

# Converting Data into Action

Expanding the Boundaries of Institutional Improvement



**National Survey of  
Student Engagement**

The College Student Report

2003 Annual Report



## National Advisory Board

### **Russell Edgerton**

Chair and Director, Pew Forum  
on Undergraduate Learning

### **Thomas Ehrlich**

Vice Chair and Senior Scholar, Carnegie Foundation  
for the Advancement of Teaching

### **Alexander Astin**

Allan M. Cartter Professor and Director, Higher  
Education Research Institute at the University of  
California Los Angeles

### **Douglas Bennett**

President, Earlham College

### **Molly Broad**

President, University of North Carolina

### **Peter Ewell**

Vice President, National Center for Higher  
Education Management Systems

### **Alex Gonzalez**

President, California State University, Sacramento

### **Kay McClenney**

Director, Community College Survey  
of Student Engagement

### **Michael Nettles**

Executive Director, Center for Policy Studies  
and Research, Educational Testing Service

### **Bill Tyson**

President, Morrison and Tyson Communications

### **Deborah Wadsworth**

President, Public Agenda

### **George Walker**

Senior Scholar, Carnegie Foundation  
for the Advancement of Teaching

### **Robert Zemsky**

Chair, The Learning Alliance for Higher Education

## Dedication

The National Survey of Student Engagement dedicates its 2003 annual report to the lives and exacting work of two outstanding assessment professionals.

Dr. Larry Jordan passed away on January 14, 2003. Quiet and unassuming, he was the consummate professional, and his many contributions were recognized in California and nationally. For example, in 2001 he received the best paper award from the California Association of Institutional Research and in 2002 the prestigious Charles F. Elton Best Paper Award from the Association of Institutional Research. Larry retired in December 2002 from his position of Director of Analytical Studies and Data Administration after serving 20 years at California State University-Los Angeles.

Dr. Edward D. Smith lost his courageous battle with cancer on August 2, 2003. Ed was professor of psychology and director of assessment at Longwood University, an institution he served for more than

three decades in various capacities. He worked assiduously to see that student engagement results were used in institutional planning and decision making. His pioneering efforts in assessment brought him international attention, with requests to present at conferences in China, Russia, Austria, and Malaysia, as well as to audiences throughout the U.S.

Both Larry and Ed were NSSE proponents from the beginning. Larry offered early feedback that helped us properly calculate and weight NSSE's Benchmarks of Effective Educational Practice. Ed incorporated NSSE data in Longwood's performance reporting scheme and helped us demonstrate at national meetings how student engagement data could be appropriately used in various ways. We are grateful to both for their expertise and enthusiastic support of the NSSE mission. They personified human kindness and the best of professional judgment and are missed by their loved ones, colleagues, and the assessment community at large.



---

## Table of Contents

2	Foreword
5	A Message From the Director
10	Quick Facts
11	Effective Educational Practices
12	Student Engagement in 2003— A Closer Look
20	Using Student Engagement Results as a Catalyst for Improvement and Accountability
26	NSSE Institute for Effective Educational Practice
28	Looking Ahead
29	Notes
30	Summary Statistics—National Benchmarks of Effective Educational Practice
42	Participating College and Universities

---

“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 personal development.”

---





## Foreword

### Raising the Bar

When we began writing the foreword to these annual reports several years ago, we imagined that NSSE would progress at the pace of most reform efforts in higher education—slow, plodding, highly uneven, providing encouragement through a few examples of exciting accomplishments amidst a sea of disinterest. That’s the way most attempts to influence the evaluative language and culture of higher education seem to go.

Instead, every single year NSSE’s accomplishments have exceeded our expectations. And this year NSSE has done it again. Despite the fact that campuses are in dire financial circumstances and must now bear the full cost of the survey, more institutions participated than ever before. Larger numbers of students within these institutions responded at higher rates than ever before. Even more impressive is the fact that most of the 730 institutions that have taken the survey are regularly using the findings to compare their performance with peer institutions and then mounting initiatives designed to improve their performance. And NSSE’s influence in shaping a new public understanding of what makes for a quality college just grows and grows. We now hear an increasing number of institutions talking about

Community College Survey of Student Engagement, the High School Survey of Student Engagement, and the Law School Survey of Student Engagement—extend NSSE-like questions to new settings. Others—like the Documenting Effective Educational Practice project and the Faculty Survey of Student Engagement—are intended to broaden and deepen the impact of NSSE as a tool for improvement. Still another initiative extends the ability of minority-serving campuses to participate in NSSE. Once just a survey, NSSE has evolved into a broad, multi-faceted national initiative to engage students and faculty in effective educational practices.

Given all this, we were tempted to end the foreword here and go home until next year. But like most long-time observers of the higher education scene, our response to success is not only to offer praise, but to wonder aloud whether even more improvement might be possible. That is, we think it’s time for all the institutions that are taking part in NSSE to raise their sights about where this effort is headed and what it can accomplish.

For starters, we would ask of those institutions that are not yet participating in NSSE, why not? It is now abundantly clear that without persuasive evidence of the patterns of student engagement in a

“NSSE has evolved into a broad, multi-faceted national initiative to engage students and faculty in effective educational practices.”

their NSSE scores, or their performance on “NSSE-like measures” even when they don’t use NSSE itself. This past year, the national media (*The Atlantic Monthly* being the latest example) carried numerous stories about NSSE’s benchmarks. And look at what the commercial ranking services like you-know-who are saying. They are complaining about the difficulties of getting access to the confidential reports that NSSE provides to individual colleges!

Not only has NSSE succeeded beyond our wildest dreams, it has inspired and spawned a whole family of related initiatives. Some of these—like the

school, administrators and faculty remain blind to important aspects of the undergraduate experience. The time has passed for institutions to claim that they do not need such data. Use NSSE, adapt it, or invent a tool that matches or surpasses it. But don’t ignore the responsibility for understanding dimensions of student engagement.

Our greater concern, however, is not with the breadth of participation but with what institutions that do participate accept as the standards of engagement that they should strive to meet. NSSE’s great contribution has been to provide institutions data, not just about their own performance, but



their performance relative to a variety of comparison groups .... all the institutions that have taken the survey, their kind of college, or a specially selected group of peers. As we all know, in a market-driven, competitive endeavor like higher education, seeing where our institution is relative to the rest of the pack is a great motivator for change—especially for those who lag behind.

But what if most of the pack has settled for a level of performance that is less than it could be, or needs to be, to meet the challenges of the future? Indeed, as we look at some of the aggregate findings about norms of engagement across institutions, this certainly seems to be the case. When we examine the raw scores reporting performance of schools across all five benchmarks and convert them to a simple 10-point scale, it turns out that most colleges fall somewhere between four and six, with indices of student engagement that are quite modest in their accomplishments.

could strive to achieve are the standards of engagement that the most accomplished (say, the top 5%) of “their kind of institution” have achieved, as shown in the national benchmarks section later in this report. Soon NSSE’s Institute for Effective Educational Practice will publish a series of papers on what explains the success of some of these strong performers.

But we also need to reach beyond comparisons only with peer institutions. NSSE campuses can look at their findings relative to their own past performance as well as absolute standards—and commit to getting better and better every year.

And both NSSE institutions and the NSSE staff can initiate an honest conversation about how absolute “academic standards” of engagement should be defined. For example, we have long held the expectation that students should study two hours outside class for each hour inside class. In an era of

*“In a market-driven, competitive endeavor like higher education, seeing where our institution is relative to the rest of the pack is a great motivator for change.”*

Take some specific norms of engagement. To strive to be in the middle of the pack of all NSSE institutions is to be a learning environment in which more than a third of all seniors “sometimes” or “never” get prompt feedback from faculty about their performance, and less than 60% of seniors have a culminating experience such as a capstone course, thesis, or comprehensive project. This doesn’t strike us as a matter of going “from good to great.”

### So What Standards Should Institutions Strive to Achieve?

In every Carnegie category, there are a handful of institutions that seem to be not just doing well, but doing very well. For whatever reason (external challenge and sustained leadership are typically part of the story), a small number of institutions have distinguished themselves from their peers and are performing at a level that can be considered exemplary, if not excellent. So one thing institutions

increased Web-based instruction that complements and even replaces the traditional classroom, when more students than ever are working while going to college, and when collaborative learning (most often outside of formal class sessions) is highly valued, are those norms still meaningful? Is the distinction between “in-class” and “out-of-class” still viable for the Internet generation? Is any group better positioned and able to have this conversation than the NSSE institutions? We think not.

Finally, we need to remember that NSSE provides us with only a partial view of the internal workings of our institutions that affect student learning. Students can be engaged in a range of effective practices and still not be learning at that deep level we call understanding. We fear, in fact, that this is all too often the case.

NSSE is the descendent of a line of research about the impact of college on student development—a







## Foreword (continued)

line that runs from Nevitt Sanford's *The American College* (1962) through Astin's *What Matters in College*, Pace's work on quality of effort, the *NIE Involvement in Learning* report, the Chickering and Gamson *Seven Principles of Effective Undergraduate Education*, and the *Involving Colleges* study by Kuh et al., to the landmark 1991 study *How College Affects Students* by Ernest Pascarella and Patrick Terenzini. These inquiries have identified an important set of effective practices. But it is only a partial view.

Another parallel line of research, for example, has been going on under the interdisciplinary banner of the cognitive sciences, synthesized in the landmark National Research Council publication, *How People Learn* (2000). This line of inquiry illuminates an additional set of effective practices that feature learning with understanding—such as the importance of dealing with students' prior knowledge, a “less is more” curriculum, and a relentless focus on using what one learns in new situations. NSSE helps institutions explore the outskirts of this territory. But institutions will need additional tools in order to develop a fuller picture of whether their institution is promoting “deep learning.”

In short, we urge NSSE institutions not only to set high standards for what it means for students to be engaged in effective practices, but to view engagement as the perimeter of a larger terrain that needs to be explored.

Admittedly, it's bad form to praise NSSE and then turn around and suggest that the entire NSSE initiative needs to expand its horizons and raise its goals. But in education, as in scholarship, complacency is a dangerous condition. Our mantra should not be “if it ain't broke don't fix it,” but rather “why not the best?”

**Russell Edgerton**

Director

Pew Forum on Undergraduate Learning

**Lee S. Shulman**

President

Carnegie Foundation for  
the Advancement of Teaching

“Our mantra should not be ‘if it ain't broke don't fix it,’ but rather ‘why not the best?’”

And let's not forget that engagement is both an end and a means. As a means, we treat it as a proxy for direct evidence of student learning, understanding, development, and commitment. NSSE is a superb measure of opportunity to learn. But opportunity does not automatically become accomplishment. Faithful use of a superb measure of student engagement does not relieve campuses of the responsibility to find direct measures of the learning we value.



### "More" Is Not Always "Better"

A few years ago, at a symposium about undergraduate education, a panel of faculty members and administrators were discussing the intended purposes of undergraduate education. To set up his answer, one academic dean recast the question this way: "What are deans for?" His answer: "More—more faculty, more program support, more scholarships for students. Deans are for more!" The eminent higher education economist Howard Bowen would have been proud. He once cryptically observed that colleges raise all the money they can and then spend it, albeit toward worthwhile ends. "More" has been NSSE's experience thus far as well.

Each year NSSE has grown steadily—from 276 schools participating in 2000 to 437 in 2003. This

even more confidence about the nature of student experiences and effective educational practice.

And there's more. The adjusted institutional response rate reached an all-time high of 43% for both the paper and Web versions. The 2003 customized report NSSE sends to each institution is the most detailed yet, especially for schools that administered the Faculty Survey of Student Engagement (FSSE). This additional source of information about effective educational practice allows a school to compare what students do and say with what faculty expect and believe in terms of student participation in course-based activities. In addition, as part of NSSE's public advocacy mission, we developed and distributed more than 200,000 pocket guides to high school counselors at selected schools in all 50 states. Our objective was to introduce prospective college students, their parents, and counselors to questions that will get them better information about the quality of the undergraduate

"NSSE's success is best measured by people, on and off campus, thinking and talking about quality in terms of educational effectiveness."

fourth national administration was the first for which institutional participation fees covered the full cost of the annual survey. In the first three years, the founding grant from The Pew Charitable Trusts allowed us to partially subsidize the real costs of the survey, making it attractive for schools to discover first-hand what student engagement data and NSSE staff could do for them.

Not only did NSSE become self-sufficient in 2003, it was the biggest year ever in terms of sample size (348,000) and number of respondents (145,000). As a result, the NSSE database now represents more than 730 different four-year colleges and universities and about 58% of this sector's undergraduate FTE. Support from Lumina Foundation for Education for the Building Engagement and Attainment of Minority Students project (BEAMS) is making it possible for larger numbers of minority-serving institutions to use NSSE. As a result, we can speak with

experience at the institutions they are considering. An easy-to-print version is available online at [www.iub.edu/~nsse/html/pocket\\_guide\\_intro.htm](http://www.iub.edu/~nsse/html/pocket_guide_intro.htm).

Clearly, 2003 was a year of "more" for NSSE. But unlike the dean mentioned earlier, our goal is not to increase the size and scope of the survey operation. Rather, NSSE's success is best measured by people, on and off campus, thinking and talking about quality in terms of educational effectiveness—what students and institutions do as contrasted with what rankings emphasize, which is student test scores and an institution's resources and reputation. How people think and talk about collegiate quality is admittedly difficult to measure precisely. There are indications, though, that NSSE is moving the conversation in the right direction, as the popular media increasingly work student engagement into stories about student learning. This past year, for example, NSSE was mentioned as a preferred alternative approach to measuring quality in articles





## A Message from the Director *(continued)*

in *The New York Times*, *USA Today*, *The Atlantic Monthly*, *The Washington Post*, *Christian Science Monitor*, *Kaplan/Newsweek* “How to Get Into College,” *Forbes*, and numerous local and campus newspapers as well as *The Chronicle of Higher Education* and scholarly publications. And *US News* once again requested selected NSSE results from participating campuses, asserting it had become the widest distributor of student engagement information. In addition, NSSE data have been the topic of discussion on scores of campuses at faculty and governing board retreats and teaching and learning workshops. Dozens of institutions are using student engagement results for strategic planning and accreditation self-studies.

Such attention is important and gratifying. But in the final analysis, NSSE’s impact will be judged by whether student engagement in effective educational practice increases on individual campuses and nationally. At first blush, this appears to be a fairly straightforward measurement matter: if collegiate quality is improving, this should be reflected by higher scores on the five NSSE benchmarks of effective educational practice. But as with most questions related to assessment, accountability, and institutional performance, it’s more complicated than it first appears. In fact, “more” student engagement in

devote to academics. In fact, some research studies show that students who have a good deal of casual contact with faculty outside the classroom report making less progress toward desired outcomes.

The key to student learning is both the nature and frequency of contact. Moreover, for some forms of interaction, “occasional” contact with faculty members may be enough. Four of the six behaviors on the student-faculty interaction benchmark are of this kind: discussing grades and assignments, discussing career plans, working with a faculty member outside of class on a committee or project, and doing research with a faculty member. For most students doing the first three of these once or twice a semester is probably good enough. That is, “occasionally” discussing career plans with a faculty member is sufficient for seeing the relevance of their studies to a self-sufficient, satisfying life after college. Working on a research project with a faculty member just once during college could be a life-altering experience. But for the other two activities—getting prompt feedback and discussing ideas presented in readings or class discussion—it’s plausible that the more frequent the behavior the better.

“NSSE data have been the topic of discussion on scores of campuses at faculty and governing board retreats and teaching and learning workshops.”

some activities may not necessarily lead to “more” learning. Several sets of issues bear on this point.

### Student-Faculty Contact: How Much is Optimal?

Both academic folklore and studies of student development support the premise that student-faculty interaction is an effective educational practice. But student contact with faculty members takes different forms. NSSE questions focus primarily on substantive interactions as contrasted with social encounters because the latter have little to no direct effects on learning gains or the amount of effort students

Another factor influencing the optimum amount of student-faculty interaction is technology, which is altering the role of faculty in the learning process. One persuasive source of evidence in this regard is from institutions participating in the Pew-funded Course Redesign Program directed by Carol Twigg at the Center for Academic Transformation. Twigg concluded that with an effective use of technology, “student success can be achieved in class without increased student-faculty contact.” This requires being more intentional about the nature of the contact, such as being available on an as-needed, “when students get stuck” basis, which is the approach being used to redesign mathematics



## A Message from the Director (continued)

courses at Virginia Tech, the University of Alabama, and the University of Idaho. Time will tell as to the benefits of virtual contact between students and their teachers relative to face-to-face interactions. But in the meantime, we need to develop nuanced interpretations for the results of this cluster of effective educational practices and learn more about how and to what degree students benefit from various forms of contact with their teachers.

### Do All Students Benefit Equally From Effective Educational Practices?

Active and collaborative learning is an effective educational practice because 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 on academic work and problem solving prepares students to deal with the messy, unscripted situations they will encounter daily during and after

concrete terms and they have opportunities to apply concepts to their daily lives. These findings are mildly provocative, suggesting that some interventions to boost student engagement may have the greatest payoff for those students who are most at risk for leaving college prematurely.

Another set of issues has to do with the features of academic challenge that contribute optimally to student learning and other forms of engagement. Will increasing the number of books read and papers written lead to higher levels of learning? It depends in part on the nature of the material that is assigned and whether students are developing thoughtful, cogent arguments in their writing. Major field must also be included in the equation, as students in some areas such as the sciences may use only a single text for an academic term, while students in the humanities may well read a score or more in some classes. The number of short and long papers also will vary substantially because of the



“Engagement may have the greatest payoff for those students who are most at risk for leaving college prematurely.”

college. Are pedagogical approaches that feature active and collaborative learning activities appropriate for all students? That is, do all students who report more experience with such activities learn more? Though far from conclusive, there is some evidence from a study which co-administered NSSE with several experimental learning measures that students who scored greater than 1300 on the SAT appeared to gain less from active and collaborative learning activities than their counterparts who scored below 990. In fact, the lower scoring group appeared to benefit more in student engagement and learning outcomes from high quality personal relationships, a supportive campus environment, and experiences with diversity. In addition to ability as measured by the SAT, preferred learning styles may also be a factor. That is, “higher ability” students may be more proficient in abstract reasoning compared with “lower ability” students who perform better when course material is presented in

learning requirements of various fields. Writing in the absence of feedback may simply become redundant exercises in mediocrity. In fact, many first-year students who write great numbers of short papers are doing so in developmental writing courses. Activity may represent progress, but it’s hard to know unless students also report being challenged to do their best work, get prompt, substantive feedback, and indicate they have improved their writing and gained in other areas.

These examples indicate that “more” activity may not always be “better” in terms of student learning. Ability, learning style, and major field need to be taken into account when drawing conclusions about student engagement, learning, and collegiate quality. Other factors may also be relevant, such as institutional mission and the learning goals that faculty members have for their courses and major field. For example, as we shall see later in the section, reporting preliminary results from the new Faculty





## A Message from the Director *(continued)*

Survey of Student Engagement, faculty members in various fields differentially emphasize mental activities such as memorization and application of information.

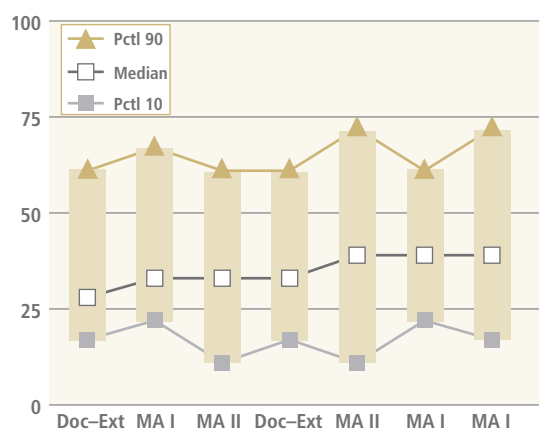
At the same time, there are areas of student engagement where “more” is genuinely better for most students most of the time, such as the previously mentioned practice of prompt feedback. Also, it seems reasonable that the vast majority of students will learn more if their instructors set performance standards that require a level of effort greater than what students would put forth if left to their own devices. Such experiences cultivate habits of mind that are the foundation for pursuing excellence in other areas of life. And, arguably, more is almost always better for student satisfaction (provided that other key areas of engagement such as academic challenge are not compromised), the quality of relations among students, faculty, and administrators, and a campus environment that accommodates students’ academic and social needs.

### Where Should We Look to Improve?

Another question we need to think through carefully when interpreting and using student engagement data to guide improvement efforts is deciding which

**Student-Faculty Interaction:  
Seniors at Sample University System**

Figure 1



students, even though institutional average scores on the NSSE benchmarks may only differ several points from the overall average for its type or peer group. Figure 1 shows this is the case for student-faculty interaction for several of the institutions that are part of Sample University System. The same pattern of performance extends to the other four benchmarks of effective educational practice and to clusters of small, independent colleges. That is, substantial within-school variance holds for effective educational practice in general and is not peculiar to larger, state-supported institutions.

“Substantial improvement in the overall quality of undergraduate education can be realized by focusing on the performance of our least engaged students.”

groups of students to target with interventions intended to boost engagement. One strategy is to maximize the yield-to-effort ratio by focusing on students who have the most to gain by becoming more engaged.

In previous reports we’ve pointed out that the variance in student engagement is much greater within individual institutions than between institutions. This means that an institution’s average benchmark scores tell only a limited amount about student and institutional performance. Many colleges and universities have substantial numbers of disengaged

One inescapable implication from this observation is that substantial improvement in the overall quality of undergraduate education can be realized by focusing on the performance of our least engaged students. This will raise the engagement floor, so to speak, and result in a win-win situation for students and institutions facing accountability challenges. Reaching more under-engaged students will improve their learning and also boost overall benchmark scores because there is more room to move upward on the scales. Focusing on students who are already engaged at relatively high levels—those who are in the upper third of the engagement distribution—



## A Message from the Director (continued)

will produce only marginal differences in overall institutional performance. This is not to say such students should be ignored or that they would not reap some benefit. But with limited time and resources it may make sense for many schools to target interventions toward students who are in the lower third of the engagement distribution. A disproportionate number of such students are men. Transfer students also are typically less engaged than students who start and stay at the same school. Illinois State University, Towson University, and other colleges and universities are oversampling their large transfer populations to learn more about this group of students and what interventions might promote higher levels of engagement.

Currently enrolled students can be especially helpful in campaigns to engage their peers at higher levels. Later in this report we describe how Oregon State University (OSU) charged first-year students in its Leaders of Positive Innovation Program to examine

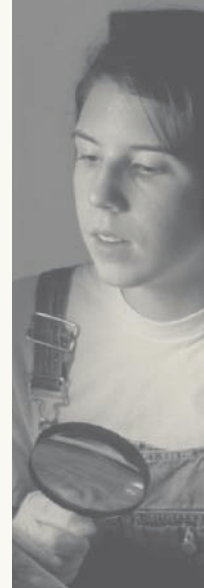
NSSE results and to make recommendations to improve the undergraduate experience. Examples from other institutions are also mentioned.

In many areas of life, too much or too little of any one thing can have unintended and potentially deleterious side effects. For example, exercise and sleep produce the best results when practiced at reasonable levels. Too much of either reduces peak performance. Too little can have disastrous consequences. Though the analogy is not perfect, we would do well to think of engagement in a similar way as we continue to learn more about under what conditions and for what purposes certain groups of students benefit from various effective educational practices.

**George D. Kuh**

Chancellor's Professor of Higher Education  
Indiana University Bloomington

*"NSSE was launched with ambitious aims—among them to be widely used by institutions to improve undergraduate education and to help reshape public perceptions of collegiate quality. In four short years, NSSE has done all this and more. No other measure has become so authoritative and so informative so quickly."  
—Peter T. Ewell, Vice President, National Center for Higher Education Management Systems*





## Quick Facts

### Survey

*The College Student Report* is available in paper and Web versions and takes about 15 minutes to complete.

### Objectives

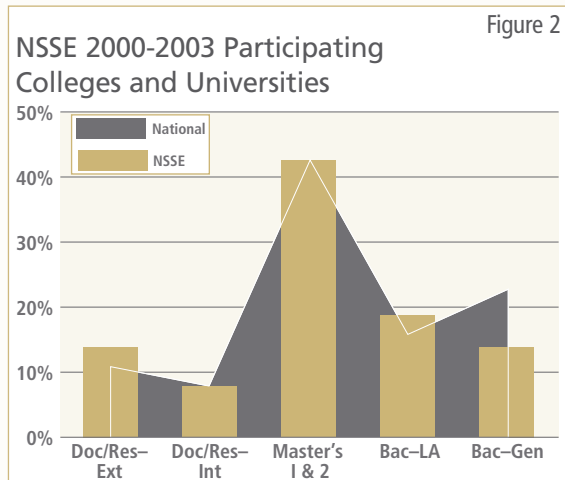
Provide data to colleges and universities to use for improving undergraduate education, inform state accountability and accreditation efforts, and facilitate national and sector benchmarking efforts, among others.

### Partners

Established with a grant from The Pew Charitable Trusts. Current support from Lumina Foundation for Education, the Center of Inquiry in the Liberal Arts at Wabash College, and the American Association for Higher Education. Cosponsored by The Carnegie Foundation for the Advancement of Teaching and the Pew Forum on Undergraduate Learning.

### Participating Colleges and Universities

More than 430,000 students at 730 different four-year colleges and universities thus far. More than 460 schools are registered for the spring 2004 program.



### Consortium & State or University Systems

Numerous peer groups (urban institutions, women's colleges, research institutions, Christian colleges, engineering and technical schools, etc.) and state and university systems (e.g., California State University, Indiana, Kentucky, Massachusetts, North Carolina, South Dakota, Texas, Wisconsin) have formed to ask additional mission-specific questions and share aggregated data.

### Data Sources

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

### Benchmarks of Effective Educational Practice

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

### Administration

Indiana University Center for Postsecondary Research, in cooperation with the Indiana University Center for Survey Research and the National Center for Higher Education Management Systems (NCHEMS).

### Validity and Reliability

The NSSE survey was designed by experts and extensively tested to ensure validity and reliability and to minimize non-response bias and mode effects.

### Response Rates

Average response rate for paper and Web versions is about 43%, with a range of 15% to 89%.

### Audiences

College and university administrators, faculty members, students, governing boards; external authorities such as accreditors and government agencies; prospective students and their families; college advisors, institutional researchers, and higher education scholars.

### Participation Agreement

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

### Cost

Institutions pay a minimum participation fee ranging from \$3,000 to \$7,500, determined by undergraduate enrollment.

### New Initiatives

NSSE Institute for Effective Educational Practice is collaborating with AAHE on two major initiatives: Documenting Effective Educational Practices (DEEP), and Building Engagement and Attainment of Minority Students (BEAMS); and with The Policy Center on the First Year of College "Foundations of Excellence" project.

### Special Services

Faculty survey, NSSE workshops, faculty and staff retreats, consulting, peer comparisons, norms data, and special analyses.



# Effective Educational Practices

NSSE results fall into five key clusters of activities that research studies show are linked to desired outcomes in college.

## 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 emphasizing the importance of academic effort and setting high expectations for student performance.

## Student Interactions with Faculty Members

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

## 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, during and after college.

## Enriching Educational Experiences

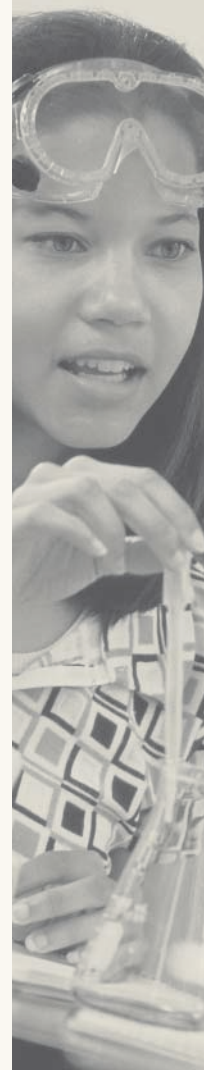
Complementary learning opportunities inside and outside the classroom augment academic programs. Experiencing diversity teaches students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

## 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.

A list of the survey items that contribute to NSSE's National Benchmarks of Effective Educational Practice is included in the final section of this report.

"NSSE is one of the most powerful tools available to stimulate and guide intellectually powerful and credible conversations to focus us on what needs to be changed and how." —*John N. Gardner, Executive Director, Policy Center on the First Year of College*





# Student Engagement in 2003—A Closer Look

In just four years, NSSE has quickly become an authoritative source about collegiate quality. The size and scope of the annual survey make it possible to evaluate, interpret, and draw informed conclusions about the nature of the undergraduate experience and institutional performance in the United States. The following sections highlight key findings from this year's annual survey.

## Promising and Disappointing Findings

NSSE 2003 survey results show a mixture of positive and less desirable findings.

### Promising Findings

- About two-thirds of seniors participated in community service or volunteer work at least once during college. Women (75%) are more likely than men (62%) to do community service or volunteer work.
- Two-fifths (41%) of all students earn mostly A grades, and only 3% of students have C or lower average grades.
- Almost 87% of all seniors frequently (“often” or “very often”) integrate ideas or information from various sources into papers or projects.
- About four-fifths of seniors said their classes placed a good deal of emphasis on applying theories or concepts to practical problems.
- Two-fifths (41%) of seniors took foreign language coursework and about one in five (18%) studied abroad.

### Disappointing Findings

- More than three-quarters (77%) of all students who study 10 or fewer hours per week report grades of B or better (33% As, 44% Bs).
- Almost nine of ten students (87%) report that their peers at least “sometimes” copy and paste information from the Web or Internet for reports/papers without citing the source.
- Men are disproportionately under-engaged, particularly in the areas of academic challenge and enriching educational experiences.
- More than two-fifths (45%) of first-year students “never” discuss ideas from their classes or readings with a faculty member outside the classroom.
- Less than half of seniors frequently have serious conversations with students from different racial or ethnic backgrounds.
- More than a third of all seniors only “occasionally” (“sometimes” or “never”) get prompt feedback from faculty members.
- Business and Engineering majors are well below their counterparts in other fields in terms of prompt feedback from faculty and the frequency with which they engage in integrative activities.
- Compared with when they were first-year students, fewer seniors work harder than they thought they could to meet an instructor's standards.

Table 1

### Percentage of Seniors who Participated in Various Educationally Enriching Activities

	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Total
Practicum, internship, field experience	72%	72%	72%	74%	71%	72%
Community service/volunteer work	66%	60%	64%	77%	67%	66%
Research with faculty member	29%	26%	23%	39%	24%	27%
Learning community	25%	25%	27%	25%	28%	27%
Foreign language	44%	35%	35%	65%	36%	41%
Study abroad	18%	14%	14%	35%	15%	18%
Independent study/self-designed	24%	26%	26%	43%	30%	29%
Culminating senior experience	49%	58%	55%	73%	66%	60%

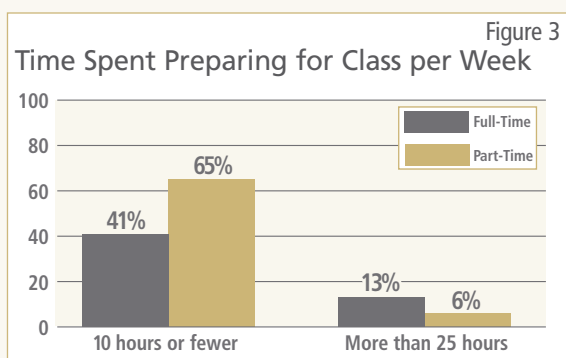


# Student Engagement in 2003—A Closer Look (continued)

## Other Key Findings

### Time on Task

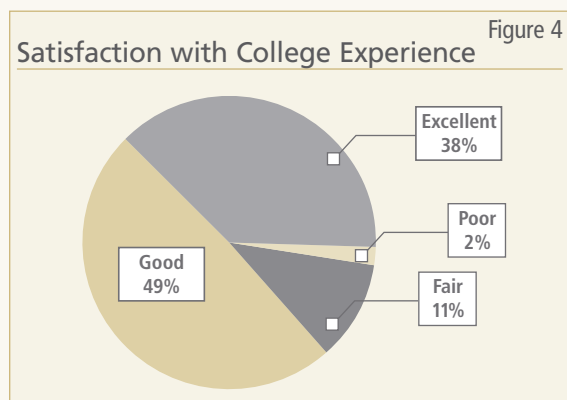
- Only about 13% of full-time students spent more than 25 hours a week preparing for class, the approximate number that faculty members say is needed to do well in college. (Figure 3).



- More than half of all part-time students (51% first-year students, 61% seniors) work off-campus more than 20 hours per week.

### Satisfaction with College Experience

- Eighty-seven percent (87%) of all students rated their college experience “good” or “excellent.” (Figure 4).



### Living Arrangements

- Forty-five percent (45%) of all students lived in campus housing (70% of first-year students, 21% of seniors). The remainder lived within driving distance (42%), within walking distance (12%), or in a fraternity or sorority house (1%).

“Only about 13% of full-time students spent more than 25 hours a week preparing for class, the approximate number that faculty members say is needed to do well in college.”

- A non-trivial fraction of seniors (about 18%) spent 11 or more hours per week caring for dependents.
- Nearly one out of every ten students spent more than 25 hours relaxing and socializing.

Table 2  
Student Time Usage Hours Spent Per Week

Activity	Part-Time	Full-Time
Preparing for class	10	14
Working on-campus or off-campus	22	10
Participating in co-curricular activities	2	5
Relaxing and socializing	10	12
Providing care for dependents	11	3
Commuting to class	5	4

### Fraternity and Sorority Membership

- Thirteen percent (13%) of men and 11% of women were members of a social fraternity or sorority.

### Grades

- Just over 41% of all students reported that they earned mostly A grades, another 42% reported grades of either B or B+, and only 3% of students reported earning mostly Cs or lower.

### Parental Education

- Thirty-two percent (32%) of NSSE respondents were first-generation college students, 39% had parents who both graduated from college, 28% had Master’s degrees, and 9% reported parents with Doctoral degrees.

Additional results by Class and by Carnegie type can be found in the Summary Statistics section of the report (page 30).



# Student Engagement in 2003—A Closer Look (continued)

## Educational and Personal Growth

Sixteen NSSE items ask students to estimate how much they have gained in a diverse array of desirable learning and developmental dimensions. Only seniors were used for this analysis since they have had the full range of exposure to learning and personal development opportunities.

Three clusters of self-reported outcomes are presented: (1) gains in personal and social development (e.g., gains in understanding oneself and people of diverse backgrounds, ethical development, solving real-world problems, and contributing to the welfare of the community); (2) gains in general education (e.g., writing, speaking, and analyzing); and (3) gains in practical knowledge and skills (e.g., using computers, acquiring job skills, and working effectively with others). Table 3 shows that even after statistically adjusting for various student and institutional characteristics, these outcomes are still strongly related to NSSE's key benchmarks, especially with the campus environment. This is not surprising because the NSSE survey focuses on effective educational practices and it stands to reason that students who take part in these activities would report benefits.

## Academic Challenge

The more challenging the academic program, the more students gain in a variety of educational outcomes. For example, students who reported that their exams required them to do their best work and instructors who set standards that required students to work harder than they thought they could were more likely to report greater overall gains. Also, courses that emphasize applying course material,

making judgments about value of information and arguments, and synthesizing material into more complex interpretations and relationships are highly related to educational and personal gains.

## Campus Environment and Satisfaction

The positive outcome measures are most strongly associated with students' perceptions of the campus environment and satisfaction with college. For example, overall gains shows a partial correlation of .56 with the students' ratings of their "entire campus experience" and of .45 with the likelihood that they would return to the same college given a chance to start over. Students' ratings of the learning environment show strong positive relationships with gains in areas such as: academic support (.50), social support (.46), emphasis on diversity (.45), and support for non-academic responsibilities (.44).

## Faculty Interactions

Students' perceptions of the quality of relationships with faculty are strongly correlated with educational and personal gains—as is the frequency with which faculty members give prompt feedback, talk with students about career plans, and talk with students outside the classroom about ideas discussed in class or in readings.

## Competing Activities

Certain activities are counterproductive in terms of desired outcomes of college. Among the activities that are negatively related to overall gains are the number of hours students worked off campus, hours spent socializing, and frequency of coming to class unprepared.

Correlations Between NSSE Benchmarks and Gains Factors for Seniors\*

Table 3

	Gains in Personal and Social Development	Gains in General Education	Gains in Practical Knowledge and Skills
Academic Challenge	.42	.47	.40
Active and Collaborative Learning	.36	.33	.37
Student-Faculty Interactions	.38	.33	.32
Enriching Educational Experiences	.36	.27	.24
Supportive Campus Environment	.57	.50	.50

\*Partial correlations controlling for institutional selectivity, Carnegie Classification, institutional enrollment and student sex, race, transfer status, and enrollment status.



## Student Engagement in 2003—A Closer Look (continued)

### Integration of Knowledge and Experience

Deep learning requires the acquisition of knowledge, skills, and competencies across a variety of academic and social activities, and integration of these diverse experiences into a meaningful whole. To estimate the degree to which students take part in activities that provide opportunities to integrate their curricular and co-curricular experiences, we created a scale composed of six NSSE questions. These items represent such activities as incorporating ideas from various sources into a paper, including diverse perspectives in class discussions or writing projects, and putting together ideas and concepts from different courses. Integration is a very strong predictor of engagement, satisfaction, and self-reported gains. For example, the higher the integration score, the more likely a student is to:

- interact with faculty
- experience diversity
- report their courses emphasize higher-order thinking

- engage in active and collaborative learning
- work harder than they thought they could in response to instructor standards
- report making substantial gains in a variety of desired outcomes of college
- be satisfied with the college experience

Women, seniors, and students attending Baccalaureate Liberal Arts Colleges tend to engage more frequently in activities that require integration. In contrast, traditional-age students (under 24 years old), student-athletes, and students living on-campus are less engaged in integration activities.

### Women's Colleges

In general, women at single-sex colleges are more engaged than their counterparts at other types of institutions. Both first-year and senior women attending women's colleges report:

#### Integration Scale

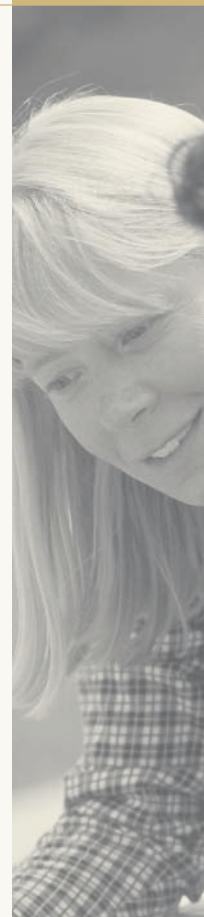
- Worked on a paper or project that required integrating ideas or information from various sources
- Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments
- Put together ideas or concepts from different courses when completing assignments or during class discussions
- Discussed ideas from readings or classes with faculty members outside of classes
- Discussed ideas from readings or classes with others outside of classes (students, family members, coworkers, etc.)
- Synthesized and organized ideas, information, or experiences into new, more complex interpretations and relationships

- Higher levels of academic challenge
- More active and collaborative learning
- More interaction with faculty members
- More diversity-related experiences

Compared with women at coeducational institutions, women at single-sex colleges also report:

- Greater gains in understanding themselves and others
- Greater gains in general education
- Greater gains in their ability to analyze quantitative problems

However, one area that seniors at women's colleges responded less favorably than women at coeducational institutions was in the quality of relationships with faculty, staff, and other students.



“Women at single-sex colleges are more engaged than their counterparts at other types of institutions.”

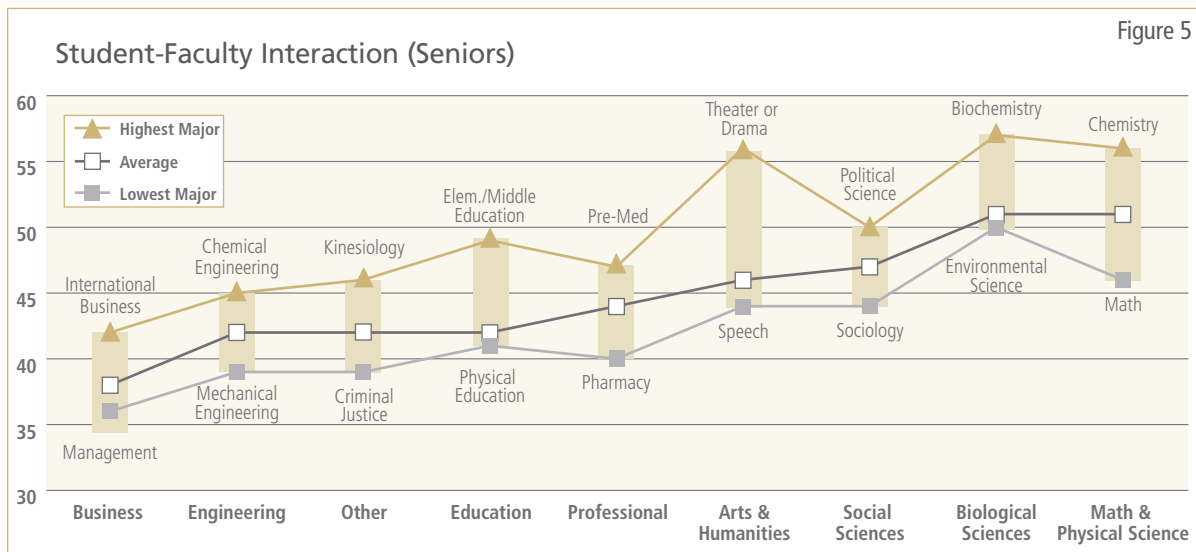


## Student Engagement in 2003—A Closer Look *(continued)*

### Major Field of Study

Student experiences vary greatly by major field of study, with some students consistently engaging more in effective educational practices than others. For example, students in professional majors (e.g., Architecture, Health Sciences, Pre-law) are in the top three on every benchmark score. However, it is more common for different major fields to

relative to other major fields of study. However, the average International Business major score is approximately equal to the overall average for all majors in terms of student-faculty interaction. The individual majors that comprise the various clusters in Figure 5 are included on the NSSE 2003 Annual Report Web site at [www.iub.edu/~nsse/html/report-2003.shtml](http://www.iub.edu/~nsse/html/report-2003.shtml).



score high on some benchmarks and low on others. Engineering students report high levels of academic challenge and active and collaborative learning, but indicate relatively low levels of student-faculty interaction and supportive campus environment. Similarly, students majoring in Business score high on the active and collaborative learning benchmark, and low on student-faculty interaction and enriching educational experiences.

A great deal of variation also exists within similar clusters of majors. Figure 5 above displays average benchmark scores for seniors by major field of study. In addition, it presents the scores for the highest and lowest majors within the major group. For example, even though the Mathematics and Physical Science major field of study category reports the highest average student-faculty interaction score, Math majors actually report less interaction with faculty as compared to their Chemistry counterparts. Likewise, Business majors have the least interaction with faculty members

A breakdown of students' primary major is summarized in Table 4. As reported in the past, more men are majoring in Business, Engineering, and Physical Sciences, while more women are pursuing degrees in Education, professional schools (e.g. Health Sciences, Pre-law, etc.), and the Social Sciences.

Table 4  
Major Field of Study

Major	First-Year Students		Seniors	
	Men	Women	Men	Women
Arts & Humanities	13%	15%	14%	16%
Biological Sciences	7%	8%	6%	7%
Business	18%	14%	22%	18%
Education	5%	14%	5%	14%
Engineering	13%	2%	12%	2%
Physical Sciences	5%	3%	5%	2%
Professional	4%	12%	3%	9%
Social Sciences	11%	14%	12%	17%



## Student Engagement in 2003—A Closer Look (continued)

### Information Technology

NSSE continues to try out potential survey items for use in future administrations. This year, 18 questions about students' use of information technology were attached to the end of the online survey. Thus, the information in this section comes from the approximately 60,000 students from 420 colleges and universities who responded to the 2003 survey online.

Information technology has come of age on college campuses. Large numbers of students use information technology regularly for personal and academic purposes, especially to communicate with other students and instructors.

- Almost three-quarters (72%) spend more than five hours per week online for any reason; whereas about two-fifths (39%) spent more than five hours per week online doing academic work

Web or Internet for reports or papers without citing the source. About one-third of Education and Business majors reported that their peers frequently copied and pasted from the Web without attribution, compared with about one-quarter of students majoring in the Biological Sciences, Engineering, Social Sciences, Arts and Humanities, and Physical Sciences.

Among those less likely to report that their peers copied and pasted frequently from the Web were students who reported positive relationships with other students, faculty, and administrators, and students at liberal arts institutions.

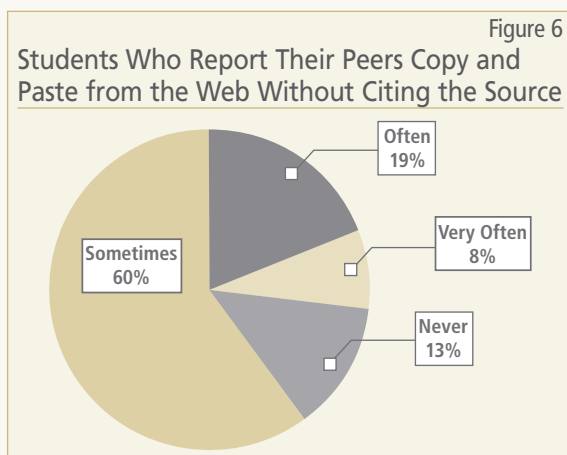
Certain groups of students frequently use information technology. For example, seniors and students majoring in Business and Engineering more often use information technology, while students with higher SAT scores were less frequent users. Using information technology is positively associated with

“Eighty-seven percent of all students say that their peers at least ‘sometimes’ copy and paste information from the Web for reports/papers without citing the source.”

- Most students (80%) report that instructors frequently require them to use information technology in their academic work (e.g., the World Wide Web, Internet, computer conferencing)
- Two-thirds of all students (66%) reported that instructors frequently (often or very often) used information technology in their courses
- More than half of all students (54%), frequently communicated with classmates online in order to complete academic work
- About three out of every five respondents (62%) frequently used e-mail to clarify assignments with their instructors
- Most students frequently used the Web to obtain resources (83%) and made judgments about the quality of those resources (74%)

One troubling finding is that a sizeable majority (87%) of all students say that their peers at least “sometimes” copy and paste information from the

all other aspects of engagement. It is most strongly associated with academic challenge, active and collaborative learning, and student-faculty interaction. In addition, students who more frequently use information technology are also more likely to report greater gains in knowledge, skills, and personal growth.





## Student Engagement in 2003—A Closer Look *(continued)*

### Student Athletes

In general, student athletes are as engaged in effective educational practices as their non-athlete counterparts. In fact, student athletes score higher on several benchmarks.

- Senior and first-year student athletes perceive the campus environment to be more supportive than non-athletes.
- Senior and first-year student athletes are more likely to take part in enriching educational experiences.
- First-year student athletes are more likely to engage in active and collaborative learning.

Some differences exist among student athletes as well. For example:

- Women athletes are more likely than their male counterparts to report high levels of campus support, academic challenge, and engagement in enriching experiences.
- Division III athletes report the highest levels of academic challenge and interaction with faculty compared with athletes at other types of institutions.
- Athletes in Division III and NAIA-member schools perceive their campus as more supportive than athletes at other institutions.

interacted more frequently with their faculty members in several important ways (e.g., talking about career plans, grades of assignments, discussing ideas from readings or classes outside of class, and working on non-course related activities) and rated their relationships with faculty on the campus more positively.

Smaller, but still meaningful, positive changes between the first and senior years include educational and personal gains in knowledge, skills, and personal development in general education, writing, critical thinking, using technology, working effectively with others, and contributing to the welfare of the community. Seniors also contributed more to class discussions and worked more often on group projects outside of class.

In a few areas, changes in performance are disappointing and may warrant discussion and action on some campuses. For instance, seniors reported fewer assigned readings and spent fewer hours preparing for class than when they were first-year students. Seniors also viewed the campus environment as less supportive of their social needs.

No meaningful differences were found between the first and senior years where some changes might be

“In general, student athletes are as engaged in effective educational practices as their non-athlete counterparts.”

### Changes from the First to the Senior Year of College

In 2003, more than a dozen colleges and universities took advantage of the opportunity to survey more than 1,300 seniors all of whom completed the questionnaire in 2000 when they were first-year students.

The results show that compared with their first year, seniors made more class presentations, wrote more long papers, acquired more job-related knowledge and speaking ability, and used electronic media more frequently to complete assignments. They also

expected. For example, seniors did not differ appreciably from when they were first-year students in terms of the gains they reported in self-understanding, learning effectively on their own, understanding people of other racial and ethnic backgrounds, or analyzing quantitative problems. Somewhat more troubling, perhaps, is that seniors did not more frequently “work harder to meet an instructor’s standards.”

More information about the 2003 Longitudinal Follow-up Study can be found on NSSE’s 2003 Annual Report Web site.



## Student Engagement in 2003—A Closer Look (continued)

### Faculty Perceptions of Student Engagement

Another way to gain insight into the college student experience is to look at the kinds of intellectual and mental activities that classes emphasize. In spring 2003, NSSE pilot tested its Faculty Survey of Student Engagement (FSSE) with more than 14,000 faculty members at 143 four-year colleges and universities. FSSE (pronounced ‘fessie’) is designed to measure faculty expectations of student engagement in educational practices that are empirically linked with high levels of learning and development.

One set of items asks faculty members how much time they expected students to spend preparing for their class and how much time they believed students actually spent preparing for their course. Table 5 breaks down the responses by subject area and by faculty who teach upper division courses

Faculty indicated students should study about twice as much as students actually reported. In addition, faculty members in the Physical Sciences, Engineering, and Biological/Life Sciences expected more class study time than other subjects.

Another area on the FSSE survey asks faculty members how much their courses emphasize memorizing, analyzing, synthesizing, making judgments, and applying theories or concepts. Less than one-sixth of Engineering (16%) and Education (12%) faculty believe their courses emphasize memorizing compared with almost half (48%) of Biological/Life Science faculty. In addition, only about seven of ten faculty members in the Humanities and Biological/Life Sciences emphasis application compared with more than 90% of their colleagues in Education and Engineering.

“The combination of NSSE and FSSE is very powerful in getting faculty members’ attention. Focusing on ‘gaps’—areas where student-faculty responses differ significantly—is a particularly productive approach for stimulating improvement-oriented discussions and actions.”—*Thomas A. Angelo, Associate Provost and Director, Institute for Teaching & Learning, University of Akron*

Time Spent Preparing for Class Per Week Per Course

Table 5

Survey Item	Faculty expectations of hours/week		Faculty belief of actual hours/week		Student reported hours/week from NSSE	
Subject Area	Lower Div.	Upper Div.	Lower Div.	Upper Div.	First-Year	Senior
Arts and Humanities	5.6	5.7	3.0	3.6	3.6	3.8
Biological/Life sciences	6.2	6.0	2.8	3.4	4.0	3.8
Business	5.7	5.7	2.8	3.2	3.0	2.9
Education	4.4	5.1	2.6	3.4	3.3	3.4
Engineering	6.3	6.6	4.1	4.9	3.9	4.3
Physical Sciences	6.6	6.7	3.4	4.2	3.8	4.0
Professional	5.2	5.7	2.9	3.4	3.6	3.8
Social Sciences	5.2	5.6	2.5	3.1	3.4	3.3
Other	5.0	5.4	2.7	3.2	3.1	3.0
Totals	5.6	5.7	3.0	3.4	3.4	3.4

versus those who teach lower division courses. The student-reported data come from NSSE 2003.





## Using Student Engagement Results as a Catalyst for Improvement and Accountability

One of NSSE's most important ongoing activities is to discover and share the ways student engagement results are being used at the state, system, and institutional levels.

### State System Use

Governing boards and state oversight agencies are incorporating NSSE results as a performance indicator, a use that was anticipated when designing the project. For example, the **Kentucky Council on Postsecondary Education** combines NSSE data with its own alumni satisfaction survey to inform one of its five key indicators of progress—preparing Kentuckians for life and work. Another NSSE question contributes to Kentucky's civic engagement measure. In addition, Kentucky uses the actual and predicted engagement scores that NSSE calculates to compare the performance of Kentucky public universities against the national average.

The **University of Texas** system uses NSSE to meet its state's mandate to obtain information from its "customers." An accountability portfolio is presented annually to the state legislature and features an analysis of the experiences of first-generation students. The **South Dakota University System** incorporates NSSE data from its six campuses in analyses of first-to-second year persistence rates and results from the state's

### State and University Consortia 2000-2003

California State University  
City University of New York  
Connecticut  
University of Hawaii  
Indiana University  
Kentucky  
Maryland  
University of Massachusetts  
University of Missouri  
University of New Hampshire  
New Jersey  
University of North Carolina  
South Dakota  
Texas A&M University  
University of Texas  
University of Wisconsin  
West Virginia

University, Chico; College of Staten Island/CUNY; Dordt College; Humboldt State University; Indiana University Bloomington; St. Mary's College of Maryland; University of Akron; University of Wisconsin-Green Bay; University of Wisconsin-

"We're using information from NSSE along with the state's required general education proficiency exam to assess curriculum requirements and help policymakers and governing board members better understand the higher education process..."—*Robert T. Tad Perry, Executive Director, South Dakota Board of Regents Staff*

required general education proficiency exam to assess the efficacy of curricular requirements. Other systems using NSSE measures for performance reporting include the **New Hampshire state universities**, **Texas A&M University**, **University of Wisconsin**, and **University of North Carolina**.

### How Institutions Are Using NSSE Results

Student engagement, persistence, achievement, and satisfaction are positively correlated and many schools are developing programs to enhance student engagement with an eye toward improving student success rates. Among them are **California State**

**Parkside**; **University of Wisconsin-Stevens Point**; **University of Montana**; and **University of the South**. **Texas State University-San Marcos** posts a student engagement "tip of the week" via e-mail to its department chairs.

In addition, institutions are featuring or organizing their regional accreditation reports around various aspects of student engagement. They include **California Lutheran University**; **California State University, Dominguez Hills**; **California State University, Monterey Bay**; **Juniata College**; **Ohio University**; **Radford University**; and **Shippensburg University**. The **University of Southern Indiana**



## Using Student Engagement Results as a Catalyst for Improvement and Accountability *(continued)*

disseminates its results widely and routinely uses them in institutional policy and planning. Other institutions have used their data in program reviews (Fresno Pacific University, Oral Roberts University) and to identify priorities for fund-raising and foundation support (Madonna University, St. Xavier University).

This past year, NSSE and the American Association for Higher Education conducted a series of six roundtables with different groups of NSSE users to learn more about current and potential applications of student engagement data. Participants indicated that improvement efforts are most productively initiated at the department or program level, especially when focused on improving teaching and learning issues. Similarly, administrators with specific program responsibilities—library services, residence life, academic advising, or international students—are quick to see implications when

protected Web site. Other institutions that oversampled in 2003 in order to increase the overall number of respondents and to reduce sampling error include Adelphi University, Allegheny College, Auburn University Montgomery, Berea College, Case Western Reserve University, and Indiana University Bloomington.

NSSE data can be even more instructive and persuasive when corroborated by and integrated with other information about the student experience and institutional performance. Indiana University Purdue University Indianapolis (IUPUI) uses NSSE and locally developed surveys to monitor the effectiveness of its University College and student satisfaction with various services and the campus environment. A key feature in the IUPUI accountability system is that units annually report on how they are using their results to improve. To encourage systematic use of this information, the Vice Chancellor for

*“We are using NSSE to help us improve institutional effectiveness and will develop system wide norms on the five benchmarks of effective educational practice. Our goal is to enhance student success system-wide.”—Pedro Reyes, Associate Vice Chancellor for Academic Planning and Assessment, The University of Texas System*

data are disaggregated to highlight their areas of responsibility.

But decisions about programs and resources based on only a few dozen students typically do not carry much political clout with faculty members and academic administrators. Moreover, faculty members are much more likely to pay attention to survey results if they know that reasonable numbers of their students are among the respondents. Therefore, to report findings by major field, an adequate number of respondents is needed to make the analysis worthwhile. For this reason, Southern Illinois University-Edwardsville surveyed all students enrolled in First-Year Seminars, as well as large numbers of students in selected colleges and departments to stimulate the interest of deans and department chairs in using the data. DePaul University provides information about students in their classes to large numbers of faculty members by making NSSE data available on a password-

Institutional Planning and Assessment attends budget hearings to ask questions and reinforce efforts to use data to assess program quality and guide improvement.

### NSSE's Position on Public Disclosure of Student Engagement Results

1. NSSE encourages public disclosure of student engagement results in ways that serve to increase understanding of collegiate quality and that support institutional improvement efforts.
2. Whether a participating institution makes public its student engagement results is up to the institution.
3. NSSE does not support the use of student engagement results for the purpose of rankings.







## Using Student Engagement Results as a Catalyst for Improvement and Accountability *(continued)*

### Examples from the Field

As in past years, we offer several detailed examples of how colleges and universities are using NSSE data.

#### **Illinois State University**

ISU is using the College Student Expectations Questionnaire (CSXQ) to establish a baseline for what students expect to do during their first year of college. The results are then compared and contrasted with end-of-the-year student reports about their activities from NSSE. This information is used in various ways. Two examples:

- “Topic sheets” are developed for presentation and discussion at campus workshops and brownbag sessions that address specific requests by departments about the nature of student-faculty interaction, student “time on task,” frequency of student class presentations by major field, and writing across the curriculum experiences.
- “Did You Know?” quizzes guide discussions at orientation sessions for new faculty and staff in both academic affairs and student affairs and in training sessions for student orientation leaders.

In addition, ISU uses NSSE data in its General Education program assessment. The information is reported to the Academic Senate and the GE Coordinating Committee and used to inform

#### **University of Charleston**

The University of Charleston (UC) is triangulating NSSE findings with its own institutional research to build models of student success. According to Provost Margaret Malmberg, “We are an outcomes-based institution and are making very deliberate efforts to align our roles and rewards structures with our mission and with our strategic vision.” The goal is to make appropriate changes in areas where students are under-engaged and where satisfaction can be enhanced. And the University is taking action and allocating resources to address its concerns.

For example, the University is examining relationships between student engagement, results from its IDEA course evaluation tool, and criteria for its faculty and staff merit-based performance appraisal process. UC shares its NSSE data widely—with faculty, students, trustees, community members, and donors. President Edwin Welch refers to NSSE data when speaking to prospective students, parents, alumni, and donors. Task forces are examining each of the five areas of student engagement and student engagement results are summarized on their Web sites.

Among the actions influenced by NSSE and related information are appointing a new Director of the

*“We very much like the comparative information NSSE provides. The data are central to our efforts to individualize education for our students.”—Margaret Malmberg, Provost and Dean of the Faculty, University of Charleston*

strategic planning. Noting from NSSE’s 2002 annual report that transfer students tend to be less engaged than seniors who start and stay at the same school, ISU is also examining the experiences of these two groups. In addition, graduate students are using the institution’s student engagement results in theses and dissertations. According to Wendy Troxel, ISU’s Director of Assessment, “The relevance of student engagement information across campus is virtually endless. Faculty and staff constantly ask important questions about what contributes to student learning and development, and in the search for evidence NSSE results have been used over and over again.”

Freshman Year and a Director of Mentoring. A full-time faculty member now serves as the Director of Learning, Assessment and Technology. The school is also participating in the Foundations of Excellence project sponsored by The Policy Center on the First Year of College. Ninety-five percent of the UC faculty completed the Faculty Survey of Student Engagement (FSSE) in spring 2003, reflecting their keen interest in enhancing student engagement. Small grants are available to support curricular and pedagogical changes that incorporate best practices, employ embedded assessment, and support active student learning. The senior capstone course has been redesigned to emphasize institutionally defined



## Using Student Engagement Results as a Catalyst for Improvement and Accountability (continued)

liberal learning outcomes, and the few remaining majors that do not currently offer a capstone are being encouraged to do so. Academic credit has been linked with service learning experiences, consistent with the institution's commitment to outcome-based learning.

Finally, students have written articles about the NSSE data for the student newspaper. Student government officers and the President's Cabinet have discussed the NSSE data at their breakfast meetings. Some of this dialogue has focused on why student engagement in some areas falls short of the desired levels and what to do about it.

### University of Missouri-St. Louis

According to Margaret Cohen, Interim Associate Vice Chancellor for Academic Affairs, her campus is pursuing a multi-year strategy for building enthusiasm for using student engagement and related data for decision-making and improvement.

- NSSE staff conduct workshops with academic and student affairs leaders and early career faculty; the sessions are video taped and circulated as requested to maintain momentum.
- Student engagement concepts and data incorporated into new faculty and teaching assistant orientations and into MyGateway course management system workshops.

#### Fall 2002:

- Workshops for new faculty and teaching assistant orientation again addressed student engagement and NSSE results along with ways to use MyGateway to communicate and connect to students to faculty, one another, and campus life.
- Teaching and Technology Conference focused on student engagement and creating learner-centered classrooms. Sessions included "Who Killed the Comendador?: Actively Engaging Students in Foreign Literature Courses," "Bait and Fish: Reeling in Students in Spite of Themselves,"

"We are engaged in a reform of general education and NSSE measures are informing our discussions and proposals. I personally find NSSE very helpful as we seek to create an undergraduate environment where students are more actively engaged in the learning process."—Loren Crabtree, University of Tennessee-Knoxville.

Here is an abbreviated list of activities over the past three years:

#### Fall 2001:

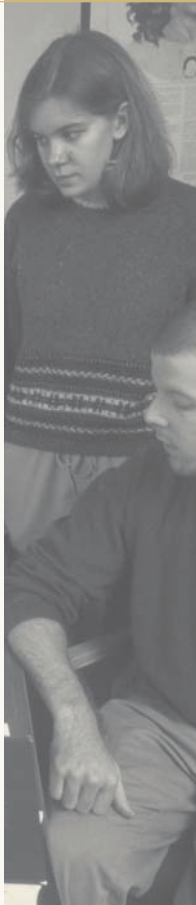
- The student engagement concept is introduced along with the NSSE survey to New Faculty Teaching Scholars, a select group of early career faculty.
- The Blackboard course management system is customized and launched campus-wide. Known locally as MyGateway, workshops are held at the beginning and during the semesters to demonstrate how faculty and students can more effectively communicate.

#### Winter 2002:

- Academic leaders gathered over lunch to lead discussions about effective educational practices and how to incorporate student engagement results in the University's strategic indicator reporting scheme.

"Involving the Indifferent, Quiet or Second-Language Student," and "The Physics of Engagement: How to Attract, Retain & Engage Students in an Introductory Science Course."

- Popular sessions from Teaching and Technology Conference repeated in the summer TA institute, the New Faculty Teaching Scholars program, and monthly programs of the Center for Teaching and Learning.
- Several academic units incorporated selected student engagement items from NSSE in course evaluations.
- Regularly scheduled open forums obtained student input about ways to improve the learning environment.





## Using Student Engagement Results as a Catalyst for Improvement and Accountability (continued)

### Winter 2003:

- Reprise of “Physics of Engagement” session presented to New Faculty Teaching Scholars by Curators’ Professor of Physics.
- Student engagement featured during Campus Compact conference.
- Participation in “Foundations of Excellence” First-Year Experience Project.
- All faculty teaching undergraduates invited to participate in FSSE pilot.

### Fall 2003:

- New Student Orientation revamped to focus on key aspects of student engagement.
- New Faculty and Teaching Assistant Orientations emphasized student engagement in multiple sessions.
- “Teaching with Technology Tuesday,” the day before classes begin, included workshops for using technology to increase communication with students.
- A year-long series of nationally recognized speakers focused on “Civic and Student Engagement.”
- Annual Focus on Teaching with Technology Conference keynote address featured active learning as a means of engaging students in their education.

NSSE results were shared with a variety of groups, including the Provost’s Council, the University Assessment Council, the College of Liberal Arts Council, the Student Affairs staff, the Admissions staff, and the Retention Committee. This, in turn, led to more reflection about the research on which NSSE is based, specifically the strategies that promote deeper learning and student success.

### ■ Problem Identification: Meeting Transfers’ Needs.

Consistent with the national data, transfer students are somewhat less satisfied with their overall experience compared with students who start college at Towson. Because transfers represent almost a half of all Towson undergraduates, this observation warranted additional corroboration. Subsequent discussions led to the decision to learn more about Towson’s transfer students—their backgrounds, goals, expectations, and needs. As a result, Towson administered the Cooperative Institutional Research Program survey this past fall to all incoming freshmen and transfers. In spring 2004, larger numbers of seniors will be surveyed as part of the NSSE program to obtain a clearer picture of transfer students’ experiences and to help plan and implement programs that better meet those needs.

“Our participation in NSSE contributed directly to the refinement and approval of our first-year experience program, which is being launched on a pilot basis this fall.”—*Linda Suskie, Director of Assessment, Towson University*

### Towson University

To infuse NSSE data into planning, decision-making and improvement, Towson adapted a three-pronged strategy outlined by the National Center for Higher Education Management Systems for using information on college campuses.

- **Context Setting and Informing Discussion: Understanding What It Means to be a Learning-Centered Institution.** Towson’s first administration of NSSE coincided with the arrival of a new president who encouraged the University to become more “learning centered.” This charge stimulated considerable discussion about what it means to be “learning centered.” To inform the dialogue,

- **Making and Selling Decisions: The Towson First-Year Experience Program.** Eight years ago, Towson began planning a comprehensive first-year experience program. The concept was a tough sell in some quarters for all the usual reasons (“this isn’t needed,” “it spoon-feeds students,” “it requires too many of already scarce resources,” “it dilutes the academic experience”). NSSE results helped the University community realize the need for a program that engages first-year students in active learning, involves them with faculty and with their peers, involves them in co-curricular activities, and helps them develop the skills needed for success in college.



## Using Student Engagement Results as a Catalyst for Improvement and Accountability (continued)

### Dordt College

According to Mark E. Christians, Assistant Professor of Psychology and Student Learning Assessment Coordinator, Dordt shares its student engagement results widely. For example, the campus newsletter highlighted some key strengths and weaknesses revealed by the data. Also, NSSE results were discussed by:

- Academic Council
- Faculty Assembly
- Academic Prioritization Task Force
- Various academic committees such as Academic Council, Curriculum and Academic Policies Committee, General Education Committee, and the newly established Recruitment & Retention Council
- Faculty and staff members who teach a section of the First-Term Seminar

original research. However, during the 2003 winter term it became clear that while interacting with effective leaders was valuable, something else was needed. At this point, the Vice Provost for Student Affairs handed over the NSSE data and encouraged the LPIP students to make recommendations based on the data that would improve the student experience.

Students were given the institution's NSSE report and went to work. They divided themselves into groups and set about the task of reviewing the results, seeking other data about the student experience that existed in various places on campus, and collecting some additional data. Their efforts culminated with a well-prepared and received report to the Provost's Council at the end of the spring 2003 academic year.

The LPIP recommendations were particularly persuasive in part because they came from students

"Georgia State University uses a combination of student surveys along with academic information to help us achieve increased student success. NSSE has been particularly useful in helping us focus on areas that have the greatest potential for improvement."—*Ronald J. Henry, Provost, Georgia State University*

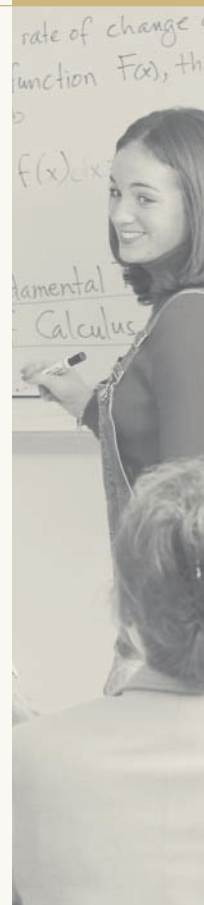
In addition, student engagement has become one of the criteria by which all academic departments are evaluated. Among the priorities are to improve in the areas of active and collaborative learning and student-faculty contact.

### Oregon State University

Involving students in interpreting NSSE data adds a fresh, much-needed perspective when identifying practical applications of the findings. At Oregon State University (OSU), the Vice Provost for Student Affairs suggested that first-year students in the Leaders of Positive Innovation Program (LPIP) review the University's student engagement results and provide feedback to the administration. Though numerous presentations about NSSE findings were made to other groups on campus, none had been made to students.

The original conception of the LPIP did not include having students review NSSE data or conducting

and in part because they were consistent with recommendations being proposed by others. One such action was to expand the number of academic-theme residence halls. Another idea was to use a Web-system for roommate matching. A third recommendation was to improve the use of Blackboard to promote more contact between students and faculty. The LPIP report was condensed and sent electronically to the faculty and staff. Additional updates will be published in *OSU Perspectives*, a newsletter from the Student Affairs Research and Evaluation Office.







## NSSE Institute for Effective Educational Practice

The NSSE Institute reflects the evolution of NSSE from an annual survey to a locus for research, development, and service focused on institutional improvement and effective educational practice. The Institute conducts funded initiatives and collaborative ventures with a variety of partners including individual colleges and universities, institutional consortia, higher education organizations, and other entities that share NSSE's commitment to improving undergraduate education. Cosponsored by The Carnegie Foundation for the Advancement of Teaching and the Pew Forum on Undergraduate Learning, support for the initial set of NSSE Institute activities comes from Lumina Foundation for Education and the Wabash College Center of Inquiry in the Liberal Arts. Other organizations endorsing NSSE Institute projects include the Association of American Colleges and Universities and the National Association of Student Personnel Administrators.

### Current Initiatives

Two major Institute initiatives are underway, the Documenting Effective Educational Practice (DEEP) and Building Engagement and Attainment of Minority Students (BEAMS) projects. These initiatives serve as knowledge sources from which Institute associates will draw to assist colleges and

### Project DEEP Institutions

Alverno College  
California State University, Monterey Bay  
The Evergreen State College  
Fayetteville State University  
George Mason University  
Gonzaga University  
Longwood University  
Macalester College  
Miami University (Ohio)  
Sweet Briar College  
University of Kansas  
University of Maine, Farmington  
University of Michigan  
University of the South  
University of Texas at El Paso  
Ursinus College  
Wabash College  
Wheaton College (MA)  
Winston Salem State University  
Wofford College

"The NSSE Institute reflects the evolution of NSSE from an annual survey to a locus for research, development, and service focused on institutional improvement and effective educational practice."

universities in using student engagement and related information to guide institutional improvement efforts.

### Documenting Effective Educational Practice (DEEP)

A time-honored approach to improving productivity is for organizations to identify and adapt distinctive qualities that characterize their high-performing counterparts. Last fall, in partnership with the American Association for Higher Education (AAHE), we launched the DEEP project—case studies of 20 strong-performing colleges and

universities, including large, small, urban, and special-mission institutions. The research team has completed 40 multiple-day site visits to DEEP schools, each of which is distinguished by higher-than-predicted graduation rates and higher-than-predicted scores on the five NSSE national benchmarks of effective educational practice.

In addition, DEEP project associates conducted national roundtables with different constituent groups to identify important objectives for and obstacles to profitable institutional use of student engagement information. Roundtable



## NSSE Institute for Effective Educational Practice (continued)

summaries can be found at  
[www.aahe.org/DEEP/roundtables.htm](http://www.aahe.org/DEEP/roundtables.htm).

We will complete the field work for Project DEEP by the end of 2003 and shortly thereafter begin reporting our findings about what these strong performing colleges and universities do to promote student engagement and student success.

### Building Engagement and Attainment of Minority Students (BEAMS).

This five-year project is designed to increase the number of minority-serving institutions using the NSSE survey for institutional improvement purposes. With support from Lumina Foundation for Education, AAHE and NSSE are collaborating with Historically Black Colleges and Universities, Hispanic-Serving Institutions, and Tribal Colleges that are members of the Alliance for Equity in Higher Education (AEHE) to improve retention, achievement, and institutional effectiveness.

### Other NSSE Institute Activities

Drawing on this and related information, NSSE Institute personnel are available to assist institutions in a variety of ways:

**Campus Audits:** Conducting comprehensive diagnostic reviews to identify institutional strengths and weaknesses and possible improvement strategies

**Consultations:** Assisting with the development, implementation, and evaluation of initiatives focused on enhancing student success and other institutional priorities

**Workshops:** Developing practical, data-driven approaches to institutional improvement, including:

- Creating an institution-wide culture of evidence

“NSSE and its related initiatives like Project DEEP and BEAMS are helping us better understand how to promote student success, which is critical because of the increasingly limited resources available from public sources to support higher education.”—*Jamie P. Merisotis, President, The Institute for Higher Education Policy*

More than 40 BEAMS-eligible schools administered NSSE in spring 2003. Over the course of the project, we expect to work with up to 150 of the four-year college AEHE members to enhance their capacity to foster student success by identifying areas of strength as well as aspects of their undergraduate programs that can be improved. Campus teams from BEAMS institutions champion and coordinate local activities and work with other campus teams to develop action plans at the AAHE Summer Academy that strategically use NSSE data to guide improvement efforts. To make NSSE available to more students and a wider set of institutions, we developed a Spanish version of the survey, which is being used at several institutions in Puerto Rico and elsewhere. Because of their distinctive missions, BEAMS schools promise to provide instructive perspectives on how institutions can promote high levels of educational attainment and student success.

- Enhancing campus diversity initiatives
- Promoting academic affairs-student affairs collaborations
- Developing action plans for minority-serving institutions
- Promoting educationally effective student-faculty interaction
- Identifying practices that can enhance persistence and educational attainment
- Incorporating student engagement and related information in assessment and accreditation





## Looking Ahead

NSSE's priority in the coming years is to continue to administer and report the results of its annual undergraduate survey in ways that contribute to institutional improvement and greater public understanding of dimensions of collegiate quality. In this endeavor, we will seek opportunities to collaborate with institutions, states, professional associations, accreditation agencies, and other entities that are committed to improving the undergraduate experience.

Toward these ends, we are pleased to be working with other national initiatives that have complementary purposes, such as the Foundations of Excellence project, lead by John N. Gardner, the Director of The Policy Center on the First Year of College. Gardner and his colleagues are working with about two dozen member schools of the Council of Independent Colleges and the American Association of State Colleges and Universities. All of these schools are focused on improving the first-year experience of their students and NSSE will be used to evaluate their progress. NSSE also is collaborating with AACSB on its American Democracy Project sponsored in part by *The New York Times*.

To increase the utility of student engagement information for purposes of program review and

students from high school through college and allow us to monitor the engagement levels of students as they move through various levels of the educational system. Moreover, HSSSE will provide secondary schools with information they can use to understand the factors and conditions that help explain results from high stakes tests. While measuring outcomes is necessary, this information does not identify the educational processes that lead to these outcomes. Insight into the student behaviors and school environments that produce these outcomes is essential in order to know where to focus attention and resources in ways that will enhance student learning. For more information about HSSSE go to [www.iub.edu/~nsse/html/hssse\\_invitation.htm](http://www.iub.edu/~nsse/html/hssse_invitation.htm).

Finally, we will launch the Law School Survey of Student Engagement (LSSSE) next spring. This project is co-sponsored by the American Association of Law Schools and The Carnegie Foundation for the Advancement of Teaching. The prototype Web-based instrument was successfully field tested with eleven law schools in spring 2003 ([www.iub.edu/~nsse/html/lssse](http://www.iub.edu/~nsse/html/lssse)).

As Russ Edgerton and Lee Shulman noted in the Foreword, NSSE is expanding its efforts to learn more about student engagement and effective educa-

*"NSSE is expanding its efforts to learn more about student engagement and effective educational practice. The goal is not for NSSE to become bigger, but for higher education to become better by strengthening institutional accountability for learning."*

accreditation, NSSE will develop an accreditation tool kit. We will work with colleagues at the regional accreditation agencies, institutions that have featured student engagement in their self-studies, and others to fashion a template that provides guidance for making optimum use of NSSE data.

The High School Survey of Student Engagement (HSSSE—pronounced "hessie") will be available for use on a national scale in spring 2004. The combination of HSSSE, the Community College Survey of Student Engagement (CCSSE), and NSSE data will allow a first-ever look at the performance of

tional practice. The goal is not that NSSE become bigger, but that higher education become better by strengthening institutional accountability for learning.



## Supporting Materials on NSSE Web Site

For more detailed information on the 2003 Annual Survey, please visit NSSE's Web site at:

[www.iub.edu/~nsse/html/report-2003.shtml](http://www.iub.edu/~nsse/html/report-2003.shtml)

- Copy of NSSE's survey instrument, *The College Student Report 2003*
- Profiles of all participating college and universities
- NSSE 2001-2003 benchmark percentiles and descriptive statistics by first-year students and seniors by Carnegie Classification
- Creating the National Benchmarks of Effective Educational Practice
- NSSE's conceptual framework and overview of psychometric properties
- Detailed information on NSSE's Longitudinal Follow-up of Seniors
- List of major fields of study and benchmark scores

## Resources

Astin, A. W. (1977). *Four critical years* (1st ed.). San Francisco: Jossey-Bass.

Chickering, A.W., & Gamson, Z.F. (1987). Seven principles for good practice in undergraduate education. *AAHE Bulletin*, 39(7), 3-7.

Feldman, K. A., & Newcomb, T. M. (1969). *The impact of college on students*. San Francisco: Jossey-Bass.

Hughes, R., & Pace, C.R. (2003). Using NSSE to study student retention and withdrawal. *Assessment Update*, 15(4), 1-2, 15.

Kuh, G.D. (2001). Assessing what really matters to student learning: Inside the National Survey of Student Engagement. *Change*, 33(3), 10-17, 66.

Kuh, G.D. (2003). What we're learning about student engagement from NSSE. *Change*, 35(2), 24-32.

Kuh, G.D., & Hu, S. (2001). The effects of student-faculty interaction in the 1990s. *The Review of Higher Education*, 24, 309-332.

Kuh, G. D., Schuh, J. H., Whitt, E. J., & Associates (1991). *Involving colleges: Encouraging student learning and personal development through out-of-class experiences*. San Francisco: Jossey-Bass.

National Survey of Student Engagement (2000). *The NSSE 2000 Report: National benchmarks of effective educational practice*. Bloomington, IN: Indiana University Center for Postsecondary Research.

National Survey of Student Engagement (2001). *Improving the college experience: National benchmarks for effective educational practice*. Bloomington, IN: Indiana University Center for Postsecondary Research.

National Survey of Student Engagement (2002). *From promise to progress: How colleges and universities are using student engagement results to improve collegiate quality*. Bloomington, IN: Indiana University Center for Postsecondary Research.

Pace, C. R. (1982). *Achievement and the quality of student effort*. Washington, DC: National Commission on Excellence in Education.

Pascarella, E.T. (2001). Identifying excellence in undergraduate education: Are we even close? *Change*, 33(3), 19-23.

Pascarella, E. T., & Terenzini, P. T. (1991). *How college affects students: Findings and insights from twenty years of research*. San Francisco: Jossey-Bass.

Sanford, N. (Ed.) (1962). *The American College: A psychological and social interpretation of the higher learning*. New York: Wiley.

Shulman, L.S. (2002). Making differences: A table of learning. *Change*, 34(6), 36-44.

Study Group on the Conditions of Excellence in American Higher Education. (1984). *Involvement in learning*. Washington, DC: US Department of Education.

Twigg, C.A. (2002, November 9). *Rethinking the seven principles*. The Learning MarketSpace. <http://www.center.rpi.edu/LForum/LdLM.html>





# Summary Statistics—National 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

The benchmarks are based on the combined results from 2001, 2002 and 2003, and reflect responses from about 185,000 first-year and senior students at 649 different four-year colleges and universities. As expected, the scores are very similar to those reported in past years.

Student cases are weighted for sex and enrollment status (full-time, less than full-time). Single institution benchmarks are created by summing the weighted, averaged, equalized values of each item within the benchmark. Comparison group benchmarks (Carnegie Classification and national) are the mean of institutional benchmarks within the respective category. To facilitate comparisons across time, as well as between individual institutions and types of institutions, each benchmark is expressed as a 100-point scale. For more details on the construction of the benchmarks, visit our Web site at [www.iub.edu/~nsse/html/report-2003.shtml](http://www.iub.edu/~nsse/html/report-2003.shtml).

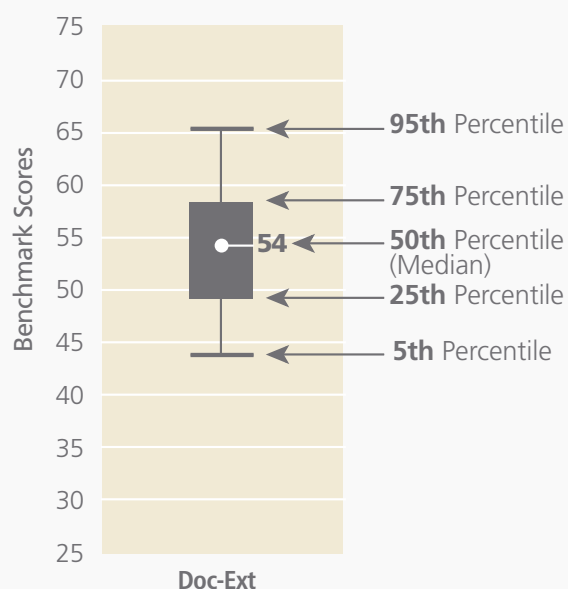
As in previous years, smaller schools generally have higher benchmark scores across the board. However, the variation of benchmark scores within categories of institutions is substantial so that some large institutions are more engaging than certain small colleges in a given area of effective educational practice. Thus, many institutions are an exception to the general principle that “smaller is better” in terms of student engagement. For this reason, it is prudent that anyone wishing to estimate collegiate quality ask for student engagement results or comparable data from the specific institution under consideration.

## Guide to Benchmark Figures

The charts in this section are a modified “box and whiskers” type of display. Each column shows the benchmark scores at the 5th, 25th, 50th (median), 75th, and 95th percentiles. The white circle with horizontal line to the right signifies the median—the middle score that divides all institutional benchmarks into two equal halves. The rectangular box shows the 25th to 75th percentile range, i.e. the middle 50 percent of all scores. The “whiskers” on top and bottom are the 95th and 5th percentiles.

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

## Guide to Benchmark Figures





## Benchmark Frequency Tables

Following each benchmark is a table of frequencies based on the NSSE 2001-2003 student-level database. These tables show the percentages of how students responded to each of the survey items within the benchmark. The values listed are column percentages. Frequencies are shown by class standing for each of the Carnegie Classification types and national dataset.

In addition, a special column labeled "Top 5%" shows the response percentages of students attending schools that scored in the top 5% of all institutions (roughly 30 schools) on the benchmark. Thus, the pattern of responses among the Top 5% institutions shows what would need to be achieved to be among the top performers on a particular benchmark.

	First-year Students							Seniors						
	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	Natl	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	Natl
Hours spent preparing for class (studying, reading, writing, rehearsing, and other activities)														
0 hrs/wk	0	1	0	0	0	0	18	0	1	0	0	0	0	0
1-5 hrs/wk	17	20	22	10	18	5	18	19	22	22	12	2	2	2
6-10 hrs/wk	24	26	27	20	25	14	24	25	25	26	21	2	2	2
11-15 hrs/wk	21	20	19	21	19	19	20	18	17	18	19	1	1	1
16-20 hrs/wk	16	15	15	19	16	19	16	15	14	14	18	1	1	1
21-25 hrs/wk	10	9	9	14	11	17	10	9	8	9	12	1	1	1
26-30 hrs/wk	6	5	5	9	6	13	6	6	6	5	8	1	1	1
30+ hrs/wk	5	4	4	7	5	13	5	7	7	6	9	1	1	1
Worked harder than you thought to meet expectations														
Never	11	9	8	8	7	6	8	9	7	6	7	3	3	3
Sometimes	41	41	40	37	38	31	39	41	38	36	35	3	3	3
Often	34	35	38	37	39	38	37	35	38	40	39	4	4	4
Very Often	14	14	15	18	16	24	15	15	17	19	20	1	1	1
Number of assigned textbooks and readings														
None	1	1	1	0	1	0	1	1	2	1	1	1	1	1
Between 1-4	15	18	18	7	16	4	15	22	26	25	13	2	2	2
Between 5-10	36	37	36	26	35	18	34	36	36	35	27	3	3	3
Between 11-20	33	30	29	40	33	39	32	25	22	24	33	2	2	2
More than 20	15	14	15	27	15	37	17	15	13	15	26	1	1	1
Number of written papers or reports of 20 pages or more														
None	87	83	83	84	82	77	84	52	49	49	37	4	4	4
Between 1-4	11	14	13	13	13	20	13	40	42	41	55	4	4	4
Between 5-10	2	2	2	2	2	2	2	6	7	6	6	6	6	6
Between 11-20	1	1	1	1	1	1	1	1	2	2	1	2	2	2
More than 20	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Number of written papers or reports between 5-19 pages														
None	13	12	12	5	10	2	11	9	10	9	3	1	1	1
Between 1-4	50	49	50	43	49	35	48	43	44	42	32	4	4	4
Between 5-10	27	27	26	35	28	40	28	31	30	31	39	3	3	3
Between 11-20	9	10	9	14	10	19	10	12	12	13	20	1	1	1
More than 20	2	2	2	3	3	4	2	4	4	5	6	1	1	1
Number of written papers or reports of fewer than 5 pages														
None	3	3	3	2	2	2	3	6	8	7	5	1	1	1
Between 1-4	28	25	23	17	20	17	23	31	32	30	25	2	2	2
Between 5-10	33	33	32	33	31	33	33	28	27	26	29	2	2	2
Between 11-20	24	24	26	29	28	28	26	20	19	20	23	2	2	2
More than 20	12	15	16	20	19	20	16	14	15	17	18	2	2	2
Coursework: Analyzing the basic elements of an idea, experience, or theory														
Very Little	2	2	2	1	2	0	2	1	2	2	1	1	1	1
Some	18	18	20	12	19	8	18	14	14	14	10	1	1	1
Quite a bit	46	43	45	42	46	36	44	42	42	42	38	4	4	4
Very much	35	35	33	46	33	56	36	42	43	42	51	4	4	4
Coursework: Synthesizing and organizing ideas, information, or experiences														
Very Little	5	5	5	3	5	1	5	4	4	4	2	4	4	4
Some	30	30	31	23	30	17	29	24	23	23	16	2	2	2
Quite a bit	40	40	41	41	42	38	41	40	42	40	38	4	4	4
Very much	24	26	23	33	23	43	25	32	32	33	44	3	3	3
Coursework: Making judgments about the value of information, arguments, or methods														
Very Little	8	7	6	4	6	3	6	7	7	6	4	4	4	4
Some	33	30	30	26	30	22	30	28	26	25	22	2	2	2
Quite a bit	38	39	41	41	41	40	40	37	38	39	38	3	3	3
Very much	21	24	23	28	23	35	24	28	29	30	35	3	3	3
Coursework: Applying theories or concepts to practical problems or in new situations														
Very Little	4	4	5	3	4	3	4	4	4	3	2	1	1	1
Some	24	24	25	22	25	18	24	19	18	18	17	1	1	1
Quite a bit	37	38	40	38	40	34	39	36	37	37	36	3	3	3
Very much	34	34	30	37	32	45	33	41	42	42	45	4	4	4

## Carnegie Classification of Institutions of Higher Education\*

### Doctoral/Research Universities-Extensive (Doc-Ext)

These institutions offer a wide range of baccalaureate programs and are committed to a graduate education through the doctorate. They award 50 or more doctoral degrees per year across at least 15 disciplines.

### Doctoral/Research Universities-Intensive (Doc-Int)

These institutions offer a wide range of baccalaureate programs and are committed to graduate education through the doctorate. They award at least 10 doctoral degrees per year across three or more disciplines, or at least 20 doctoral degrees per year over all.

### Master's Colleges and Universities (Master's)

#### Master's Colleges and Universities I

These institutions offer a wide range of baccalaureate programs and are committed to graduate education through the master's degree. They award 40 or more master's degrees annually across three or more disciplines.

#### Master's Colleges and Universities II

These institutions offer a wide range of baccalaureate programs and are committed to graduate education through the master's degree. They award 20 or more master's degrees annually in one or more disciplines.

### Baccalaureate Colleges-Liberal Arts (Bac-LA)

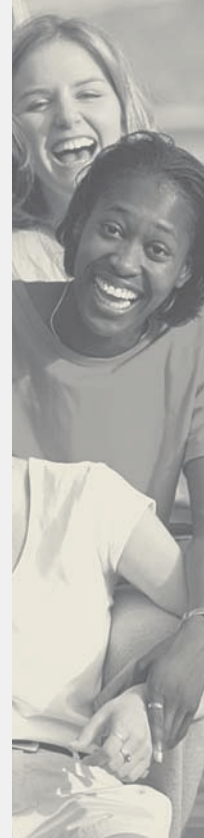
These institutions are primarily undergraduate colleges with major emphasis on baccalaureate degree programs. They award at least half of their baccalaureate degrees in the liberal arts.

### Baccalaureate Colleges-General (Bac-Gen)

These institutions are primarily undergraduate colleges with major emphasis on baccalaureate programs. They award fewer than half of their baccalaureate degrees in liberal arts fields.

Source: Carnegie Classification of Institutions of Higher Education, 2000 Edition. (2000). Menlo Park, CA: Author.

\* Not all categories are listed in the table.

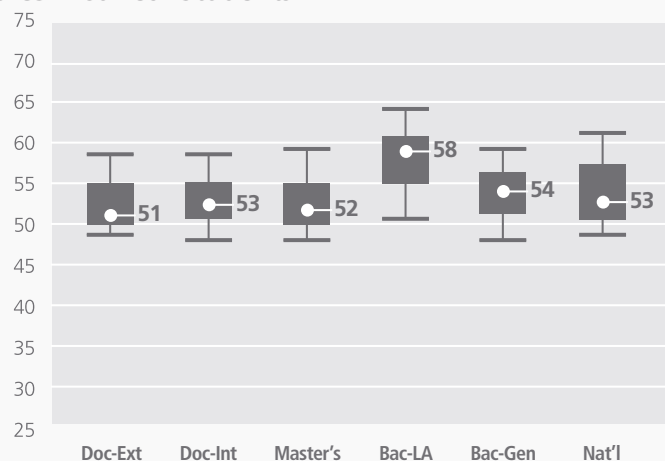




## Level of Academic Challenge

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.

**Benchmark Scores First-Year Students**

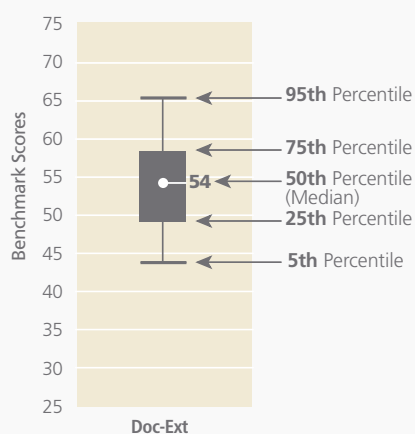


**Percentile**

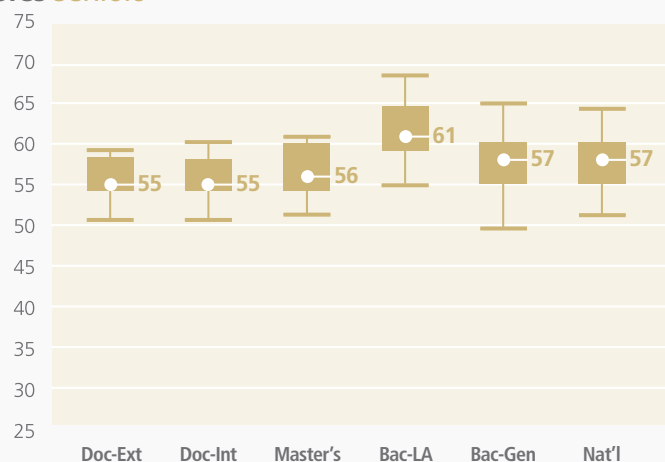
**First-Year Students**

	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Nat'l
95th%	58	58	59	64	59	62
75th%	55	55	55	61	56	57
50th%	52	53	52	58	54	53
25th%	50	51	50	55	52	51
5th%	48	47	47	51	47	48

**Guide to Benchmark Figures**



**Benchmark Scores Seniors**



**Percentile**

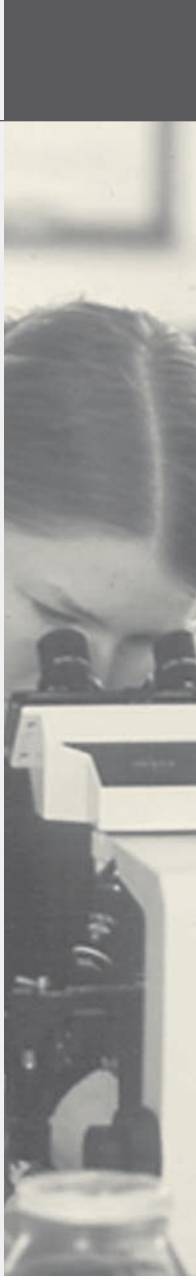
**Seniors**

	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Nat'l
95th%	59	59	62	68	65	64
75th%	57	57	59	64	60	60
50th%	55	55	56	61	57	57
25th%	54	54	54	59	55	55
5th%	51	51	52	55	49	52



## Level of Academic Challenge (in percentages)

		First-year Students							Seniors						
		Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	Nat'l	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	Nat'l
Hours spent preparing for class (studying, reading, writing, rehearsing, and other activities)	0 hrs/wk	0	1	0	0	0	0	0	0	1	0	0	0	0	0
	1-5 hrs/wk	17	20	22	10	18	5	18	19	22	22	12	21	8	20
	6-10 hrs/wk	24	26	27	20	25	14	24	25	25	26	21	25	17	25
	11-15 hrs/wk	21	20	19	21	19	19	20	18	17	18	19	18	19	18
	16-20 hrs/wk	16	15	15	19	16	19	16	15	14	14	18	15	19	15
	21-25 hrs/wk	10	9	9	14	11	17	10	9	8	9	12	9	15	9
	26-30 hrs/wk	6	5	5	9	6	13	6	6	6	5	8	6	10	6
	30+ hrs/wk	5	4	4	7	5	13	5	7	7	6	9	6	12	7
Worked harder than you thought to meet expectations	Never	11	9	8	8	7	6	8	9	7	6	7	5	6	7
	Sometimes	41	41	40	37	38	31	39	41	38	36	35	36	29	37
	Often	34	35	38	37	39	38	37	35	38	40	39	40	40	38
	Very Often	14	14	15	18	16	24	15	15	17	19	20	19	25	18
Number of assigned textbooks and readings	None	1	1	1	0	1	0	1	1	2	1	1	1	0	1
	Between 1-4	15	18	18	7	16	4	15	22	26	25	13	23	9	23
	Between 5-10	36	37	36	26	35	18	34	36	36	35	27	34	24	34
	Between 11-20	33	30	29	40	33	39	32	25	22	24	33	26	33	26
	More than 20	15	14	15	27	15	37	17	15	13	15	26	15	34	16
Number of written papers or reports of 20 pages or more	None	87	83	83	84	82	77	84	52	49	49	37	46	28	48
	Between 1-4	11	14	13	13	13	20	13	40	42	41	55	45	61	44
	Between 5-10	2	2	2	2	2	2	2	6	7	6	6	6	8	6
	Between 11-20	1	1	1	1	1	1	1	1	2	2	1	2	1	2
	More than 20	1	1	1	1	1	0	1	1	1	1	1	1	1	1
Number of written papers or reports between 5-19 pages	None	13	12	12	5	10	2	11	9	10	9	3	7	2	8
	Between 1-4	50	49	50	43	49	35	48	43	44	42	32	41	25	41
	Between 5-10	27	27	26	35	28	40	28	31	30	31	39	34	42	32
	Between 11-20	9	10	9	14	10	19	10	12	12	13	20	14	25	14
	More than 20	2	2	2	3	3	4	2	4	4	5	6	5	7	5
Number of written papers or reports of fewer than 5 pages	None	3	3	3	2	2	2	3	6	8	7	5	6	5	6
	Between 1-4	28	25	23	17	20	17	23	31	32	30	25	27	23	29
	Between 5-10	33	33	32	33	31	33	33	28	27	26	29	26	29	27
	Between 11-20	24	24	26	29	28	28	26	20	19	20	23	22	25	21
	More than 20	12	15	16	20	19	20	16	14	15	17	18	20	19	16
Coursework: Analyzing the basic elements of an idea, experience, or theory	Very Little	2	2	2	1	2	0	2	1	2	2	1	2	1	1
	Some	18	18	20	12	19	8	18	14	14	14	10	14	6	13
	Quite a bit	46	43	45	42	46	36	44	42	42	42	38	43	32	42
	Very much	35	36	33	46	33	56	36	42	43	42	51	41	61	44
Coursework: Synthesizing and organizing ideas, information, or experiences	Very Little	5	5	5	3	5	1	5	4	4	4	2	4	1	4
	Some	30	30	31	23	30	17	29	24	23	23	16	23	11	22
	Quite a bit	40	40	41	41	42	38	41	40	42	40	38	41	32	40
	Very much	24	26	23	33	23	43	25	32	32	33	44	32	56	34
Coursework: Making judgments about the value of information, arguments, or methods	Very Little	8	7	6	4	6	3	6	7	7	6	4	5	3	6
	Some	33	30	30	26	30	22	30	28	26	25	22	24	16	25
	Quite a bit	38	39	41	41	41	40	40	37	38	39	38	39	36	38
	Very much	21	24	23	28	23	35	24	28	29	30	35	31	45	31
Coursework: Applying theories or concepts to practical problems or in new situations	Very Little	4	4	5	3	4	3	4	4	4	3	2	3	2	3
	Some	24	24	25	22	25	18	24	19	18	18	17	17	12	18
	Quite a bit	37	38	40	38	40	34	39	36	37	37	36	37	31	36
	Very much	34	34	30	37	32	45	33	41	42	42	45	43	55	43
Emphasize: Spending significant amounts of time studying	Very little	2	2	2	1	2	0	2	3	3	2	1	2	1	2
	Some	18	17	18	12	14	6	16	20	19	18	12	16	6	17
	Quite a bit	45	44	47	42	46	30	45	46	45	47	41	47	30	46
	Very much	34	36	33	45	38	64	37	31	33	32	45	35	64	35

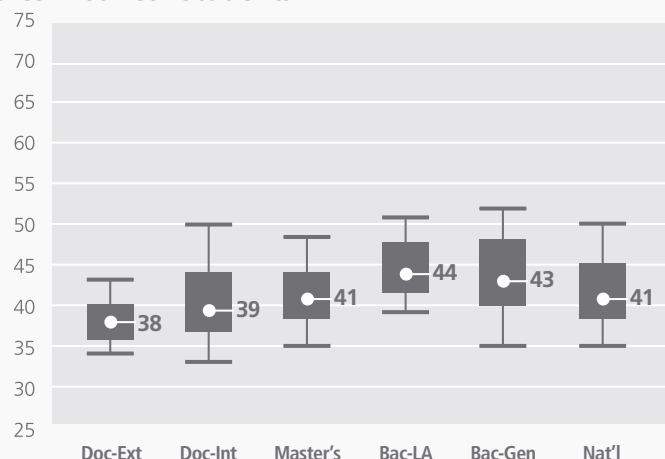




## Active and Collaborative Learning

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.

**Benchmark Scores First-Year Students**

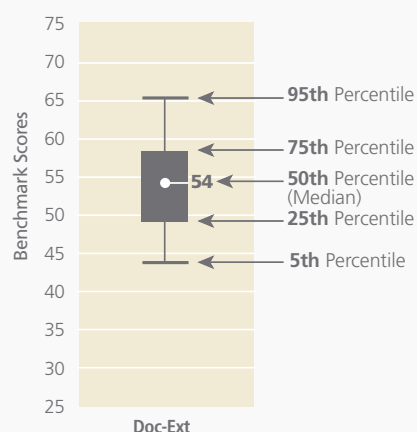


**Percentile**

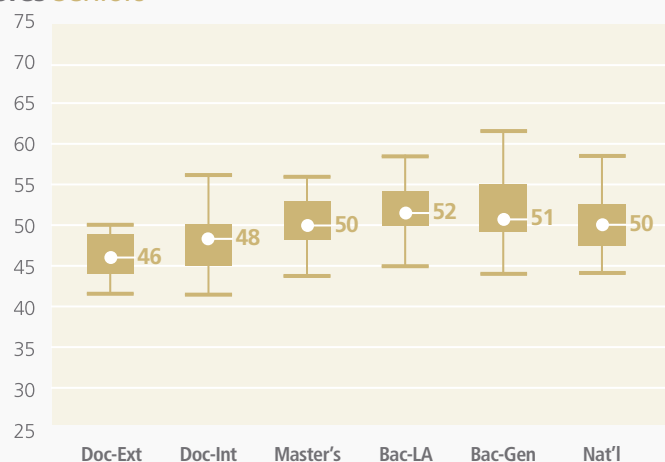
**First-Year Students**

	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Nat'l
95th%	43	50	48	51	52	50
75th%	40	44	44	47	47	45
50th%	38	39	41	44	43	41
25th%	36	37	38	42	40	38
5th%	34	33	35	39	35	35

**Guide to Benchmark Figures**



**Benchmark Scores Seniors**



**Percentile**

**Seniors**

	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Nat'l
95th%	50	56	56	58	62	58
75th%	48	50	53	54	55	53
50th%	46	48	50	52	51	50
25th%	44	45	48	50	49	47
5th%	42	42	44	45	44	44



## Active and Collaborative Learning (in percentages)

		First-year Students							Seniors						
		Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	Nat'l	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	Nat'l
Asked questions in class or contributed to class discussions	Never	5	4	3	1	2	1	3	3	2	2	1	1	1	2
	Sometimes	46	41	38	27	35	24	37	35	30	25	19	22	15	26
	Often	32	34	35	35	35	34	34	32	32	34	29	33	30	32
	Very Often	17	22	24	36	27	42	25	30	35	40	51	45	55	39
Made a class presentation	Never	24	15	13	11	8	4	15	7	6	3	2	2	1	4
	Sometimes	57	55	54	60	54	48	56	44	36	31	36	30	17	35
	Often	16	22	25	24	29	33	23	32	35	39	41	41	39	38
	Very Often	4	7	7	6	8	15	6	17	23	26	21	27	43	23
Worked with other students on projects during class	Never	15	13	10	16	12	9	13	15	13	8	15	9	6	11
	Sometimes	49	48	48	51	49	41	49	46	44	44	50	46	38	45
	Often	28	30	33	26	30	35	30	27	30	34	26	32	35	30
	Very Often	7	9	9	7	9	16	8	11	13	15	8	13	21	13
Worked with classmates outside of class to prepare class assignments	Never	14	14	14	6	10	3	12	7	8	6	5	6	3	6
	Sometimes	48	46	48	45	46	31	47	34	33	37	38	38	27	36
	Often	28	29	29	36	32	39	31	33	34	35	37	36	37	35
	Very Often	10	11	9	13	12	27	11	25	26	22	20	20	33	23
Tutored or taught other students (paid or voluntary)	Never	51	51	54	47	51	31	51	46	44	46	36	42	30	44
	Sometimes	35	34	32	37	34	38	34	35	35	34	37	36	38	35
	Often	10	10	9	10	10	18	10	11	12	11	15	12	18	12
	Very Often	4	4	4	5	5	13	5	8	8	8	13	10	14	9
Participated in a community-based project as part of a regular course	Never	75	70	67	64	58	53	67	65	60	56	54	50	36	57
	Sometimes	18	21	24	27	30	28	23	25	27	30	32	34	38	29
	Often	5	6	7	7	9	12	6	7	8	9	9	11	17	9
	Very Often	2	3	2	3	4	7	3	4	4	5	5	5	9	4
Discussed ideas from your readings or classes outside of class	Never	6	7	6	3	5	4	6	4	4	4	2	3	3	3
	Sometimes	36	38	38	29	35	28	36	33	34	33	25	32	22	32
	Often	37	35	36	39	37	38	36	38	38	38	39	39	39	38
	Very Often	21	20	20	29	23	30	22	25	24	25	34	26	35	26

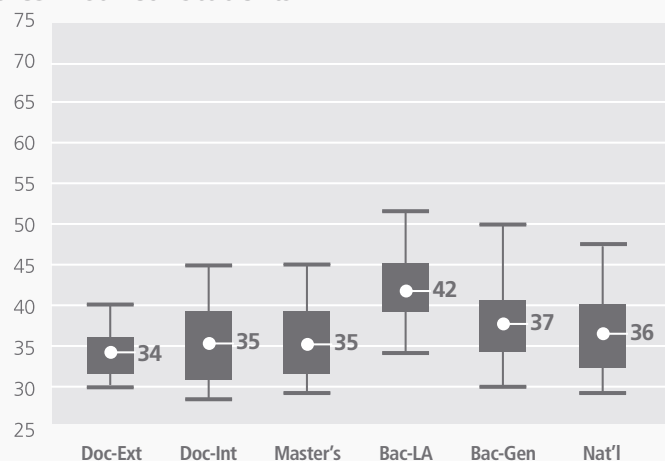




## Student-Faculty Interaction

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

**Benchmark Scores First-Year Students**

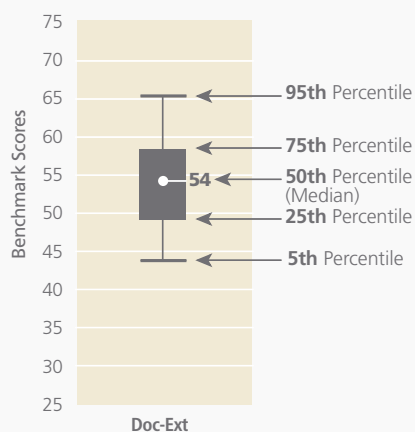


**Percentile**

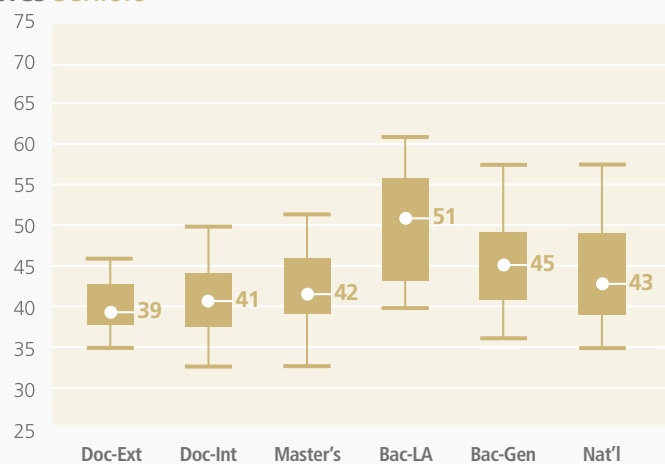
**First-Year Students**

	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Nat'l
95th%	40	45	45	52	50	47
75th%	36	39	39	46	40	40
50th%	34	35	35	42	37	36
25th%	32	31	32	39	34	33
5th%	30	29	28	34	30	29

**Guide to Benchmark Figures**



**Benchmark Scores Seniors**



**Percentile**

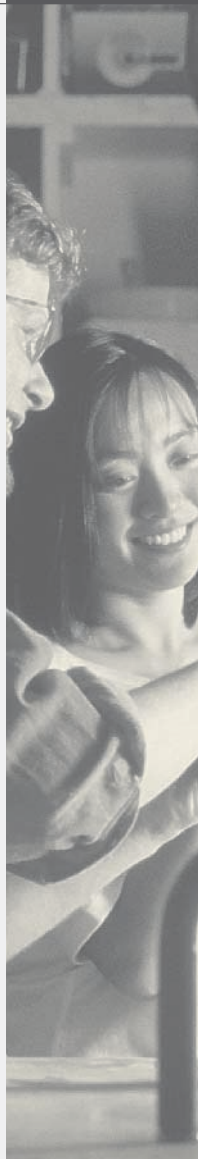
**Seniors**

	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Nat'l
95th%	46	50	52	61	57	57
75th%	43	44	46	56	49	49
50th%	39	41	42	51	45	43
25th%	38	37	39	48	41	39
5th%	35	33	33	40	36	35



## Student-Faculty Interaction (in percentages)

		First-year Students							Seniors						
		Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	Nat'l	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	Nat'l
Discussed grades or assignments with an instructor	Never	8	8	8	5	7	3	7	5	5	4	3	4	2	4
	Sometimes	46	45	44	38	44	30	43	39	37	36	31	35	21	36
	Often	31	32	33	35	33	35	33	33	35	36	36	36	34	35
	Very Often	15	15	16	21	16	32	17	23	24	24	30	25	43	25
Talked about career plans with a faculty member or advisor	Never	27	26	24	20	19	14	24	20	19	16	8	13	4	16
	Sometimes	48	48	47	47	49	42	48	44	43	41	36	38	27	41
	Often	18	19	20	22	22	25	20	23	23	26	30	29	31	26
	Very Often	7	8	8	11	10	18	9	13	15	17	26	20	38	18
Discussed ideas from your readings or classes with faculty members outside of class	Never	47	45	44	29	40	19	41	32	29	27	16	23	10	26
	Sometimes	40	41	41	49	43	49	43	48	48	48	48	49	42	48
	Often	10	11	11	16	13	22	12	15	17	18	24	20	30	18
	Very Often	3	3	4	6	4	10	4	5	6	7	12	8	19	8
Received prompt feedback from faculty on your academic performance	Never	9	9	8	4	7	3	8	6	5	4	2	4	1	4
	Sometimes	41	40	40	30	38	21	38	36	33	31	24	29	15	31
	Often	38	38	39	45	40	46	40	43	43	45	48	46	46	45
	Very Often	12	13	13	20	15	31	15	15	18	20	27	21	38	20
Worked with faculty members on activities other than coursework	Never	71	65	63	49	56	38	61	54	52	49	32	41	22	47
	Sometimes	21	24	25	34	30	38	26	29	30	31	37	34	37	32
	Often	6	8	8	11	10	15	9	11	12	13	19	16	24	14
	Very Often	2	3	3	5	4	9	3	6	7	7	13	9	18	8
Worked on research project with a faculty member outside of course	Undecided	47	46	47	47	47	38	47	12	13	13	8	11	8	12
	No	23	24	27	17	29	16	25	59	62	64	55	65	47	61
	Yes	29	30	26	36	24	46	29	29	25	23	37	24	45	27

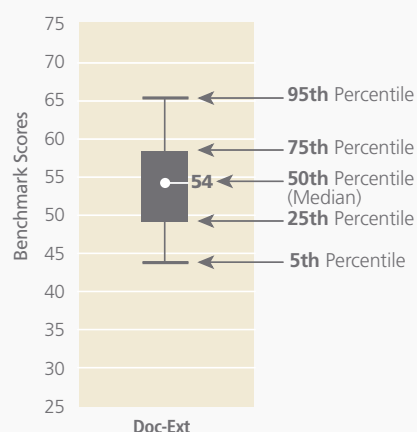




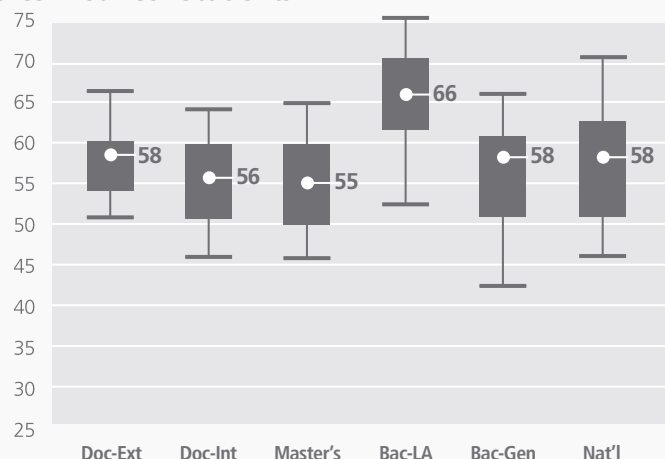
## Enriching Educational Experiences

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

### Guide to Benchmark Figures



### Benchmark Scores First-Year Students

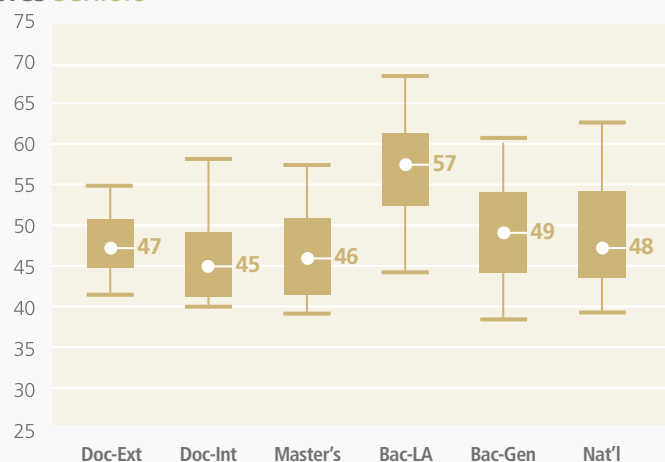


### Percentile

### First-Year Students

	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Nat'l
95th%	66	66	65	76	66	71
75th%	60	60	60	71	61	63
50th%	58	56	55	66	58	58
25th%	54	51	50	62	51	52
5th%	51	46	46	53	43	46

### Benchmark Scores Seniors



### Percentile

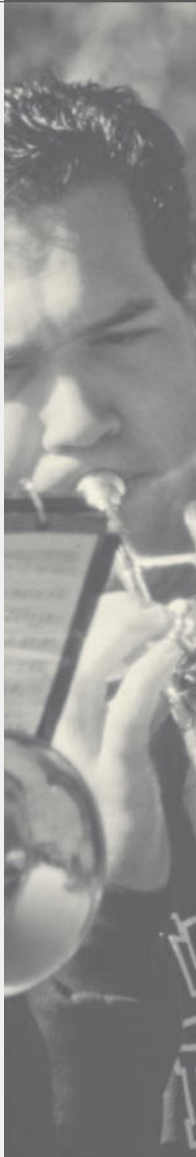
### Seniors

	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Nat'l
95th%	55	58	57	68	61	63
75th%	51	49	51	62	54	54
50th%	47	45	46	57	49	48
25th%	45	42	42	53	44	43
5th%	42	40	39	44	38	39



## Enriching Educational Experiences (in percentages)

		First-year Students							Seniors						
		Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	Nat'l	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	Nat'l
Encouraged contact among students from different economic, social, and racial or ethnic backgrounds	Very little	16	16	16	12	14	7	15	23	23	20	17	18	12	21
	Some	34	34	35	32	32	24	34	39	37	38	36	37	28	38
	Quite a bit	30	30	30	30	30	29	30	25	26	27	28	26	31	26
	Very much	20	19	19	26	24	40	21	13	14	15	19	19	29	16
Had serious conversations with students of a different race or ethnicity	Never	14	16	17	12	19	5	15	12	14	15	10	16	5	13
	Sometimes	33	33	35	32	36	23	34	35	36	38	36	39	28	37
	Often	26	26	25	27	23	29	26	27	27	26	26	24	28	26
	Very Often	28	25	22	29	22	43	25	26	24	21	28	20	39	24
Had serious conversations with students who are very different from you	Never	9	11	12	6	13	3	10	9	12	11	6	12	3	10
	Sometimes	31	33	34	26	37	19	32	34	36	38	31	41	22	36
	Often	30	28	29	31	26	30	29	30	28	28	31	27	31	29
	Very Often	30	27	25	36	24	48	28	27	24	22	32	20	43	25
Practicum, internship, field experience, co-op experience, or clinical assignment	Undecided	14	14	16	15	15	13	15	8	7	7	5	5	5	7
	No	4	5	5	3	6	2	4	21	22	21	21	21	17	21
	Yes	82	81	79	82	79	85	81	72	70	72	74	74	78	72
Community service or volunteer work	Undecided	18	20	19	13	18	12	18	10	11	11	6	8	5	9
	No	7	10	9	5	8	4	8	26	30	27	18	24	13	26
	Yes	75	70	72	82	74	84	74	64	59	62	77	68	82	65
Foreign language coursework	Undecided	22	24	25	16	24	13	22	6	7	7	3	7	4	6
	No	29	33	32	18	31	9	29	50	57	58	32	55	19	52
	Yes	49	43	43	66	45	78	48	44	36	35	65	39	78	42
Study abroad	Undecided	33	34	35	27	35	22	33	7	8	8	4	7	5	7
	No	27	33	33	16	31	8	29	75	77	79	60	76	43	75
	Yes	40	33	32	57	34	70	38	18	15	13	36	17	52	19
Independent study or self-designed major	Undecided	36	36	38	42	37	42	38	7	9	8	4	6	5	7
	No	50	48	46	36	46	26	45	68	66	65	56	64	42	64
	Yes	13	16	17	23	18	32	17	25	26	26	41	30	52	29
Culminating senior experience	Undecided	49	44	46	36	41	27	44	9	10	10	4	7	5	8
	No	16	15	15	8	14	4	14	44	34	36	22	26	11	34
	Yes	35	41	39	57	46	69	43	47	56	55	74	67	84	58
Hours spent participating in co-curricular activities	0 hrs/wk	37	41	42	20	37	17	36	42	47	49	23	42	17	42
	1-5 hrs/wk	35	32	33	38	36	40	34	33	30	30	36	34	36	32
	6-10 hrs/wk	14	13	11	18	12	18	13	12	11	9	18	10	21	12
	11-15 hrs/wk	6	7	6	11	6	11	7	5	5	5	10	6	12	6
	16-20 hrs/wk	4	4	4	7	4	8	4	3	4	3	6	3	7	4
	21-25 hrs/wk	2	2	2	3	2	3	2	2	1	2	3	2	3	2
	26-30 hrs/wk	1	1	1	2	1	1	1	1	1	1	2	1	2	1
	30+ hrs/wk	1	2	1	2	1	1	1	2	1	1	2	1	2	2
Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete assignments	Never	16	17	18	16	17	16	17	12	12	13	14	13	13	13
	Sometimes	27	29	29	30	29	30	29	27	27	28	31	28	29	28
	Often	28	27	27	28	28	27	27	27	28	28	27	28	28	27
	Very Often	29	27	25	26	26	27	26	34	33	32	29	31	31	32
Participated in a learning community	Undecided	38	38	41	46	44	43	41	10	12	13	9	12	11	12
	No	31	27	25	25	25	28	26	65	63	61	66	61	62	63
	Yes	32	35	34	29	32	29	32	24	24	26	25	27	27	25

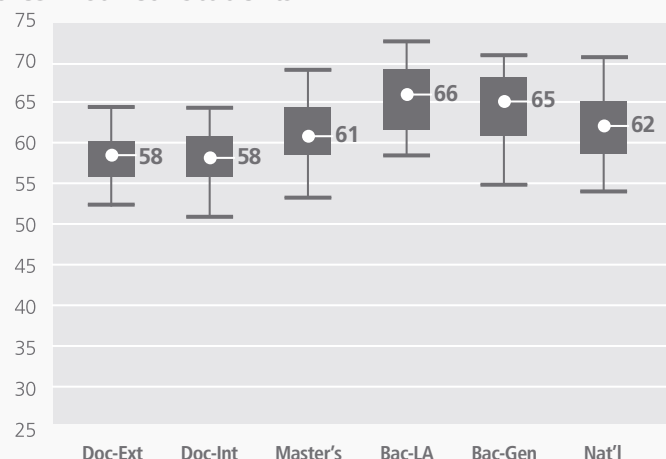




## Supportive Campus Environment

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.

**Benchmark Scores First-Year Students**

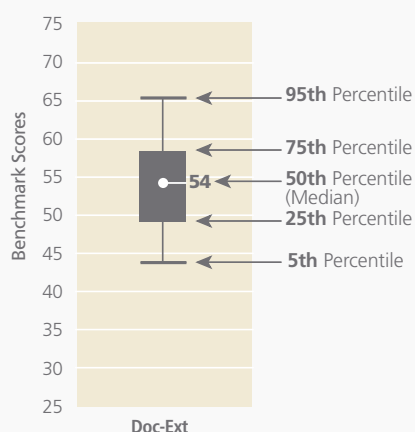


**Percentile**

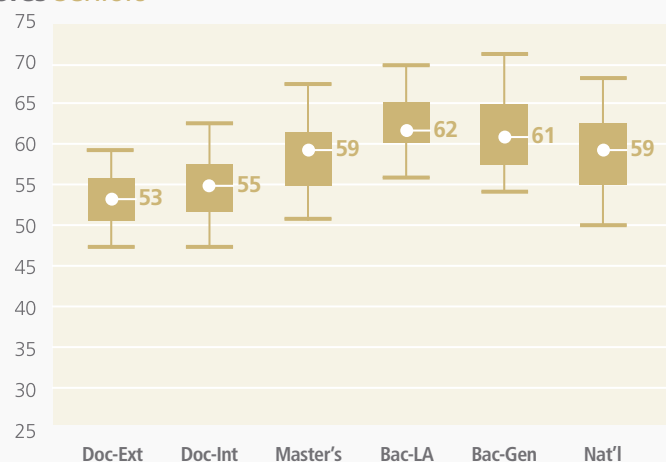
**First-Year Students**

	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Nat'l
95th%	64	64	69	73	71	71
75th%	60	61	64	69	68	65
50th%	58	58	61	66	65	62
25th%	56	56	58	62	61	58
5th%	53	51	53	58	55	54

**Guide to Benchmark Figures**



**Benchmark Scores Seniors**



**Percentile**

**Seniors**

	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Nat'l
95th%	59	63	67	70	72	68
75th%	56	57	62	65	65	63
50th%	53	55	59	62	61	59
25th%	51	52	55	60	57	55
5th%	47	47	51	56	54	50



## Supportive Campus Environment (in percentages)

		First-year Students							Seniors						
		Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	Nat'l	Doc-Ext	Doc-Int	Master's	Bac-LA	Bac-Gen	Top 5%	Nat'l
Emphasize: Provided the support needed to succeed academically	Very little	4	4	3	2	3	1	3	8	7	5	2	3	2	5
	Some	26	24	21	13	18	10	21	32	30	25	17	21	13	25
	Quite a bit	45	43	45	41	44	36	44	43	42	44	43	45	42	43
	Very much	26	29	30	44	35	53	32	18	21	26	38	30	44	26
Emphasize: Helping cope with non-academic responsibilities (work, family, etc.)	Very little	34	33	30	22	24	14	29	46	46	40	30	32	18	40
	Some	41	41	40	43	39	39	41	37	35	38	43	39	37	38
	Quite a bit	18	19	21	25	25	30	21	12	13	16	20	20	29	16
	Very much	6	7	9	10	12	17	9	4	5	6	7	9	16	6
Emphasize: Providing the support you need to thrive socially	Very little	21	23	20	16	16	9	20	31	34	29	23	23	11	29
	Some	40	42	40	39	37	32	40	41	41	42	42	41	32	41
	Quite a bit	28	27	29	32	32	35	29	20	19	22	26	26	36	22
	Very much	11	9	11	14	14	24	12	7	6	7	9	10	21	8
Quality: Your relationships with other students	Unfriendly, Unsupportive, Sense of Alienation	1	1	1	1	1	0	1	1	1	1	1	1	0	1
	2	2	3	2	2	2	1	2	2	2	2	2	1	1	2
	3	4	5	4	3	3	2	4	4	4	4	3	3	2	4
	4	9	10	9	7	8	6	9	9	10	9	7	7	5	9
	5	21	21	21	18	18	15	20	21	21	20	19	18	15	20
	6	32	32	32	33	32	30	32	33	31	32	32	32	32	32
	Friendly, Supportive, Sense of Belonging	32	30	31	36	37	47	33	31	31	34	36	38	45	34
Quality: Your relationships with faculty members	Unavailable, Unhelpful, Unsympathetic	1	1	1	0	1	0	1	1	1	1	0	1	0	1
	2	2	2	2	1	1	1	2	3	2	2	1	1	1	2
	3	6	5	4	2	3	1	4	6	5	4	2	3	2	4
	4	16	13	12	7	10	5	12	14	11	9	5	7	5	10
	5	32	29	27	21	24	18	27	28	25	22	17	19	15	22
	6	30	33	34	39	36	38	34	33	34	35	38	36	37	35
	Available, Helpful, Sympathetic	13	16	20	29	26	37	21	17	22	28	37	33	40	27
Quality: Your relationships with administra- tive personnel and offices	Unhelpful, Inconsiderate, Rigid	3	3	3	2	2	1	3	5	6	4	4	4	2	5
	2	6	5	4	3	4	2	4	8	8	7	6	6	3	7
	3	10	9	8	6	6	3	8	12	12	10	9	9	6	10
	4	20	18	18	15	15	11	17	20	18	17	16	16	14	18
	5	28	27	26	26	26	22	26	24	24	24	25	24	24	24
	6	23	26	27	30	28	33	27	20	20	22	25	24	29	22
	Helpful, Considerate, Flexible	11	13	15	18	19	28	15	10	12	15	15	18	22	14



# Participating College and Universities: 2001-2003

## A

Abilene Christian University  
Adams State College  
Adelphi University  
Agnes Scott College  
Alaska Pacific University  
Albertson College of Idaho  
Alfred University  
Allegheny College  
Alma College  
Alverno College  
American University  
Angelo State University  
Antioch College  
Appalachian State University  
Arcadia University  
Arizona State University West  
Auburn University  
Auburn University Montgomery  
Augustana College  
Aurora University  
Austin College

## B

Baldwin-Wallace College  
Baylor University  
Bellarmino University  
Belmont University  
Beloit College  
Benedict College  
Benedictine College  
Berea College  
Bernard M. Baruch College of  
The City University of New York  
Berry College  
Bethel College  
Bethune Cookman College  
Binghamton University–State University of New York  
Birmingham-Southern College  
Black Hills State University  
Bloomfield College  
Boise State University  
Boston University  
Bowling Green State University  
Bradley University  
Brigham Young University  
Brigham Young University–Hawaii  
Brooklyn College of The City University of New York  
Bryan College  
Bryant College  
Bryn Mawr College  
Bucknell University  
Butler University

## C

California Lutheran University  
California Polytechnic State University  
California State University, Bakersfield  
California State University, Chico  
California State University, Dominguez Hills  
California State University, Fresno  
California State University, Fullerton  
California State University, Los Angeles  
California State University, Monterey Bay  
California State University, Northridge  
California State University, Sacramento  
California State University, San Bernardino  
California State University, San Marcos  
California State University, Stanislaus  
Calumet College of Saint Joseph  
Calvin College  
Canisius College  
Capella University  
Cardinal Stritch University  
Carroll College  
Carthage College  
Case Western Reserve University  
Catawba College  
Catholic University of America  
Cazenovia College  
Cedar Crest College

Central College  
Central Connecticut State University  
Central Methodist College  
Central Michigan University  
Central Missouri State University  
Central State University  
Central Washington University  
Centre College  
Chadron State College  
Chaminade University of Honolulu  
Champlain College  
Chapman University  
Chatham College  
Christian Heritage College  
Christopher Newport University  
Circleville Bible College  
Clark Atlanta University  
Clark University  
Clarkson University  
Clayton College & State University  
Cleveland State University  
Coker College  
Colby-Sawyer College  
Colgate University  
College Misericordia  
College of Charleston  
College of Mount Saint Joseph  
College of New Jersey  
College of New Rochelle  
College of Notre Dame of Maryland  
College of St. Catherine  
College of Saint Rose  
College of St. Scholastica  
College of the Holy Cross  
College of The Ozarks  
College of William and Mary  
College of Wooster  
Colorado College  
Colorado School of Mines  
Colorado State University  
Columbia College  
Columbus College of Art & Design  
Concordia University  
Concordia University Irvine  
Concordia University Nebraska  
Concordia University River Forest  
Concordia University Wisconsin  
Concordia University, Ann Arbor  
Concordia University, St. Paul  
Connecticut College  
Converse College  
Corcoran College of Art and Design  
Cornell College  
Covenant College  
Creighton University

## D

Daemen College  
Dakota State University  
Daniel Webster College  
Denison University  
DePaul University  
DePauw University  
Dickinson College  
Dickinson State University  
Dominican University  
Dordt College  
Drake University  
Drew University  
Drexel University  
Drury University  
Duquesne University

## E

Earlham College  
East Carolina University  
Eastern Connecticut State University  
Eastern Kentucky University  
Eastern Mennonite University  
Eastern Michigan University  
Eastern New Mexico University

East-West University  
Eckerd College  
Edgewood College  
Elizabeth City State University  
Elizabethtown College  
Elmhurst College  
Elmira College  
Elon University  
Embry-Riddle Aeronautical University–Daytona Beach  
Embry-Riddle Aeronautical University–Prescott  
Emory & Henry College  
Endicott College  
Eureka College  
Evergreen State College

## F

Fairleigh Dickinson University–All Campuses  
Fairmont State College  
Fayetteville State University  
Fitchburg State College  
Florida Atlantic University  
Florida Gulf Coast University  
Florida Institute of Technology  
Florida Memorial College  
Florida Southern College  
Fontbonne University  
Fort Hays State University  
Fort Lewis College  
Fort Valley State University  
Framingham State College  
Franciscan University of Steubenville  
Franklin & Marshall College  
Franklin Pierce College  
Franklin W. Olin College of Engineering  
Fresno Pacific University  
Furman University

## G

George Fox University  
George Mason University  
Georgetown College  
Georgia College & State University  
Georgia Institute of Technology  
Georgia Southern University  
Georgia Southwestern State University  
Georgia State University  
Georgian Court College  
Goldey-Beacom College  
Gonzaga University  
Gordon College  
Goucher College  
Greensboro College  
Greenville College  
Grove City College  
Guilford College

## H

Hamilton College  
Hamline University  
Hampden-Sydney College  
Hanover College  
Hardin-Simmons University  
Hartwick College  
Harvey Mudd College  
Haskell Indian Nations University  
Heidelberg College  
Henderson State University  
Heritage College  
High Point University  
Hiram College  
Hobart and William Smith Colleges  
Holy Family College  
Hope College  
Houghton College  
Howard University  
Humboldt State University  
Huntingdon College  
Huntington College



## Participating College and Universities: 2001-2003 (continued)

I

Illinois College  
Illinois Institute of Technology  
Illinois State University  
Indiana State University  
Indiana University Bloomington  
Indiana University East  
Indiana University Kokomo  
Indiana University Northwest  
Indiana University Southeast  
Indiana University-Purdue University Fort Wayne  
Indiana University-Purdue University Indianapolis  
Institute of American Indian Arts  
Iowa State University  
Ithaca College

J

Jackson State University  
Jacksonville University  
Jewish Hospital College of Nursing and Allied Health  
John Brown University  
John Carroll University  
Johnson State College  
Judson College (AL)  
Judson College (IL)  
Juniata College

K

Kalamazoo College  
Kansas City Art Institute  
Kansas State University  
Kean University  
Keene State College  
Kentucky State University  
Kettering University  
Keuka College  
Knox College

L

La Roche College  
LaGrange College  
Lamar University  
Lawrence Technological University  
Lawrence University  
Le Moyne College  
Lebanon Valley College  
Lee University  
Lees-McRae College  
Lewis & Clark College  
Lewis University  
Lipscomb University  
Lock Haven University of Pennsylvania  
Longwood University  
Loras College  
Louisiana State University and Agricultural and Mechanical College  
Loyola Marymount University  
Loyola University Chicago  
Loyola University New Orleans  
Luther College  
Lynchburg College  
Lyndon State College  
Lyon College

M

Macalester College  
Madonna University  
Maharishi University of Management  
Malone College  
Manchester College  
Manhattanville College  
Mansfield University of Pennsylvania  
Marian College of Fond du Lac  
Marist College  
Marlboro College  
Mary Washington College  
Marymount Manhattan College  
Marywood University  
Massachusetts College of Liberal Arts  
Master's College  
McDaniel College  
McKendree College

Medgar Evers College of The City  
University of New York  
Menlo College  
Mercer University  
Meredith College  
Messiah College  
Metropolitan State College of Denver  
Metropolitan State University  
Miami University  
Michigan State University  
Michigan Technological University  
Millersville University of Pennsylvania  
Millikin University  
Milwaukee Institute of Art Design  
Minnesota State University, Mankato  
Monmouth College  
Monmouth University  
Montclair State University  
Moravian College And Theological Seminary  
Morehead State University  
Morningside College  
Morris College  
Mount Aloysius College  
Mount Ida College  
Mount Mary College  
Mount Mercy College  
Mount St. Mary's College  
Mount Union College  
Murray State University

N

National University  
Nazareth College  
Nebraska Wesleyan University  
Neumann College  
New College of Florida  
New Jersey City University  
New School University  
Newman University  
Norfolk State University  
North Carolina Agricultural and Technical State University  
North Carolina Central University  
North Carolina State University  
North Central College  
North Dakota State University  
North Georgia College & State University  
Northeastern Illinois University  
Northeastern University  
Northern Arizona University  
Northern Kentucky University  
Northern State University  
Northland College  
Northwest Missouri State University  
Norwich University  
Notre Dame College

O

Oakland University  
Oakwood College  
Occidental College  
Oglethorpe University  
Ohio Northern University  
Ohio State University  
Ohio University  
Ohio University-Zanesville  
Oklahoma City University  
Oklahoma State University  
Old Dominion University  
Olivet Nazarene University  
Oral Roberts University  
Oregon State University  
Our Lady of The Lake University  
Oxford College of Emory University

P

Pace University  
Pacific Lutheran University  
Palm Beach Atlantic University  
Peace College  
Penn State Abington  
Penn State Erie, The Behrend College

Pennsylvania State University  
Pennsylvania State University  
Berks-Lehigh Valley College  
Pepperdine University  
Pfeiffer University  
Philadelphia University  
Pine Manor College  
Plymouth State College  
Polytechnic University  
Pontifical Catholic University of Puerto Rico  
Portland State University  
Prairie View A&M University  
Presbyterian College  
Purdue University Calumet

Q

Queens University of Charlotte  
Quinnipiac University

R

Radford University  
Ramapo College of New Jersey  
Randolph-Macon College  
Randolph-Macon Woman's College  
Regis College  
Rhode Island School of Design  
Rice University  
Richard Stockton College of New Jersey  
Rider University  
Ringling School of Art And Design  
Ripon College  
Roanoke College  
Robert Morris College  
Rochester Institute of Technology  
Rockford College  
Rockhurst University  
Roger Williams University  
Rollins College  
Roosevelt University  
Rose-Hulman Institute of Technology  
Rosemont College  
Rowan University  
Russell Sage College

S

Sacred Heart University  
Saint Francis University  
Saint John Vianney College Seminary  
Saint Joseph's College of Maine  
Saint Joseph's University  
Saint Louis University  
Saint Mary College  
Saint Mary's College of California  
Saint Mary's University of Minnesota  
Saint Michael's College  
Saint Peter's College  
Saint Vincent College  
Saint Xavier University  
Sam Houston State University  
Samford University  
San Francisco State University  
San José State University  
Santa Clara University  
Savannah State University  
School of Visual Arts  
Seattle Pacific University  
Seattle University  
Seton Hall University  
Shippensburg University  
Shorter College  
Siena College  
Simmons College  
Simons Rock College of Bard  
Skidmore College  
Sonoma State University  
South Dakota School of Mines And Technology  
South Dakota State University  
Southeastern Louisiana University  
Southeastern University  
Southern Connecticut State University  
Southern Illinois University Edwardsville  
Southern Utah University



# Participating College and Universities: 2001-2003 (continued)

Southwestern College  
Southwestern University  
Spelman College  
Spring Hill College  
Springfield College  
St. Ambrose University  
St. Bonaventure University  
St. Cloud State University  
St. Edward's University  
St. Francis College (NY)  
St. John's University  
St. Joseph's College, New York (Brooklyn Campus)  
St. Joseph's College, New York (Suffolk Campus)  
St. Lawrence University  
St. Mary's College of Maryland  
St. Mary's University  
St. Olaf College  
St. Thomas University  
State University of New York College at Geneseo  
State University of New York College at Oneonta  
State University of New York College at Oswego  
State University of New York College at Potsdam  
State University of New York College  
of Environmental Science And Forestry  
State University of West Georgia  
Sterling College  
Stony Brook University of the  
State University of New York  
Suffolk University  
Susquehanna University  
Sweet Briar College  
Syracuse University

## T

Tarleton State University  
Taylor University-Upland  
Teikyo Post University  
Temple University  
Texas A&M International University  
Texas A&M University  
Texas A&M University at Galveston  
Texas A&M University-Commerce  
Texas A&M University-Corpus Christi  
Texas A&M University-Kingsville  
Texas A&M University-Texarkana  
Texas Christian University  
Texas Lutheran University  
Texas State University-San Marcos  
Texas Tech University  
Thiel College  
Towson University  
Transylvania University  
Trinity Christian College  
Truman State University  
Tulane University

## U

United States Air Force Academy  
United States Merchant Marine Academy  
University of Akron  
University of Alabama at Birmingham  
University of Alabama In Huntsville  
University of Alabama  
University of Alaska Anchorage  
University of Arizona  
University of Arkansas at Fort Smith  
University of California Santa Cruz  
University of Central Arkansas  
University of Central Oklahoma  
University of Charleston  
University of Cincinnati  
University of Colorado at Boulder  
University of Colorado at Colorado Springs  
University of Colorado at Denver  
University of Connecticut  
University of Delaware  
University of Denver  
University of Detroit Mercy  
University of Dubuque  
University of Florida  
University of Georgia  
University of Hawai'i-West O'ahu

University of Hawai'i at Hilo  
University of Hawai'i at Manoa  
University of Houston  
University of Houston-Downtown  
University of Illinois at Springfield  
University of Illinois at Urbana-Champaign  
University of Iowa  
University of Kansas  
University of Kentucky  
University of Louisville  
University of Maine  
University of Maine at Farmington  
University of Maine at Presque Isle  
University of Maryland  
University of Maryland, Baltimore County  
University of Massachusetts Amherst  
University of Massachusetts Boston  
University of Massachusetts Dartmouth  
University of Massachusetts Lowell  
University of Memphis  
University of Miami  
University of Michigan  
University of Michigan-Dearborn  
University of Minnesota Duluth  
University of Minnesota, Morris  
University of Missouri-Columbia  
University of Missouri-Kansas City  
University of Missouri-Rolla  
University of Missouri-St Louis  
University of Montana  
University of Nebraska at Kearney  
University of Nebraska-Lincoln  
University of Nevada, Reno  
University of New Haven  
University of New Mexico-Main Campus  
University of North Carolina at Asheville  
University of North Carolina at Chapel Hill  
University of North Carolina at Charlotte  
University of North Carolina at Greensboro  
University of North Carolina at Pembroke  
University of North Carolina at Wilmington  
University of North Dakota  
University of Oklahoma  
University of Oregon  
University of Pittsburgh  
University of Pittsburgh at Greensburg  
University of Pittsburgh at Johnstown  
University of Puerto Rico at Humacao  
University of Puget Sound  
University of Rhode Island  
University of Richmond  
University of San Diego  
University of South Carolina  
University of South Dakota  
University of Southern Colorado  
University of Southern Indiana  
University of Southern Maine  
University of St. Thomas  
University of Tampa  
University of Tennessee  
University of Texas- Pan American  
University of Texas at Arlington  
University of Texas at Austin  
University of Texas at Brownsville  
University of Texas at Dallas  
University of Texas at El Paso  
University of Texas at San Antonio  
University of Texas at Tyler  
University of Texas of The Permian Basin  
University of the Arts  
University of the Ozarks  
University of The Pacific  
University of the South  
University of the Virgin Islands  
University of Toledo  
University of Tulsa  
University of Vermont  
University of Virginia  
University of Washington  
University of West Florida  
University of Wisconsin-Eau Claire

University of Wisconsin-Green Bay  
University of Wisconsin-La Crosse  
University of Wisconsin-Madison  
University of Wisconsin-Milwaukee  
University of Wisconsin-Oshkosh  
University of Wisconsin-Parkside  
University of Wisconsin-Platteville  
University of Wisconsin-River Falls  
University of Wisconsin-Stevens Point  
University of Wisconsin-Stout  
University of Wisconsin-Superior  
University of Wisconsin-Whitewater  
University of Wyoming  
Ursinus College  
Utah State University

## V

Vassar College  
Villanova University  
Virginia Commonwealth University  
Virginia Military Institute  
Virginia Wesleyan College  
Voorhees College

## W

Wabash College  
Wagner College  
Warner Pacific College  
Warren Wilson College  
Washburn University  
Washington and Lee University  
Washington College  
Washington State University  
Wayne State College  
Wayne State University  
Waynesburg College  
Webb Institute  
Weber State University  
Webster University  
Wells College  
Wesleyan College  
West Texas A&M University  
West Virginia University  
West Virginia University Institute of Technology  
West Virginia Wesleyan College  
Western Carolina University  
Western Connecticut State University  
Western Kentucky University  
Western Michigan University  
Western New England College  
Western New Mexico University  
Western Washington University  
Westminster College (MO)  
Westminster College (VT)  
Westmont College  
Wheaton College (IL)  
Wheaton College (MA)  
Wheelock College  
Whitman College  
Whittier College  
Wichita State University  
Wilkes University  
Willamette University  
William Jewell College  
Winston-Salem State University  
Winthrop University  
Wittenberg University  
Wofford College  
Woodbury College  
Worcester Polytechnic Institute  
Wright State University

## X

Xavier University of Louisiana

## Y

York College of Pennsylvania



# National Survey of Student Engagement

**Director** George Kuh

**Assistant Director, NSSE** John Hayek

**Assistant Director,  
NSSE Institute** Jillian Kinzie

**Assistant Director,  
CSEQ and NSSE  
Research Analyst** Robert Gonyea

**BEAMS Project Manager,  
Client Relations** Brian Bridges

**Finance Manager** Kim Harris

**FSSE Project Manager  
and Research Analyst** Paul Umbach

**LSSSE Project Manager** Patrick O'Day

**Project Coordinator** Julie Sylvester

**Research Analysts** Thomas Nelson Laird  
Chun-Mei Zhao

**NSSE Project Associates** Rachel Boone  
Jennifer Buckley  
Todd Chamberlain  
Bryn Harris  
John Moore  
Melanie Smith

**DEEP Project Associates** Rob Aaron  
Sara Hinkle

**BEAMS Project Associates** Carla Morelon  
Michelle Salinas Holmes

**FSSE Project Associate** Michael Schwarz

**CSEQ Project Associate** Julie Williams

**Webmaster** Kevin Barry

**Project Support Assistants** Amy Benson  
Sasha Merica  
Ryan Padgett  
Marie Racine Montilla  
Margie Schrader  
Jennifer Smith

Indiana University Center  
for Survey Research

**Director** John Kennedy

**Associate Director** Nancy Bannister

**Assistant Director –  
Budget and Finance** Donna Hackney

**Assistant Director –  
Survey Technologies** Kevin Tharp

**Project Manager** Cheryl Burke

**Field Director** Katy Adams

**Field Manager** Jamie Salazar

**Research Assistant** Sara Griffin

**Senior Supervisor** Amy Holman

**Programmer/Analyst** Ferris Lim

**Computing Assistant** Nicholas Bannister-  
Andrews





engagement

## National Survey of Student Engagement

### **Center for Postsecondary Research**

Indiana University Bloomington  
1900 E. 10th Street  
Eigenmann Hall, Suite 419  
Bloomington, IN 47406-7512

Phone: 812-856-5824

Fax: 812-856-5150

E-mail: [nsse@indiana.edu](mailto:nsse@indiana.edu)

[www.iub.edu/~nsse](http://www.iub.edu/~nsse)