning outcomes. Most notably, since 1998 they have conducted an institution-wide Assessment Day to gather feedback from students, faculty, and staff and to evaluate student learning outcomes. WSU administered NSSE for the first time in 2009. Results comparing NSSE data to data from a WSU preenrollment survey were analyzed and presented to all Student Life and Development (SLD) staff and to the campus committee preparing for WSU’s upcoming accreditation visit. NSSE results showed that WSU students were very likely to engage in collaborative learning, volunteerism, and service-learning—recent areas of focus at WSU—but were not experiencing as much student-faculty interaction as they had anticipated, especially in the first year. These findings persuaded SLD staff to focus on programming efforts that would involve faculty and promote student-faculty interaction both in and out of the classroom. Additionally, some sections of the first-year orientation course were linked to other



Wayne State University

courses taught by the same faculty member, serving to increase the amount of contact students had with that instructor.

NSSE results also indicated that more attention was needed to increase student interaction with peers from different racial or ethnic backgrounds. This was not surprising given the relatively homogeneous student body at WSU, but the finding underscored the need for WSU to put increased emphasis on the importance of diversity in multiple arenas. In addition, WSU is administering BCSSE for the first time to explore entering students’ experiences and expectations for engagement, and has developed a reporting tool that allows faculty and staff to quickly and easily view NSSE results broken down by class, gender, and ethnicity.

Developing a Model to Foster Student Engagement Goals

Ramapo College of New Jersey

The Committee on Student Engagement at Ramapo College of New Jersey was charged to develop a comprehensive plan to more fully engage students in their undergraduate college experience, motivated in large part by a thorough examination of NSSE results relating to high-impact practices and comparisons to institutions with similar missions. The committee held a series of retreats and meetings that reviewed results, created an inventory

of campus experiences that meet student engagement outcomes, placed these activities on a four-year continuum, and identified what students get out of the experiences. The committee then created a four-year development model that included four student learning goals for academic, social, personal, and campus/civic engagement. They also identified Key Points of Student Engagement (KPEs)—high-impact activities that contribute to student learning and achieve the four goals. For example, existing first-year KPEs are the summer reading program, Convocation, Orientation, and Welcome Week activities. KPEs provide an explicit indicator about factors important to achieving student learning goals, and they represent institutional commitments to supporting and strengthening student engagement. Currently, the model is available for first-year and sophomore students. Future plans include creating a model for juniors and seniors, determining the best way to incorporate transfer students, and offering a co-curricular transcript that records student progress throughout the collegiate journey. Long-term assessment of the model will include a triangulation of NSSE data with other institutional data sources, such as retention data and student satisfaction surveys, to determine the validity and effectiveness of the overall model.

Assessing Program Outcomes

Grinnell College

Grinnell College incorporated NSSE data in program assessments for two projects. NSSE results contributed to an exploration of the long-term impact of the *Grinnell Science Project* (GSP). The GSP, implemented in 1992 to increase the number of students from underrepresented groups earning degrees in the sciences, involves new students in a preorientation, week-long program and then employs a range of activities rooted in intensive mentoring, engaged pedagogy, and community-building that support persistence in science. An analysis using 2005 and 2008 NSSE data showed that GSP students were more engaged over time in, for example, conversations with faculty and collaboration with classmates in group settings. Grinnell also incorporated NSSE data in a broad assessment of peer mentoring and tutoring programs. Another analysis revealed that participating as a tutor was associated with higher levels of engagement overall, supplementing extensive qualitative data demonstrating similar benefits for tutors.

Examining Transfer Student Success

Western Michigan University

As part of Western Michigan University's (WMU) planning priorities for 2011–12, the Office of Institutional Effectiveness (OIE) presented findings to the Provost's Council about how

engagement for transfer students (growing in number at WMU) differed from students who began their undergraduate careers at WMU. Staff examined NSSE data from 2008–2010 because it was the first time WMU participated in consecutive years. Selected findings showed that transfer students were less likely to work with faculty outside of class, complete a field-based experience, carry out community service, or complete a culminating senior project—important goals of WMU's strategic plan. Furthermore, transfer students were less likely to participate in co-curricular activities due to family responsibilities and time spent commuting to campus. These were important considerations for University programs and practices that support the nonacademic responsibilities of students. Recommendations included a range of initiatives to support transfer student transition, including more evening course offerings and expansion of WMU offerings at local community colleges to ensure smooth transfer.

In addition, WMU implemented a plan to facilitate NSSE data use at the college level to examine other high-priority planning outcomes. WMU developed long-term trend workbooks that display comparison results for individual survey items—over seven years for NSSE and six years for FSSE. The workbooks are posted to the WMU institutional effectiveness Web site.

www.wmich.edu/poapa/assessment/inst-assess.html

Using Program-Level Results to Improve Teaching and Learning

Dalhousie University

Dalhousie University's 2008 NSSE results indicated a need to help first-year students become more engaged academically and



Dalhousie University

Using NSSE Data (continued)

form stronger connections to the Dalhousie community. A new position was established in the Centre for Learning & Teaching through the Office of the Vice-President Academic and Provost specifically to nurture and develop high-impact student engagement initiatives. Dalhousie values its overall NSSE results, but breaking results down by program and department helped the faculty review strengths and areas that need improvement. For example, NSSE results revealed a need for more active and collaborative learning in computer science, so more hands-on, project-driven, first-year classes were implemented to help students link theory with everyday applications. Student response to these classes was so enthusiastic that additional sections were added. The department also saw improvement in second-year retention rates.

Increasing and Reinforcing Diversity Efforts

State University of New York at Geneseo

NSSE results at the State University of New York at Geneseo (SUNY Geneseo) revealed that student engagement in diversity experiences—including diverse perspectives in writings and assignments, having serious conversations with students of a different race or ethnicity, and encouraging contact among students from different economic, social, and racial or ethnic backgrounds—were lower than comparison groups and what the institution desired. Results also reinforced student feedback to the coordinator of multicultural programs about their interest in more opportunities to interact across cultures. These combined findings helped make the case for a number of initiatives to increase diversity and expand diverse learning experiences on campus. These include the Campus Diversity Plan, Real World Geneseo, Deliberative Dialogues, and The Multi-Cultural Organization Space for Activities, Inclusion, and Collaboration (MOSAIC). MOSAIC provides a dedicated meeting space where activities such as the Deliberative Dialogues sessions led by faculty, staff, and student moderators provide an opportunity to discuss diversity issues and suggest solutions. “Real World Geneseo,” modeled on MTV’s “Real World,” is a four-day intensive workshop held in a Rochester hotel where students explore their differing perspectives on such issues as race, gender, sexual identity, and class differences.

Effecting Change in the Curriculum

Loyola Marymount University

Loyola Marymount University (LMU) uses NSSE results as direct and indirect evidence in the assessment of almost all of its four broad Undergraduate Learning Goals and Outcomes that focus on (a) critical thinking and integration of knowledge from multiple disciplines, (b) in-depth understanding of at least one

“Information about student engagement is an excellent foundation for the accreditation review process, providing much needed evidence of areas of strength as well as where improvement may be needed.”

—Ralph Wolff, President and Executive Director, Accrediting Commission for Senior Colleges and Universities, Western Association of Schools and Colleges (WASC)

academic discipline, (c) demonstration of transformative personal growth, and (d) application of acquired knowledge and reason to potential leadership roles in a socially just world. NSSE results on a number of survey items, such as preparing two or more drafts of a paper, making presentations in class, and the number and length of papers or reports written, provide evidence for fulfilling the written and oral communication outcome under LMU’s Goal 1: *“Written and oral communication: Students will effectively express information both in writing and orally using conventions and forms appropriate to the intended audience.”* For example, LMU’s NSSE 2010 results on writing practices showed that first-year students were completing drafts of a paper before submitting a final version more often than seniors. Because writing multiple drafts is considered an effective practice, faculty wanted to encourage first-year students to continue doing so and to heighten awareness of this best practice for all students. NSSE results helped faculty address the written and oral communication outcome and communicate the value of requiring students to complete drafts before submitting a final paper or assignment.

Assessing Sustainability Education through Consortium Participation

Sustainability Education Consortium 2011

Eight institutions formed a consortium in NSSE 2011 to assess engagement in sustainability education across the curriculum. The consortium added 20 questions to the core survey in order to develop a user-friendly assessment system for sustainability education. With these results, institutions could (a) acquire a cross-institution data set on students’ engagement with aspects of sustainability, (b) assess institutional strengths and weaknesses with respect to sustainability education compared to peers, and (c) provide one source of assessment data for the Association for the Advancement of Sustainability in Higher Education’s (AASHE) education initiative. Consortium results showed high proportions of students involved in sustainability education, with the highest scores on integrating knowledge from multiple disciplines, understanding the consequences of one’s actions, and perceptions of institutional emphasis on learning about sustainability. Lower than expected scores on a few items suggested a need to increase,



Seton Hall University

for example, student participation in sustainability projects and field trips in the bioregion. Results also revealed that students were more likely to focus on their own behavior than to engage in group sustainability-related activities. In the future, the consortium plans to revise the survey to include items that assess the understanding of issues of social justice and economic dimensions of sustainability.

Examining Subgroup Variation in Learning Communities

Wagner College

Wagner College links NSSE data with other results to inform programmatic change. Wagner's distinctive curriculum, The Wagner Plan for the Practical Liberal Arts, combines interdisciplinary learning with experiential learning in New York City through three learning community formats across students' undergraduate experience. To develop The Wagner Plan to its full potential, Wagner administrators and faculty wanted to determine if there were variations within subgroups of students on a number of NSSE benchmarks.

Following NSSE's recommendations for predictive validity studies (see NSSE's Psychometric Portfolio), Wagner linked NSSE data with student SAT scores, enrollment records, and GPAs. Results revealed that for most students across all five benchmarks, higher levels of engagement were associated with higher rates of retention after one year. For students with SAT scores in the low to middle ranges, engagement was a better predictor of retention than SAT scores. In an effort to assess engagement early in the fall semester, Wagner devised a survey that first-year students

will complete in learning community courses during the third week of the semester. Students will be asked about how they spend their time, if they have missed any classes or assignments (and in which courses), what they anticipate as a major, and how they feel they fit in on campus. Results will be shared with the learning community faculty, who are also the students' advisors, and with campus life administrators so that appropriate follow-up contact can be made with students as needed to support their persistence and success.

Connecting Institutional Mission to Learning Outcomes Assessment

McKendree University

In Fall 2010, the Student Learning, Assessment, and Teaching Effectiveness (SLATE) committee at McKendree University renewed focus on its assessment plans. The SLATE team developed seven learning outcomes derived from the four principles of McKendree's institutional mission: Responsible Citizenship, Engagement, Academic Excellence, and Lifelong Learning. The seven learning outcomes are (1) Appreciation of Diversity, (2) Personal, Social, Ethical, and Civic Responsibility, (3) Engagement, (4) Effective Communication, (5) Inquiry and Problem Solving, (6) Discipline-Specific Competence, and (7) Lifelong Learning.

This new phase of McKendree's assessment activity emphasizes the systematic assessment of programs, services, and student learning by selecting an individual learning outcome to focus on annually. This focused work is conducted by subcommittees of faculty, administrators, and student affairs professionals using a three-year cycle of planning, development, and implementation. The learning outcome of "Engagement" was developed during the 2010–11 academic year and implemented the following year. The "Year of Engagement" as an institutional theme quickly became a catalyst for many changes across the McKendree campus. All major divisions, including the president and provost, incorporated the theme of Engagement into programming efforts.

NSSE results were an obvious data source to assess the Engagement outcome. Though McKendree first-year students scored at or above the mean for many items in the Enriching Educational Experiences Benchmark, the SLATE committee wanted to improve areas where seniors scored below the mean. NSSE 2011 results were used in conjunction with results from their Fall Student Survey to demonstrate the need for increased service-learning opportunities and improvements in teaching resources for faculty. Specifically, the Provost's Office dedicated its *Teaching for Excellence* fall and spring workshops to the institutional theme. McKendree plans to administer NSSE every three years to continuously measure student engagement scores.

The NSSE Institute for Effective Educational Practice develops user resources and responds to requests for assistance with using student engagement results to improve student learning and institutional effectiveness. Institute staff and project associates have completed a major national study of high-performing colleges and universities, made dozens of presentations at national and regional meetings, and worked with many campuses to enhance student success.

Institute associates have:

- Presented a workshop at a state university system conference for faculty members interested in using NSSE data in their scholarship of teaching and learning 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

Outreach Services

NSSE Users Workshops

Since 2003, nearly 700 representatives from participating NSSE institutions have attended at least one workshop. A spring 2013 workshop is planned to help users transition to NSSE 2013 results and work with prior years' data. Customized institution-based, regional, systems, and consortium workshops can also be developed. Topics may include using NSSE data for assessment and improvement, strategies for data dissemination and sharing, and using NSSE for accreditation and system-wide quality improvement plans. If you have questions about NSSE User Workshops or are interested in hosting an event at your institution, please contact Jillian Kinzie at 812-856-1430 (toll-free: 866-435-6773) or jikinzie@indiana.edu.

NSSE Webinars

Free, live, and prerecorded Webinars are available to faculty, administrators, institutional researchers, and student affairs professionals who want to better use and understand their NSSE, BCSSE, and FSSE data. Each hour-long Webinar includes a PowerPoint presentation and question-and-answer period. All Webinars are recorded and available on the NSSE Web site for later or repeated viewing at your convenience.

nsse.iub.edu/webinars

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 included in the Web version of the *Institutional Report 2012* and includes descriptions and active links to:

- Regional and specialized NSSE *Accreditation Toolkits* that help users incorporate NSSE results into accreditation reports and suggest ways to align survey items with regional and specialized accreditation standards
- NSSE's *Degree Qualifications Profile (DQP) Toolkit* that explores the overlap between student engagement in educationally effective practices and the learning outcomes expected of all students earning a bachelor's degree outlined in Lumina Foundation's DQP
- The NSSE Report Builder generates reports drawn from a secure database of responses from the two most recent years of NSSE and can be queried using any combination of student and institutional characteristics
- User guides on (a) interpreting effects sizes in NSSE reports, (b) conducting cognitive interviews and focus groups, (c) analyzing multiple years of NSSE data, (d) facilitating presentation of NSSE and FSSE data to campus stakeholders, and (e) developing institutional Web displays of NSSE results
- A *Pocket Guide to Choosing a College* in English and Spanish languages and *The Student Experience in Brief*

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 institutions in the display of NSSE results that are accurate, accessible to a general audience, and consistent with NSSE's advice and policy in support of responsible public reporting.

nsse.iub.edu/links/website_displays

Encouraging Student Participation in NSSE and Increasing Survey Response Rates

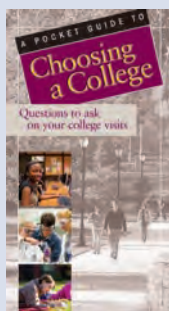
A new prerecorded Webinar titled *Encouraging Student Participation in NSSE* is available to assist institutional users in promoting survey participation. An accompanying Web page highlights tips to consider during the NSSE administration and includes institutional examples for maximizing the number of respondents effectively and ethically.

nsse.iub.edu/links/survey_promo

A Pocket Guide to Choosing a College and The Student Experience in Brief

NSSE's guide to exploring colleges, *A Pocket Guide to Choosing a College: Questions to Ask on Your College Visits*, helps prospective college students and their parents in the college decision-making process and is a useful resource for college admissions staff. A Spanish version, *Una Guía de Bolsillo Para Escoger una Universidad*, is also available.

nsse.iub.edu/html/pocket_guide_intro.cfm



Questions drawn from the pocket guide, with responses from students on individual campuses, are provided in *The Student Experience in Brief* report.

nsse.iub.edu/links/institutional_reporting



New this year is a mobile version of the pocket guide. A QR code to access the mobile site is available on the NSSE Web site so institutions can include it in their recruitment, college fair, and campus tour materials. Scan the QR code to access the mobile NSSE pocket guide.

nsse.iub.edu/html/pocket_guide_intro.cfm

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

Moving from Data to Action and Using NSSE to Assess and Improve Undergraduate Education: Lessons from the Field—Volumes 1 and 2

The *Lessons from the Field* series provides practical ideas for NSSE institutions to improve evidence-based assessment and improvement initiatives. *Lessons from the Field—Volume 1* (2009) captured the growing body of collective wisdom and emerging lessons about the use of student engagement results to improve educational quality. *Moving from Data to Action: Lessons from the Field—Volume 2*, released on June 1, 2012, features new examples of how institutions are using NSSE data to assess and improve the quality of undergraduate education. The institutions represent a range of sizes, Carnegie types, regions, locales, and private or public control. The accounts illustrate various ways that assessment can be a worthwhile undertaking when results inform efforts to improve educational effectiveness.

nsse.iub.edu/links/lessons_home

Searchable Database for Using NSSE Data

Examples of how campuses use NSSE, FSSE, and BCSSE results can be searched by keyword, institution name, Carnegie Classification, and topics such as accreditation, general education assessment, retention, diversity, advising, and service learning in an online database.

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 of 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 encouraging findings about institutions that are realizing gains in student engagement over time. Substantial numbers of institutions across a wide range of institution types showed positive trends in NSSE results. (For a comparable analysis using more recent data, see p. 13.) These promising findings led to a Spencer Foundation-funded project, *Learning to Improve: A Study of Evidence-Based Improvement in Higher Education*, to explore what institutions had done to achieve significant positive improvement in a variety of NSSE measures. The *Learning to Improve* section of the NSSE Web site provides access to project documents, including a sample institutional questionnaire, detailed description of NSSE measures used for analysis, and results shared at annual meetings of the Association of American Colleges and Universities (AAC&U) and the American Educational Research Association (AERA).

nsse.iub.edu/learningtoimprove

Collaboration with the Linking Institutional Policies to Student Success (LIPSS) Project

The LIPSS research project, coordinated by the Center for Higher Education Research, Teaching and Innovation at Florida State University, seeks to identify institution-wide policies that influence college student engagement. About 100 institutions participating in NSSE 2012 were invited to join the project, involving surveys of administrators to illuminate the relationship between institutional policies and practices and student success.

www.cherti.fsu.edu/LIPSS

Updated NSSE Survey Launches in 2013

Those who have followed NSSE over the past several years know that change is in the works. Most surveys, including NSSE, must be periodically revised to maintain their utility and relevance. To balance the preference for continuity with the need to keep the survey fresh and relevant, we have borrowed an idea from evolutionary biology: “punctuated equilibrium.” We will minimize survey changes for extended periods, punctuated by infrequent updates as needed. The first such update will occur in 2013.

Beginning in 2008, we initiated a deliberate and concerted effort to investigate possible enhancements to the NSSE survey. In updating the survey, we adhered to two key imperatives: New content had to bear on student engagement, and respondent burden must not increase, given our reliance on voluntary participation by students already besieged by a variety of surveys and assessments.

To provide additional coverage of important topics without significantly expanding the survey, we developed a set of optional topical modules, short in length and narrowly focused on areas of interest such as advising, civic engagement, and experiences with diversity. NSSE has always provided (and will continue to provide) the opportunity for institutions sharing a common interest or emphasis to form a consortium and append a common set of questions. But whereas consortia typically serve institutional identity or affinity groups (e.g., Association of American Universities members, Catholic colleges and universities, women’s colleges), the new modules are designed to address concerns and interests that span institutional types, identities, and affiliations. Over the coming years, we expect to expand the menu of available modules, based in large measure on recommendations from the field.

The result of this careful work is the 2013 version of the NSSE survey briefly summarized on page 15. As shown in Figure 5, about half of the items on the updated survey are either unchanged from the current version or only slightly modified. The other half is roughly split between more substantial rewording and entirely new items, offset by strategic cuts for length considerations. To maintain their close parallels to NSSE, FSSE and BCSSE will also launch updated versions in 2013. The updated NSSE and FSSE surveys can be viewed on the projects’ Web sites. (The BCSSE update is under development.)

nsse.iub.edu/nsse2013

fsse.iub.edu/fsse2013

The updated NSSE survey will offer new insights into the undergraduate experience, facilitated by new content



University of Guelph

(e.g., learning with peers, quantitative reasoning, learning strategies, and teaching practices) and the new Engagement Indicators (see p. 15), which will replace the NSSE Benchmarks of Effective Educational Practice. These enhancements will equip our users with a more comprehensive analytical toolbox for understanding the quality of the undergraduate experience. Over the next several months, we will revamp our reporting to take full advantage of the updated survey.

Other Developments

In other news, we are putting the finishing touches on an interactive reporting tool for use by authorized institutional users. Based on the Report Builder currently available on the NSSE Web site, this tool will be accessible through our secure Institution Interface and will offer interactive, customized reporting capabilities for participating institutions.

We are concluding work on our Spencer Foundation-funded investigation of institutions showing positive trends on NSSE results, with the results to be reported in a range of outlets and venues. This work promises to enhance our understanding not just of what colleges and universities can do to improve student engagement, but more generally of how intentional change succeeds in institutions of higher education.

NSSE and its companion projects are dedicated to providing diagnostic, actionable information that colleges and universities can use to understand, document, and enhance quality in undergraduate education. We look forward to ongoing collaborations with participating institutions and others in service to this vitally important mission.

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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 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 rescaling responses to each component question from 0 to 100, then taking the average of the items. Thus a benchmark score of 0 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 0 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 2012 cohort of colleges and universities. Also included are aggregated results for institutions that scored in the top 10% of all U.S. NSSE 2012 institutions^a 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 2012 institutions.

Sample

These results are based on responses from 122,368 first-year and 163,609 senior students who were randomly sampled or census-administered from 546 bachelor's-granting colleges and universities in the US.^b

Weighting

Students in the percentile distributions and frequency tables are weighted within their institution by gender and enrollment status



Bloomfield College

(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.

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.

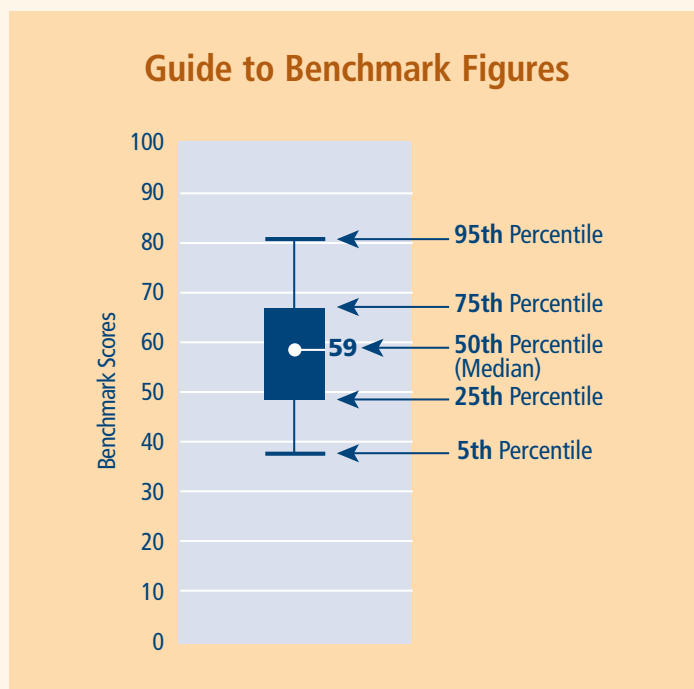
As in previous years, students attending smaller undergraduate colleges with a focus on arts and sciences have higher median

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 Distributions^c

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 2012 data that shows how students responded to the items that make up the benchmark. The values listed are weighted column percentages.

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

nsse.iub.edu/links/institutional_reporting

Carnegie 2010 Basic Classification

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

classifications.carnegiefoundation.org

“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 (AASCU)

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

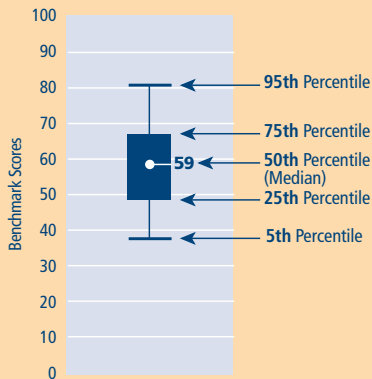
Level of Academic Challenge

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.

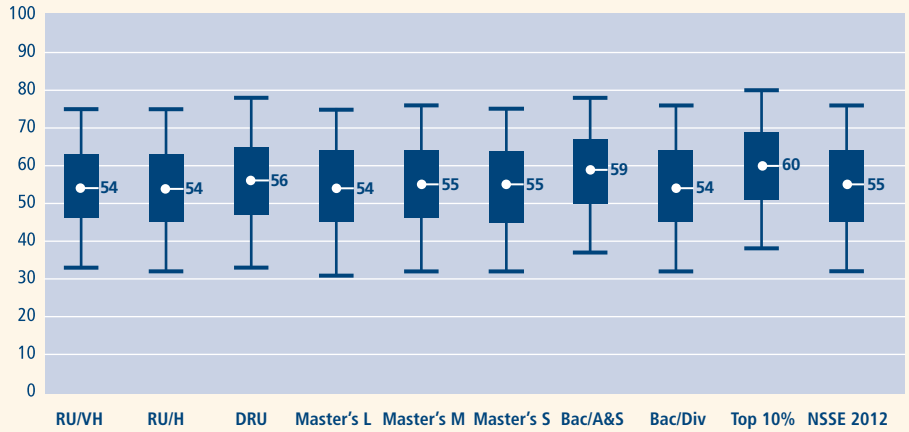
Key

- First-Year Students
- Seniors

Guide to Benchmark Figures



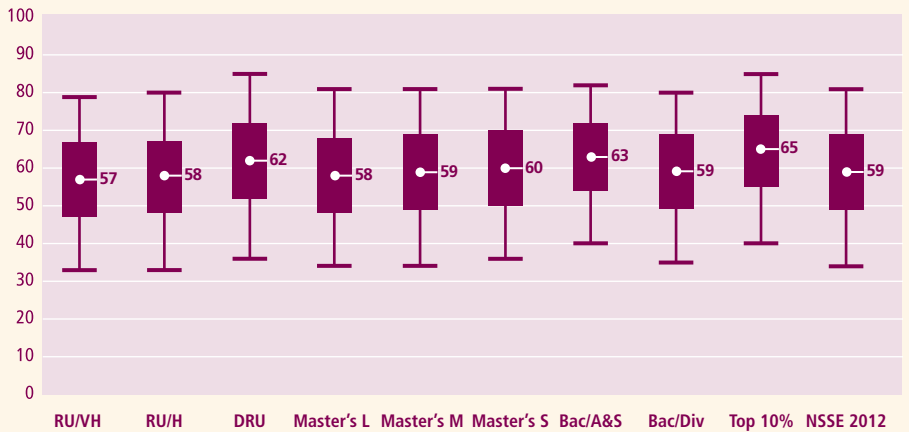
Benchmark Scores First-Year Students



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 2012 |
|--------|-------|------|-----|------------|------------|------------|---------|---------|---------|-----------|
| 95th | 75 | 75 | 78 | 75 | 76 | 75 | 78 | 76 | 80 | 76 |
| 75th | 63 | 63 | 65 | 64 | 64 | 64 | 67 | 64 | 69 | 64 |
| Median | 54 | 54 | 56 | 54 | 55 | 55 | 59 | 54 | 60 | 55 |
| 25th | 46 | 45 | 47 | 45 | 46 | 45 | 50 | 45 | 51 | 45 |
| 5th | 33 | 32 | 33 | 31 | 32 | 32 | 37 | 32 | 38 | 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 2012 |
|--------|-------|------|-----|------------|------------|------------|---------|---------|---------|-----------|
| 95th | 79 | 80 | 85 | 81 | 81 | 81 | 82 | 80 | 86 | 81 |
| 75th | 67 | 67 | 72 | 68 | 69 | 70 | 72 | 69 | 74 | 69 |
| Median | 57 | 58 | 62 | 58 | 59 | 60 | 63 | 59 | 65 | 59 |
| 25th | 47 | 48 | 52 | 48 | 49 | 50 | 54 | 49 | 55 | 49 |
| 5th | 33 | 33 | 36 | 34 | 34 | 36 | 40 | 35 | 40 | 34 |

| First-Year Students | Seniors | (in percentages) | | RU/VH | RU/H | DRU | Master's L | Master's M | Master's S | Bac/A&S | Bac/Diverse | Top 10% | NSSE 2012 | | | | | | | | |
|--|-------------------|------------------|----|-------|------|-----|------------|------------|------------|---------|-------------|---------|-----------|----|----|----|----|----|----|----|----|
| Number of assigned textbooks, books, or book-length packs of course readings | None | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 2 | 0 | 1 | 1 | 1 | 2 | | | | | |
| | Between 1 and 4 | 22 | 30 | 24 | 31 | 25 | 22 | 25 | 29 | 25 | 29 | 12 | 19 | 26 | 30 | 16 | 18 | 24 | 29 | | |
| | Between 5 and 10 | 44 | 37 | 45 | 38 | 40 | 30 | 42 | 37 | 42 | 38 | 41 | 38 | 35 | 35 | 42 | 38 | 34 | 29 | 42 | 37 |
| | Between 11 and 20 | 22 | 17 | 20 | 17 | 21 | 22 | 21 | 19 | 21 | 19 | 22 | 19 | 35 | 26 | 20 | 17 | 30 | 25 | 22 | 19 |
| | More than 20 | 12 | 13 | 10 | 12 | 13 | 25 | 11 | 14 | 11 | 13 | 11 | 14 | 17 | 20 | 11 | 13 | 19 | 28 | 11 | 14 |
| Number of written papers or reports of 20 PAGES OR MORE | None | 83 | 54 | 83 | 53 | 74 | 49 | 81 | 51 | 79 | 50 | 78 | 46 | 84 | 36 | 80 | 50 | 78 | 44 | 81 | 51 |
| | Between 1 and 4 | 12 | 38 | 12 | 38 | 17 | 35 | 13 | 39 | 15 | 40 | 15 | 43 | 12 | 55 | 13 | 41 | 15 | 38 | 13 | 39 |
| | Between 5 and 10 | 3 | 5 | 3 | 6 | 5 | 9 | 4 | 6 | 4 | 7 | 4 | 7 | 2 | 6 | 4 | 6 | 4 | 10 | 3 | 6 |
| | Between 11 and 20 | 1 | 2 | 1 | 2 | 2 | 3 | 1 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 3 | 1 | 2 |
| | More than 20 | 1 | 1 | 1 | 1 | 2 | 5 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 5 | 1 | 2 |
| Number of written papers or reports BETWEEN 5 AND 19 PAGES | None | 14 | 12 | 17 | 13 | 13 | 7 | 16 | 10 | 15 | 9 | 14 | 8 | 7 | 4 | 15 | 9 | 8 | 4 | 15 | 10 |
| | Between 1 and 4 | 53 | 45 | 54 | 47 | 49 | 30 | 53 | 44 | 52 | 43 | 53 | 41 | 51 | 37 | 54 | 44 | 47 | 27 | 53 | 43 |
| | Between 5 and 10 | 26 | 29 | 22 | 27 | 27 | 28 | 24 | 30 | 25 | 31 | 26 | 33 | 32 | 39 | 24 | 31 | 33 | 31 | 25 | 30 |
| | Between 11 and 20 | 6 | 10 | 5 | 9 | 8 | 18 | 5 | 11 | 6 | 12 | 6 | 12 | 8 | 15 | 6 | 11 | 10 | 20 | 6 | 11 |
| | More than 20 | 1 | 4 | 1 | 4 | 3 | 18 | 1 | 5 | 2 | 5 | 1 | 6 | 2 | 5 | 2 | 5 | 3 | 18 | 2 | 6 |
| Number of written papers or reports of FEWER THAN 5 PAGES | None | 4 | 7 | 4 | 7 | 4 | 7 | 3 | 6 | 4 | 7 | 3 | 6 | 2 | 5 | 3 | 6 | 2 | 6 | 4 | 6 |
| | Between 1 and 4 | 35 | 35 | 36 | 37 | 35 | 30 | 34 | 35 | 32 | 33 | 28 | 31 | 24 | 29 | 31 | 33 | 27 | 28 | 33 | 34 |
| | Between 5 and 10 | 36 | 28 | 34 | 27 | 32 | 26 | 34 | 27 | 33 | 27 | 36 | 27 | 37 | 30 | 34 | 27 | 33 | 26 | 34 | 27 |
| | Between 11 and 20 | 18 | 18 | 18 | 16 | 18 | 17 | 19 | 18 | 20 | 18 | 21 | 19 | 25 | 21 | 20 | 19 | 23 | 18 | 19 | 18 |
| | More than 20 | 8 | 13 | 9 | 13 | 10 | 20 | 10 | 15 | 12 | 15 | 12 | 17 | 13 | 16 | 11 | 16 | 14 | 22 | 10 | 15 |
| 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 | 1 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 2 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 1 |
| | Some | 14 | 12 | 16 | 13 | 15 | 12 | 17 | 12 | 17 | 12 | 17 | 11 | 11 | 7 | 18 | 11 | 10 | 9 | 16 | 12 |
| | Quite a bit | 44 | 40 | 43 | 39 | 42 | 39 | 43 | 40 | 42 | 40 | 43 | 40 | 40 | 37 | 43 | 41 | 39 | 36 | 43 | 39 |
| | Very much | 41 | 47 | 39 | 47 | 41 | 48 | 38 | 46 | 40 | 46 | 37 | 48 | 49 | 55 | 37 | 47 | 50 | 54 | 40 | 47 |
| Coursework emphasized: SYNTHESIZING and organizing ideas, information, or experiences into new, more complex interpretations and relationships | Very little | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 2 | 1 | 4 | 3 | 2 | 2 | 4 | 3 |
| | Some | 24 | 21 | 25 | 20 | 23 | 17 | 25 | 19 | 23 | 18 | 25 | 17 | 19 | 13 | 25 | 18 | 17 | 14 | 24 | 19 |
| | Quite a bit | 42 | 39 | 41 | 39 | 40 | 38 | 41 | 40 | 41 | 40 | 41 | 39 | 42 | 37 | 42 | 41 | 40 | 37 | 41 | 39 |
| | Very much | 30 | 37 | 30 | 38 | 34 | 42 | 29 | 38 | 32 | 39 | 30 | 41 | 37 | 49 | 28 | 38 | 41 | 47 | 31 | 39 |
| Coursework emphasized: MAKING JUDGMENTS about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions | Very little | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 5 | 4 |
| | Some | 26 | 23 | 24 | 20 | 21 | 18 | 24 | 20 | 23 | 19 | 24 | 18 | 21 | 17 | 23 | 19 | 20 | 15 | 24 | 20 |
| | Quite a bit | 42 | 38 | 41 | 38 | 41 | 38 | 41 | 39 | 40 | 38 | 42 | 39 | 42 | 39 | 42 | 40 | 41 | 38 | 41 | 38 |
| | Very much | 28 | 34 | 29 | 36 | 34 | 41 | 30 | 37 | 32 | 39 | 30 | 39 | 34 | 41 | 31 | 38 | 36 | 44 | 30 | 37 |
| Coursework emphasized: APPLYING theories or concepts to practical problems or in new situations | Very little | 3 | 3 | 4 | 3 | 3 | 2 | 4 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 4 | 2 | 2 | 2 | 4 | 3 |
| | Some | 19 | 16 | 20 | 15 | 18 | 13 | 21 | 15 | 20 | 14 | 21 | 14 | 18 | 13 | 21 | 14 | 15 | 11 | 20 | 15 |
| | Quite a bit | 38 | 34 | 37 | 33 | 36 | 34 | 39 | 35 | 37 | 35 | 39 | 34 | 38 | 34 | 39 | 36 | 36 | 33 | 38 | 34 |
| | Very much | 39 | 46 | 39 | 49 | 42 | 51 | 36 | 47 | 40 | 49 | 36 | 50 | 41 | 52 | 37 | 49 | 46 | 54 | 38 | 48 |
| Worked harder than you thought you could to meet an instructor's standards or expectations | Never | 8 | 7 | 7 | 6 | 5 | 4 | 6 | 5 | 5 | 5 | 5 | 4 | 6 | 4 | 5 | 5 | 5 | 3 | 6 | 5 |
| | Sometimes | 36 | 36 | 34 | 32 | 30 | 26 | 32 | 30 | 32 | 29 | 30 | 28 | 32 | 30 | 31 | 28 | 30 | 26 | 33 | 31 |
| | Often | 38 | 38 | 39 | 38 | 38 | 39 | 41 | 40 | 39 | 40 | 41 | 40 | 40 | 39 | 41 | 40 | 39 | 39 | 40 | 39 |
| | Very often | 18 | 19 | 20 | 24 | 26 | 30 | 22 | 25 | 24 | 27 | 23 | 28 | 23 | 26 | 23 | 27 | 26 | 32 | 22 | 25 |
| Hours per 7-day week spent preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 1-5 | 9 | 13 | 12 | 14 | 14 | 13 | 15 | 15 | 17 | 15 | 16 | 14 | 8 | 8 | 17 | 15 | 7 | 9 | 13 | 14 |
| | 6-10 | 20 | 22 | 23 | 22 | 22 | 21 | 25 | 24 | 25 | 24 | 26 | 24 | 19 | 20 | 25 | 23 | 17 | 19 | 23 | 23 |
| | 11-15 | 23 | 20 | 22 | 20 | 22 | 19 | 22 | 20 | 21 | 20 | 21 | 21 | 21 | 21 | 22 | 19 | 22 | 20 | 22 | 20 |
| | 16-20 | 21 | 18 | 19 | 17 | 18 | 19 | 18 | 17 | 17 | 16 | 17 | 17 | 21 | 20 | 17 | 17 | 22 | 20 | 18 | 17 |
| | 21-25 | 13 | 11 | 11 | 11 | 11 | 12 | 10 | 10 | 10 | 10 | 9 | 11 | 15 | 14 | 9 | 11 | 15 | 13 | 11 | 11 |
| | 26-30 | 7 | 6 | 6 | 7 | 6 | 8 | 5 | 6 | 5 | 7 | 5 | 5 | 8 | 8 | 5 | 6 | 9 | 9 | 6 | 7 |
| More than 30 | 7 | 9 | 7 | 9 | 7 | 8 | 5 | 7 | 5 | 7 | 5 | 8 | 7 | 9 | 5 | 8 | 8 | 10 | 6 | 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 | 1 | 2 | 2 | 2 |
| | Some | 13 | 16 | 15 | 16 | 16 | 16 | 16 | 17 | 16 | 16 | 15 | 15 | 11 | 10 | 15 | 15 | 11 | 13 | 15 | 16 |
| | Quite a bit | 45 | 44 | 44 | 42 | 45 | 43 | 45 | 44 | 45 | 43 | 46 | 44 | 42 | 40 | 45 | 44 | 42 | 40 | 45 | 43 |
| | Very much | 40 | 38 | 39 | 40 | 37 | 38 | 37 | 37 | 37 | 39 | 36 | 39 | 46 | 49 | 38 | 39 | 46 | 44 | 39 | 39 |

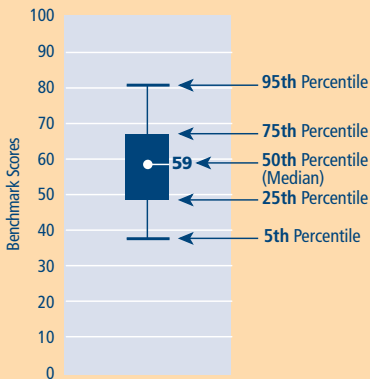
Active and Collaborative Learning

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.

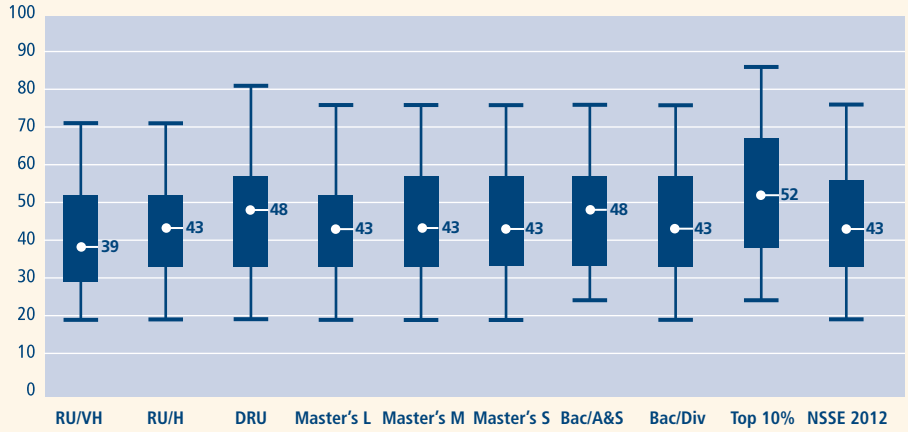
Key

- First-Year Students
- Seniors

Guide to Benchmark Figures



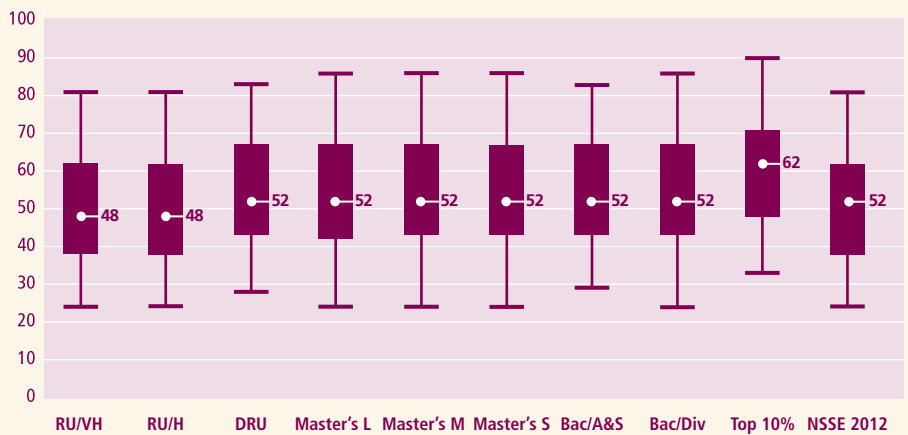
Benchmark Scores First-Year Students



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 2012 |
|--------|-------|------|-----|------------|------------|------------|---------|---------|---------|-----------|
| 95th | 71 | 71 | 81 | 76 | 76 | 76 | 76 | 76 | 86 | 76 |
| 75th | 52 | 52 | 57 | 52 | 57 | 57 | 57 | 57 | 67 | 56 |
| Median | 39 | 43 | 48 | 43 | 43 | 43 | 48 | 43 | 52 | 43 |
| 25th | 29 | 33 | 33 | 33 | 33 | 33 | 33 | 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 2012 |
|--------|-------|------|-----|------------|------------|------------|---------|---------|---------|-----------|
| 95th | 81 | 81 | 83 | 86 | 86 | 86 | 83 | 86 | 90 | 81 |
| 75th | 62 | 62 | 67 | 67 | 67 | 67 | 67 | 67 | 71 | 62 |
| Median | 48 | 48 | 52 | 52 | 52 | 52 | 52 | 52 | 62 | 52 |
| 25th | 38 | 38 | 43 | 42 | 43 | 43 | 43 | 43 | 48 | 38 |
| 5th | 24 | 24 | 28 | 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/Diverse | Top 10% | NSSE 2012 | | | | | | | | |
|---|------------|------------------|----|-------|------|-----|------------|------------|------------|---------|-------------|---------|-----------|----|----|----|----|----|----|----|----|
| Asked questions in class or contributed to class discussions | Never | 5 | 4 | 5 | 3 | 2 | 1 | 3 | 2 | 3 | 1 | 1 | 1 | 1 | 3 | 2 | | | | | |
| | Sometimes | 43 | 32 | 41 | 29 | 25 | 13 | 33 | 21 | 31 | 19 | 30 | 18 | 26 | 15 | 29 | 17 | 24 | 16 | 34 | 23 |
| | Often | 32 | 31 | 33 | 32 | 31 | 23 | 35 | 31 | 35 | 30 | 35 | 32 | 35 | 27 | 36 | 32 | 31 | 28 | 34 | 30 |
| | Very often | 20 | 33 | 22 | 36 | 42 | 63 | 29 | 47 | 32 | 49 | 32 | 50 | 38 | 57 | 32 | 50 | 44 | 56 | 29 | 45 |
| Made a class presentation | Never | 20 | 9 | 17 | 8 | 13 | 10 | 13 | 6 | 12 | 5 | 12 | 6 | 9 | 3 | 10 | 5 | 8 | 2 | 14 | 7 |
| | Sometimes | 55 | 42 | 53 | 36 | 39 | 21 | 49 | 29 | 46 | 28 | 45 | 26 | 55 | 29 | 47 | 27 | 35 | 19 | 50 | 32 |
| | Often | 19 | 32 | 22 | 34 | 29 | 30 | 28 | 37 | 29 | 37 | 31 | 38 | 28 | 42 | 30 | 38 | 33 | 34 | 26 | 35 |
| | Very often | 6 | 17 | 7 | 22 | 18 | 38 | 11 | 29 | 13 | 30 | 12 | 30 | 8 | 26 | 13 | 30 | 24 | 45 | 10 | 27 |
| Worked with other students on projects DURING CLASS | Never | 15 | 14 | 14 | 13 | 13 | 11 | 13 | 10 | 11 | 10 | 13 | 12 | 13 | 13 | 11 | 10 | 9 | 7 | 13 | 11 |
| | Sometimes | 44 | 43 | 42 | 39 | 35 | 24 | 41 | 37 | 40 | 36 | 40 | 37 | 45 | 46 | 39 | 36 | 31 | 32 | 41 | 37 |
| | Often | 31 | 28 | 32 | 30 | 31 | 26 | 32 | 33 | 34 | 33 | 33 | 31 | 31 | 28 | 34 | 34 | 34 | 33 | 32 | 30 |
| | Very often | 11 | 15 | 12 | 18 | 21 | 40 | 13 | 20 | 15 | 21 | 14 | 20 | 10 | 13 | 15 | 20 | 27 | 28 | 14 | 21 |
| Worked with classmates OUTSIDE OF CLASS to prepare class assignments | Never | 12 | 7 | 13 | 8 | 18 | 18 | 17 | 9 | 13 | 9 | 17 | 11 | 6 | 7 | 14 | 9 | 11 | 4 | 14 | 9 |
| | Sometimes | 41 | 31 | 40 | 30 | 37 | 28 | 40 | 32 | 41 | 32 | 37 | 30 | 40 | 32 | 38 | 32 | 30 | 23 | 40 | 31 |
| | Often | 32 | 33 | 32 | 33 | 29 | 25 | 29 | 34 | 31 | 33 | 31 | 34 | 37 | 37 | 31 | 34 | 33 | 34 | 31 | 33 |
| | Very often | 15 | 28 | 16 | 28 | 17 | 29 | 14 | 26 | 15 | 26 | 15 | 25 | 17 | 24 | 16 | 25 | 26 | 38 | 15 | 27 |
| Tutored or taught other students (paid or voluntary) | Never | 46 | 41 | 47 | 43 | 59 | 58 | 55 | 47 | 53 | 46 | 51 | 44 | 47 | 37 | 53 | 43 | 50 | 38 | 51 | 45 |
| | Sometimes | 36 | 35 | 34 | 35 | 26 | 27 | 30 | 32 | 31 | 32 | 32 | 32 | 35 | 34 | 30 | 34 | 29 | 34 | 32 | 33 |
| | Often | 13 | 14 | 13 | 13 | 9 | 8 | 10 | 12 | 11 | 12 | 11 | 13 | 12 | 15 | 11 | 12 | 12 | 14 | 11 | 12 |
| | Very often | 6 | 11 | 6 | 10 | 6 | 7 | 5 | 10 | 5 | 10 | 6 | 11 | 6 | 14 | 6 | 11 | 9 | 14 | 6 | 10 |
| Participated in a community-based project (e.g., service-learning) as part of a regular course | Never | 63 | 57 | 59 | 55 | 55 | 58 | 60 | 49 | 55 | 47 | 58 | 46 | 57 | 46 | 53 | 46 | 52 | 36 | 59 | 52 |
| | Sometimes | 24 | 27 | 27 | 28 | 25 | 26 | 25 | 30 | 27 | 31 | 26 | 32 | 27 | 34 | 30 | 32 | 27 | 32 | 26 | 29 |
| | Often | 9 | 10 | 10 | 11 | 12 | 10 | 10 | 13 | 12 | 13 | 11 | 14 | 11 | 13 | 12 | 13 | 12 | 18 | 11 | 12 |
| | Very often | 4 | 6 | 4 | 6 | 8 | 7 | 5 | 8 | 6 | 9 | 5 | 8 | 5 | 7 | 5 | 8 | 9 | 14 | 5 | 7 |
| Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) | Never | 7 | 5 | 7 | 4 | 8 | 5 | 7 | 4 | 6 | 4 | 8 | 4 | 4 | 2 | 7 | 4 | 7 | 4 | 7 | 4 |
| | Sometimes | 37 | 32 | 36 | 31 | 32 | 28 | 35 | 30 | 33 | 29 | 33 | 29 | 29 | 24 | 33 | 30 | 30 | 25 | 34 | 30 |
| | Often | 35 | 37 | 35 | 36 | 32 | 35 | 34 | 37 | 36 | 36 | 35 | 37 | 38 | 38 | 36 | 37 | 34 | 36 | 35 | 36 |
| | Very often | 22 | 27 | 23 | 28 | 28 | 32 | 24 | 29 | 25 | 30 | 24 | 30 | 29 | 35 | 24 | 29 | 30 | 35 | 24 | 29 |

"I gained from having engaging peers, kind and encouraging faculty and staff, service-learning activities, and opportunities to exercise my leadership and decision-making skills."

—Senior, Biology Major, Birmingham-Southern College

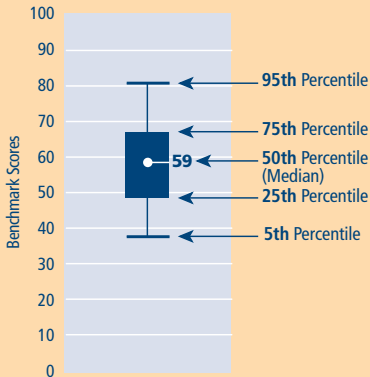
Student-Faculty Interaction

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.

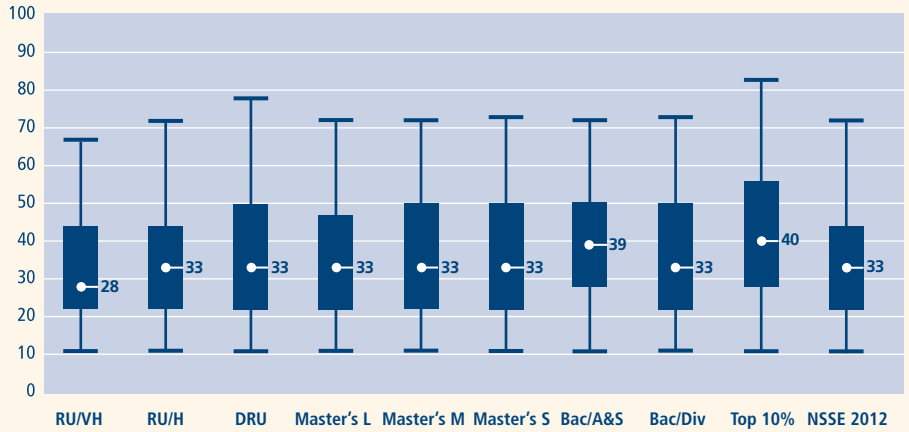
Key

- First-Year Students
- Seniors

Guide to Benchmark Figures



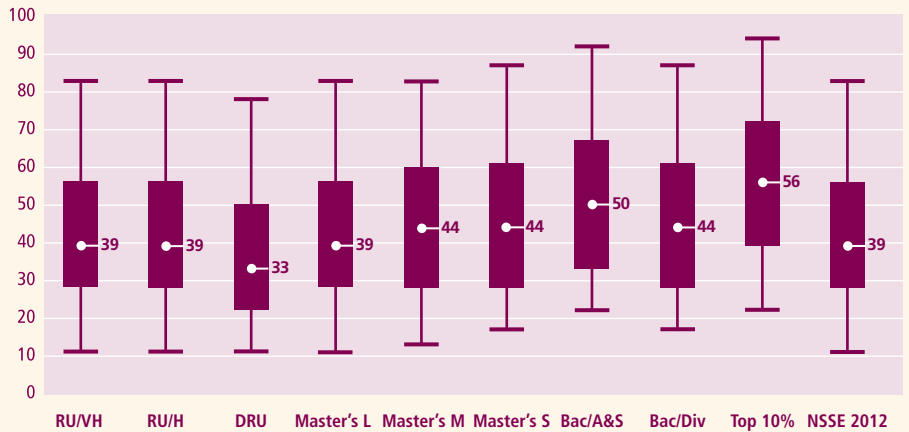
Benchmark Scores First-Year Students



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 2012 |
|--------|-------|------|-----|------------|------------|------------|---------|---------|---------|-----------|
| 95th | 67 | 72 | 78 | 72 | 72 | 73 | 72 | 73 | 83 | 72 |
| 75th | 44 | 44 | 50 | 47 | 50 | 50 | 50 | 50 | 56 | 44 |
| Median | 28 | 33 | 33 | 33 | 33 | 33 | 39 | 33 | 40 | 33 |
| 25th | 22 | 22 | 22 | 22 | 22 | 22 | 28 | 22 | 28 | 22 |
| 5th | 11 | 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 2012 |
|--------|-------|------|-----|------------|------------|------------|---------|---------|---------|-----------|
| 95th | 83 | 83 | 78 | 83 | 83 | 87 | 92 | 87 | 94 | 83 |
| 75th | 56 | 56 | 50 | 56 | 60 | 61 | 67 | 61 | 72 | 56 |
| Median | 39 | 39 | 33 | 39 | 44 | 44 | 50 | 44 | 56 | 39 |
| 25th | 28 | 28 | 22 | 28 | 28 | 28 | 33 | 28 | 39 | 28 |
| 5th | 11 | 11 | 11 | 11 | 13 | 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/Diverse | Top 10% | NSSE 2012 |
|--|--------------------------|-------|-------|-------|------------|------------|------------|---------|-------------|---------|-----------|
| Discussed grades or assignments with an instructor | Never | 10 6 | 9 6 | 9 5 | 7 4 | 7 4 | 7 3 | 5 4 | 5 3 | 5 3 | 8 5 |
| | Sometimes | 44 40 | 41 36 | 38 42 | 38 33 | 37 31 | 37 29 | 37 29 | 35 29 | 29 25 | 39 35 |
| | Often | 29 31 | 31 32 | 29 28 | 32 33 | 33 34 | 32 35 | 35 35 | 34 35 | 34 33 | 32 32 |
| | Very often | 17 23 | 19 27 | 24 25 | 23 30 | 23 31 | 25 32 | 23 32 | 25 33 | 32 39 | 22 28 |
| Discussed ideas from your readings or classes with faculty members outside of class | Never | 42 32 | 42 31 | 43 45 | 41 29 | 38 27 | 39 25 | 28 17 | 37 24 | 29 13 | 40 31 |
| | Sometimes | 38 43 | 36 42 | 33 32 | 36 41 | 38 41 | 37 41 | 44 43 | 37 42 | 37 40 | 37 41 |
| | Often | 14 17 | 15 17 | 14 14 | 15 18 | 16 19 | 16 21 | 19 24 | 17 20 | 20 26 | 15 18 |
| | Very often | 6 9 | 7 10 | 10 10 | 8 12 | 8 13 | 8 13 | 9 16 | 9 14 | 14 21 | 8 11 |
| Talked about career plans with a faculty member or advisor | Never | 23 18 | 25 20 | 23 24 | 22 16 | 19 16 | 21 14 | 20 8 | 21 14 | 15 6 | 23 18 |
| | Sometimes | 46 43 | 44 41 | 41 39 | 43 38 | 43 37 | 43 36 | 45 35 | 42 36 | 38 30 | 44 39 |
| | Often | 21 24 | 21 24 | 22 22 | 23 26 | 24 26 | 22 27 | 23 30 | 23 27 | 28 31 | 22 25 |
| | Very often | 9 15 | 10 16 | 14 16 | 12 20 | 14 21 | 14 23 | 12 27 | 13 23 | 19 32 | 12 18 |
| Received prompt written or oral feedback from faculty on your academic performance | Never | 8 6 | 8 6 | 6 3 | 6 4 | 7 4 | 6 3 | 3 2 | 6 3 | 6 2 | 7 5 |
| | Sometimes | 38 34 | 36 32 | 28 22 | 32 27 | 31 27 | 28 24 | 27 19 | 30 25 | 26 21 | 33 28 |
| | Often | 39 42 | 39 42 | 38 42 | 41 44 | 41 44 | 41 45 | 46 48 | 41 45 | 41 45 | 40 43 |
| | Very often | 15 17 | 17 19 | 27 34 | 21 25 | 22 26 | 25 28 | 24 31 | 23 26 | 27 32 | 20 24 |
| Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) | Never | 58 46 | 56 48 | 58 63 | 55 46 | 52 45 | 51 39 | 45 29 | 48 42 | 40 24 | 55 47 |
| | Sometimes | 27 31 | 28 29 | 23 20 | 27 29 | 28 29 | 29 33 | 35 36 | 30 31 | 31 35 | 28 29 |
| | Often | 10 14 | 11 14 | 11 10 | 12 15 | 13 15 | 13 17 | 14 20 | 14 16 | 19 23 | 12 14 |
| | Very often | 5 9 | 5 9 | 8 7 | 6 10 | 7 11 | 7 12 | 6 14 | 7 11 | 10 18 | 6 10 |
| Work on a research project with a faculty member outside of course or program requirements | Have not decided | 32 14 | 35 18 | 37 21 | 38 18 | 39 18 | 37 17 | 35 11 | 38 17 | 31 12 | 36 18 |
| | Do not plan to do | 18 46 | 20 45 | 24 54 | 24 49 | 22 49 | 23 46 | 14 48 | 25 50 | 18 39 | 22 48 |
| | Plan to do | 43 14 | 39 17 | 33 12 | 33 14 | 34 14 | 34 15 | 46 9 | 31 12 | 41 12 | 36 14 |
| | Done | 6 26 | 6 20 | 6 13 | 5 18 | 6 19 | 7 22 | 4 33 | 7 20 | 10 37 | 6 20 |

“All of the professors help you develop the networking skills that are necessary for success in the real world. Ideas are challenged showing students that anything is possible if you work very hard and set your mind to it.”

—First-Year Student, Management Major,
Columbia College Chicago

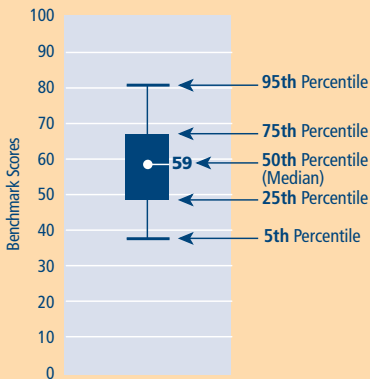
Enriching Educational Experiences

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.

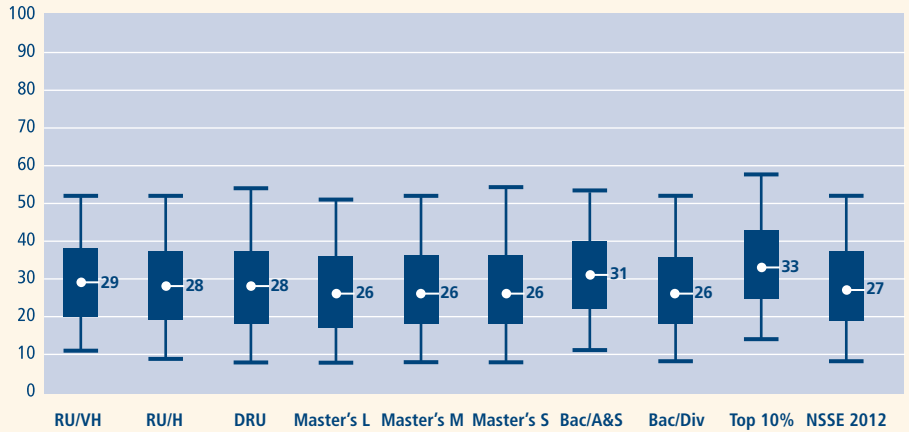
Key

- First-Year Students
- Seniors

Guide to Benchmark Figures



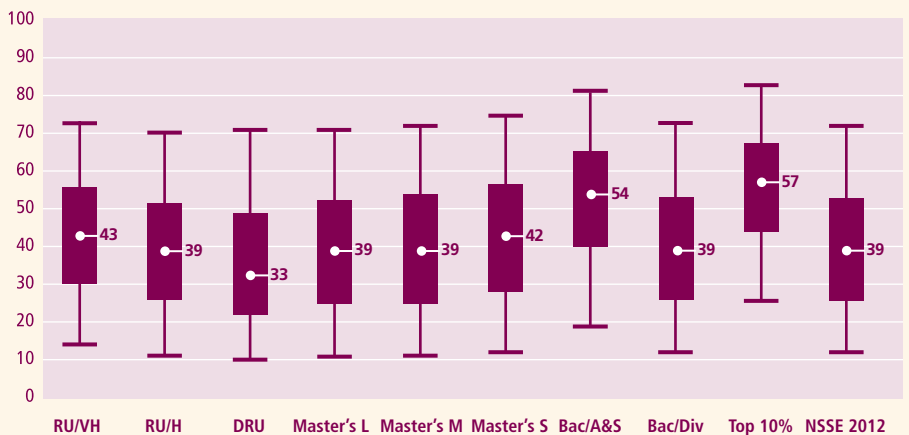
Benchmark Scores First-Year Students



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 2012 |
|--------|-------|------|-----|------------|------------|------------|---------|---------|---------|-----------|
| 95th | 52 | 52 | 54 | 51 | 52 | 54 | 53 | 52 | 58 | 52 |
| 75th | 38 | 37 | 37 | 36 | 36 | 36 | 40 | 36 | 43 | 37 |
| Median | 29 | 28 | 28 | 26 | 26 | 26 | 31 | 26 | 33 | 27 |
| 25th | 20 | 19 | 18 | 17 | 18 | 18 | 22 | 18 | 25 | 19 |
| 5th | 11 | 9 | 8 | 8 | 8 | 8 | 11 | 8 | 14 | 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 2012 |
|--------|-------|------|-----|------------|------------|------------|---------|---------|---------|-----------|
| 95th | 73 | 70 | 71 | 71 | 72 | 75 | 81 | 73 | 83 | 72 |
| 75th | 56 | 51 | 49 | 52 | 53 | 56 | 65 | 53 | 68 | 53 |
| Median | 43 | 39 | 33 | 39 | 39 | 42 | 54 | 39 | 57 | 39 |
| 25th | 30 | 26 | 22 | 25 | 25 | 28 | 40 | 27 | 44 | 26 |
| 5th | 14 | 11 | 10 | 11 | 11 | 12 | 19 | 12 | 25 | 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/Diverse | | Top 10% | | NSSE 2012 | |
| 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 | 13 | 13 | 16 | 14 | 15 | 12 | 14 | 11 | 14 | 12 | 9 | 7 | 15 | 11 | 8 | 5 | 14 | 12 |
| | Sometimes | 32 | 32 | 32 | 33 | 29 | 31 | 32 | 33 | 32 | 34 | 32 | 33 | 29 | 30 | 32 | 35 | 27 | 28 | 32 | 32 |
| | Often | 29 | 30 | 28 | 28 | 27 | 28 | 27 | 29 | 27 | 28 | 28 | 28 | 30 | 31 | 27 | 29 | 30 | 32 | 28 | 29 |
| | Very often | 28 | 30 | 27 | 27 | 29 | 28 | 25 | 26 | 27 | 26 | 27 | 27 | 33 | 32 | 26 | 25 | 35 | 35 | 27 | 27 |
| Had serious conversations with students of a different race or ethnicity than your own | Never | 13 | 11 | 15 | 13 | 17 | 14 | 17 | 14 | 17 | 14 | 17 | 15 | 12 | 10 | 18 | 14 | 10 | 7 | 16 | 13 |
| | Sometimes | 31 | 30 | 31 | 31 | 28 | 29 | 32 | 33 | 32 | 33 | 30 | 33 | 29 | 32 | 31 | 34 | 26 | 28 | 31 | 32 |
| | Often | 28 | 29 | 27 | 28 | 26 | 28 | 26 | 27 | 26 | 27 | 28 | 26 | 29 | 28 | 27 | 27 | 29 | 29 | 27 | 28 |
| | Very often | 28 | 30 | 26 | 28 | 29 | 29 | 25 | 26 | 26 | 26 | 25 | 26 | 31 | 30 | 25 | 25 | 35 | 36 | 26 | 27 |
| Institutional emphasis: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds | Very little | 10 | 16 | 12 | 18 | 12 | 14 | 12 | 16 | 10 | 14 | 11 | 15 | 8 | 12 | 13 | 16 | 9 | 11 | 11 | 16 |
| | Some | 28 | 32 | 29 | 32 | 24 | 25 | 28 | 31 | 28 | 30 | 29 | 29 | 24 | 31 | 29 | 32 | 23 | 29 | 28 | 30 |
| | Quite a bit | 34 | 31 | 33 | 29 | 31 | 31 | 33 | 30 | 33 | 31 | 33 | 31 | 34 | 31 | 33 | 30 | 33 | 31 | 33 | 30 |
| | Very much | 27 | 22 | 25 | 21 | 33 | 30 | 27 | 23 | 30 | 25 | 27 | 26 | 33 | 26 | 25 | 23 | 36 | 29 | 28 | 24 |
| 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 | 31 | 37 | 36 | 47 | 51 | 66 | 44 | 51 | 42 | 52 | 41 | 46 | 20 | 25 | 43 | 51 | 26 | 17 | 40 | 49 |
| | 1-5 | 32 | 29 | 31 | 27 | 24 | 17 | 27 | 25 | 28 | 24 | 29 | 26 | 33 | 30 | 26 | 23 | 33 | 31 | 29 | 25 |
| | 6-10 | 18 | 15 | 15 | 12 | 12 | 7 | 13 | 10 | 13 | 10 | 13 | 12 | 19 | 18 | 12 | 10 | 18 | 21 | 14 | 11 |
| | 11-15 | 9 | 8 | 8 | 6 | 6 | 3 | 7 | 5 | 7 | 5 | 7 | 7 | 11 | 10 | 7 | 5 | 10 | 12 | 8 | 6 |
| | 16-20 | 5 | 5 | 5 | 4 | 4 | 3 | 4 | 4 | 5 | 4 | 5 | 4 | 8 | 7 | 5 | 4 | 6 | 7 | 5 | 4 |
| | 21-25 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 3 | 4 | 5 | 3 | 2 | 3 | 5 | 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 | 3 | 3 | 2 | 4 | 2 | 2 |
| Used an electronic medium (Listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment | Never | 11 | 8 | 14 | 10 | 13 | 9 | 16 | 10 | 14 | 10 | 16 | 11 | 15 | 12 | 17 | 10 | 10 | 8 | 14 | 10 |
| | Sometimes | 30 | 27 | 29 | 26 | 26 | 23 | 29 | 25 | 29 | 25 | 28 | 26 | 31 | 29 | 27 | 26 | 27 | 27 | 29 | 26 |
| | Often | 30 | 29 | 28 | 27 | 27 | 23 | 28 | 28 | 28 | 28 | 28 | 27 | 29 | 28 | 29 | 28 | 29 | 29 | 28 | 27 |
| | Very often | 30 | 36 | 29 | 36 | 35 | 45 | 27 | 37 | 29 | 37 | 28 | 36 | 26 | 31 | 27 | 36 | 33 | 36 | 29 | 37 |
| Practicum, internship, field experience, co-op experience, or clinical assignment | Have not decided | 10 | 7 | 11 | 8 | 13 | 15 | 14 | 9 | 13 | 9 | 12 | 8 | 11 | 6 | 13 | 7 | 8 | 4 | 12 | 9 |
| | Do not plan to do | 3 | 14 | 3 | 15 | 6 | 23 | 5 | 15 | 5 | 16 | 5 | 15 | 3 | 15 | 5 | 14 | 3 | 12 | 4 | 16 |
| | Plan to do | 79 | 24 | 79 | 30 | 72 | 25 | 74 | 27 | 75 | 26 | 73 | 23 | 79 | 12 | 73 | 24 | 80 | 11 | 76 | 26 |
| | Done | 7 | 54 | 7 | 48 | 9 | 37 | 7 | 49 | 8 | 49 | 10 | 54 | 7 | 66 | 8 | 55 | 9 | 74 | 8 | 49 |
| Community service or volunteer work | Have not decided | 10 | 7 | 12 | 9 | 13 | 13 | 14 | 10 | 13 | 10 | 13 | 8 | 9 | 5 | 13 | 9 | 7 | 4 | 12 | 9 |
| | Do not plan to do | 5 | 14 | 6 | 15 | 6 | 17 | 6 | 14 | 6 | 15 | 7 | 14 | 4 | 11 | 7 | 15 | 3 | 10 | 6 | 15 |
| | Plan to do | 45 | 14 | 41 | 17 | 39 | 20 | 42 | 17 | 42 | 18 | 42 | 15 | 41 | 9 | 40 | 15 | 37 | 8 | 42 | 17 |
| | Done | 41 | 65 | 41 | 58 | 43 | 50 | 38 | 59 | 39 | 57 | 39 | 62 | 46 | 74 | 40 | 61 | 53 | 78 | 40 | 59 |
| Participate in a learning community or some other formal program where groups of students take two or more classes together | Have not decided | 29 | 11 | 27 | 14 | 32 | 19 | 32 | 15 | 33 | 15 | 33 | 15 | 38 | 11 | 33 | 16 | 25 | 8 | 31 | 15 |
| | Do not plan to do | 29 | 54 | 27 | 50 | 22 | 45 | 24 | 47 | 22 | 46 | 22 | 44 | 24 | 55 | 21 | 45 | 25 | 54 | 25 | 48 |
| | Plan to do | 24 | 8 | 24 | 10 | 29 | 12 | 27 | 10 | 29 | 11 | 29 | 11 | 25 | 6 | 29 | 9 | 24 | 4 | 26 | 10 |
| | Done | 19 | 27 | 22 | 27 | 17 | 24 | 17 | 28 | 16 | 28 | 16 | 30 | 13 | 28 | 16 | 30 | 26 | 34 | 18 | 27 |
| Foreign language coursework | Have not decided | 15 | 6 | 20 | 9 | 21 | 14 | 20 | 10 | 19 | 10 | 20 | 9 | 11 | 4 | 21 | 10 | 13 | 3 | 19 | 9 |
| | Do not plan to do | 27 | 38 | 30 | 43 | 28 | 48 | 30 | 45 | 27 | 45 | 27 | 42 | 15 | 24 | 31 | 49 | 18 | 21 | 28 | 43 |
| | Plan to do | 29 | 8 | 31 | 10 | 35 | 15 | 32 | 9 | 36 | 11 | 34 | 9 | 33 | 5 | 32 | 9 | 33 | 4 | 32 | 10 |
| | Done | 29 | 48 | 19 | 38 | 16 | 23 | 18 | 35 | 18 | 34 | 20 | 39 | 41 | 67 | 15 | 32 | 36 | 72 | 21 | 38 |
| Study abroad | Have not decided | 26 | 11 | 29 | 13 | 26 | 15 | 29 | 14 | 30 | 14 | 27 | 14 | 21 | 6 | 30 | 13 | 22 | 5 | 28 | 13 |
| | Do not plan to do | 22 | 62 | 26 | 64 | 31 | 67 | 29 | 65 | 27 | 64 | 28 | 62 | 14 | 52 | 32 | 70 | 15 | 46 | 27 | 64 |
| | Plan to do | 49 | 9 | 42 | 10 | 39 | 9 | 38 | 9 | 40 | 10 | 41 | 9 | 62 | 6 | 34 | 8 | 59 | 6 | 42 | 9 |
| | Done | 3 | 18 | 3 | 13 | 4 | 10 | 4 | 12 | 3 | 12 | 4 | 16 | 2 | 36 | 4 | 9 | 4 | 43 | 3 | 14 |
| Independent study or self-designed major | Have not decided | 29 | 10 | 31 | 13 | 33 | 18 | 33 | 14 | 33 | 14 | 32 | 12 | 36 | 6 | 32 | 13 | 32 | 5 | 32 | 13 |
| | Do not plan to do | 53 | 67 | 49 | 61 | 40 | 54 | 46 | 60 | 43 | 58 | 43 | 54 | 41 | 56 | 42 | 58 | 43 | 60 | 46 | 60 |
| | Plan to do | 15 | 7 | 16 | 10 | 21 | 14 | 17 | 10 | 19 | 10 | 20 | 11 | 21 | 6 | 19 | 10 | 20 | 5 | 18 | 10 |
| | Done | 3 | 16 | 3 | 15 | 7 | 14 | 4 | 16 | 5 | 17 | 5 | 22 | 3 | 32 | 7 | 19 | 5 | 30 | 4 | 17 |
| Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.) | Have not decided | 39 | 10 | 37 | 11 | 35 | 17 | 38 | 12 | 35 | 12 | 35 | 10 | 27 | 4 | 34 | 9 | 31 | 3 | 36 | 11 |
| | Do not plan to do | 12 | 32 | 11 | 22 | 13 | 24 | 12 | 21 | 11 | 20 | 10 | 17 | 5 | 11 | 11 | 16 | 8 | 19 | 11 | 22 |
| | Plan to do | 47 | 28 | 50 | 35 | 48 | 31 | 48 | 35 | 51 | 35 | 51 | 35 | 66 | 26 | 52 | 36 | 59 | 20 | 50 | 33 |
| | Done | 2 | 31 | 2 | 31 | 4 | 28 | 2 | 33 | 3 | 33 | 3 | 38 | 1 | 59 | 3 | 38 | 3 | 58 | 2 | 33 |

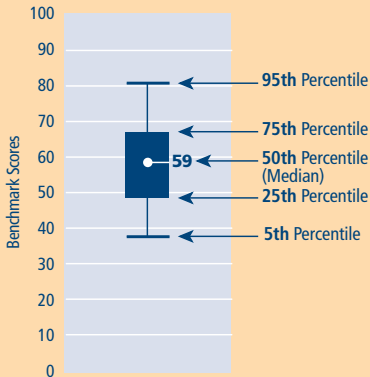
Supportive Campus Environment

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.

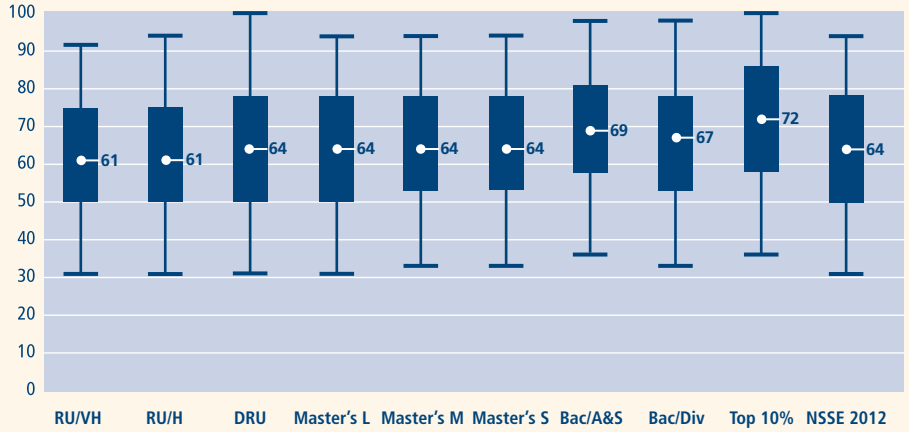
Key

- First-Year Students
- Seniors

Guide to Benchmark Figures



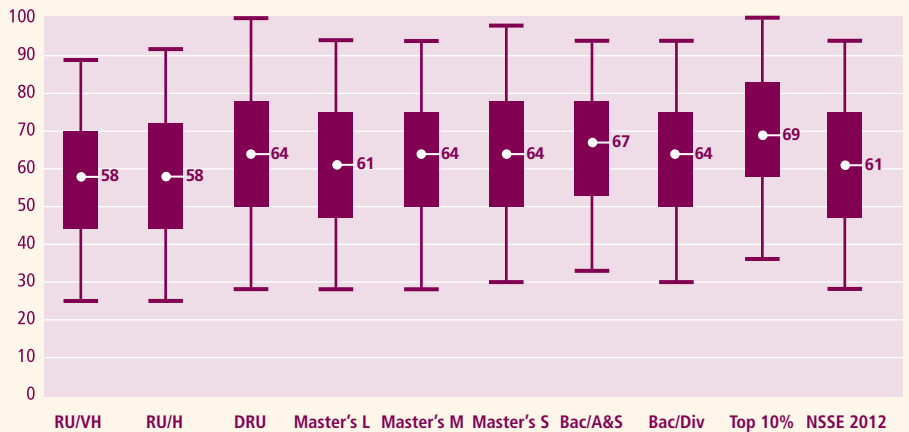
Benchmark Scores First-Year Students



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 2012 |
|--------|-------|------|-----|------------|------------|------------|---------|---------|---------|-----------|
| 95th | 92 | 94 | 100 | 94 | 94 | 94 | 97 | 97 | 100 | 94 |
| 75th | 75 | 75 | 78 | 78 | 78 | 78 | 81 | 78 | 86 | 78 |
| Median | 61 | 61 | 64 | 64 | 64 | 64 | 69 | 67 | 72 | 64 |
| 25th | 50 | 50 | 50 | 50 | 53 | 53 | 58 | 53 | 58 | 50 |
| 5th | 31 | 31 | 31 | 31 | 33 | 33 | 36 | 33 | 36 | 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 2012 |
|--------|-------|------|-----|------------|------------|------------|---------|---------|---------|-----------|
| 95th | 89 | 92 | 100 | 94 | 94 | 97 | 94 | 94 | 100 | 94 |
| 75th | 70 | 72 | 78 | 75 | 75 | 78 | 78 | 75 | 83 | 75 |
| Median | 58 | 58 | 64 | 61 | 64 | 64 | 67 | 64 | 69 | 61 |
| 25th | 44 | 44 | 50 | 47 | 50 | 50 | 53 | 50 | 58 | 47 |
| 5th | 25 | 25 | 28 | 28 | 28 | 30 | 33 | 30 | 36 | 28 |

| First-Year Students | | Seniors | | (in percentages) | | RU/VH | RU/H | DRU | Master's L | Master's M | Master's S | Bac/A&S | Bac/Diverse | Top 10% | NSSE 2012 | | | | | | |
|---|---|---------|----|------------------|----|-------|------|-----|------------|------------|------------|---------|-------------|---------|-----------|----|----|----|----|----|----|
| Institutional emphasis: Providing the support you need to thrive socially | Very little | 14 | 22 | 15 | 25 | 18 | 27 | 16 | 23 | 13 | 22 | 15 | 22 | 11 | 18 | 14 | 23 | 15 | 15 | 24 | |
| | Some | 35 | 39 | 34 | 36 | 30 | 34 | 33 | 36 | 32 | 36 | 33 | 36 | 30 | 37 | 33 | 37 | 25 | 31 | 33 | 36 |
| | Quite a bit | 34 | 28 | 33 | 26 | 32 | 24 | 32 | 27 | 34 | 28 | 34 | 28 | 38 | 30 | 33 | 26 | 33 | 32 | 33 | 27 |
| | Very much | 17 | 12 | 18 | 13 | 20 | 15 | 19 | 14 | 20 | 14 | 19 | 15 | 21 | 15 | 20 | 14 | 27 | 22 | 19 | 13 |
| Institutional emphasis: Providing the support you need to help you succeed academically | Very little | 3 | 5 | 3 | 5 | 4 | 5 | 3 | 5 | 2 | 4 | 2 | 4 | 1 | 2 | 3 | 4 | 2 | 2 | 3 | 5 |
| | Some | 19 | 24 | 19 | 24 | 17 | 20 | 18 | 22 | 17 | 20 | 17 | 18 | 11 | 13 | 18 | 19 | 11 | 12 | 18 | 22 |
| | Quite a bit | 44 | 44 | 43 | 43 | 39 | 40 | 42 | 42 | 42 | 42 | 41 | 42 | 39 | 41 | 42 | 42 | 36 | 39 | 42 | 42 |
| | Very much | 35 | 27 | 35 | 28 | 40 | 36 | 37 | 32 | 38 | 34 | 39 | 36 | 48 | 44 | 38 | 35 | 50 | 47 | 37 | 32 |
| Institutional emphasis: Helping you cope with your non-academic responsibilities (work, family, etc.) | Very little | 24 | 37 | 24 | 38 | 24 | 33 | 24 | 34 | 22 | 32 | 22 | 30 | 17 | 25 | 22 | 32 | 18 | 22 | 23 | 35 |
| | Some | 39 | 38 | 37 | 34 | 33 | 32 | 35 | 34 | 34 | 35 | 36 | 36 | 37 | 40 | 34 | 35 | 30 | 35 | 36 | 35 |
| | Quite a bit | 25 | 18 | 25 | 18 | 26 | 20 | 26 | 20 | 28 | 21 | 27 | 22 | 30 | 23 | 28 | 20 | 29 | 25 | 26 | 19 |
| | Very much | 12 | 8 | 14 | 10 | 17 | 14 | 15 | 11 | 16 | 12 | 16 | 13 | 16 | 11 | 16 | 12 | 23 | 18 | 15 | 11 |
| Quality: Your relationships with other students | Unfriendly, unsupportive, sense of alienation | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 |
| | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 1 | 3 | 2 |
| | 3 | 5 | 4 | 5 | 4 | 6 | 4 | 5 | 4 | 5 | 4 | 5 | 3 | 4 | 3 | 5 | 4 | 4 | 3 | 5 | 4 |
| | 4 | 12 | 11 | 12 | 11 | 13 | 10 | 12 | 11 | 12 | 10 | 12 | 10 | 8 | 9 | 12 | 10 | 9 | 7 | 12 | 10 |
| | 5 | 23 | 21 | 21 | 20 | 20 | 19 | 21 | 19 | 21 | 19 | 21 | 19 | 19 | 18 | 20 | 19 | 16 | 16 | 21 | 19 |
| | 6 | 31 | 32 | 31 | 32 | 28 | 31 | 30 | 31 | 30 | 32 | 30 | 31 | 34 | 32 | 30 | 31 | 30 | 31 | 30 | 31 |
| Friendly, supportive, sense of belonging | 26 | 29 | 27 | 30 | 30 | 34 | 28 | 33 | 29 | 33 | 28 | 34 | 32 | 35 | 30 | 34 | 39 | 41 | 28 | 32 | |
| 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 | 0 | 1 | 1 |
| | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 1 | 1 | 2 | 2 |
| | 3 | 7 | 6 | 7 | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 3 | 3 | 2 | 5 | 3 | 3 | 3 | 6 | 5 |
| | 4 | 19 | 15 | 17 | 13 | 15 | 12 | 15 | 11 | 13 | 10 | 13 | 10 | 9 | 7 | 14 | 9 | 10 | 6 | 15 | 12 |
| | 5 | 30 | 26 | 28 | 24 | 23 | 20 | 25 | 21 | 23 | 20 | 24 | 19 | 22 | 17 | 22 | 19 | 20 | 16 | 26 | 22 |
| | 6 | 28 | 31 | 29 | 32 | 28 | 30 | 30 | 32 | 31 | 32 | 31 | 33 | 37 | 35 | 30 | 33 | 30 | 33 | 30 | 32 |
| Available, helpful, sympathetic | 13 | 19 | 16 | 22 | 25 | 30 | 22 | 29 | 25 | 32 | 24 | 33 | 28 | 37 | 27 | 33 | 35 | 41 | 21 | 27 | |
| Quality: Your relationships with administrative personnel and offices | Unhelpful, inconsiderate, rigid | 3 | 5 | 3 | 5 | 3 | 4 | 3 | 5 | 3 | 5 | 3 | 3 | 2 | 4 | 3 | 4 | 1 | 2 | 3 | 5 |
| | 2 | 6 | 7 | 6 | 7 | 5 | 5 | 5 | 7 | 5 | 6 | 5 | 6 | 3 | 6 | 4 | 6 | 3 | 4 | 5 | 7 |
| | 3 | 11 | 11 | 10 | 10 | 8 | 7 | 9 | 10 | 9 | 9 | 9 | 10 | 7 | 9 | 8 | 8 | 5 | 7 | 9 | 10 |
| | 4 | 25 | 21 | 23 | 20 | 19 | 16 | 21 | 19 | 20 | 18 | 19 | 17 | 18 | 18 | 19 | 18 | 14 | 14 | 21 | 19 |
| | 5 | 24 | 22 | 24 | 22 | 20 | 17 | 23 | 21 | 22 | 20 | 23 | 20 | 25 | 22 | 22 | 20 | 20 | 21 | 23 | 21 |
| | 6 | 20 | 20 | 20 | 20 | 21 | 22 | 22 | 21 | 22 | 22 | 24 | 22 | 26 | 22 | 24 | 22 | 24 | 25 | 21 | 21 |
| Helpful, considerate, flexible | 12 | 14 | 14 | 15 | 23 | 29 | 18 | 18 | 20 | 21 | 18 | 22 | 18 | 18 | 21 | 21 | 33 | 28 | 17 | 18 | |

Participating Colleges and Universities: 2000–2012

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 University
Troy University-Montgomery Campus
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 Christian University
Arizona State University²
Arizona State University at the Polytechnic Campus²
Arizona State University at the West Campus²
Embry Riddle Aeronautical University-Prescott
Grand Canyon University
Northern Arizona University²
Prescott College¹
University of Advancing Technology
University of Arizona
University of Phoenix-Online Campus
University of Phoenix-Phoenix 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 Design²
Brooks Institute
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
DeVry University-California
Fresno Pacific University
Harvey Mudd College^{1,2}
Holy Names University
Hope International University
Humboldt State University
Humphreys College²
La Sierra University
Laguna College of Art and Design
Life Pacific College¹
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 University^{1,2}
American Sentinel University
Colorado College²
Colorado Mesa University²
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
Metropolitan State University of Denver¹
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

District of Columbia

American University
Catholic University of America
Corcoran College of Art and Design²
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 A&M 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
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. Petersburg²
 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}
 College of Coastal Georgia
 Columbus State University²
 Covenant College²
 Dalton State College²
 DeVry University-Georgia
 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
 Young Harris College

Guam

University of Guam

Hawaii

Brigham Young University-Hawaii
 Chaminade University of Honolulu^{1,2}
 Hawai'i Pacific University²
 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 University²
 Columbia College Chicago²
 Concordia University¹
 DePaul University²
 DeVry University-Illinois
 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
 Methodist College
 Millikin University^{1,2}
 Monmouth College²
 North Central College^{1,2}
 North Park University²
 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 Technology²
 Indiana State University^{1,2}
 Indiana University Bloomington^{1,2}
 Indiana University East²
 Indiana University Kokomo
 Indiana University Northwest²
 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

Participating Colleges and Universities: 2000–2012 (continued)

Georgetown College
Kentucky Christian University
Kentucky State University²
Kentucky Wesleyan College²
Lindsey Wilson College
Midway College
Morehead State University^{1,2}
Murray State University²
Northern Kentucky University^{1,2}
Sullivan University²
Thomas More College
Transylvania University²
Union College
University of Kentucky
University of Louisville^{1,2}
University of Pikeville
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-Baltimore County²
University of Maryland-College Park

University of Maryland-Eastern Shore²
Washington College^{1,2}

Massachusetts

American International College
Amherst College
Anna Maria College²
Assumption College
Babson College
Bard College at Simon's Rock¹
Bay Path College
Bay State College¹
Bentley University¹
Boston Architectural College
Boston College
Boston University
Bridgewater State University
Cambridge College²
Clark University^{1,2}
College of Our Lady of the Elms^{1,2}
College of the Holy Cross
Curry College
Dean College¹
Eastern Nazarene College
Emerson College
Emmanuel College²
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 University^{1,2}

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 University²
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 University²
Northern Michigan University
Northwood University
Oakland University¹
Rochester College²
Saginaw Valley State University
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^{1,2}
College of the Ozarks
Colorado Technical University-Kansas City
Columbia College²
Culver-Stockton College²
Drury University²
Fontbonne University

Grantham 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
 Montana Tech of The University of Montana
 Rocky Mountain College¹
 Salish Kootenai College
 University of Great Falls^{1,2}
 University of Montana, The²
 University of Montana-Western, 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 College²
 Nebraska Wesleyan University^{1,2}
 Peru State College
 Union College^{1,2}
 University of Nebraska at Kearney^{1,2}
 University of Nebraska at Lincoln²
 University of Nebraska at Omaha²
 Wayne State College²

Nevada

Nevada State College¹
 Sierra Nevada 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
 University of Phoenix-New Mexico Campus
 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 York²
 Fashion Institute of Technology
 Fordham University
 Hamilton College
 Hartwick College²
 Hilbert College¹
 Hobart and 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
 Nyack College
 Pace University^{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: 2000–2012 (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
 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}
 William Peace University¹
 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 University²
 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 University²
 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 Christian University¹
 Oklahoma City University²
 Oklahoma State University¹
 Oral Roberts University^{1 2}
 Rogers State University
 Southeastern Oklahoma State University
 Southern Nazarene University²
 Southwestern Oklahoma State University
 University of Central Oklahoma
 University of Oklahoma
 University of Science and Arts of Oklahoma
 University of Tulsa²

Oregon

Concordia University
 Eastern Oregon University²
 George Fox University^{1 2}
 Lewis & Clark College
 Linfield College^{1 2}
 Linfield College-Adult Degree Program²
 Linfield College-Nursing & Health Sciences²
 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 College²
 Central Pennsylvania 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
 Ursinus College^{1 2}

Villanova University
 Washington & Jefferson College
 Waynesburg University
 West Chester University of Pennsylvania¹
 Widener University^{1,2}
 Wilkes University
 Wilson College²
 York College of Pennsylvania

Puerto Rico

Inter American University of Puerto Rico-Barranquitas
 Inter American University of Puerto Rico-Metro²
 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-Carolina²
 University of Puerto Rico-Humacao²
 University of Puerto Rico-Mayaguez
 University of Puerto Rico-Ponce²
 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 University²
 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 College²
 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
 DeVry University-Texas
 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-Galveston²
 Texas A&M University-Kingsville²
 Texas A&M University-Texarkana¹
 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
 Norfolk State University^{1,2}
 Old Dominion University²
 Radford University²

Participating Colleges and Universities: 2000–2012 (continued)

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 Intermont 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 University²
Eastern Washington University¹
Evergreen State College, The²
Gonzaga University
Heritage University^{1,2}
Northwest University
Pacific Lutheran University^{1,2}
Saint Martin's University²
Seattle Pacific University²
Seattle University¹
University of Puget Sound
University of Washington-Bothell
University of Washington-Seattle
University of Washington-Tacoma^{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
Glennville State College
Marshall University²
Mountain State University²
Ohio Valley University
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 College²
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
Athabasca University
Canadian 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 University College²
Lakehead University
Laurentian University
McMaster University
Nipissing University
Ontario College of Art and Design University
Queen's University
Ryerson University
Sheridan College Institute of Technology and
Advanced Learning²
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

Briercrest College and Seminary
University of Regina
University of Saskatchewan

Afghanistan

American University of Afghanistan, The

Egypt

American University in Cairo, The

England

American InterContinental University London

Iraq

American University of Iraq-Sulaimani²

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

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

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“This was a great survey and the faculty should push this idea to make us aware of how students engage in this institution.”

—Senior, Agriculture Major, Prairie View A&M University



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