





A FRESH LOOK AT STUDENT ENGAGEMENT

ANNUAL RESULTS 2013

NSSE
national survey of
student engagement

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

—MURIEL HOWARD, PRESIDENT, AMERICAN ASSOCIATION OF STATE COLLEGES AND UNIVERSITIES (AASCU)

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Cover Images

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

Annual Results 2013 is sponsored by the Carnegie Foundation for the Advancement of Teaching.



CLEARY COLLEGE

FOREWORD

Why a Fresh Look at Student Engagement?

This 2013 *Annual Results* report of the National Survey of Student Engagement (NSSE) provides a fresh and deeper view of students' engagement in their education. Although the updated survey and new engagement measures could be justified entirely on the principle of seeking continuous improvement, the policy environment and the growing needs for higher education make a fresh look at student engagement imperative.

As this report was being written President Barack Obama traveled to a university campus and announced an initiative to "make college more affordable." The President's plan proposes giving students more extensive information on the effectiveness of institutions as well as using this information to reward effective institutions financially. It also proposes to encourage and support innovation through a variety of other actions. (See sidebar.)

What does this shift in government policy have to do with "a fresh look at student engagement?" Everything. Authentic, extensive student engagement is essential for both quality and the scale required for widespread, affordable attainment.

The President's proposals are the latest in a series of policy initiatives marking a significant shift in the public policy dialogue for higher education. For nearly sixty years (since Sputnik was launched and the tidal wave of baby boomers arrived on college campuses) public policy conversations focused primarily on finding enough money to finance the growing demand for higher education. Money is becoming harder to find, but student demand continues to grow. Moreover, serious questions about educational quality and completion rates keep cropping up. Policy makers are now taking a very hard look at the educational process in order to find ways of getting the educational results society needs at a cost the public is willing and able to pay.

Although educators frequently suggest political leaders provide inadequate support because they undervalue education, that dog will no longer hunt. The states increased funding from $62 billion in 2000 to $89 billion in 2008—hardly a disinvestment (SHEEO: State Higher Education Finance). Despite the Great Recession and some very painful cuts in 2012 after the federal stimulus funds ended, annual state support still remains above $80 billion. During the same period the federal government greatly increased its support for student financial aid.

The problem is not that policy makers no longer value higher education. The problem is that enrollment demand since 2000 has grown faster than ever, with the exception of the 1960s baby boom. Governments, struggling to address health care, pension commitments, national security, K-12 education, recessions, and decaying infrastructure *in addition* to postsecondary enrollment growth, haven't been able to fund enrollment growth without increasing reliance on tuition revenue.



Unsurprisingly, some educators see the shift in policy focus from financing growth to questioning the educational process and related outcomes as a dangerous and potentially harmful development. They rightly question the ability of government to assess quality in higher education. And experienced policy analysts note that institutions have proved skillful in "gaming" incentive/reward schemes in ways that defeat the intended purpose and yield unintended, often harmful consequences.

Despite the worries of educators, policy makers (including the President) recognize that governmental policy cannot achieve widespread attainment, higher quality, and affordability without the help, creativity, and commitment of the educational community. But attaining the goal is imperative; educators must find a way of working with each other and the policy community to reach it.

What does this shift in government policy have to do with "a fresh look at student engagement?" Everything. Authentic, extensive student engagement is essential for both quality and the scale required for widespread, affordable attainment.

Quality. High demand, combined with pressure to reduce the cost of higher education, poses an ethical challenge to institutions and a danger to the unsophisticated student. Providers face a temptation to solve the cost-effectiveness problem by producing degrees that are cheaper in value as well as price. Human nature being what it is, if a fraudulent, undemanding educational program is presented to students as the real McCoy, some will buy it.

Advances in technology, "disruptive innovation" if you will, can significantly reduce the cost of some forms of instruction. But the focus must be on learning. Large classes, passively received lectures, and the mere transmission of information are easily automated; but they represent the least imaginative, least productive aspects of traditional instruction. While "disruptive innovation" can play a useful role in reducing costs, automated instruction, unaccompanied by extensive student engagement with faculty, with other students, and with creative work, is almost certain to be second-rate.

The Association of American Colleges and Universities' systematic surveys of employers indicate that the 21st century workplace requires the ability to communicate effectively, to understand the complexity of the world, to work in teams, and to solve unscripted



LEBANON VALLEY COLLEGE

problems. An authentic postsecondary education is more than simply acquiring knowledge; it must produce a sophisticated ability to *use* knowledge creatively to solve problems and add value. An unengaged undergraduate education will ultimately prove disappointing both to students and those who employ them.

Scale. Attainment at scale is feasible only if many more students who now leave college without a degree acquire the learning and skills signified by a legitimate degree. First-generation students, some older adults, low-income students, underprepared students, and those lacking sufficient motivation often fail to get engaged and persist in postsecondary education. Such students persist and learn, not when they are left to fend for themselves in an alien environment, but when colleges and universities *engage* them in learning activities they find rewarding and meaningful.

Cost effectiveness. The engagement indicators and high impact practices reported in NSSE 2013 are derived from years of research on the components of an excellent undergraduate education and the experience of faculty and students in hundreds of institutions. The evidence is compelling—students who have these experiences persist and graduate and acquire the knowledge and skill of an educated person at higher rates. So the effectiveness of these practices is clear. Do they cost more?

An ineffective educational program is always more expensive in the long run than an effective one. It takes the time and money of students and the public without returning commensurate value. While colleges and universities can always use additional money, many institutions have found ways to use the money they have to improve educational quality. Many high impact educational practices can be employed without increased cost, or by reallocating funds from less effective purposes. Monitoring the student experience and pursuing higher levels of student engagement will pay dividends in learning, retention, persistence, and completion.

The "fresh look" of NSSE 2013 is designed to help advance those ends. Let's put NSSE findings to use, so we can improve undergraduate education and produce the results society needs.

Paul E. Lingenfelter
Former President
State Higher Education Executive Officers Association

SUMMARY OF THE OBAMA ADMINISTRATION'S PROPOSALS FOR HIGHER EDUCATION

In order to "pay colleges and students for performance," President Obama proposes:

- To develop a new system of "college ratings" that would help students determine which colleges and universities do the best job of helping students from disadvantaged backgrounds and provide the best value for their money;
- To assess the cost effectiveness of institutions with measures such as:
  - o The percentage of students receiving Pell grants, as an indicator of *access*;
  - o Average tuition, scholarships, and loan debt, as an indicator of *affordability*; and
  - o Graduation and transfer rates, graduate earnings, and advanced degrees earned by graduates as indicators of program *quality*.
- To use such indicators to guide the disbursement of federal student assistance, providing more support to students attending high performing colleges.
- Through a "Race to the Top" program, to encourage states to develop and implement higher education programs that have higher value and lower costs.
- To provide a bonus to colleges that graduate large numbers of Pell grant recipients, and to require higher levels of accountability and regulatory control for colleges with high drop-out rates.
- To strengthen academic progress requirements for students to receive continued financial aid.



CARLOW UNIVERSITY

To promote innovation and competition President Obama challenges colleges and universities to offer credit for prior learning, to grant credit for demonstrated competency rather than seat time, to use technology to reduce costs and improve quality, to expand dual-enrollment in high schools, and to develop and implement other innovations that would reduce costs and accelerate degree completion. To facilitate the widespread implementation of such changes, the Administration proposes providing students with information about innovative institutions, supporting innovation with grant funds, and reducing regulatory barriers.

Finally, the President proposes to make all federal student loan borrowers eligible for "pay as you earn" repayment plans based on income and to launch an enrollment campaign encouraging borrowers who have fallen behind in payments to use these plans.

DIRECTOR'S MESSAGE

If It's Not Broken . . . Make It Better

For a project that reaches out to more than a million undergraduates annually inviting them to describe their college experience, every year is a big year. But 2013 is different. This has been a *very* big year. Not because of the number of invited students (about 1.6 million) or the number of participating institutions (more than 600), but because 2013 marks a significant milestone for the National Survey of Student Engagement (NSSE). Culminating several years of behind-the-scenes intensive development, NSSE inaugurated an updated version of the survey—representing the most significant change since the project's launch at the millennium.

Stability is vital to projects like NSSE. Participating institutions track their results over time to monitor the impact of improvement efforts. At the Indiana University Center for Postsecondary Research as well, we examine trend data like those documented in the 2009 and 2012 editions of this report. Along with stability, however, is the need to adapt in response to accumulated experience, new research findings, and changes in the nature and context of undergraduate education. How can we balance these competing priorities—one opposing change, the other favoring it? Our answer borrows a concept from evolutionary biology, punctuated equilibrium (Eldredge & Gould, 1972), which posits that evolution is not characterized by steady, gradual change but, rather, by long periods of stability punctuated by bursts of change. We committed to maintaining the survey's stability over a long period while collecting ideas and suggestions, incorporating those ideas and suggestions in an eventual, substantial update, and returning to a period of stability.

Intensive survey development

Our approach to updating the survey was rigorous and deliberate. Thanks to NSSE's growth over the previous decade, we had accumulated a rich set of findings as well as many suggestions from institutional users. We also had a staff of capable and dedicated research analysts. To draw on a wide range of technical experience and expertise, we reconstituted NSSE's Technical Advisory Panel. Our research team split into groups by content area charged with reviewing research and consulting with experts. Team members also led different components of a comprehensive battery of psychometric analyses.

Virtually everything about the updated survey has been thoroughly researched and tested. Item development was informed by several years of experimental questions appended to the standard NSSE survey for samples of respondents and by two years of pilot testing at a diverse group of more than 70 colleges and universities (see box). Student focus groups and cognitive interviews at 10 institutions guided refinements to wording and response frames.

As part of this process, NSSE's companion surveys—the Faculty Survey of Student Engagement and the Beginning College Survey of Student Engagement—were also updated to maintain their alignment with NSSE.

Key changes

I am often asked what excites me most about the updated survey. This is a tough question, because the real answer is "Nearly everything!" Yet four broad categories do stand out:

- *New content*. We expanded coverage of the student experience by adding questions about learning strategies, quantitative reasoning, and effective teaching practices.
- *Refined content*. We improved our coverage of collaborative learning, experiences with diversity, and quality of interactions. We simplified wording related to higher-order learning, and we reworded many items to be more neutral with regard to the mode of course delivery.
- *New summary measures*. The new Engagement Indicators, which succeed NSSE's Benchmarks of Effective Educational Practice, provide targeted and concrete summaries of different facets of student engagement. Much of this year's report is devoted to introducing and describing these new measures.
- *Topical modules*. As valuable as the NSSE survey has been, it is unavoidably broad rather than deep—asking a limited number of questions about a lot of important things. Now, institutions can dig deeper into topics of special interest by appending up to two topical modules to the core survey. These short, focused question sets inquire into specific experiences (for example, advising, experiences with writing, civic engagement, learning with technology, and experiences with diverse perspectives). In this report, we describe results from two topical modules—advising and learning with technology.

What has not changed is NSSE's signature focus on experiences that matter to student learning and development—examined with a strong focus on behavior. Our primary emphasis remains twofold: enriching the discourse on college quality and providing colleges and universities with diagnostic and actionable information that can inform educational improvement.

A collaborative venture

Many people have contributed to NSSE's development and success, from its founding to the recent update. Russ Edgerton, then at the Pew Charitable Trusts, had the big idea. Peter Ewell, at the National Center for Higher Education Management Systems, convened the expert panel that designed the first survey. At Indiana University, George Kuh assembled a



dedicated team to make the idea a reality and won the hearts and minds of college and university leaders by demonstrating the value of student engagement as a lens on college quality. John Kennedy and the Indiana University Center for Survey Research delivered a state-of-the-art survey administration system that could grow with the project. NSSE's National Advisory Board and Technical Advisory Panel, representing institutional leaders, association leaders, researchers, and faculty, have provided wise counsel over the life of the project. Our most crucial collaborators, of course, are our student respondents.

Finally, I cannot overstate my gratitude to the NSSE staff, whose hard work and dedication have cemented NSSE's reputation for analytical rigor and commitment to quality and continuous improvement. With great pride in what we have accomplished, I am confident that NSSE will continue to play a central role in advancing the quality of undergraduate education.

Alexander C. McCormick
Director
Associate Professor of Educational Leadership and Policy Studies, Indiana University


BRYANT UNIVERSITY

PARTNERS IN DEVELOPING NSSE 2013

Pilot survey, focus group, and cognitive interview sites

Albany State University
Alma College
American Public University System
Averett University
Baldwin-Wallace College
Ball State University
Bellarmine University
Belmont University
Bethel University
Boise State University
Bowling Green State University
Bradley University
California State University, Fullerton
California State University, Northridge
Carnegie Mellon University
Connecticut College
Cornell College
DePauw University
Earlham College
Georgia College & State University
Grand View University
Hanover College
Henderson State University
Indiana University Bloomington
Indiana University Southeast
Indiana University-Purdue University Indianapolis
Johnson State College
Kaplan University
Kenyon College
Marquette University
Meredith College
Miami University-Oxford
New Jersey City University
Northern Kentucky University
Oakland University
Ohio Wesleyan University
Philander Smith College
Ramapo College of New Jersey
Roger Williams University
Saint Anselm College
San Diego State University
Savannah State University
Slippery Rock University of Pennsylvania
Southwestern University
SUNY Potsdam
Sweet Briar College
Taylor University
Texas Christian University
Texas Lutheran University
Texas State University-San Marcos
Truman State University
University of Alabama
University of Charleston
University of Cincinnati
University of Guelph
University of La Verne
University of Miami
University of Minnesota-Crookston
University of Nebraska at Kearney
University of Nebraska at Lincoln
University of New Brunswick - Fredericton
University of North Carolina at Charlotte
University of North Carolina Wilmington
University of San Francisco
University of South Florida
University of Southern Mississippi
University of the Incarnate Word
University of Wisconsin-Eau Claire
University of Wisconsin-Green Bay
Utah State University
Virginia Commonwealth University
Weber State University
Wiley College
Wingate University
Winthrop University
Woodbury University
Xavier University of Louisiana

External partners in module development

American Association of State Colleges and Universities
Association of American Colleges and Universities
Council of Writing Program Administrators
EDUCAUSE

Technical Advisory Panel

Hamish Coates, Professor, University of Melbourne

Sirkka Kauffman, Assistant Dean for Academic Affairs, Marlboro College

John Kennedy, Senior Research Director, Indiana University Center for Survey Research

C. Nathan Marti, Principal, Abacist Analytics

Rick Miller, Vice President, Institutional Effectiveness and Enrollment Management, State University of New York at Potsdam

Gary Pike, Executive Director of Information Management & Institutional Research, Indiana University Purdue University Indianapolis

Tricia Seifert, Assistant Professor, University of Toronto

Robert Smallwood, Assistant to the Provost for Assessment, University of Alabama

Paul Umbach, Associate Professor, North Carolina State University

QUICK FACTS

Survey

The NSSE survey is administered online and takes about 15 minutes to complete.

nsse.iub.edu/links/surveys

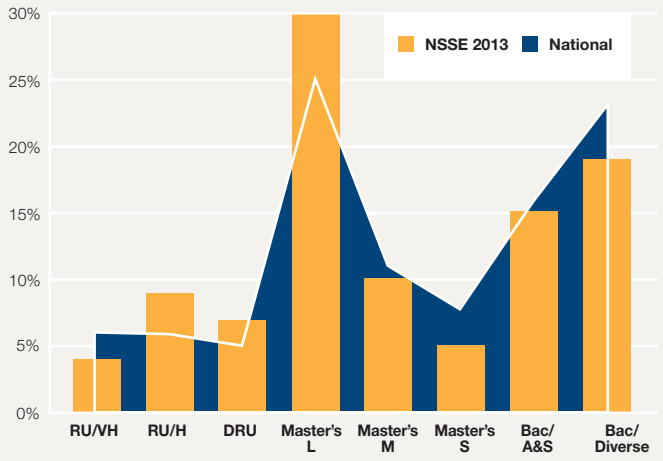
Objectives

Provide data to colleges and universities to assess and improve undergraduate education, inform quality assurance and accreditation efforts, and facilitate national and sector benchmarking, among others.

Participating Colleges & Universities

Since its launch in 2000, more than 1,500 four-year colleges and universities in the US and Canada have participated in NSSE, with 586 U.S. and 27 Canadian institutions in 2013. Participating institutions generally mirror the national distribution of the 2010 Basic Carnegie Classification (Figure 1).

Figure 1: NSSE 2013 Participating Colleges and Universities



Carnegie 2010 Basic Classification

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

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

classifications.carnegiefoundation.org

Audiences

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

Participation Agreement

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

Administration

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

Data Sources

Census-administered or randomly sampled first-year and senior students from bachelor's degree-granting institutions. Supplemented by other information such as institutional records and data from the Integrated Postsecondary Education Data System (IPEDS).

Validity & Reliability

The NSSE survey was designed by an expert panel and updated in 2013 after extensive pilot testing to ensure validity and reliability. New, continuing, and updated items were tested for clarity and applicability of survey language, and to develop new measures related to effective teaching and learning. The update process included cognitive interviews and focus groups with students as well as feedback from institutional users. Engagement Indicators were developed using exploratory and confirmatory factor analysis, reliability analysis, item response theory, generalizability theory, and known-groups comparisons. Refer to our online Psychometric Portfolio for more information about NSSE data quality.

nsse.iub.edu/html/psychometric_portfolio.cfm

Response Rates

The average institutional response rate in 2013 was 30%. The highest response rate among U.S. institutions was 80%, and 45% of institutions achieved a response rate of at least 30%.

Consortia & University Systems

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

Participation Cost & Benefits

The NSSE survey is fully supported by institutional participation fees. Base fees range from $1,800 to $7,800, determined by undergraduate enrollment. Participation benefits include uniform third-party survey administration; customizable survey invitations; survey customization with optional topical modules or consortium questions; a student-level data file of all respondents; comprehensive reporting that includes results for three customizable comparison groups, major field reports, and concise reports for campus leaders and prospective students; and resources for interpreting results and translating them into practice.

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

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

Current Initiatives

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

Other Programs & Services

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

Partners

Established in 2000 with a grant from The Pew Charitable Trusts. Research and development projects have been supported by Lumina Foundation for Education, the Center of Inquiry in the Liberal Arts at Wabash College, the Spencer Foundation, Teagle Foundation, and the National Postsecondary Education Cooperative. NSSE's *Annual Results* report is sponsored by the Carnegie Foundation for the Advancement of Teaching.

CONSORTIA & STATE OR UNIVERSITY SYSTEMS 2000–2013

State or University Systems

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

Consortia

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

SELECTED RESULTS

Engagement Indicators and High-Impact Practices: New Measures to Assess the Educational Experience

With the 2013 update to NSSE, sets of new, continuing, and modified items were rigorously tested and grouped within ten Engagement Indicators representing broad dimensions of the student experience associated with learning and development. These indicators are organized within four themes adapted from NSSE's former Benchmarks of Effective Educational Practice:

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

Instead of combining a variety of enriching experiences in a single benchmark, we now report separately on a set of High-Impact Practices (participation in learning communities, service-learning, research with a faculty member, internships or field experiences, study abroad, and culminating senior experiences).

> ***"NSSE results have informed our faculty development programming, conversations about class size and pedagogy, reports on the outcomes of grant-funded projects, discussions about campus climate, and analysis of results from other assessment efforts."***
>
> **—JO BELD, DIRECTOR OF EVALUATION AND ASSESSMENT, PROFESSOR OF POLITICAL SCIENCE, ST. OLAF COLLEGE**

This report uses the new Engagement Indicators and measures of High-Impact Practices as a powerful lens for understanding variations in the quality of the undergraduate experience.

Introduction to Selected Results

The results reported in this section are based on nearly 335,000 census-administered or randomly sampled first-year and senior students attending 568 U.S. bachelor's degree-granting institutions that participated in NSSE in spring 2013. We also used data from two topical modules appended to the Web version of the survey for a subset of 2013 institutions.

This section first introduces the Engagement Indicators, examining how groups of students differ in these important dimensions and how these measures relate to other forms of engagement such as time spent studying and the challenging nature of coursework. Several of the indicators are examined by groups of related majors, online education status, age, and first-generation status. Next, we present results for the six high-impact practices identified above–including a summary table of results by student and institutional characteristics (page 21). We then feature results for two of the six topical modules offered in 2013—academic advising and the uses of technology in learning.

The section concludes with results from NSSE's two companion surveys, the Faculty Survey of Student Engagement (FSSE) and the Beginning College Survey of Student Engagement (BCSSE). The FSSE analysis examines results from the updated faculty survey by disciplinary area, and includes results from FSSE's academic advising module. It also features findings from experimental NSSE and FSSE questions about end-of-course evaluations. The BCSSE study includes an account of entering first-year students and their intentions to major in science, technology, engineering, or mathematics (STEM) fields.

Quick Takes

- Students whose courses challenged them to do their best work also experienced greater emphasis on higher-order learning and higher levels of reflective & integrative learning. Emphasis on higher-order learning was nearly doubled among seniors who indicated a high level of course challenge compared with those whose courses provided low challenge.
- Effective learning strategies were more frequently used by students who were older, enrolled part-time, or taking all their coursework online, and were associated with higher self-reported college grades.
- On average, seniors in engineering and biology were most engaged in collaborative learning, while their peers majoring in arts and humanities, social sciences, and social service professions were engaged in collaborative learning the least.
- Students taking all of their courses online were significantly less engaged in collaborative learning.
- Seniors majoring in arts and humanities observed the highest levels of effective teaching practices, while those in STEM fields – especially engineering – observed the lowest levels.
- About one student in ten never met with an academic advisor during the academic year.
- Both learning with technology and courses that improved students' understanding and use of technology had a positive association with all four of the NSSE academic challenge indicators.
- About one in three first-year students and one in four seniors submitted evaluations to external providers such as ratemyprofessors.com, and about half of all students said they used these sources when selecting courses.
- The use of course evaluation results to improve courses and teaching was more common among faculty at lower ranks than among their more senior colleagues. About two-thirds of assistant professors and full- or part-time lecturers frequently used the results, compared to just over half of professors and associate professors.

SELECTED RESULTS: ACADEMIC CHALLENGE

Key Individual Questions Related to Academic Challenge

In addition to the four engagement indicators in the academic challenge theme, NSSE asks several important questions that bear on challenge such as time spent preparing for class and reading for courses, amount of assigned writing, and the extent of challenge in courses (Table 1).

Table 1: Individual Academic Challenge Items

- During the current school year, about how many papers, reports, or other writing tasks [up to 5 pages/between 6 and 10 pages/11 pages or more] have you been assigned? (Include those not yet completed.) *(None, 1-2, 3-5, 6-10, 11-15, 16-20, More than 20 papers)*
- During the current school year, to what extent have your courses challenged you to do your best work? *(1=Not at all to 7=Very much)*
- About how many hours do you spend in a typical 7-day week preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) *(0, 1-5, 6-10, 11-15, 16-20, 21-25, 26-30, More than 30)*
- Of the time you spend preparing for class in a typical 7-day week, about how many hours are on assigned reading? *(0, 1-5, 6-10, 11-15, 16-20, 21-25, 26-30, More than 30)*
- How much does your institution emphasize spending significant amounts of time studying and on academic work? *(Very much, Quite a bit, Some, Very little)*

Results from 2013 show that in a typical week, first-year students averaged 14 hours and seniors averaged 15 hours preparing for class (studying, reading, writing, doing homework or lab work, etc.). Of this, six and seven hours per week, respectively, were devoted to assigned reading. Overall, about 55% of first-year students and 61% of seniors felt strongly (6 or 7 on a 7-point scale) that their courses challenged them to do their best work.

Examining these key items by groups of related majors revealed notable differences. For example, seniors in engineering spent the most time preparing for class, while those in communications, media, and public relations spent the least (Table 2). Seniors in the social sciences and in arts and humanities spent the most time on assigned reading, while those in social sciences and social service professions were assigned the most writing. The proportion of seniors who felt highly challenged by their courses ranged from 70% among health professions majors to 53% of those pursuing degrees in communications, media, and public relations.

Table 2: Key Academic Challenge Items for Seniors by Related-Major Category

	Preparing for class	Reading	Assigned writing[a]	Challenging courses[b]	Institutional emphasis on academics[c]
	hours per week	*hours per week*	*pages*	*%*	*%*
Arts & Humanities	16	8	80	60	79
Biological Sciences, Agriculture, & Natural Resources	16	7	66	60	84
Physical Sciences, Mathematics, & Computer Science	17	6	58	57	81
Social Sciences	14	8	92	58	80
Business	14	7	81	60	82
Communications, Media, & Public Relations	12	6	81	53	75
Education	15	6	80	65	80
Engineering	19	5	86	61	86
Health Professions	16	7	75	70	86
Social Service Professions	13	7	92	64	81

a. Based on reported number of assigned papers of various lengths
b. Percentage of those selecting 6 or 7 on a scale from 1="Not at all" to 7="Very much"
c. Percentage of those responding "Quite a bit" or "Very much"

Interestingly, three quarters of students taking all of their courses online experienced high levels of challenge, compared with 55% to 59% of those who had no online courses (Table 3). Online students spent slightly more time studying and reading, and they were assigned more writing on average.

Table 3: Key Academic Challenge Items by Online Status

		Preparing for class	Reading	Assigned writing[a]	Challenging courses[b]	Institutional emphasis on academics[c]
		hours per week	*hours per week*	*pages*	*%*	*%*
First-year	Taking all courses online	15	8	59	76	86
	Taking no courses online	14	6	45	55	84
Senior	Taking all courses online	16	8	107	75	84
	Taking no courses online	15	7	75	59	81

a. Based on reported number of assigned papers of various lengths
b. Percentage of those selecting 6 or 7 on a scale from 1="Not at all" to 7="Very much"
c. Percentage of those responding "Quite a bit" or "Very much"

"The most valuable aspect of my education was the relevant "real world" case studies used during class. Taking these cases and applying theories or concepts learned in class makes the material interesting and powerful."

—SENIOR, INTERNATIONAL BUSINESS MAJOR, EASTERN MICHIGAN UNIVERSITY

Higher-Order Learning

Higher-order learning is composed of four items which measure the extent to which students perceive their coursework to emphasize more complex, challenging thinking skills. Generally, students who participate in courses that emphasize higher-order learning are more likely to apply what they learned to practical problems, analyze ideas and experiences, evaluate information from other sources, and form new ideas from various pieces of information. Challenging students to engage in these practices, as well as reflective and integrative learning, are signals that students are approaching learning in a deep way, and thus, gaining knowledge beyond a surface-level understanding (Marton & Säljö, 1976, 1997; Nelson Laird et al., 2006).

The NSSE survey also asks students to indicate, on a seven-point scale, the degree to which courses challenged them to do their best work. Does emphasizing higher-order learning in the classroom correspond to a challenging learning environment? Figure 2 suggests that it does. For example, seniors who felt highly challenged by their courses experienced almost twice as much course emphasis on higher-order learning than their counterparts who experienced low levels of course challenge. A similar association held for reflective and integrative learning, but to a lesser degree.

Figure 2: Higher-Order Learning and Reflective & Integrative Learning by Perceptions of Course Challenge

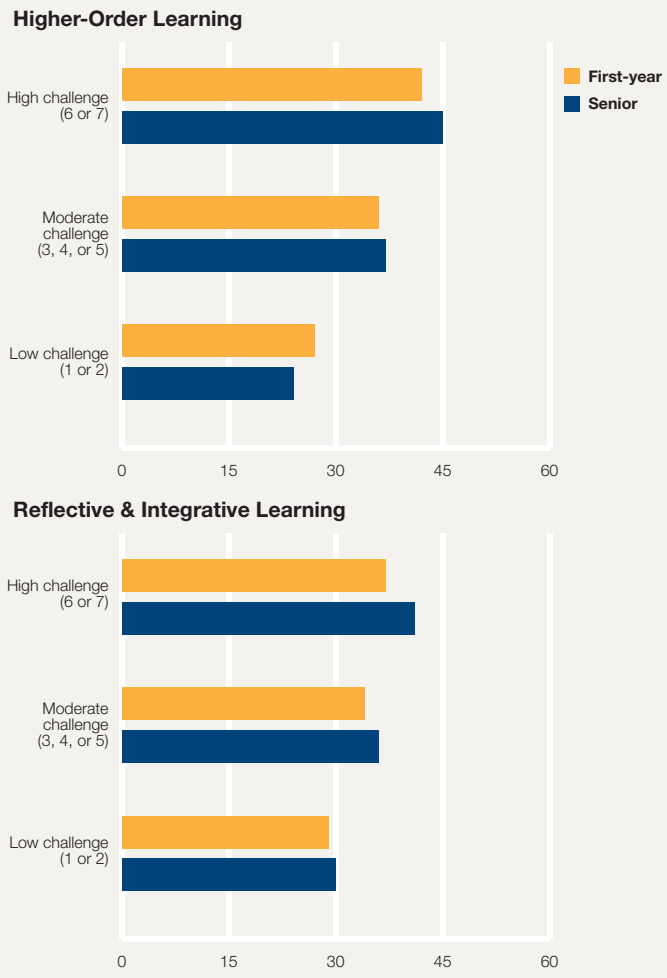
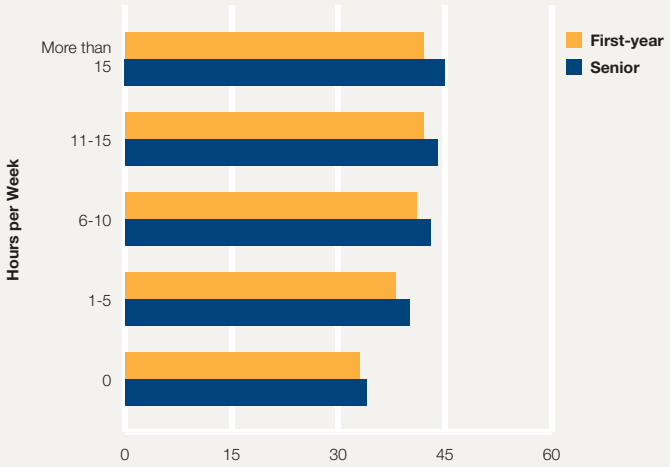


Figure 3: Higher-Order Learning by Time Spent Reading for Class



Certain academic behaviors were also associated with course emphasis on higher-order learning. Pinpointing specific behaviors to higher-order learning may be valuable for faculty teaching undergraduates. For example, faculty commonly assign course readings and writing papers and reports that challenge students to approach course material in deeper ways. Figure 3 shows a positive relationship between amount of reading and higher-order learning. Course emphasis on higher-order learning increased steadily when students spent more time reading for class.

Higher-order learning was also positively associated with the amount of writing students were assigned (Figure 5). Overall, the more writing tasks first-year students were assigned, the more they perceived higher-order learning was emphasized in their courses. This relationship was especially true for short and medium-length papers. With long papers, students who wrote at least one were more likely to be asked by faculty to engage in higher-order learning.

Reflective & Integrative Learning

Reflective and integrative learning requires students to personally connect with the course material by considering prior knowledge and experiences, other courses, and societal issues. Students must take into account the diverse perspectives of others as well as their own views while examining the views of others. Reflective and integrative learning is characteristic of students who engage in deep approaches to learning (Nelson Laird et al., 2006). Intentional learners will apply



these skills as way to gain a deeper understanding of the course material (Huber & Hutchings, 2004). However, depending upon students' major field of study, they may apply these skills at varying degrees (Figure 4). For example, seniors majoring in the arts and humanities, social sciences, and social service professions engaged in reflective and integrative learning more than those majoring in engineering, physical sciences, mathematics, and computer science.

Similar to findings reported above with higher-order learning, higher levels of reflective and integrative learning were associated with students feeling challenged to do their best work in the classroom (Figure 2). Likewise, first-year students' reflective and integrative learning also varied by the length of the writing assignment as well as the number of times they were assigned the task (Figure 5).

Figure 4: Reflective & Integrative Learning by Related-Major Categories

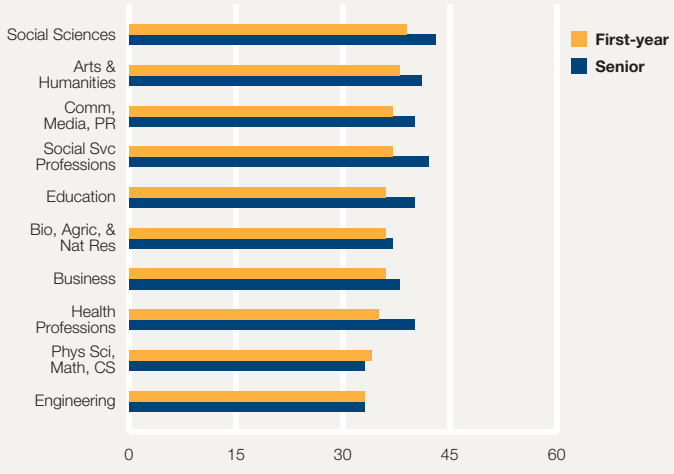
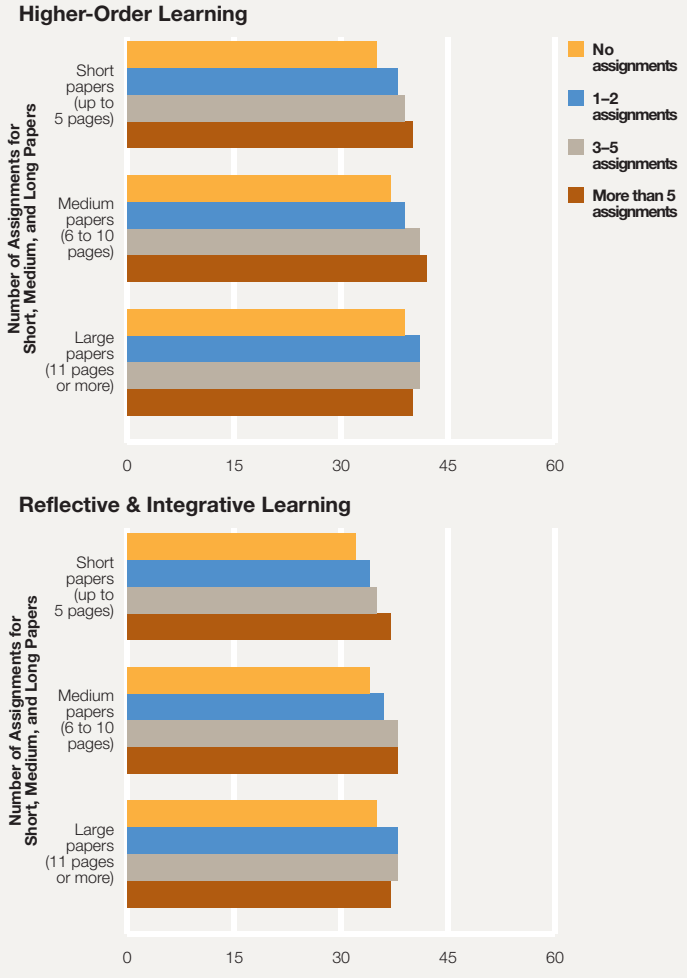


Figure 5: The Relationship between Amount of Writing and Two Engagement Indicators for First-Year Students



Learning Strategies

Learning strategies are specific activities that students use to gain knowledge. Students enhance their learning and retention by actively engaging with and analyzing course material rather than approaching learning as absorption. Academic performance depends on the learning activities used, and students benefit when they use a variety of approaches to study and learn, such as taking notes when reading, summarizing and organizing new information, and creating a study-friendly environment (Vermetten et al., 1999).

The NSSE 2013 survey included three new questions which form a reliable engagement indicator on the use of learning strategies. Results showed that the use of these strategies varied by selected student characteristics (Figure 6). For example, students' use of learning strategies were positively related to self-reported grades. First-year students and seniors who earned mostly A's used learning strategies significantly more than those who earned grades of C or lower. Females report significantly greater use of learning strategies than males. Learning strategies were also used more frequently by nontraditional college students. Student who were older or taking all their coursework online used study strategies more often than their counterparts. Additionally, first-generation students, transfer students, and students not living on campus used learning strategies more often than their counterparts (Figure 6).

Finally, such strategies appear to vary between the disciplines. Seniors majoring in health and social service professions reported the greatest use, while those majoring in engineering and physical sciences, mathematics, and computer sciences reported the least use of learning strategies (Figure 7).

Figure 7: Learning Strategies by Related-Major Category

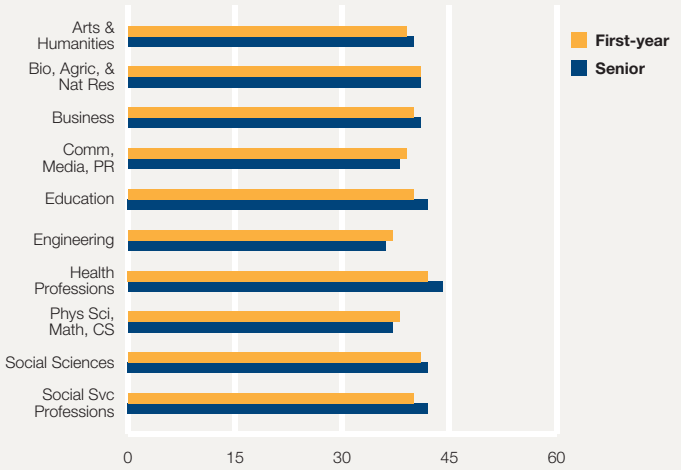
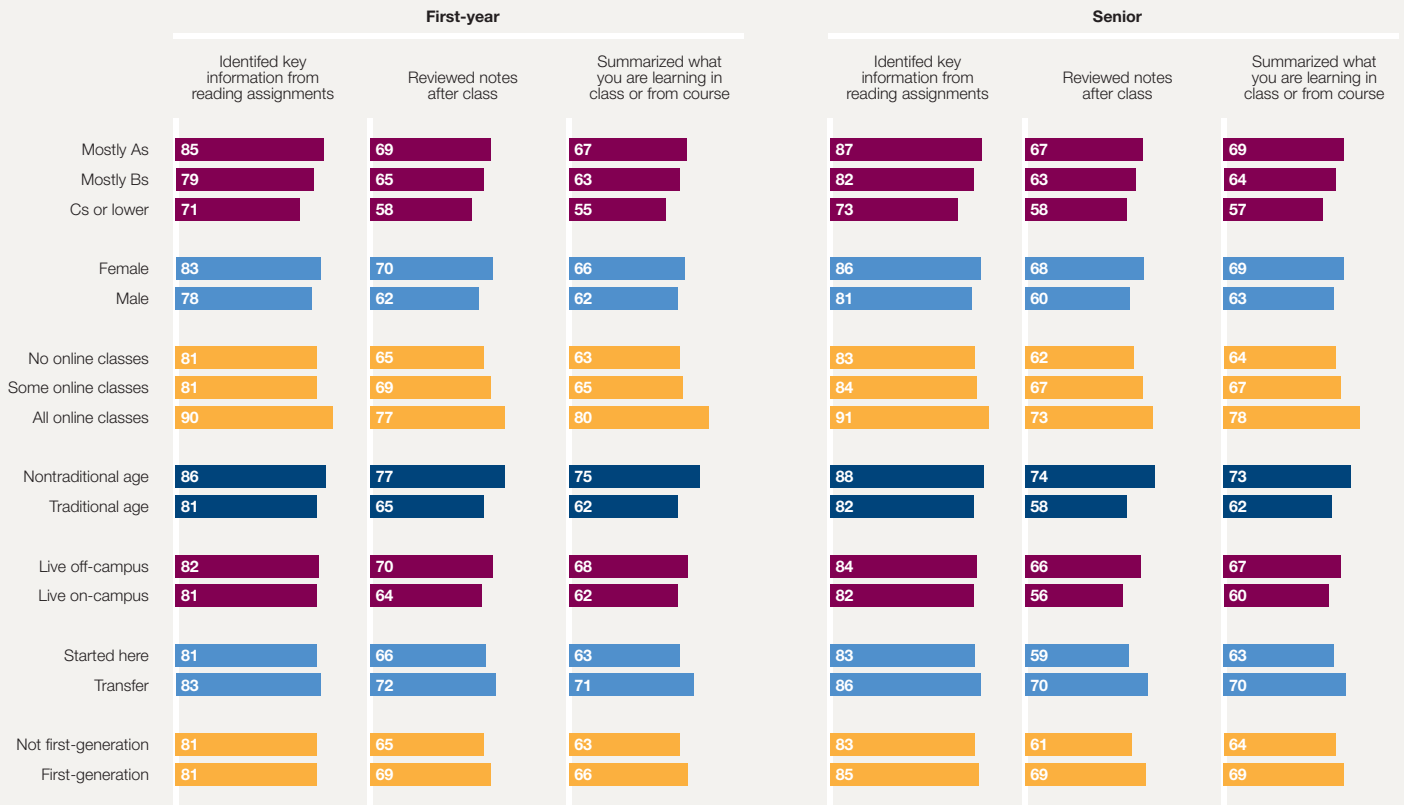


Figure 6: Use of Learning Strategies by Student Characteristics



Note: Values are the percentage of students who responded "Very often" or "Often" to each item. Traditional age is defined as under 21 for first-year students and under 25 for seniors. First-generation: Neither parent holds a bachelor's degree.

Quantitative Reasoning

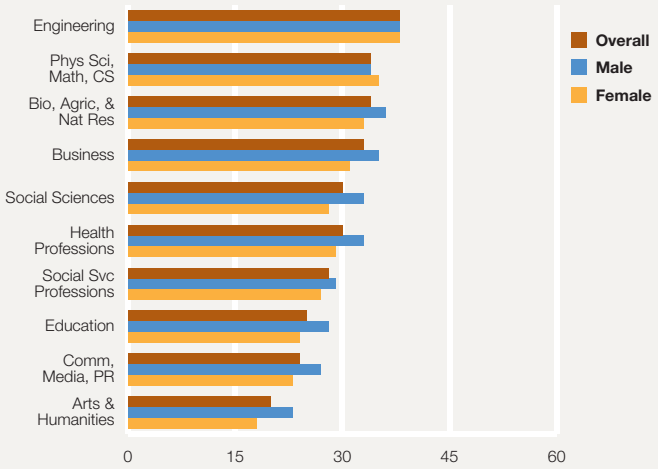
In today's information age, employers demand quantitative skills from college graduates regardless of career, and quantitative literacy – the ability to use and understand quantitative information – is increasingly important for effective democratic participation (Dingman & Madison, 2011; Steen, 2001). However, the 2003 National Assessment of Adult Literacy (NAAL) found that only about one-third of college graduates demonstrated proficiency in quantitative literacy (Kutner et al., 2007). Because all students need to develop these skills, quantitative reasoning experiences should not be limited to students in science, technology, engineering, and mathematics (STEM) disciplines.

> *"Along with a rich pool of evidence of effective practices, NSSE provides insightful guidelines for interpretation and productive use of the data."*
>
> —DANIEL J. BERNSTEIN, PROFESSOR OF PSYCHOLOGY AND DIRECTOR, CENTER FOR TEACHING EXCELLENCE, THE UNIVERSITY OF KANSAS

NSSE 2013 introduced three new questions which form a reliable Engagement Indicator on quantitative reasoning. As expected, results showed substantial differences in students' use of quantitative reasoning by related-major categories (Figure 8). Students in STEM fields engaged in quantitative reasoning activities more often than their counterparts, and students pursuing degrees in arts and humanities, communications, and education engaged in quantitative reasoning activities less often. Of the non-STEM categories, business majors were most likely to use quantitative reasoning in their coursework.

Quantitative reasoning varied by gender as well (Figure 8). Men were more likely to engage in quantitative reasoning activities than women, consistent with findings from NAAL showing gender differences in quantitative literacy. Interestingly, while the gender gap was partially due to the fact that more men choose to major in STEM-related fields, a substantial gender gap in quantitative reasoning still existed *within* all related-major categories, except engineering and physical sciences, mathematics, and computer science.

Figure 8: Quantitative Reasoning for Seniors by Related-Major Category and Gender





UNIVERSITY OF SOUTHERN INDIANA

SELECTED RESULTS: LEARNING WITH PEERS

Collaborative Learning

Collaborative learning enhances student success by facilitating motivation, shared understanding of material, and peer support, among other benefits across disciplines and contexts (McKeachie, 2002; Ormrod, 2008). NSSE's updated collaborative learning scale includes four items, which ask students how often they seek academic help, explain course material, prepare for exams, and work on course projects or assignments with other students.

As important as collaborative learning is to student success, we know that not all students are equally engaged in collaborative learning. Below, NSSE 2013 data were used to highlight differences in collaborative learning for first-year students by selected student and institutional characteristics (Figure 9). First-generation students, older students, and students taking all their courses online engaged in collaborative learning at significantly lower levels. Among institution characteristics, first-year students attending Baccalaureate A&S institutions were engaged the most in collaborative learning, whereas students at Master's-large institutions collaborated the least. Students attending public institutions were slightly more collaborative on average than their peers at private institutions. Finally, students enrolled at institutions with 2,500 or fewer undergraduate students also reported the highest levels of collaborative learning. Results for seniors, not shown, were the same.

Both first-year and senior engineering students were more engaged in collaborative learning activities than students majoring in all other disciplinary areas, while their peers majoring in social service professions were the least engaged (Figure 10). In general, students majoring in science fields reported higher levels of collaborative learning compared to their peers in the social science disciplines.

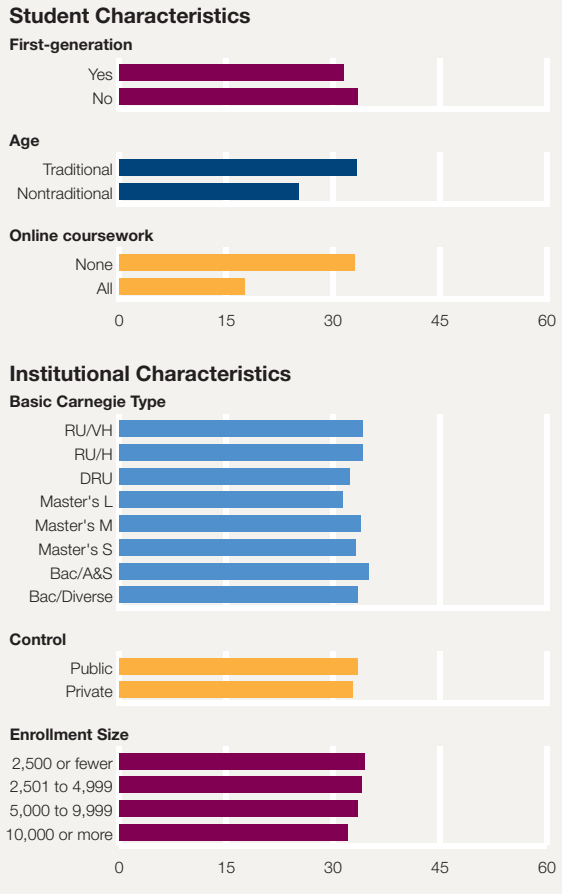
Staff and faculty interested in increasing collaboration can use these results to better understand challenges they may face depending on their discipline, teaching modality, or student characteristics.



Discussions with Diverse Others

Many undergraduates arrive on college campuses having lived only in relatively homogenous communities (Orfield, 2009). Consequently, college provides opportunities to engage with others with different backgrounds, experiences, and beliefs for the first time. An increasing amount of research has found that structural and interaction diversity promotes a wide variety of academic and civic outcomes (Gurin et al., 2002; Loes, Pascarella, & Umbach, 2012). Consequently, with the updated survey in 2013, NSSE expanded the number of items focusing on diversity and created the "Discussions with Diverse Others" Engagement Indicator. These questions ask students how often they had discussions with people from a different race or ethnicity, economic background, religious belief, and political view than their own.

Figure 9: Collaborative Learning in the First Year by Selected Student and Institutional Characteristics



SELECTED RESULTS: LEARNING WITH PEERS (CONTINUED)

Results confirmed previous research that first-year students and seniors who more frequently interacted with diverse peers also engaged in deeper, more complex learning activities, perceived a more supportive campus environment, and had more positive interactions with students, faculty, and staff (Table 4).

NSSE also examined if selected experiences promoted engagement in discussions with diverse others (Table 5). First-year students who participated in a learning community or service-learning, held a formal leadership role, or lived on-campus had more frequent discussions with diverse others than similar peers who did not participate in those activities. Similarly, seniors who held a formal leadership position or participated in a learning community or service-learning, or lived on-campus had more discussions with diverse peers. The finding for learning community participation is particularly notable as the estimated effects persist through the senior year, despite the fact that many learning communities end after the first college year. In contrast, the magnitude of the relationship for living on campus for seniors is quite small.

Figure 10: Collaborative Learning by Related-Major Categories

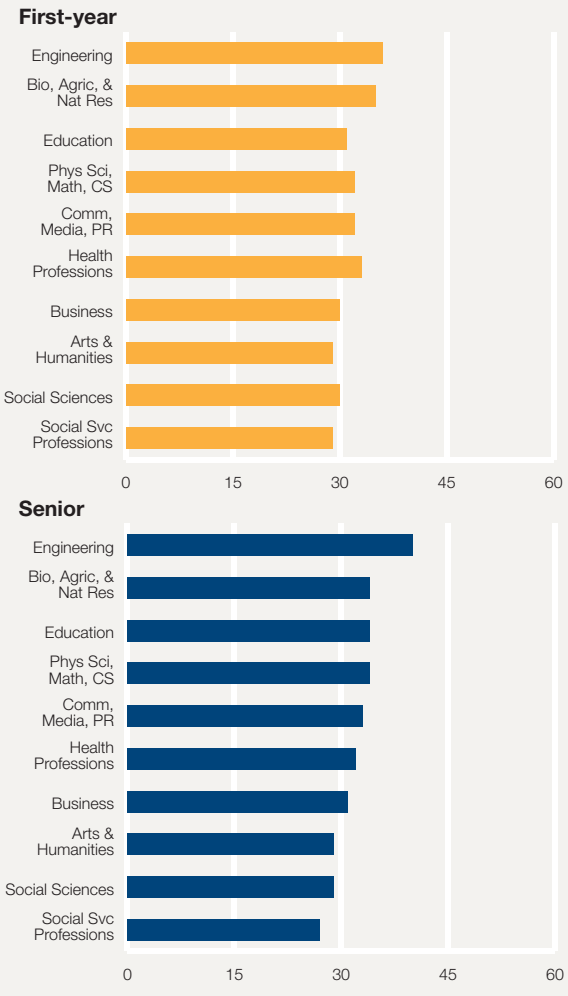


Table 4: Relationship between Discussions with Diverse Others and Other Engagement Indicators

Engagement Indicator	First-Year	Senior
Higher-Order Learning	+++	+++
Reflective & Integrative Learning	+++	+++
Quality of Interactions	++	++
Supportive Environment	+++	+++

Notes: Controls included gender, enrollment, race/ethnicity, age, first-generation, self-reported grades, transfer students, living on campus, major, working, international, distance education, Carnegie Basic Classification, and institutional control. + p < .001, ++ p < .001 and unstandardized B > .1, +++ p<.001 and unstandardized B > .2.

Table 5: Relationship between Selected Experiences and Discussions with Diverse Others

	First-Year		Senior	
	Sig.	Effect Size	Sig.	Effect Size
Formal leadership role	***	.27	***	.20
Learning community	***	.23	***	.17
Living on-campus	***	.12	**	.02
Service-learning	***	.10	***	.13

Notes: Controls included gender, enrollment, race/ethnicity, age, first-generation, self-reported grades, transfer, living on campus, major, working, international, distance education, Carnegie Basic Classification, and institutional control. * p <.05, ** p<.01, *** p<.001; ES = Effect size is the adjusted mean difference divided by the pooled standard deviation.



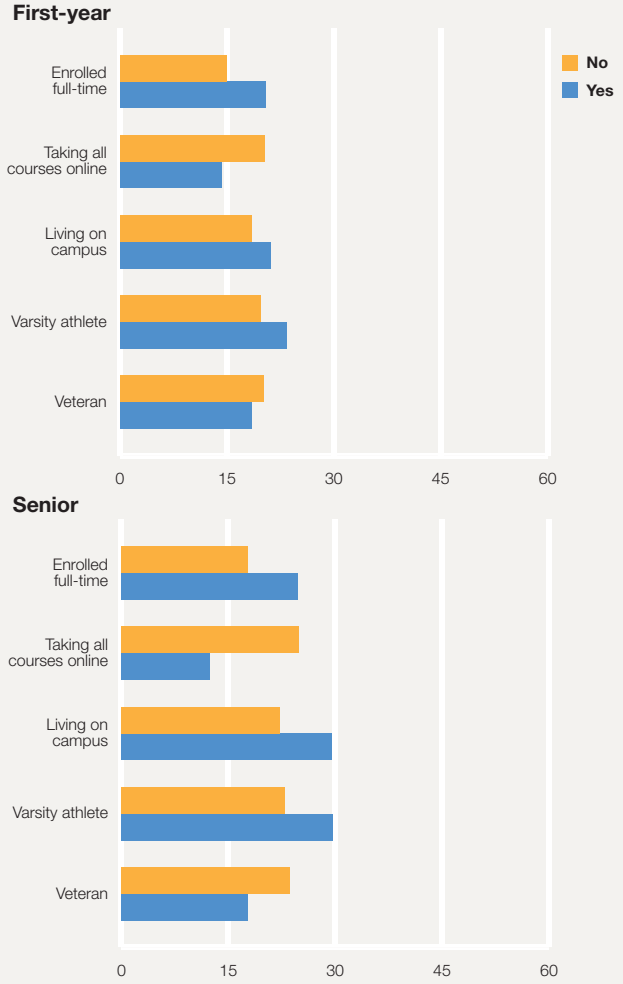
SELECTED RESULTS: EXPERIENCES WITH FACULTY

Student-Faculty Interaction

Meaningful interactions with faculty impact a student's college experience in a multitude of ways (see discussion in Kuh & Hu, 2001) and can have a positive influence on cognitive growth, development, and retention (Pascarella & Terenzini, 2005). NSSE's Student-Faculty Interaction engagement indicator is based on responses to four questions—how often students discussed their academic performance, career plans, and course topics with faculty members, and how often they worked with faculty on committees or activities other than coursework.

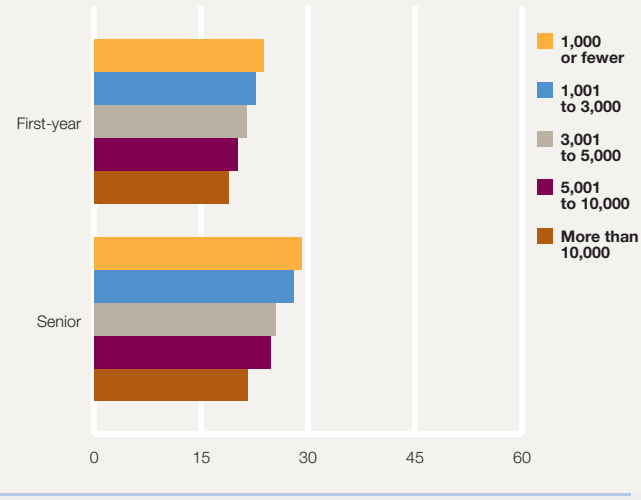
Results by selected student characteristics were consistent with past NSSE findings (Figure 11). For example, for both first-year students and seniors, full-time students and athletes interacted with faculty at higher rates than their counterparts, while students taking all of their courses online had fewer interactions with faculty. Seniors living on campus were much more likely to have meaningful interactions with faculty, but senior veterans, on the other hand, were less likely.

Figure 11: Student-Faculty Interaction by Selected Student Characteristics



In addition, students attending smaller institutions were more likely to interact with faculty (Figure 12). For example, 33% of first-year students and 46% of seniors at the smallest institutions (those with total enrollments below 1,000) discussed course topics, ideas, or concepts "Very often" or "Often" with faculty members, compared with 22% and 28% of their counterparts at the largest institutions (with total enrollments larger than 10,000).

Figure 12: Student-Faculty Interaction by Enrollment Size



Note: Enrollment size is total number of undergraduates.

Effective Teaching Practices

Faculty who teach their courses with clarity and organization, and provide prompt and formative feedback have a positive impact on the learning and development of their students. In 2008, the Wabash National Study of Liberal Arts Education (WNSLAE) found that students' perceptions of various effective teaching practices were positively associated with critical thinking, psychological well-being, leadership, openness to diversity, and academic motivation (Blaich & Wise, 2008).

In light of these findings, NSSE adapted a set of the WNSLAE items for a new engagement indicator—Effective Teaching Practices—which asks students for their perceptions of the teaching they received. The questions ask if instructors taught with clarity and organization, if they used examples to explain difficult points, and if they emphasized formative feedback as well as prompt and detailed feedback on tests or completed assignments.

Results showed that student perceptions varied somewhat by discipline (Figure 13). Seniors majoring in arts and humanities and social service professions experienced the highest levels of effective teaching practices, while those in STEM fields—especially engineering—experienced the lowest levels. To illustrate, 85% of seniors in arts and humanities said their instructors clearly explained course goals and requirements, compared with 77% of engineering students. Additionally, more seniors in arts and humanities (72%) than engineering (61%) said their instructors emphasized prompt and detailed feedback on tests or completed assignments "Very much" or "Quite a bit."

SELECTED RESULTS: EXPERIENCES WITH FACULTY (CONTINUED)

Differences in approaches to teaching were also evident by institution type (Figure 14). For example, students attending baccalaureate liberal arts colleges were on average more likely to experience effective teaching practices than their peers enrolled at research universities. Given the results in Figure 13, we wondered if the greater concentration of STEM majors at research universities might explain such differences. Analyses showed, however, that only a very small proportion of the differences between the baccalaureate colleges and research universities can be explained by the composition of majors.

Figure 13: Effective Teaching Practices Results for Seniors by Related-Major Categories

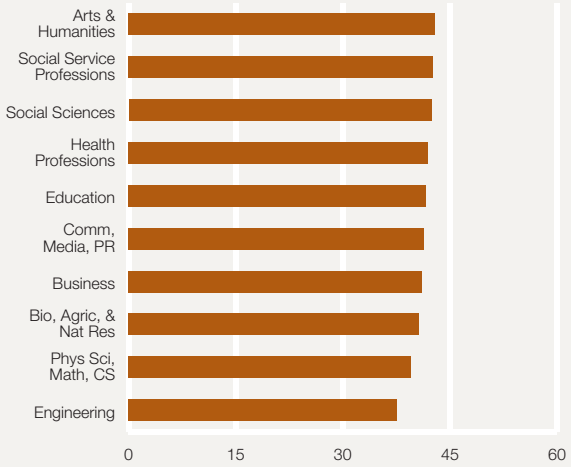
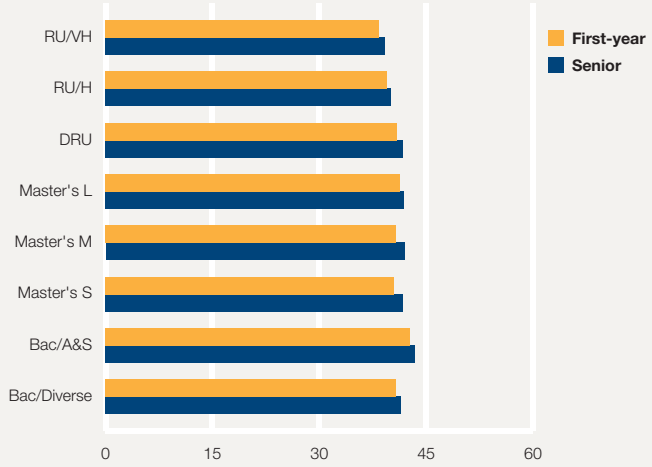


Figure 14: Average Effective Teaching Practices Scores by Carnegie Classification




CANISIUS COLLEGE

SELECTED RESULTS: CAMPUS ENVIRONMENT

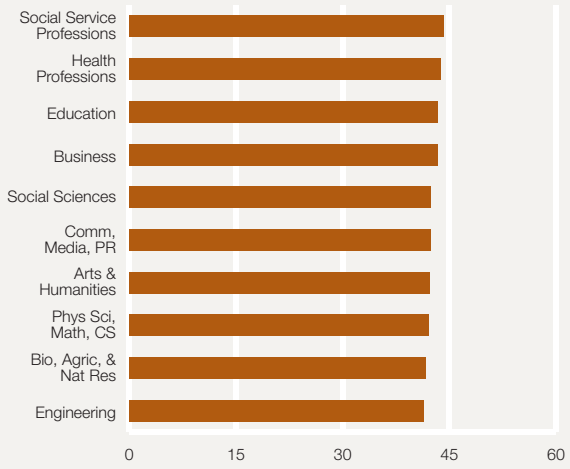
Quality of Interactions

Students interact with an assortment of individuals on campus who contribute to their learning and development both during and after college (Pascarella & Terenzini, 2005). In addition to seeing faculty in the classroom and other students in day-to-day social situations, interactions with academic advisors, student services staff, and other administrators all may have a positive influence on outcomes.

This engagement indicator includes five questions that ask students to rate the quality of their interactions with various members of the learning environment on a seven-point scale from "Poor" to "Excellent" (a "Not Applicable" option was also available). Results from NSSE 2013 indicate that while students overall were pleased with their campus interactions, there were differences by student subpopulation as well as by institutional type.

For example, quality of interactions varied somewhat by major field category. Seniors majoring in the social service professions perceived the highest quality interactions, while those in engineering and biological sciences, agriculture, and natural resource fields perceived the lowest (Figure 15). The quality of interactions also varied across different types of institutions. Both first-year students and seniors had higher quality interactions at private institutions and those with smaller enrollments.

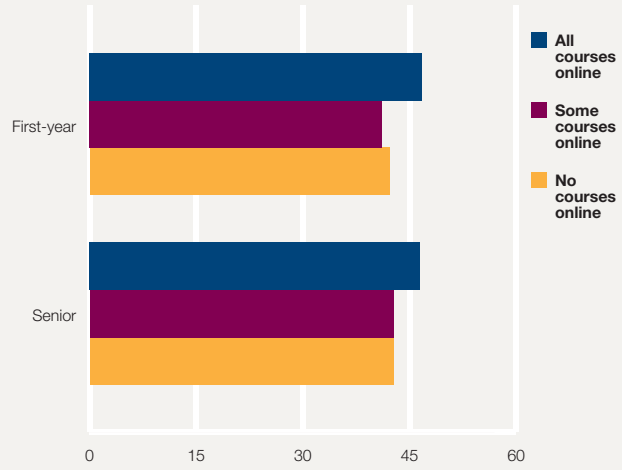
Figure 15: Quality of Interactions by Related-Major Category for Seniors



Online institutions may find encouraging results in NSSE 2013; both first-year students and seniors who were taking all of their courses online rated the quality of their interactions higher than those of their campus-based counterparts (Figure 16).

Finally, finding no sizeable differences between certain groups of students may be considered promising. For example, students who identified their sexual orientation as gay, lesbian, or bisexual were no different from their peers in how they rated the quality of their campus interactions. Likewise, there were no appreciable differences by race or ethnicity that were consistent for first-year students and seniors. We also found similar

Figure 16: Quality of Interactions by Participation in Online Courses



results overall for students with disabilities. The few significant differences between students with a disability (i.e., sensory impairment, mobility impairment, learning disability, mental health disorder, or other disability) and those without were inconsistent and trivial in magnitude. Overall, these results may be encouraging for institutions that have taken care to promote inclusive environments on their campuses.

Supportive Environment

A commitment to student success means supporting students in multiple ways across cognitive, social, and physical domains, with this support leading to increased student performance and satisfaction (Pascarella & Terenzini, 2005). In addition to high quality classroom instruction, institutions should strive to provide an atmosphere that encourages student growth in multiple areas with sufficient resources and engagement opportunities.

This engagement indicator assesses student perceptions of how much their institution emphasized various programs and activities that support student learning and persistence. The eight items that make up this scale ask students about academic support programs, encouragement of diverse interactions, and provision of social opportunities, campus activities, health and wellness, and support for non-academic responsibilities. Results from NSSE 2013 suggest that most students find their campus environment to be supportive, although there were differences between certain types of students that merit consideration.

Differences by student characteristics were most evident when comparing the perceptions of traditional and nontraditional college students. For example, first-year students who transferred from another institution found the campus environment less supportive, as did first-year students enrolled part-time. Older students also rated the campus environment less favorably (Figure 17). Not only were older students in different life stages than many of their younger counterparts, but they were also more likely to struggle with balancing outside responsibilities and had less time for social or extracurricular activities. Likewise, students who were military veterans also had significantly less

SELECTED RESULTS: CAMPUS ENVIRONMENT (CONTINUED)

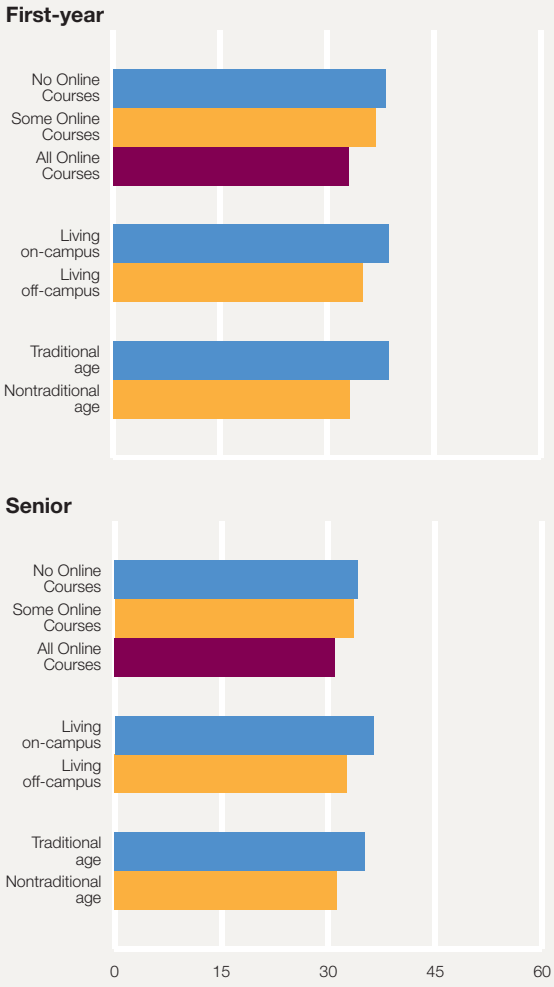
favorable perceptions of the campus environment, perhaps because they were more likely to be older as well.

Perceptions of institutional support can relate to one's physical environment as well, and the experiences of nontraditional students also seemed to influence these perceptions. Students living off-campus and those taking all of their courses online found the campus environment to be less supportive. This pattern was true for both first-year students as well as seniors (Figure 17).

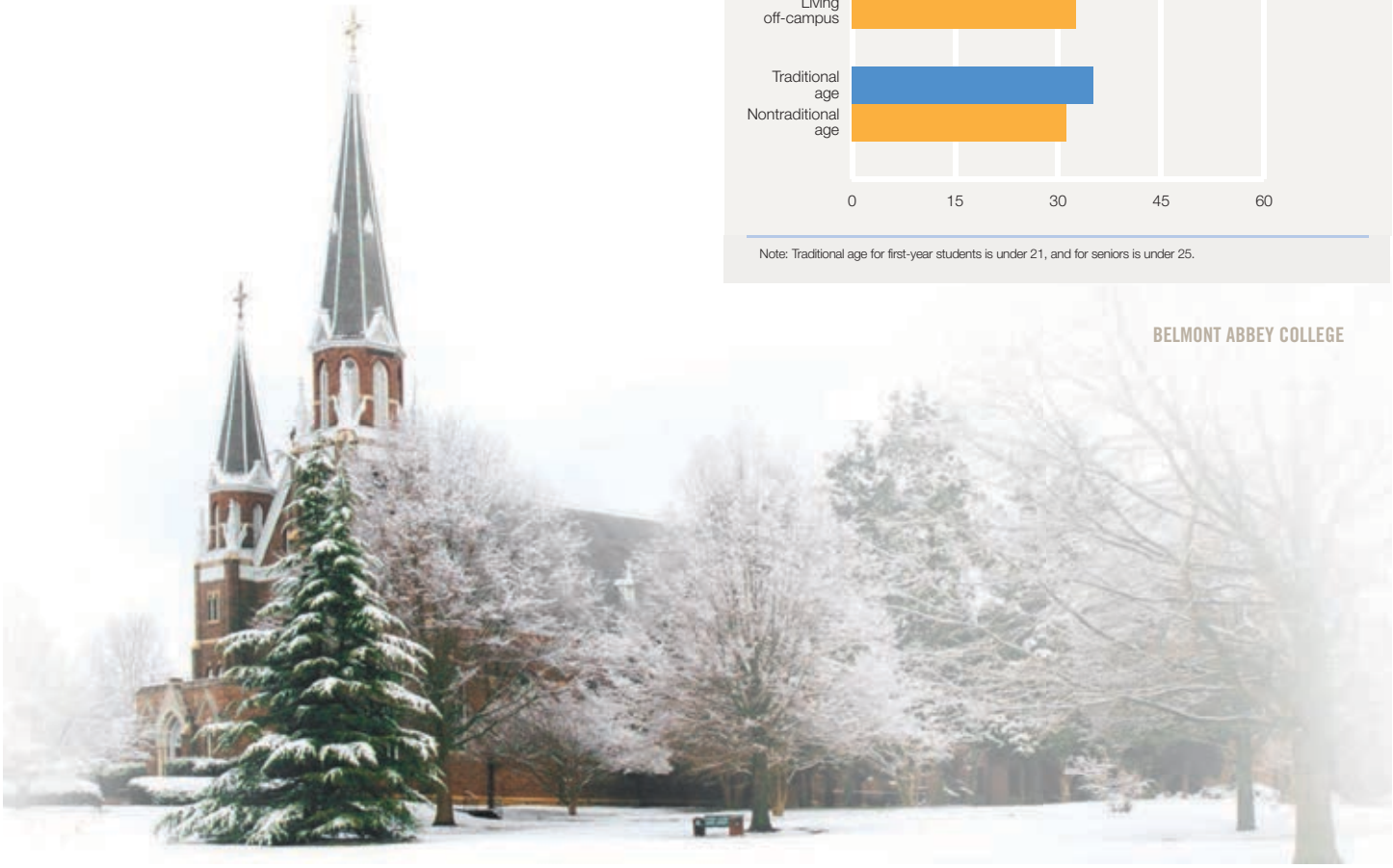
> *"My professors have been extremely helpful in furthering my career. They truly desire to develop relationships with their students and help them in their professional endeavors."*
>
> —SENIOR, MANAGEMENT, FRANKLIN PIERCE UNIVERSITY

Though many of the services, events, and activities offered by institutions appeared to be beneficial for students having a traditional college experience, they may have been less effective for part-time students, transfer students, older students, military veterans, online learners, and off-campus students. Still, there were favorable patterns related to engagement in some extracurricular activities. For example, Greek-affiliated students in fraternities and sororities and student athletes found the campus environment more supportive than unaffiliated students. It may be that the social camaraderie that comes from these activities has a positive influence on overall perceptions of the campus environment.

Figure 17: Supportive Environment Score Comparisons by Online Courses, Living Situation, and Age



Note: Traditional age for first-year students is under 21, and for seniors is under 25.



BELMONT ABBEY COLLEGE

SELECTED RESULTS: HIGH-IMPACT PRACTICES

High-Impact Practices

Table 7 displays how prevalent high-impact practices were in 2013, and offers insight into the extent to which high-impact practice (HIP) engagement varied within student populations. For example, while women participated more in learning communities and service-learning, men were a bit more likely to do research with faculty. Seniors majoring in education, health professions, and social service professions were more likely to take courses that included a service-learning component; and arts and humanities, communications, and engineering majors were more often asked to do a culminating senior experience. What's more, students who were older, first-generation, enrolled part time, and living off-campus participated in HIPs at lower rates than their counterparts. These practices were also less common among students taking some or all of their courses online, as shown, for example, with participation in internships or field experiences (Figure 18).

NSSE founding director George Kuh recommended that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and the second in the context of the major (Kuh, 2008). Nearly three in five first-year students and four in five seniors met this goal (Figure 19).

More importantly, participation in HIPs was associated with desirable learning gains and overall educational satisfaction. First-year students who participated in at least one HIP and seniors who participated in at least two reported greater gains in their knowledge, skills, and personal development, were more satisfied with their entire educational experience, and were more likely to return to the same institution if they were to start over again. Participation in high-impact practices was also positively associated with other key forms of engagement. For example, first-year students who participated in learning communities, service-learning experiences, or research with faculty members were generally more engaged in NSSE's ten key indicators than their non-participating peers (Table 6).



Figure 18: Senior Participation in Internships by Distance Education Status

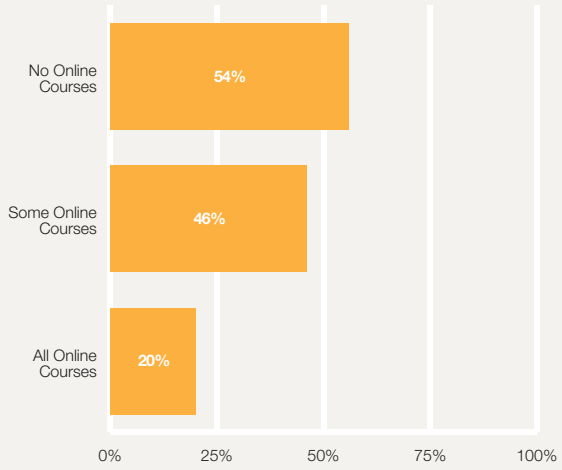
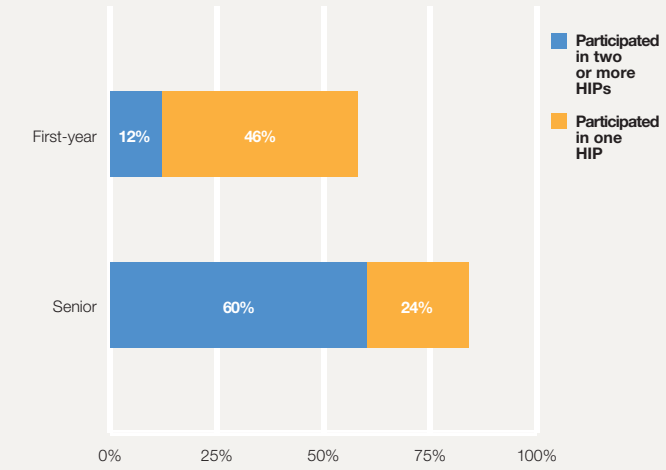


Figure 19: Participation in High-Impact Practices



Note: Both figures include participation in learning communities, service-learning, and research with faculty. The figure for seniors also includes participation in internships or field experiences, study abroad, and culminating senior experiences.

Table 6: Effect of Participation in High-Impact Practices in the First Year

Engagement Indicator	Learning Community	Service-Learning	Research with Faculty
Higher-Order Learning	+	+	++
Reflective & Integrative Learning	++	+	++
Quantitative Reasoning	+	+	+++
Learning Strategies	+	+	++
Collaborative Learning	++	++	+++
Discussions with Diverse Others	++	+	++
Student-Faculty Interaction	++	++	+++
Effective Teaching Practices	+	+	+
Quantitative Reasoning	+	+	+
Supportive Environment	++	+	++

Note: Symbols represent Cohen's d effect size (ES) of the difference on each Engagement Indicator between participants and non-participants according to the following key: + ES > .1, ++ ES > .3, +++ ES > .5. All differences were positive for participants.

SELECTED RESULTS: HIGH-IMPACT PRACTICES (CONTINUED)

Because of their positive effects on student learning and retention, special undergraduate opportunities such as learning communities, service-learning, research with a faculty member, study abroad, internships, and culminating senior experiences are called high-impact practices (Kuh, 2008). High-impact practices share several traits: they demand considerable time and effort, provide learning opportunities outside of the classroom, require meaningful interactions with faculty and students, encourage interaction with diverse others, and provide frequent and meaningful feedback. Participation in these practices can be life-changing.

Table 7: Percentage of Students Who Participated[a] in High-Impact Practices by Institution and Student Characteristics

		First-Year			Senior					
		Learning Community	Service-Learning	Research with Faculty	Learning Community	Service-Learning	Research with Faculty	Internship/ Field Exp.	Study Abroad	Culminating Experience
Institutional Characteristics										
2010 Basic Carnegie Classification	Research Universities (very high research activity)	21	46	6	26	52	28	53	16	45
	Research Universities (high research activity)	18	49	5	24	58	24	50	14	43
	Doctoral/Research Universities	16	57	5	21	59	15	36	8	37
	Master's Colleges and Universities (larger programs)	13	53	5	23	62	19	45	10	42
	Master's Colleges and Universities (medium programs)	13	55	5	24	65	23	46	12	46
	Master's Colleges and Universities (smaller programs)	14	56	5	29	70	28	56	14	56
	Baccalaureate Colleges—Arts & Sciences	12	52	6	30	68	44	66	39	74
	Baccalaureate Colleges—Diverse Fields	11	58	6	24	67	24	50	9	50
Control	Public	16	50	5	24	59	23	48	11	43
	Private	13	56	5	23	63	23	47	16	48
Student Characteristics										
Gender[b]	Female	16	52	5	26	64	22	49	14	44
	Male	14	52	6	21	55	24	46	11	45
Race/ethnicity or international[b]	American Indian or Alaska Native	11	52	5	23	61	21	40	8	42
	Asian	14	56	6	25	65	25	46	12	42
	Black or African American	16	54	7	25	65	17	40	8	38
	Hispanic or Latino	16	57	5	24	62	19	41	10	36
	Native Hawaiian/Other Pacific Islander	12	67	6	32	68	18	42	9	43
	White	15	50	5	24	59	24	51	13	47
	Other	15	55	7	21	63	14	37	9	28
	Foreign or nonresident alien	13	68	10	25	75	27	40	24	45
	Two or more races/ethnicities	16	49	6	25	61	25	47	13	43
Age	Traditional (First-Year < 21, Senior < 25):	16	53	5	29	65	30	59	18	54
	Nontraditional (First-Year 21+, Senior 25+)	8	44	5	15	54	13	31	4	32
First-generation[c]	Not first-generation	16	51	5	26	60	28	54	18	50
	First-generation	13	53	5	21	60	18	41	8	39
Enrollment status[b]	Part-time	7	41	4	14	52	13	32	5	31
	Full-time	16	53	5	26	62	26	52	15	48
Residence	Living off campus	11	50	5	22	60	21	45	11	42
	Living on campus	18	53	5	34	65	36	63	25	60
Major category[d]	Arts & humanities	15	49	4	22	55	27	42	24	57
	Biological sciences, agriculture, natural resources	17	50	7	25	54	45	53	16	45
	Physical sciences, math, computer science	14	46	7	20	42	39	45	11	45
	Social sciences	15	50	5	20	60	30	45	17	46
	Business	14	52	5	19	53	12	38	12	41
	Communications, media, public relations	15	53	5	26	67	22	64	19	58
	Education	15	61	5	35	82	15	67	10	47
	Engineering	19	45	6	28	44	30	58	10	55
	Health professions	15	56	4	29	76	18	50	8	35
	Social service professions	12	57	5	24	69	15	46	6	39
	Undecided/undeclared	12	52	4	17	63	16	30	12	25
Overall		15	52	5	24	60	23	48	13	45

Note: Percentages are weighted by gender, enrollment, and institution size.

a. Percentage of students who responded "Done or in progress" for all HIPs except service-learning, for which they reported at least "Some" of their courses included a community-based project.

b. Gender, enrollment status, and race/ethnicity are institution-reported variables.

c. Neither parent holds a bachelor's degree.

d. These are NSSE's default related-major categories, based on students' first reported majors. Excludes majors categorized as "all other."

SELECTED RESULTS: TOPICAL MODULES

Topical Modules: Academic Advising and Learning with Technology

NSSE's new topical modules provide institutions the opportunity to append short sets of questions to the core survey. In 2013, institutions were able to append topical modules on designated topics such as academic advising, civic engagement, development of transferable skills, experiences with diverse perspectives, learning with technology, and experiences with writing. Additional modules on experiences with information literacy and global perspectives will be included in 2014. More information is on the NSSE Web site.
nsse.iub.edu/html/modules.cfm

Academic Advising

Academic advising promotes student persistence and success by helping students to transition into the campus community, facilitating educational decision-making, and guiding students to programs and events promoting engagement. This topical module examines the student experience with academic advising, including frequency of use, accessibility, information provided, and primary sources of advice. In 2013, 224 U.S. institutions elected to administer the academic advising module, and approximately 113,000 first-year and senior students responded.

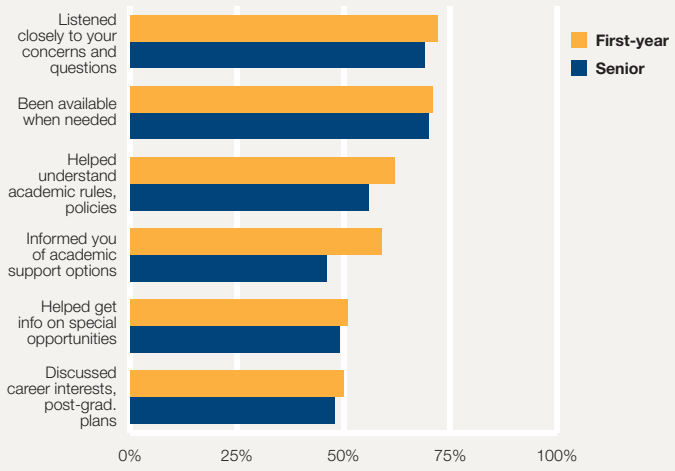
> *"NSSE is used more widely today than ever as an effective way to assess what both institutions and students themselves do to foster student success."*
>
> —BELLE S. WHEELAN, PRESIDENT, SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS COMMISSION ON COLLEGES

On average, students had discussions with an academic advisor once or twice during the school year. Yet, about one in ten students *never* met with an academic advisor. Given such limited contact, it is not surprising that only 40% of students identified an academic advisor as their primary source of advice regarding academic plans. About a third of first-year students and 18 percent of seniors identified friends or family as the primary source of academic advice, and another 18 percent of seniors identified faculty members who were not formally assigned as an advisor. This reliance on sources other than academic advisors for academic planning is concerning given the importance advising plays in student learning and success.

Most students believed that their academic advisors were attentive to their questions and concerns and available when needed (Figure 20). However, substantial numbers of students said their advisors provided little to no information on academic support options, academic rules and policies, and special opportunities like high impact practices. Only about half of students said that their advisors substantially discussed their career interests or plans after college. Consequently, many students may not be aware of educationally beneficial programs and/or struggle to choose a major. However, students who had discussions with their advisors at least three times during the year were about 20 to 30 percentage points more likely to state that their advisor substantially provided information on academic support, courses, and special opportunities.

Seniors who completed a culminating experience (e.g., capstone course, thesis, portfolio) and/or worked with a faculty member on a research project were more likely to identify a faculty or staff member as the primary source of their academic advice than peers who did not participate in these experiences (Table 8). This finding suggests that a potential benefit of educational experiences like undergraduate research or capstone projects, which facilitate meaningful, substantive interactions between students and faculty, is that faculty become mentors and significant sources of academic advice for students.

Figure 20: Student Perceptions of Academic Advisor Activities



Note: Students were asked, "During the current school year, to what extent have your academic advisors done the following?" Values are percentages who responded "Very much" or "Quite a bit" (excluding "Not applicable").

Table 8: Primary Source of Academic Advice for Seniors by Participation in a Culminating Experience and Research with Faculty

	Participated in neither	Participated in a culminating experience	Participated in research with faculty	Participated in both
Academic advisor	45	40	41	41
Faculty or staff not formally assigned as an advisor	13	20	27	30
Online system, website, catalog, etc.	12	10	9	7
Friends or family	18	20	15	14
Other	4	4	4	4
I did not seek academic advice this year	8	6	4	4

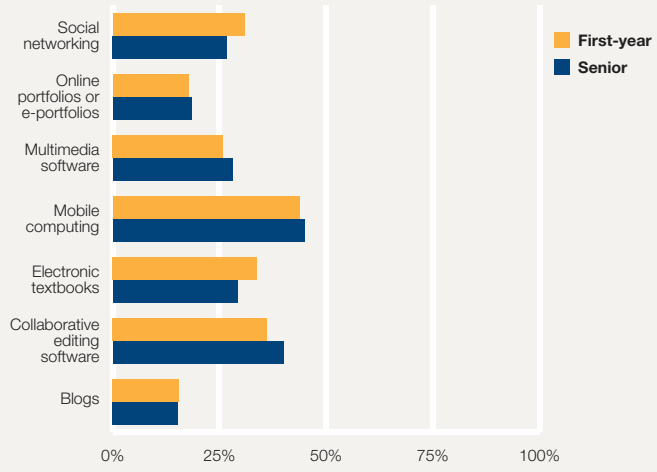
Note: Students were asked, "During the current school year, which of the following has been your primary source of advice regarding your academic plans?" Values are percentages.

Learning with Technology

The Learning with Technology module, developed in partnership with EDUCAUSE and administered to both students and faculty, lends insight into the technologies commonly used in coursework and the influence of the use of technology on student learning. Results below were from more than 40,000 students at 83 institutions and more than 3,000 faculty members at 21 institutions.

SELECTED RESULTS: TOPICAL MODULES (CONTINUED)

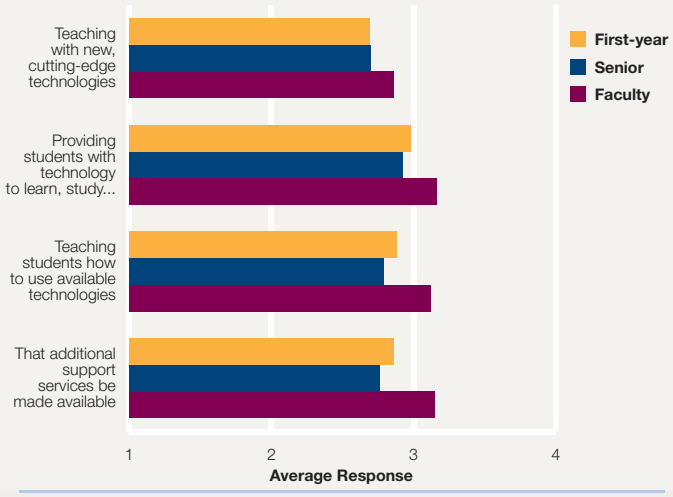
Figure 21: Frequency of Technology Use in Coursework



Note: Students were asked, "During the current school year, about how often have you used the following technologies in your coursework?" Values represented are the percentages who responded "Very often" or "Often" to each item.

Technology has become interwoven into the college experience. For example, nearly all students (96%) used some form of technology in their courses during the school year with the most frequent being mobile devices (smartphones, tablets, etc.), collaborative editing software (Wikis, Google Docs, etc.), and electronic textbooks (Figure 21). Yet, technology use varied between first-year students and seniors. For example, first-year students were more likely to use social networking (Facebook, Twitter, etc.) and electronic textbooks, while seniors were more likely to use collaborative editing software.

Figure 22: Student and Faculty Perceptions of Technology Emphasis and Importance



Note: Students were asked how much their institution emphasized aspects of technology on a scale from 1=Very little to 4=Very much. Faculty were asked how important these aspects of technology are on a scale from 1=Not important to 4=Very important.

According to faculty, the most important aspects were providing students with technology to facilitate learning and to complete coursework, and providing support services to help students use the technology (Figure 22). About two in three faculty members (70%) also said that providing support services to help faculty use technology was important to them.

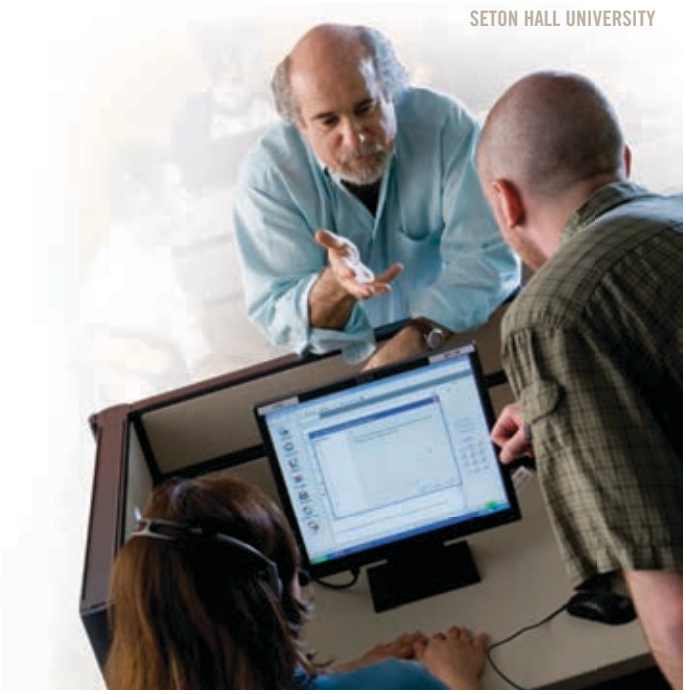
Table 9: Relationship between Technology and Academic Challenge for First-Year Students

	Academic Challenge Engagement Indicators			
	Higher-Order Learning	Reflective & Integrative Learning	Quantitative Reasoning	Learning Strategies
Learning with technology	+++	+++	++	+++
Extent to which technology distracted from completing coursework	–			– –
Extent to which courses improved understanding and use of technology	++	+	++	++

Note: Learning with technology was defined as the extent to which technology contributed to: (a) understanding of course materials and ideas, (b) learning, studying, or completing coursework (either individually or with other students), and (c) demonstrating understanding of course content. Controls included gender, enrollment, race or ethnicity, age, first-generation, self-reported grades, transfer, living on campus, related-major category, working, international, distance education, Carnegie type, and institutional control.

Key: + p<.001, ++ p<.001 and standardized B>.1, +++ p<.001 and standardized B>.2, - p<.001, - - p<.001 and standardized B<-.1, - - - p<.001 and standardized B<-.2. Cells were left blank if the findings were not significant at p<.001.

Further analysis showed that use of technology was positively related to student engagement. Both learning with technology and courses that improved the understanding and use of technology had a positive association with all four academic challenge engagement indicators for first-year students, including Higher-Order Learning, Reflective & Integrative Learning, and Learning Strategies (Table 9). Courses that improved the understanding and use of technology had a modest positive influence on Higher-Order Learning and Quantitative Reasoning. Essentially the same associations were found among seniors.


SETON HALL UNIVERSITY

FSSE: SELECTED RESULTS

Looking Within FSSE Results

Variation in the use of effective educational practices among different fields of study is both a lasting feature of the academy and an impediment to improving undergraduate education. Student experiences, faculty values, and pedagogical practices all vary by academic discipline. The differences in these areas were highlighted several times in previous *Annual Results* as well as FSSE Topical Findings, which can be found on the FSSE Web site. We return to documenting disciplinary variation in faculty practices again this year in light of the updates to the 2013 FSSE instrument.

This year, an updated version of FSSE was launched to complement the updated version of NSSE. Sets of new, continuing, and updated items were grouped within nine scales (Table 10). These scales are organized within four themes that parallel engagement themes on NSSE.

Using data from FSSE 2013, variations among ten disciplinary areas were evident in all of the FSSE scales. Results for each can be found in the Topical Findings section of the FSSE Web site. For example, faculty varied considerably by disciplinary area on the Reflective & Integrative Learning scale (Figure 23). On average, faculty members in social service professions, education, and communications fields found it most important that the typical student in their courses engage in forms of reflective and integrative learning. While faculty in physical sciences, mathematics, and computer science; engineering; and biological sciences, agriculture, and natural resources still believed it was important for students to engage in these activities, the value was lower when compared to other fields. Interestingly, the range of variation *within* a disciplinary area also differed by our disciplinary groupings. For the importance of reflective and integrative learning, faculty members in physical sciences, mathematics, and computer science showed the greatest variability of opinions, followed by faculty members in the biological sciences, agriculture, and natural resources and engineering. In contrast, faculty in the social service professions had more agreement on the importance of these activities.

Table 10: FSSE 2013 Scales

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

Note: For detailed information about the scales and their component items, see the FSSE Web site.

Academic Advising

New to FSSE for the 2013 administration were Topical Modules, short sets of questions on a topic related to current issues in higher education and student engagement. One module examined the quality of academic advising at an institution and the extent to which advisors assisted students in their academic progress.

Using responses from the 2013 Academic Advising module, we examined the advising roles of nearly 3,000 faculty members from 47 institutions. A majority of faculty members (53%) said their primary sources of information for understanding students' academic options were institutional Web sites, catalogues, or other published sources. For 28% of faculty, their primary sources were faculty colleagues. Smaller proportions of faculty relied on other advising staff (8%) or student advising centers or training (6%).

Two thirds (65%) of faculty members discussed academic issues with their advisees two or three times a year. Ten percent of faculty had such conversations only once per academic year, while 9% did so six times or more per academic year. Larger proportions of faculty in arts and humanities (56%), social service professions (51%), and education (51%) discussed academic interests, course selections, or academic performance with their advisees at least three times per year compared to faculty in engineering (42%), social sciences (41%), and business (30%) (Figure 24).

End-of-Course Evaluations

To explore student and faculty perceptions of end-of-course evaluations, NSSE and FSSE appended a series of questions to their respective questionnaires. Approximately 3,300 first-year students, 5,600 seniors, and 2,600 faculty from 30 institutions responded to these items.

Two thirds of faculty (63%) reported that they were satisfied with the formal end-of-course evaluations provided to students, and one third of faculty (33%) was able to customize these evaluations. Of the respondents who had the ability to customize formal end-of-course evaluations, over half (55%) reported they did so "Very little." Two thirds

Faculty Survey of Student Engagement (FSSE)

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

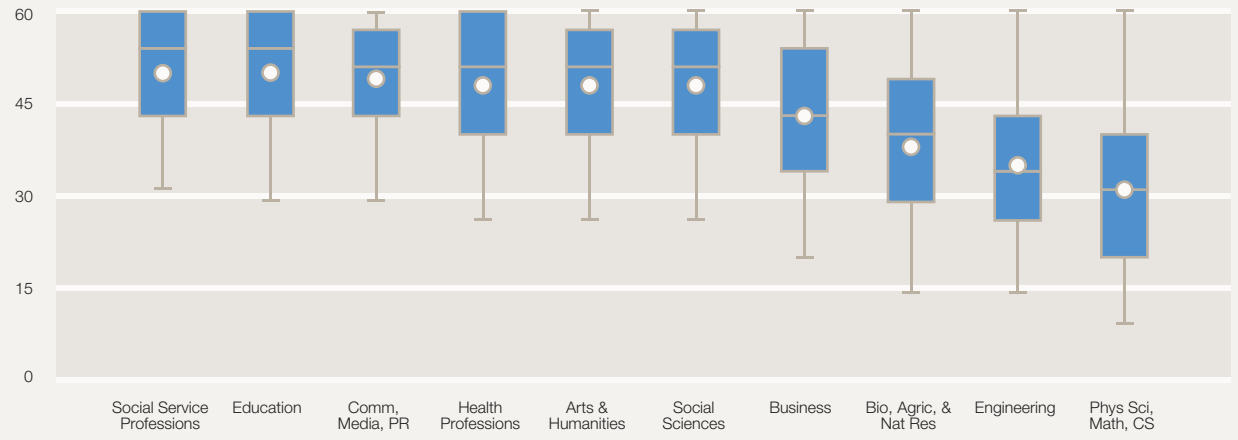
FSSE 2013 Facts

- The average institutional response rate was 49%.
- 18,133 faculty members responded from 146 institutions.
- 144 (99%) FSSE institutions also administered NSSE to their students in 2013.
- Since 2003, 214,214 faculty from 746 different institutions have responded to FSSE.

Find out more about FSSE online: **fsse.iub.edu**

FSSE: SELECTED RESULTS (CONTINUED)

Figure 23: Variation in Reflective & Integrative Learning by Disciplinary Area

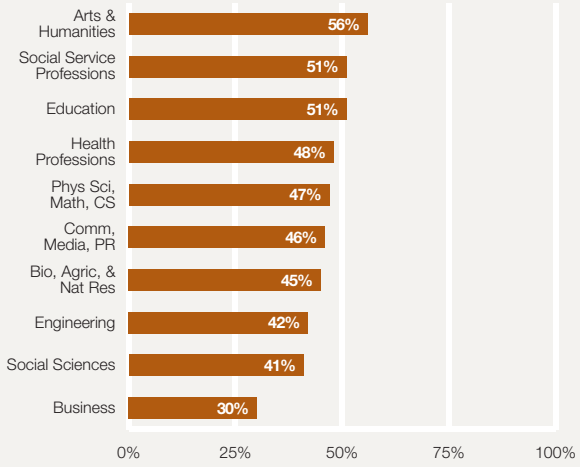


Note: For interpretation of the box-and-whiskers format, see page 35.

of students (68% first-year, 66% senior) believed that end-of-course evaluations substantially ("Very much" or "Quite a bit") allowed them to give feedback that matters most to them about a course.

Faculty at lower ranks more often used the results of course evaluations to improve their courses and their teaching. A little over half of professors and associate professors (54%) substantially used course evaluation results to improve their courses compared with two thirds of assistant professors and full- or part-time lecturers (68%, 66%, and 65%, respectively). This difference in use of results was even larger when results were used to improve teaching. A greater proportion of full-time (73%) and part-time lecturers (70%) used results to improve teaching than their higher ranked, tenure-track colleagues (55% for full and associate professors, 67% for assistant professors).

Figure 24: Frequency of Academic Advising by Disciplinary Area

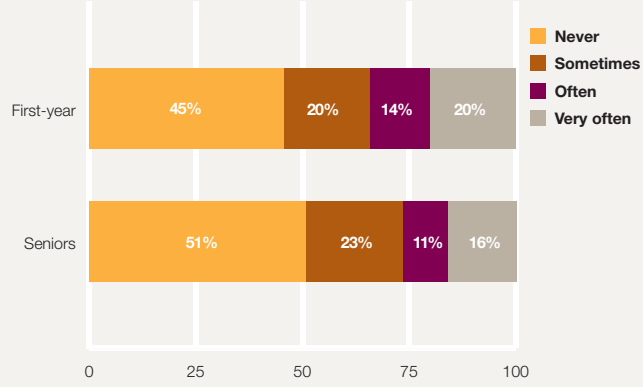


Note: Percentages represent faculty who discussed academic interests, course selections, or academic performance with advisees at least three times during the current school year.

Despite the prevalence and availability of external evaluation sources such as ratemyprofessors.com, students were less likely to submit evaluations to these sources than the end-of-course evaluations provided by their institutions. About nine in ten students submitted the end-of-course evaluations provided by their institutions (88% first-year, 94% senior), but only about one third of first-year students and one quarter of seniors submitted ratings to external sources.

However, about half of students *used* results from external sources when choosing their courses, and one in three first-year students and one in four seniors frequently did so (Figure 25). By contrast, only about one third of first-year students and one in five seniors used results from institution-provided end-of-course evaluations. The lower usage of institution-provided results likely reflected limited availability. Of students who never used results of the evaluations provided by their institution, 62% of first-years and 77% of seniors indicated that these results were not available.

Figure 25: Use of External Evaluation Sources When Choosing Courses



Note: Based on students' responses to the question: "When choosing courses, how often do you use results from **other course evaluation sources** (ratemyprofessors.com, professorperformance.com, myedu.com, etc.)?" Values shown do not sum to 100% due to rounding. Values shown do not sum to 100% due to rounding.

BCSSE: SELECTED RESULTS

First-Year Student Intentions to Major in STEM Fields

According to the President's Council of Advisors on Science and Technology (2012), we must graduate one million more students in a STEM field (science, technology, engineering, or mathematics) than we currently graduate. Every fall, thousands of entering first-year college students enroll with the expectation that they will major in a STEM field. However, the reality is that many of these students do not persist to graduation in a STEM field (AAAS, 2001; Brown et al, 2009). Though it is common for students to change majors often during the undergraduate years, it is disheartening when academically qualified students choose not to persist in their STEM majors.

Using longitudinal data from the 2012 administration of the Beginning College Survey of Student Engagement (BCSSE) and the 2013 National Survey of Student Engagement (NSSE), the results below focus on three groups of students: (a) those who continued their interest in STEM through their first year ("Continuers"), (b) those who initially but no longer expressed intention to major in STEM ("Leavers"), and (c) those who initially did not intend to major in a STEM field, but expressed intent by the end of the first year ("Joiners").

Beginning College Survey of Student Engagement (BCSSE)

The Beginning College Survey of Student Engagement (BCSSE, pronounced "bessie") measures entering first-year students' high school academic and co-curricular experiences as well as their expectations for participating in educationally purposeful activities during the first year of college. BCSSE administration takes place prior to the start of fall classes, so responses can be paired with NSSE in the spring. BCSSE results can aid the design of orientation programs, student service initiatives, and other programmatic efforts aimed at improving the learning experiences of first-year students. Since its launch in 2007, more than 430,000 first-year students at 373 higher education institutions across the US and Canada have completed the BCSSE survey.

BCSSE 2012–NSSE 2013 Facts

- More than 78,000 first-year students enrolled at 119 institutions participated in BCSSE in the summer and fall of 2012.
- Of these 119 institutions, 77 also participated in NSSE 2013 and received the *BCSSE–NSSE Combined Report*.
- Of the BCSSE–NSSE participants, 43% were public institutions, and approximately 47% were bachelor's-granting colleges, 35% master's level, and 19% doctorate-granting.

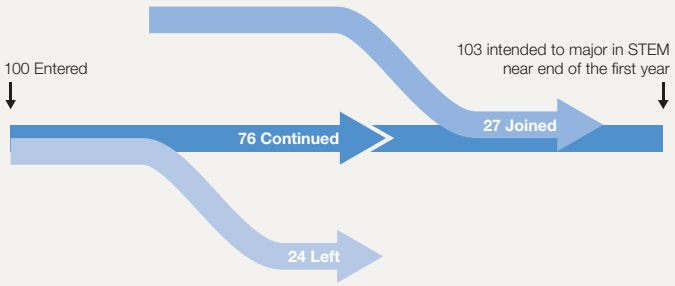
The Updated BCSSE

BCSSE was updated in 2013 to align with the updated version of NSSE. The new version maintains BCSSE's focus on gathering information from entering first-year students regarding their high school experiences and their expectations for engagement during their first year in college. It also includes new items to increase alignment with NSSE, improved clarity and applicability of survey language, refinements of existing measures, and new First-Year Engagement Indicators.

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

Figure 26: STEM Majors from Beginning to End of First Year

For every 100 entering first-year students who intended to major in STEM: 24 Left, 76 Continued. In addition, 27 Joined.



STEM Joiners and Leavers by Student Characteristics

Data for this analysis included almost 10,000 entering, first-year students enrolled at 71 U.S. bachelor's-granting institutions (38% baccalaureate, 42% masters, and 20% doctoral) who completed both the BCSSE upon entering college and the NSSE toward the end of the first year. According to their BCSSE responses, 25% of these students intended to major in a STEM field, and according to their NSSE responses toward the end of their first year, 26% identified as a STEM major. As seen in Figure 26, for every 100 students who started the first-year intending to major in a STEM field, 24 switched to a non-STEM major by the spring. However, 27 students who originally were not intending to major in STEM, decided to major in STEM by the spring of the first year. Overall, this gives the appearance that there is little attrition from STEM fields within the first year of college although there were significant numbers of Leavers and Joiners.

The details however, suggest something more interesting and nuanced. For instance, of the students who completed calculus in high school, 37% started college intending to major in a STEM field, and by the end of the first year an additional 17% had decided to major in a STEM field – the Joiners (Table 11). Overall, 41% of all students who completed HS calculus were intending to major in STEM by the end of their first year, compared to only 17% of students who did not complete calculus in high school.

Table 11: STEM Intentions by Student Characteristics

				Distribution of those with initial STEM intentions	
	On Entry	End of Year	Joiners	Leavers	Continuers
HS calculus (yes)	37	41	17	17	84
HS calculus (no)	19	17	5	32	68
Male	35	39	15	15	85
Female	21	20	6	31	69
Asian	38	39	15	21	79
Black/African American	26	23	6	26	74
Hispanic	24	21	6	26	74
White	25	26	10	25	75
First-generation	24	21	6	29	71
Not first-generation	26	28	11	21	79
Overall	**25**	**26**	**9**	**24**	**76**

Note: Cells contain percentages.

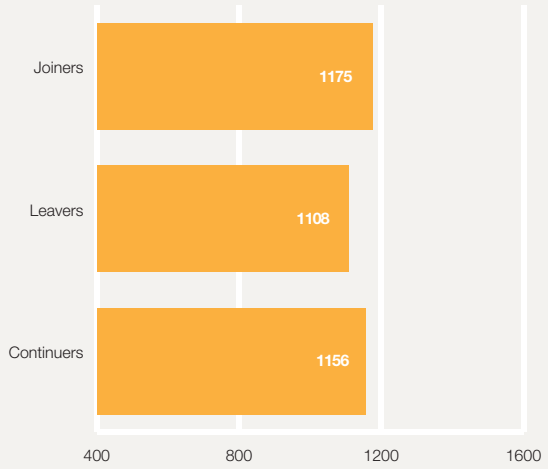
BCSSE: SELECTED RESULTS (CONTINUED)

Looking at other student characteristics, males were disproportionately represented in STEM majors, with the gap widening by the end of the year (Table 11). This gap is explained by the fact that males are almost three times as likely to be a Joiner (15% vs 6%), while females are more than twice as likely to be a Leaver (31% vs 15%).

In terms of race or ethnicity, while Asian and White students maintained their proportion in STEM by the end of the first year, there were small declines for Black/African American and Hispanic students. Finally, the percentage of first-generation students dropped by the end of the year, while the percentage of non-first-generation students increased slightly.

Similarly, the precollege achievement scores (as measured by overall SAT and converted ACT scores) of the Leavers were significantly lower than those of the Joiners and Continuers ($p<.001$) (Figure 27). Thus, one possible explanation for Leavers departing from STEM may be their lack of academic ability. Yet, additional analysis reported below provides additional information about the Leavers beyond academic ability.

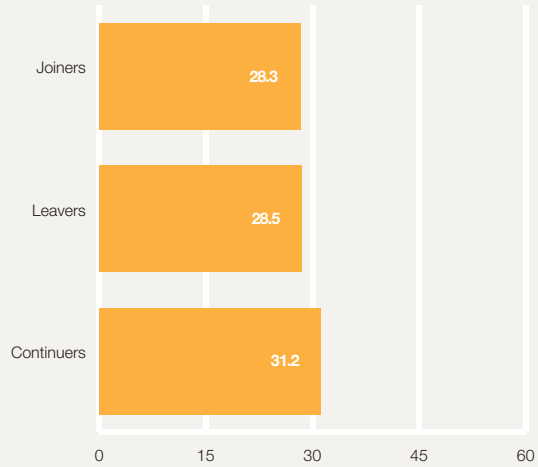
Figure 27: Overall SAT Scores for Joiners, Leavers, and Continuers



Persistence in STEM and Engagement Indicators

These results can also be examined in relation to forms of engagement during the first year. For example, Continuers engaged significantly more in quantitative reasoning compared to Leavers and Joiners (Figure 28) ($p<.05$). In addition, Leavers experienced significantly less supportiveness when asked if the institution emphasized "providing support to help students succeed academically" and "Using learning support services" (Table 12) ($p<.05$). For example, when asked about providing support to help students succeed academically, about four in five female Leavers indicated "Quite a bit" or "Very often" compared to nine in ten female Continuers. Likewise, 73% of male Leavers indicated "Quite a bit" or "Very often" compared to 82% of male Continuers. Collectively these indicate that Continuers were more engaged in quantitative reasoning and more likely to experience support for their academics.

Figure 28: Adjusted Means Scores for Quantitative Reasoning



Note: Control variables used to create adjusted means include: Gender, institutional control, Carnegie Basic Classification, enrollment size, high school calculus, and high school grades.

Overall these results indicate that while the total number of students interested in STEM was about the same from the time they entered college to the end of the first year, the profile of student characteristics of STEM majors at the end of first year was quite different from those at the beginning. The gap in STEM enrollment (the proportional differences in enrollment) clearly widened between females and males, and between first-generation students and their counterparts. Though some attrition is expected in any major, STEM departments in particular should make certain that they are providing the academic support and learning support services needed for academic success for all.

Table 12: Institutional Emphasis on Academic and Learning Support Services

	Providing support to succeed		Learning support services	
	Female	Male	Female	Male
Joiners	88	82	89	76
Leavers	79	73	77	73
Continuers	89	82	88	83

Note: Percentage who indicated "Quite a bit" or "Very much". All Leaver percentages were significantly lower than Continuer percentages using columns proportions test with a Bonferroni adjustment ($p<.05$).

"The things that I'm taught here are easy to apply in other areas or even other academic subjects in my life. For example, I could apply many things I learned in Cultural Anthropology to get a broader understanding of different people and lifestyles"

—FIRST-YEAR STUDENT, EDUCATION MAJOR, UNIVERSITY OF NORTH TEXAS

USING NSSE DATA

Since NSSE's inception, documenting examples of the use of NSSE data has been important. Administering the survey and receiving detailed reports only starts the process to share and interpret results, identify priorities for action, formulate and implement plans for improvement, and then circle back to assess impact. Hundreds of rich examples of institutions putting student engagement results to use have been featured in the "Using NSSE Data" section in past *Annual Results* and described in depth in two volumes of *Lessons from the Field*. These examples highlight proven steps for converting data to action in ways that promote student success. Collectively, they illustrate 1) the value of sharing results widely, 2) the utility of linking NSSE data to other sources, and 3) the potential for using data to address real campus problems and issues. Moreover, these institutional accounts demonstrate how NSSE's diagnostic, actionable information can help catalyze vital, sometimes challenging conversations about the quality of undergraduate education on a campus.

The examples of institutions' use of NSSE data represented in *Annual Results 2013* reflect the growing sophistication of NSSE users to integrate their results with efforts to improve student success and to tighten the links between results and improvements in teaching and learning. The final example provides a retrospective view of using NSSE results over time. The *Looking Ahead* section of this report introduces specific ways the updated NSSE instrument—in particular, its more actionable measures and concise, visually appealing reports—promises to extend and deepen data use.


MINNESOTA STATE UNIVERSITY MOORHEAD

Fostering Student Success System-Wide

Minnesota State Colleges and Universities

Minnesota State Colleges and Universities (MnSCU) system convened member campuses for a two-day working conference to build upon efforts to promote promising practices for student success—practices aligned with the chancellor's priorities to dramatically increase student retention, successful transfer, and completion of degrees. Sessions addressed high-impact practices (learning communities, service-learning, first-year seminars, and undergraduate research) for both state university and two-year college student success. The goal of the conference was to use data, including results from NSSE and the Community College Survey of Student Engagement (CCSSE), to inform the design of such practices, with particular emphasis on first-year experience courses, supplemental instruction, and accelerated developmental education. Each MnSCU campus team—composed of chief academic officers, faculty, student affairs staff, equity officers, deans, and directors of academic support—developed their institution's plan to scale-up promising practices and to set target measures for increasing student success outcomes. As a result of these conversations, best practices in student success are being fostered across MnSCU campuses including: corequisite, accelerated, and modularized models of developmental education; Statways and Quantways efforts (Carnegie Foundation for the Advancement of Teaching curriculum development initiatives to increase student success in mathematics); and expanded supplemental instruction, learning communities, and first-year experience programs. In the next year, MnSCU will launch a faculty-driven process to determine shared learner outcomes for developmental education and, through partnerships with secondary schools and adult basic education programs, will create a series of targeted interventions to cultivate college readiness and foster success.

Assessing and Improving the First-Year Experience

The Catholic University of America

In 2009, The Catholic University of America (CUA), in Washington, D.C., launched a comprehensive assessment plan for their newly implemented First-Year Experience (FYE) program. The FYE program—comprised of numerous components that support student success including a streamlined summer registration process; first-year advising; learning communities; a weekly FYE newsletter; increased tutoring and learning assistance programs; and, at its core, academic and intellectual elements—represented a substantial investment in helping the newest members of the campus community enter into the life of the university and improve student retention. CUA used a range of data to inform the creation and improvement of FYE, including NSSE, the Classroom-Level Survey of Student Engagement (CLASSE), advising surveys, course and instructor evaluations, and institutional retention data. CUA has administered NSSE annually since 2000 and examined results longitudinally to assess improvements in first-year student engagement and, in particular, to assess the impact of implementing learning communities and enhanced first-year courses. CUA's NSSE scores for student-faculty interaction increased significantly over time and in comparison to their Carnegie peers. For

example, results demonstrated improvements in teaching and learning in the first year, including discussing ideas from readings with faculty members outside of class and receiving prompt feedback on academic performance. Similar improvements also occurred for collaborative learning activities such as discussing ideas with peers outside of class and participating in community-based projects. By combining NSSE with other assessment results, including course and instructor evaluations, CUA further revised the curriculum of their introductory writing course, implemented block scheduling of learning communities, and established an FYE reading room. CUA concluded that assessment results supported the incorporation of learning communities, first-year advising, and co-curricular enhancements to the FYE, and also indicated that further attention was needed to the academic core of FYE. CUA plans to invest in expanded faculty development activities and to continue striving to make the educational experience academically rich and personally nurturing to ensure student success.

Reimagining General Education

Kenyon College

Kenyon College, a liberal arts institution in central Ohio, found in NSSE results that overall their students were engaged and highly satisfied with their educational experience. Yet digging deeper into the data on educational gains brought Kenyon new insights regarding students' perceptions of the university's contribution to their acquiring work-related skills and clarifying a personal code of values or ethics. These findings helped make the case for an initiative to reimagine general education on campus. The Working Group on Curricular Essentials at Kenyon was charged to think critically about general education; to convene discussion among faculty, staff, and administrators on the ideal liberal arts education; and to explore ways of delivering that ideal to their students. The Working Group developed guiding principles and compiled a short list of different approaches to general education to continue faculty discussion of these issues at a retreat and to develop recommendations about how best to reimagine general education on campus.

Examining Student and Faculty Perceptions of Higher-Order Learning

Truman State University

For its participation in the Wabash National Study of Liberal Education, Truman State University, a public liberal arts and sciences university in Missouri, established a committee to evaluate frameworks and rubrics associated with the university's commitment to enhancing the following characteristics in its graduates: a) understanding and articulating well-reasoned arguments; b) demonstrating courageous, visionary, and service-oriented leadership; and c) living emotionally and physically healthy lives. The committee looked to Truman's NSSE results on higher- and lower-order learning skills to learn more about their students' experiences. NSSE results revealed, for example, that first-year students and seniors reported a much greater emphasis on the lower-order task of memorization than Truman faculty reported in the Faculty Survey of Student Engagement (FSSE), suggesting a significant gap in the perceptions of faculty and students. More broadly, NSSE data suggested that in areas related to higher-order learning Truman students were performing near or slightly above the level of students at comparison institutions. The gap is now informing their North Central Association Higher Learning Commission Pathways Project to assure quality and demonstrate continuous improvement. Moving forward, they plan to craft frameworks and rubrics for higher-order thinking to help students and faculty recognize connections across courses and among disciplines, creating an integrated understanding of the curriculum while helping faculty be more efficient and intentional in their teaching and letting students know better what is expected of them.

NSSE Retrospective: Celebrating Insights about Educational Quality

Pace University

Pace University, a multi-campus research institution in the New York metropolitan area, administered NSSE every year from 2002 through 2012 and the updated version in 2013. While initially saddened to bring closure to several multi-year studies, campus leaders realized that beginning with NSSE 2013, it was time to open a new chapter of NSSE studies that would provide different perspectives on institutional questions. To celebrate all they had learned and the action they had taken on their institutional assessment results, Pace published a NSSE Retrospective recounting all the ways NSSE has made a difference for teaching, learning, and, especially, students at Pace. To investigate institutional concerns such as retention, for example, Pace matches the most recent NSSE data to each fall's rosters of first-year students who stayed and those who left. Analysis of these results provides valuable clues to student behavior and suggests actions that faculty and student success professionals might take. A study of sophomore retention at Pace used the NSSE responses of second semester first-year students who would soon be sophomores to provide insight into how to address "sophomore slump" and resulting attrition. Results from the early years of NSSE administration at Pace highlighted the need to pay more attention to student-faculty interaction. To address this need, Pace's Center for Teaching, Learning, and Technology, along with the University Assessment Committee, developed a series of faculty development workshops using NSSE results to provide evidence. These workshops included breakout sessions in which faculty discussed NSSE results and shared best practices. Results from subsequent NSSE administrations showed upward trends in the student-faculty interaction benchmark. With NSSE 2013, Pace opens a new chapter in its increasingly sophisticated efforts for improvement. The updated survey's potential for deeper examination of student-faculty interaction through the Engagement Indicators, its expansion of the quality of relationship questions, and its new quantitative reasoning items invite new perspectives, fresh insights, and fuller understanding of important educational issues.

NSSE INSTITUTE FOR EFFECTIVE EDUCATIONAL PRACTICE

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

Institute associates have:

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

Outreach Services

NSSE Webinars

In 2013, NSSE began its sixth year of offering free, live, and prerecorded Webinars for faculty, administrators, institutional researchers, and student affairs professionals who want to better use and understand their results. All Webinars are recorded and available on the NSSE Web site for later or repeated viewing.
nsse.iub.edu/webinars

NSSE User Workshops

Since 2003, more than 700 representatives from participating NSSE institutions have attended at least one NSSE User Workshop. The 2013 updated survey provides a fresh opportunity for workshops, and plans are underway for a workshop to help users explore their results and transition to new reports. Stay tuned for further details.

System and Consortium Workshops

Customized workshops and Webinars can be developed for systems and consortia. Topics include using NSSE data for assessment, applying strategies for system data dissemination and sharing, and integrating NSSE into accreditation and system-wide quality improvement plans.

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

NSSE User Resources

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

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

NSSE's guide to exploring colleges, *A Pocket Guide to Choosing a College: Questions to Ask on Your College Visits*, was redesigned to align with the updated NSSE survey.

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

Questions drawn from the pocket guide, along with responses from students, are provided in *A Pocket Guide to Choosing a College: NSSE 2013 Answers from Students*.
nsse.iub.edu/links/institutional_reporting

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

The *Guidelines for Display of NSSE Results on Institution Web Sites*, with a gallery of institutional Web site examples, aids institutions in the display of NSSE results that are accurate, accessible, and consistent with NSSE's advice and policy in support of responsible public reporting.
nsse.iub.edu/links/website_displays

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

Resources to support institutions participating in the Voluntary System of Accountability (VSA), a project sponsored by the American Association of State Colleges and Universities (AASCU) and the Association of Public and Land-Grant Universities (APLU), are available on the NSSE Web site. VSA's College Portrait template provides multiple opportunities for an institution to feature its NSSE results. Updated NSSE survey items included in the College Portrait and the SPSS syntax to recode data for easy entry are available.
nsse.iub.edu/html/vsa.cfm

Research Initiatives

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

NSSE's work on the Spencer Foundation funded project, *Learning to Improve: A Study of Evidence-Based Improvement in Higher Education*, continues. Findings from a set of institutions that achieved significant positive improvement in a variety of NSSE measures over time reveals promising practices to develop a culture of institutional improvement and foster reform in higher education.
nsse.iub.edu/learningtoimprove

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

The *LIPSS* research project, coordinated by the Center for Higher Education Research, Teaching, and Innovation at Florida State University, involved nearly 100 institutions participating in NSSE to use results to identify institution-wide policies that influence student engagement and illuminate the relationship between institutional policies and practices and student success.
www.cherti.fsu.edu/LIPSS

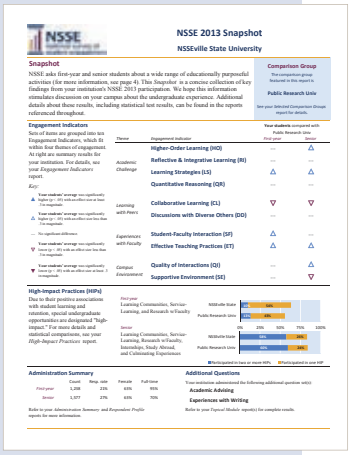
Engaging Latino Students for Transfer and College Completion Project

With support from The Kresge Foundation and the Greater Texas Foundation, NSSE and the Center for Community College Student Engagement have joined with Excelencia in Education in a special project focused on helping 22 two- and four-year partner institutions strengthen Latino student engagement, transfer success, and college completion. The project will begin with special analyses of NSSE and Community College Survey of Student Engagement (CCSSE) data pertaining to the experiences of Latinos. Partner institutions will then develop action plans focused on Latino engagement and success.
nsse.iub.edu/links/EngagingLatinoStudents

Introducing the NSSE 2013 Snapshot

The *NSSE 2013 Snapshot* summarizes each institution's key findings and provides an accessible orientation to results. This concise, four-page report uses enhanced graphics to highlight results organized around the new Engagement Indicators and High-Impact Practices, and displays item-level results for five questions on which students scored the highest and the lowest relative to comparison groups. It also shows results revealing students' perceptions of their cognitive and affective development as well as their overall satisfaction with the institution.

The *Snapshot* is designed to be used by and shared with faculty and staff across campus. Consider sharing this report in any of the following ways:


NSSE 2013 Snapshot
NSSEville State University

Snapshot

Comparison Group

Engagement Indicators

High-Impact Practices (HIPs)

Administration Summary

Additional Questions

- Provide copies to senior level administrators.
- Meet with directors from student affairs and support service units to review *Snapshot* results and discuss data points related to student life and to identify themes and student subpopulation results requiring more in-depth examination.
- Share the report with faculty development staff to identify potential topics for teaching and learning workshops.

Institutions that participated in NSSE 2013 can download their *Snapshot* by logging onto the NSSE Institution Interface.

View a sample *Snapshot* here:
nsse.iub.edu/html/sampleInstitutionalReport.cfm


ACADIA UNIVERSITY

LOOKING AHEAD

Following the successful launch of the updated NSSE and the production of redesigned reports and resources, we look forward to new insights from the updated survey and learning how participating institutions are making use of their results. We are particularly excited to document new findings about salient issues in undergraduate education and to explore the updated survey's potential to inform the key priorities of institutional assessment and improvement efforts in teaching and learning.

New Opportunities for Data Use

The updated NSSE instrument, accompanied by its more actionable measures and concise, information-rich reports, promises to extend and deepen data use. In fact, a central goal for the refined measures and scales was to make data more useful for institutional assessment. This resulted in one of the project's most significant transitions: the shift from the familiar five NSSE benchmarks to a new set of ten Engagement Indicators nested within four broad themes (see page 8). The new indicators offer more coherent and specific measures of educationally effective practices, thereby providing greater insight into **where to concentrate educational improvement efforts**.

Several of the new measures, such as Learning Strategies and Effective Teaching Practices, carry the potential to **expand the audience for NSSE results**. First-year student results related to learning strategies, for example, can be shared with academic advisors, professionals in academic success centers, faculty teaching first-year courses, and peer advisors to promote new students' use of proven approaches for learning effectiveness. NSSE results have always lent themselves to informing faculty development initiatives, and the new effective teaching practice items can **extend partnerships** between centers for teaching and learning and academic programs.



Uses for Accreditation

The updated survey and new topical modules aptly reflect the current emphases in quality assurance and accreditation. For example, the new Quantitative Reasoning items address a variety of ways that students may analyze and apply numerical information across the curriculum. Results from this Engagement Indicator and the survey questions that make it up can inform the Western Association of Schools and Colleges (WASC) accreditation standard 2.2a, which focuses on assessment of core competencies. Similarly, institutions that participated in the Learning with Technology module and are accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACS) can use their NSSE data when writing their self-studies, using the module results as an indirect measure for SACS Standard 3.8, Library and Other Learning Resources.

NSSE's Accreditation Toolkits assist in the use of NSSE results in accreditation self-studies. All regional accreditation toolkits have been updated to reflect recent changes in the NSSE survey, and updates to the Specialized Accreditation Toolkits are ongoing.
nsse.iub.edu/links/accred_toolkits

Redesigned Reports and Tools Create New Opportunities

The updated survey and new topical modules create novel opportunities to reimagine and reexamine uses for the data and form new partnerships on campuses. To accompany these changes, we thoroughly redesigned our reports for participating institutions to provide greater information value and utility for a range of users.

In addition, NSSE's interactive online Report Builders—both the publicly available version that provides access to aggregate data and the secure institutional version designed for our users—offer an easy way to investigate the prevalence of effective educational practice among user-defined subgroups. These valuable tools will be updated with 2013 data in late fall 2013.
nsse.iub.edu/links/rb_intro

The new measures afforded by the updated NSSE survey more precisely reflect contemporary dimensions of effective educational practice, offer greater coherence in measurement, and provide more actionable results. NSSE's transition to these new measures promises to generate assessment results that are more meaningful and that effectively stimulate campus-wide discussions about teaching and learning.

What is *Your* Institution's Story?

We hope our users share our enthusiasm about these changes, and we look forward to learning more about how institutions use their NSSE results. If you have a NSSE story to tell, please contact Jillian Kinzie of the NSSE Institute for Effective Educational Practice at jikinzie@indiana.edu.

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

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

Online Resources

Summary Tables

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

NSSE Report Builders—Public and Institutional

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

Psychometric Portfolio

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

Participating Institutions Search

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

Webinars

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

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

ENGAGEMENT INDICATORS: INTRODUCTION

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

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

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

Pages 36 through 45 show means and percentile distributions of Engagement Indicator scores, plus student responses to survey items that make up each indicator. These statistics are presented separately by class level for the entire U.S. NSSE 2013 cohort of colleges and universities, and for those institutions that scored in the top 50% and top 10% of all U.S. NSSE 2013 institutions[a] on a given Engagement Indicator.

Detailed tables of Engagement Indicators and responses to all survey items by student and institutional characteristics are available on the NSSE Web site: **nsse.iub.edu/html/summary_tables.cfm**

> ***"I've been challenged to learn new and difficult things, think critically, and examine various points of view. I've also always felt that my instructors and other faculty and even students sincerely want me to succeed and were willing to help me."***
>
> **—SENIOR, RELIGION MAJOR, GOSHEN COLLEGE**

Sample

These results are based on responses from 136,397 first-year and 199,346 senior students who were randomly sampled or census-administered from 568 bachelor's-granting colleges and universities in the US.[b]

Weighting

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



CALIFORNIAN LUTHERN UNIVERSITY

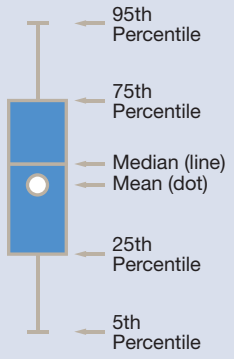
Interpreting Results

When interpreting Engagement Indicator results, keep in mind that individual student scores vary much more within institutions than do average scores between institutions. For example, while the average scores for the "Top 10%" institutions demonstrate, in a relative sense, what high levels of engagement look like, the distributions show that about one quarter of students at these high-performing institutions are no more engaged than the typical student at all U.S. NSSE 2013 institutions. Likewise, institutions with lower average scores have many students who are more engaged than the typical student at top-scoring institutions.

Percentile Distributions[c]

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

Guide to figures



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

Frequency Tables

Following each set of percentile distributions is a table that shows selected student responses from each group of institutions to the items that make up the Engagement Indicator.

For more details on the construction of the Engagement Indicators, visit our Web site.
nsse.iub.edu/links/institutional_reporting

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

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

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

HOPE COLLEGE

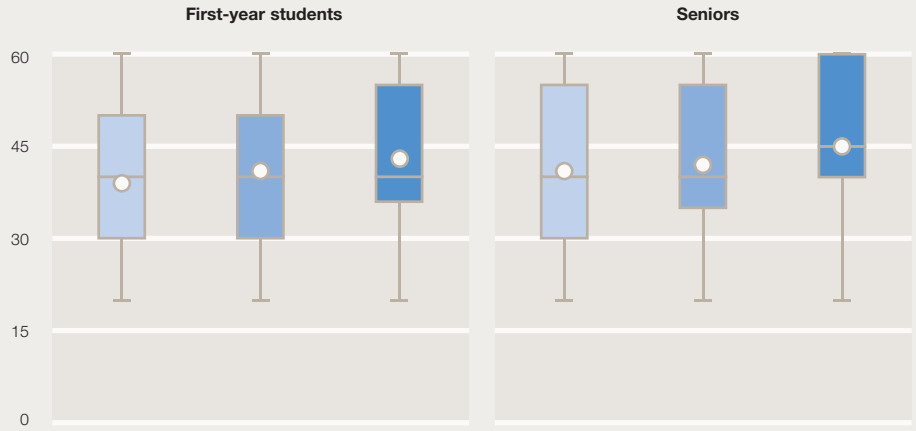
ENGAGEMENT INDICATORS (CONTINUED)

Theme: Academic Challenge

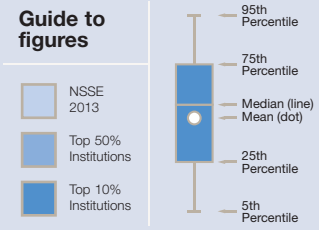
Higher-Order Learning

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

Score Distributions



	NSSE 2013	Top 50% Institutions	Top 10% Institutions	NSSE 2013	Top 50% Institutions	Top 10% Institutions
95th Percentile	60	60	60	60	60	60
75th Percentile	50	50	55	55	55	60
Median	40	40	40	40	40	45
25th Percentile	30	30	35	30	35	40
5th Percentile	20	20	20	20	20	20
Mean	39	41	43	41	43	45



Summary of Items

Percentage whose coursework emphasized the following "Very much" or "Quite a bit"		First-year students NSSE 2013	First-year students Top 50% institutions	First-year students Top 10% institutions	Seniors NSSE 2013	Seniors Top 50% institutions	Seniors Top 10% institutions
Applying facts, theories, or methods to practical problems or new situations	Very much	29	32	35	38	41	45
	Quite a bit	45	45	44	42	42	40
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	Very much	30	34	39	37	42	46
	Quite a bit	43	42	41	40	40	39
Evaluating a point of view, decision, or information source	Very much	27	31	38	32	38	44
	Quite a bit	43	43	42	40	41	40
Forming a new idea or understanding from various pieces of information	Very much	27	31	37	32	37	42
	Quite a bit	42	42	41	41	41	40

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

> ***"NSSE findings help campuses explore the connections between their expectations for student achievement and what students actually experience. The survey results also encourage faculty to delve into the research on campus practices that support—or frustrate—liberal education"***
>
> **—CAROL GEARY SCHNEIDER, PRESIDENT, ASSOCIATION OF AMERICAN COLLEGES & UNIVERSITIES (AAC&U)**

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

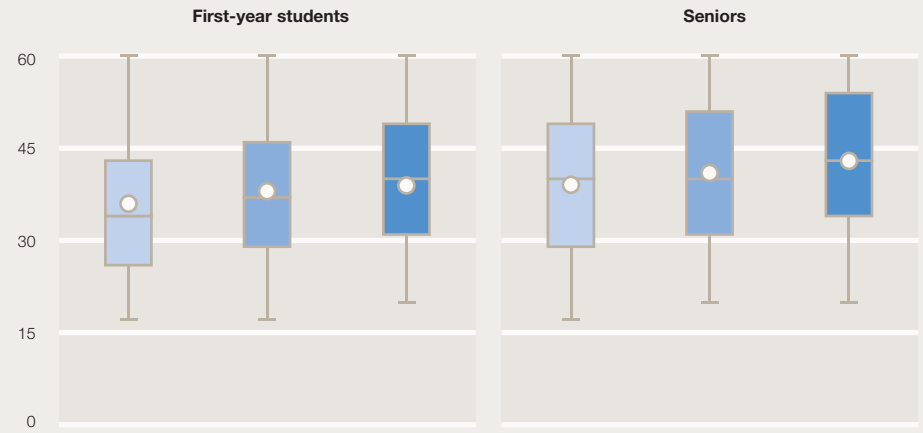
ENGAGEMENT INDICATORS (CONTINUED)

Theme: Academic Challenge

Reflective & Integrative Learning

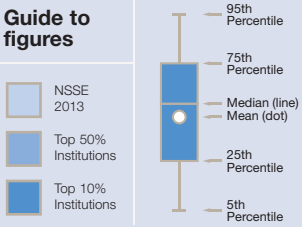
Personally connecting with course material requires students to relate their understandings and experiences to the content at hand. Instructors emphasizing reflective and integrative learning motivate students to make connections between their learning and the world around them, reexamining their own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

Score Distributions



	First-year students			Seniors		
	NSSE 2013	Top 50% Institutions	Top 10% Institutions	NSSE 2013	Top 50% Institutions	Top 10% Institutions
95th Percentile	60	60	60	60	60	60
75th Percentile	43	46	49	49	51	54
Median	34	37	40	40	40	43
25th Percentile	26	29	31	29	31	34
5th Percentile	17	17	20	17	20	20
Mean	36	38	39	39	41	43

Guide to figures



Summary of Items

Percentage of students who responded that they "Very often" or "Often"...		First-year students NSSE 2013	First-year students Top 50% institutions	First-year students Top 10% institutions	Seniors NSSE 2013	Seniors Top 50% institutions	Seniors Top 10% institutions
Combined ideas from different courses when completing assignments	Very often	19	22	24	33	35	37
	Often	37	37	37	39	38	35
Connected your learning to societal problems or issues	Very often	18	21	26	28	34	40
	Often	35	37	38	36	37	35
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Very often	17	21	27	24	30	36
	Often	33	36	36	32	34	34
Examined the strengths and weaknesses of your own views on a topic or issue	Very often	21	24	30	26	31	37
	Often	42	43	43	41	42	42
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	Very often	24	28	32	29	33	39
	Often	42	43	43	41	42	42
Learned something that changed the way you understand an issue or concept	Very often	24	28	32	28	33	38
	Often	42	42	41	41	41	40
Connected ideas from your courses to your prior experiences and knowledge	Very often	33	37	42	43	48	54
	Often	45	44	42	41	40	35

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

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

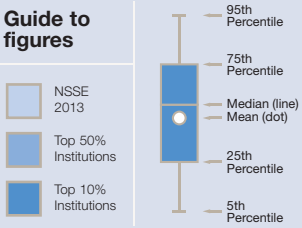
ENGAGEMENT INDICATORS (CONTINUED)

Theme: Academic Challenge

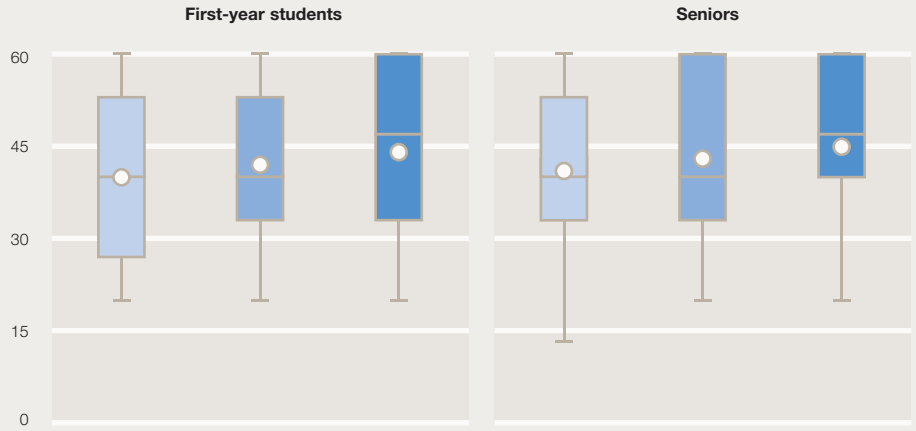
Learning Strategies

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

Guide to figures



Score Distributions



	First-year students			Seniors		
	NSSE 2013	Top 50% Institutions	Top 10% Institutions	NSSE 2013	Top 50% Institutions	Top 10% Institutions
95th Percentile	60	60	60	60	60	60
75th Percentile	53	53	60	53	60	60
Median	40	40	47	40	40	47
25th Percentile	27	33	33	33	33	40
5th Percentile	20	20	20	13	20	20
Mean	40	42	44	41	43	45

Summary of Items

Percentage of students who responded that they "Very often" or "Often"...		First-year students			Seniors		
		NSSE 2013	Top 50% institutions	Top 10% institutions	NSSE 2013	Top 50% institutions	Top 10% institutions
Identified key information from reading assignments	Very often	38	43	50	46	51	57
	Often	43	42	37	38	36	33
Reviewed your notes after class	Very often	33	38	45	34	40	45
	Often	33	33	31	31	31	30
Summarized what you learned in class or from course materials	Very often	28	33	41	32	38	45
	Often	36	35	34	34	34	33

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

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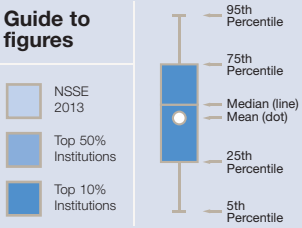
ENGAGEMENT INDICATORS (CONTINUED)

Theme: Academic Challenge

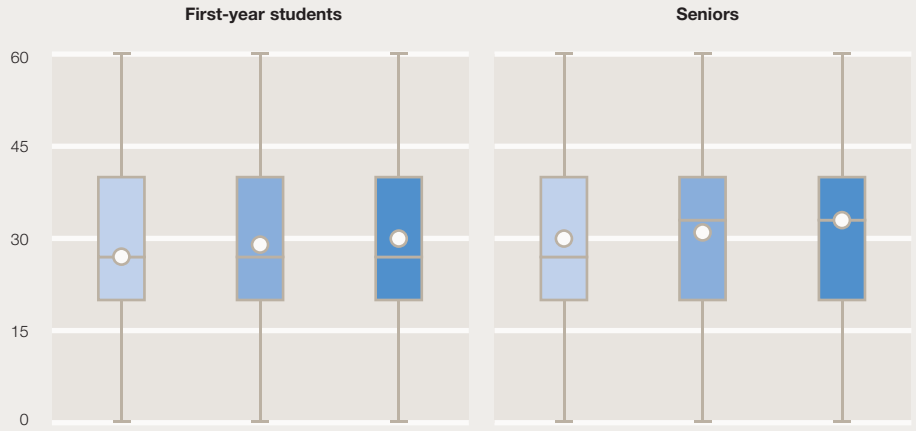
Quantitative Reasoning

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

Guide to figures



Score Distributions



	First-year students			Seniors		
	NSSE 2013	Top 50% Institutions	Top 10% Institutions	NSSE 2013	Top 50% Institutions	Top 10% Institutions
95th Percentile	60	60	60	60	60	60
75th Percentile	40	40	40	40	40	40
Median	27	27	27	27	33	33
25th Percentile	20	20	20	20	20	20
5th Percentile	0	0	0	0	0	0
Mean	27	29	30	30	31	33

Summary of Items

Percentage of students who responded that they "Very often" or "Often"...		First-year students			Seniors		
		NSSE 2013	Top 50% institutions	Top 10% institutions	NSSE 2013	Top 50% institutions	Top 10% institutions
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Very often	18	20	22	22	24	26
	Often	34	35	37	32	34	34
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Very often	12	14	16	17	19	21
	Often	26	28	29	27	28	30
Evaluated what others have concluded from numerical information	Very often	11	12	14	15	17	19
	Often	26	28	30	28	30	31

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

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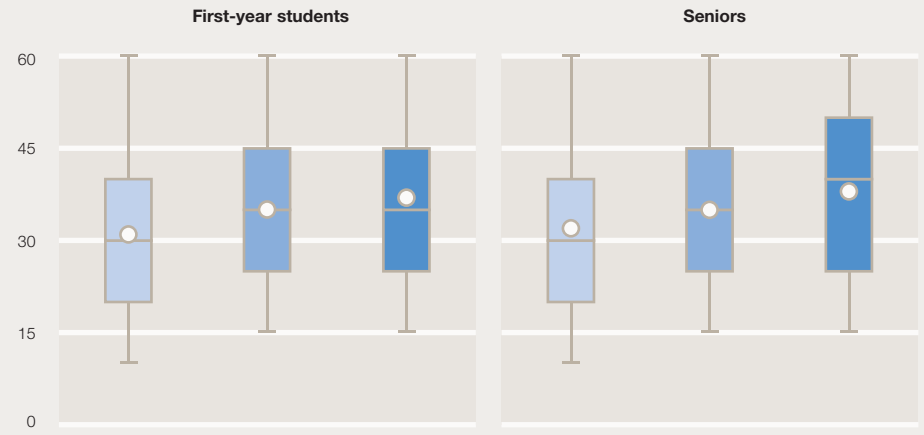
ENGAGEMENT INDICATORS (CONTINUED)

Theme: Learning with Peers

Collaborative Learning

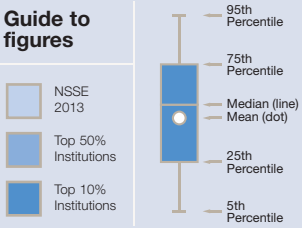
Collaborating with peers in solving problems or mastering difficult material deepens understanding and prepares students to deal with the messy, unscripted problems they encounter during and after college. Working on group projects, asking others for help with difficult material or explaining it to others,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

Score Distributions



	First-year students			Seniors		
	NSSE 2013	Top 50% Institutions	Top 10% Institutions	NSSE 2013	Top 50% Institutions	Top 10% Institutions
95th Percentile	60	60	60	60	60	60
75th Percentile	40	45	45	40	45	50
Median	30	35	35	30	35	40
25th Percentile	20	25	25	20	25	25
5th Percentile	10	15	15	10	15	15
Mean	31	34	37	32	35	38

Guide to figures



Summary of Items

Percentage of students who responded that they "Very often" or "Often"...		First-year students NSSE 2013	First-year students Top 50% institutions	First-year students Top 10% institutions	Seniors NSSE 2013	Seniors Top 50% institutions	Seniors Top 10% institutions
Asked another student to help you understand course material	Very often	16	20	24	13	16	19
	Often	32	36	37	25	31	33
Explained course material to one or more students	Very often	18	22	27	20	24	28
	Often	38	40	41	36	40	41
Prepared for exams by discussing or working through course material with other students	Very often	19	23	29	18	23	27
	Often	29	32	33	26	29	31
Worked with other students on course projects or assignments	Very often	17	20	26	30	33	40
	Often	33	36	38	33	36	36

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

"This is an incredible institution to attend for college. The faculty are more than willing to spend time with interested students outside of class; the students all want to learn and collaborate on homework and projects."

—FIRST YEAR STUDENT, CHEMISTRY MAJOR, WALSH UNIVERSITY

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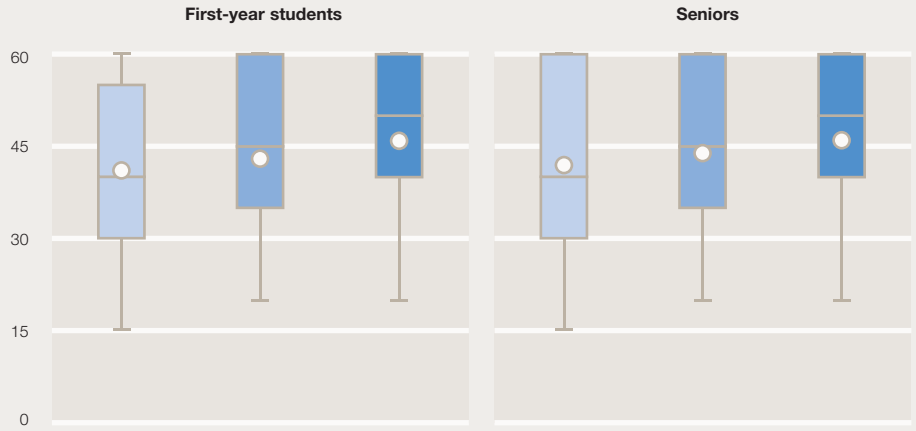
ENGAGEMENT INDICATORS (CONTINUED)

Theme: Learning with Peers

Discussions with Diverse Others

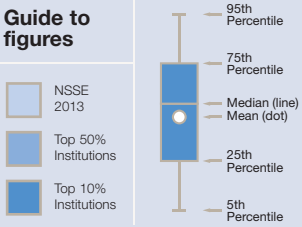
Colleges and universities afford students new opportunities to interact with and learn from others with different backgrounds and life experiences. Interactions across difference, both inside and outside the classroom, confer educational benefits and prepare students for personal and civic participation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

Score Distributions



	First-year students			Seniors		
	NSSE 2013	Top 50% Institutions	Top 10% Institutions	NSSE 2013	Top 50% Institutions	Top 10% Institutions
95th Percentile	60	60	60	60	60	60
75th Percentile	55	60	60	60	60	60
Median	40	45	50	40	45	50
25th Percentile	30	35	40	30	35	40
5th Percentile	15	20	20	15	20	20
Mean	41	43	46	42	44	46

Guide to figures



Summary of Items

Percentage of students who responded that they "Very often" or "Often" had discussions with…		First-year students			Seniors		
		NSSE 2013	Top 50% institutions	Top 10% institutions	NSSE 2013	Top 50% institutions	Top 10% institutions
People from a race or ethnicity other than your own	Very often	41	47	56	44	52	58
	Often	30	29	27	28	27	26
People from an economic background other than your own	Very often	39	45	50	42	47	52
	Often	34	33	31	33	31	29
People with religious beliefs other than your own	Very often	38	45	52	40	46	51
	Often	30	30	28	29	29	27
People with political views other than your own	Very often	38	43	49	41	46	49
	Often	31	31	28	31	30	28

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

"Prior to coming to college, I had never been exposed to so many different people from various backgrounds. I have become a more well-rounded individual and have learned many life lessons that I will use throughout the remainder of my life."

—SENIOR, BIOLOGY MAJOR, LAWRENCE UNIVERSITY

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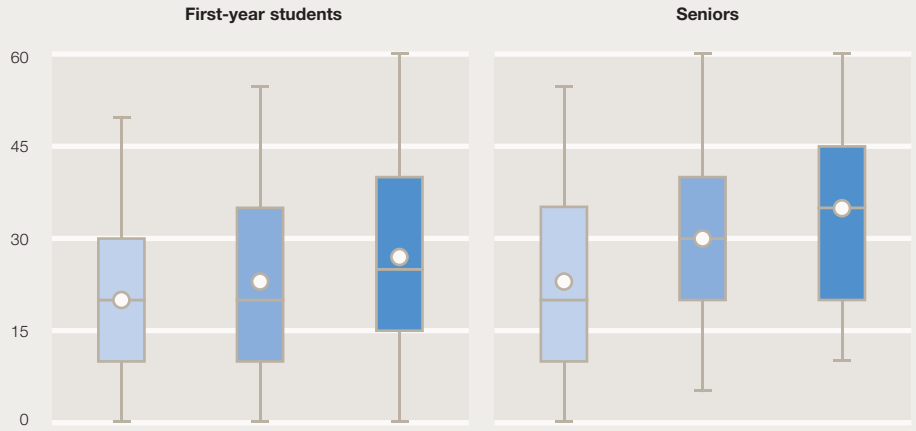
ENGAGEMENT INDICATORS (CONTINUED)

Theme: Experiences with Faculty

Student-Faculty Interaction

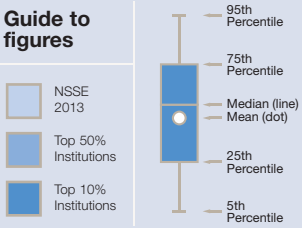
Interactions with faculty can positively influence the cognitive growth, development, and persistence of college students. Through their formal and informal roles as teachers, advisors, and mentors, faculty members model intellectual work, promote mastery of knowledge and skills, and help students make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

Score Distributions



	First-year students			Seniors		
	NSSE 2013	Top 50% Institutions	Top 10% Institutions	NSSE 2013	Top 50% Institutions	Top 10% Institutions
95th Percentile	50	55	60	55	60	60
75th Percentile	30	35	40	35	40	45
Median	20	20	25	20	30	35
25th Percentile	10	10	15	10	20	20
5th Percentile	0	0	0	0	5	10
Mean	20	23	27	23	30	35

Guide to figures



Summary of Items

Percentage of students who responded that they "Very often" or "Often"...		First-year students			Seniors		
		NSSE 2013	Top 50% institutions	Top 10% institutions	NSSE 2013	Top 50% institutions	Top 10% institutions
Talked about career plans with a faculty member	Very often	11	14	20	17	26	36
	Often	21	25	27	24	30	31
Worked w/faculty on activities other than coursework (committees, student groups, etc.)	Very often	6	9	13	11	17	24
	Often	12	15	18	14	20	25
Discussed course topics, ideas, or concepts with a faculty member outside of class	Very often	7	10	15	12	18	26
	Often	17	21	22	20	27	31
Discussed your academic performance with a faculty member	Very often	9	11	17	12	17	25
	Often	20	24	27	21	26	30

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

"I think the instructors and teachers really make this university a beneficial place to be. Without the impact of their guidance on my life, I would definitely not be where I am today."

—SENIOR, ART HISTORY MAJOR, BOWLING GREEN STATE UNIVERSITY

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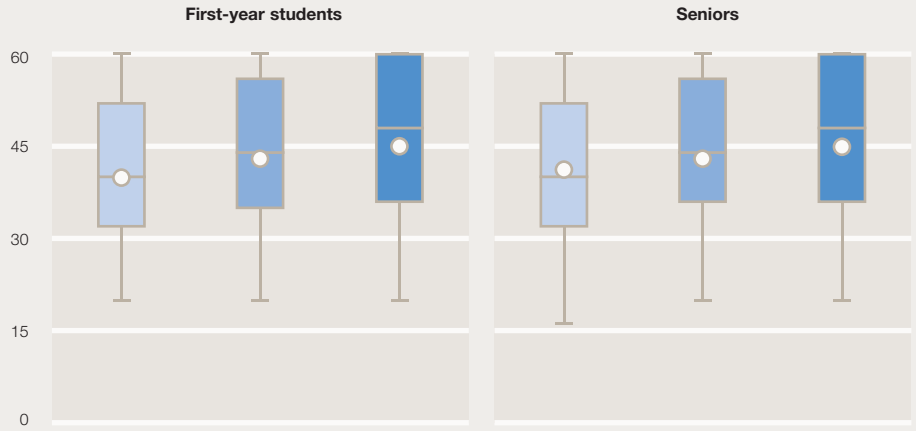
ENGAGEMENT INDICATORS (CONTINUED)

Theme: Experiences with Faculty

Effective Teaching Practices

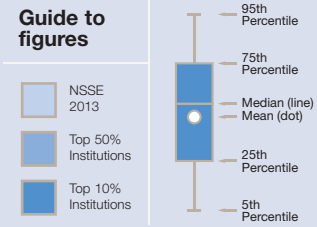
Student learning is heavily dependent on effective teaching. Organized instruction, clear explanations, illustrative examples, and effective feedback on student work all represent aspects of teaching effectiveness that promote student comprehension and learning.

Score Distributions



	First-year students			Seniors		
	NSSE 2013	Top 50% Institutions	Top 10% Institutions	NSSE 2013	Top 50% Institutions	Top 10% Institutions
95th Percentile	60	60	60	60	60	60
75th Percentile	52	56	60	52	56	60
Median	40	44	48	40	44	48
25th Percentile	32	35	36	32	36	36
5th Percentile	20	20	20	16	20	20
Mean	40	43	45	41	43	45

Guide to figures



Summary of Items

Percentage responding "Very much" or "Quite a bit" about the extent to which instructors have...		First-year students			Seniors		
		NSSE 2013	Top 50% institutions	Top 10% institutions	NSSE 2013	Top 50% institutions	Top 10% institutions
Clearly explained course goals and requirements	Very much	38	43	49	41	47	53
	Quite a bit	44	41	37	42	38	35
Taught course sessions in an organized way	Very much	35	41	48	38	44	51
	Quite a bit	45	42	37	44	40	37
Used examples or illustrations to explain difficult points	Very much	37	43	48	41	45	51
	Quite a bit	40	37	33	39	36	33
Provided feedback on a draft or work in progress	Very much	30	38	45	30	37	41
	Quite a bit	35	35	31	32	31	31
Provided prompt and detailed feedback on tests or completed assignments	Very much	26	34	42	30	38	43
	Quite a bit	37	37	34	38	37	35

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

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

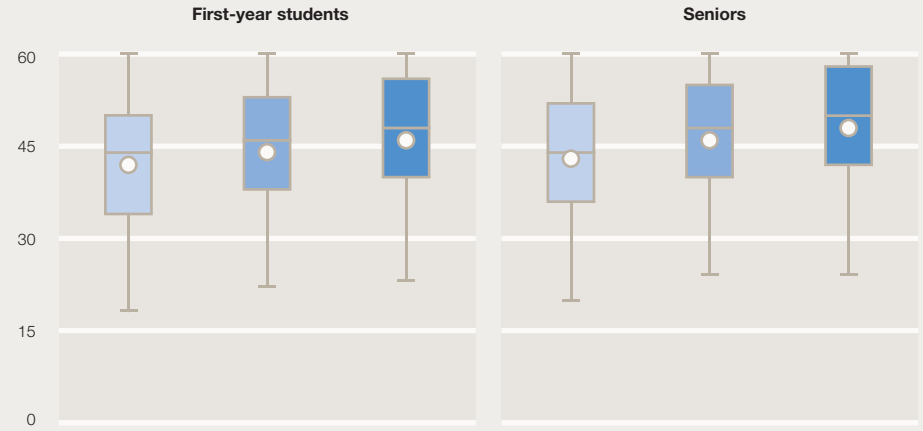
ENGAGEMENT INDICATORS (CONTINUED)

Theme: Campus Environment

Quality of Interactions

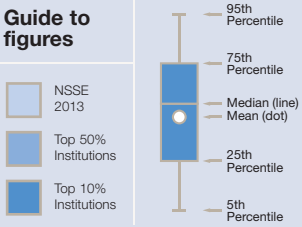
College environments characterized by positive interpersonal relations promote student learning and success. Students who enjoy supportive relationships with peers, advisors, faculty, and staff are better able to find assistance when needed, and to learn from and with those around them.

Score Distributions



	First-year students			Seniors		
	NSSE 2013	Top 50% Institutions	Top 10% Institutions	NSSE 2013	Top 50% Institutions	Top 10% Institutions
95th Percentile	60	60	60	60	60	60
75th Percentile	50	53	56	52	55	58
Median	44	46	48	44	48	50
25th Percentile	34	38	40	36	40	42
5th Percentile	18	22	23	20	24	24
Mean	42	44	46	43	46	48

Guide to figures



Summary of Items

Percentage rating as high quality (6 or 7) or medium quality (3, 4, or 5) their interactions with…		First-year students			Seniors		
		NSSE 2013	Top 50% institutions	Top 10% institutions	NSSE 2013	Top 50% institutions	Top 10% institutions
Students	High	60	66	69	65	69	70
	Medium	36	31	28	33	29	28
Academic advisors	High	49	56	63	53	63	72
	Medium	41	37	31	36	30	23
Faculty	High	51	59	66	61	69	71
	Medium	43	38	31	35	28	26
Student services staff (career services, student activities, housing, etc.)	High	44	50	56	42	51	58
	Medium	45	42	35	45	39	31
Other administrative staff and offices (registrar, financial aid, etc.)	High	42	49	59	43	54	64
	Medium	46	42	34	45	37	29

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

"I found most instructors/professors to be quite knowledgeable in their field, full of valuable experiences they willingly shared with the class, supportive, as well as available outside of class time."

—SENIOR, HEALTHCARE ADMINISTRATION AND POLICY MAJOR, KAPLAN UNIVERSITY

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

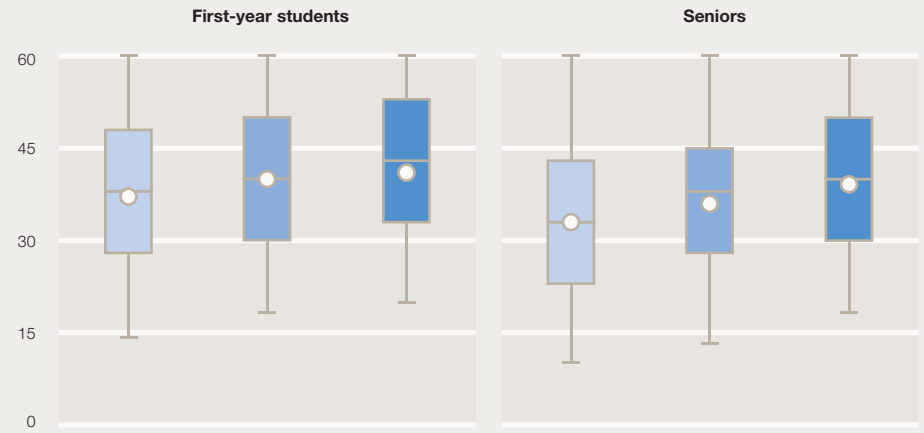
ENGAGEMENT INDICATORS (CONTINUED)

Theme: Campus Environment

Supportive Environment

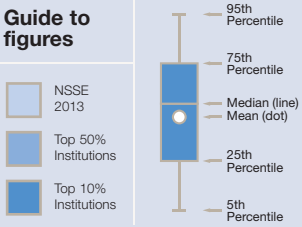
Institutions that are committed to student success provide support and involvement across a variety of domains, including the cognitive, social, and physical. These commitments foster higher levels of student performance and satisfaction. This Engagement Indicator summarizes students' perceptions of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

Score Distributions



	First-year students			Seniors		
	NSSE 2013	Top 50% Institutions	Top 10% Institutions	NSSE 2013	Top 50% Institutions	Top 10% Institutions
95th Percentile	60	60	60	60	60	60
75th Percentile	48	50	53	43	45	50
Median	38	40	43	33	38	40
25th Percentile	28	30	33	23	28	30
5th Percentile	14	18	20	10	13	18
Mean	37	40	41	33	36	39

Guide to figures



Summary of Items

Percentage whose institutions emphasized the following "Very much" or "Quite a bit"		First-year students			Seniors		
		NSSE 2013	Top 50% institutions	Top 10% institutions	NSSE 2013	Top 50% institutions	Top 10% institutions
Providing support to help students succeed academically	Very much	38	42	47	31	36	42
	Quite a bit	40	39	37	41	42	40
Using learning support services (tutoring services, writing center, etc.)	Very much	42	46	50	31	34	39
	Quite a bit	36	35	34	37	38	37
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	Very much	26	29	31	22	24	27
	Quite a bit	32	33	34	30	31	32
Providing opportunities to be involved socially	Very much	35	40	45	29	35	44
	Quite a bit	37	38	37	37	38	37
Providing support for your overall well-being (recreation, health care, counseling, etc.)	Very much	34	39	46	27	33	42
	Quite a bit	38	39	36	35	38	37
Helping you manage your non-academic responsibilities (work, family, etc.)	Very much	16	18	19	12	13	15
	Quite a bit	28	30	31	20	23	25
Attending campus activities and events (performing arts, athletic events, etc.)	Very much	31	37	44	23	31	39
	Quite a bit	36	38	36	33	37	36
Attending events that address important social, economic, or political issues	Very much	21	25	28	16	21	26
	Quite a bit	33	35	36	29	33	34

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

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PARTICIPATING COLLEGES & UNIVERSITIES 2009–2013

United States

Alabama

Alabama A&M University[2]
Alabama State University
Auburn University[1,2]
Auburn University at Montgomery[1]
Birmingham-Southern College[1,2]
Columbia Southern University
Faulkner University[2]
Jacksonville State University[2]
Judson College[1,2]
Samford University[2]
Southeastern Bible College
Spring Hill College
Troy University
University of Alabama at Birmingham[1,2]
University of Alabama in Huntsville
University of Alabama, The[2]
University of Mobile[1]
University of Montevallo
University of South Alabama

Alaska

Alaska Pacific University[2]
University of Alaska Anchorage[2]
University of Alaska Fairbanks

Arizona

Arizona Christian University
Embry Riddle Aeronautical University-Prescott
Grand Canyon University
Northern Arizona University[2]
Prescott College[1]
University of Advancing Technology
University of Arizona
University of Phoenix-Online Campus
University of Phoenix-Phoenix Campus
Western International University[2]

Arkansas

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

California

Art Center College of Design[2]
Biola University
Brooks Institute
California Baptist University[2]
California College of the Arts[1]
California Lutheran University[1,2]
California Maritime Academy[1]
California Polytechnic State University-San Luis Obispo[1,2]
California State Polytechnic University-Pomona
California State University-Bakersfield[1]
California State University-Channel Islands[1]
California State University-Chico[2]
California State University-Dominguez Hills[2]
California State University-Fresno[2]
California State University-Fullerton
California State University-Los Angeles
California State University-Monterey Bay
California State University-Northridge
California State University-Sacramento[2]
California State University-San Bernardino[2]
California State University-San Marcos
California State University-Stanislaus[2]
Chapman University
Claremont McKenna College
Coleman University
Concordia University[2]
DeVry University-California
Fresno Pacific University
Golden Gate University-San Francisco
Harvey Mudd College[1,2]
Hope International University
Humboldt State University
Humphreys College[2]
La Sierra University
Life Pacific College[1]
Loyola Marymount University[1]
Menlo College[1]
Mills College[2]
National University[2]
Notre Dame de Namur University[2]
Occidental College
Pacific Union College
Pepperdine University[1,2]
Pitzer College[2]
Point Loma Nazarene University
Saint Mary's College of California[2]
San Diego Christian College
San Diego State University
San Francisco State University[2]
San Jose State University[2]
Santa Clara University[2]
Scripps College[2]
Simpson University
Sonoma State University[2]
Trident University International[2]
University of California-Merced[1]
University of California-Santa Cruz
University of La Verne[1,2]
University of Phoenix-Southern California Campus
University of Redlands
University of San Francisco[1]
University of the Pacific
Vanguard University of Southern California[1,2]
Westmont College[2]
Whittier College[1,2]
Woodbury University[2]

Colorado

Adams State University[1,2]
American Sentinel University
Colorado College[2]
Colorado Mesa University[2]
Colorado School of Mines
Colorado State University[2]
Colorado State University-Pueblo
Colorado Technical University-Colorado Springs
Colorado Technical University-Denver
Colorado Technical University-Online
Fort Lewis College[1,2]
Johnson & Wales University-Denver
Metropolitan State University of Denver[2]
Naropa University
Nazarene Bible College
Regis University[2]
United States Air Force Academy[2]
University of Colorado at Boulder
University of Colorado at Colorado Springs[2]
University of Colorado at Denver[2]
University of Denver[1,2]
Western State College of Colorado

Connecticut

Central Connecticut State University[1]
Charter Oak State College
Connecticut College[2]
Eastern Connecticut State University[1]
Fairfield University
Lyme Academy College of Fine Arts[1]
Mitchell College[1,2]
Quinnipiac University[2]
Sacred Heart University[1,2]
Southern Connecticut State University[1]
University of Bridgeport
University of Connecticut[2]
University of Hartford
University of New Haven[2]
University of Saint Joseph
Western Connecticut State University[1,2]

Delaware

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

District of Columbia

American University
Catholic University of America
Corcoran College of Art and Design[2]
Gallaudet University[2]
Howard University[2]
Strayer University-District of Columbia
Strayer University-Global Region
University of the District of Columbia[1,2]

Florida

Adventist University of Health Sciences[2]
American InterContinental University-South Florida
Barry University[1,2]
Bethune Cookman University[1,2]
Eckerd College
Edward Waters College[1,2]
Embry Riddle Aeronautical University-Daytona Beach
Embry Riddle Aeronautical University-Worldwide
Flagler College[1,2]
Florida A&M University[2]
Florida Atlantic University[2]
Florida Gulf Coast University[2]
Florida Institute of Technology
Florida International University[2]
Florida Memorial University
Florida Southern College[1,2]
Florida State University
Jacksonville University[1,2]
Johnson & Wales University-Florida Campus
Lynn University[2]
New College of Florida[2]
Northwood University
Nova Southeastern University[1]
Palm Beach Atlantic University-West Palm Beach[2]
Ringling College of Art and Design
Rollins College[2]
Saint Leo University[1]
Saint Thomas University
Southeastern University
Stetson University[1,2]
University of Central Florida[2]
University of Miami
University of North Florida[1,2]
University of Phoenix-North Florida Campus
University of South Florida
University of South Florida-St. Petersburg Campus[2]
University of Tampa, The[2]
University of West Florida, The[1,2]
Warner University[2]

PARTICIPATING COLLEGES & UNIVERSITIES 2009–2013 (CONTINUED)

Georgia

Agnes Scott College[2]
Albany State University[1]
American InterContinental University-Atlanta
American InterContinental University-Buckhead
Armstrong Atlantic State University[1]
Augusta State University
Berry College[2]
Brenau University
Clark Atlanta University[2]
Clayton State University[1 2]
College of Coastal Georgia
Columbus State University[2]
Covenant College[2]
Dalton State College[2]
DeVry University-Georgia
Emory University
Fort Valley State University[1]
Georgia College & State University[2]
Georgia Gwinnett College[1 2]
Georgia Health Sciences University
Georgia Institute of Technology[1]
Georgia Southern University[2]
Georgia Southwestern State University[2]
Georgia State University[1 2]
Kennesaw State University[2]
LaGrange College[1 2]
Life University
Macon State College[1]
Mercer University[1 2]
Morehouse College
Oglethorpe University[1 2]
Paine College[2]
Savannah College of Art and Design[2]
Savannah State University[2]
Shorter University[1 2]
Southern Catholic College
Southern Polytechnic State University
Spelman College
Truett-McConnell College
University of Georgia[1 2]
University of North Georgia[1 2]
University of Phoenix-Atlanta Campus
University of West Georgia[2]
Valdosta State University[2]
Wesleyan College[2]
Young Harris College

Guam

University of Guam

Hawaii

Brigham Young University-Hawaii[2]
Chaminade University of Honolulu[1 2]
Hawai'i Pacific University[2]
University of Hawai'i at Hilo[2]
University of Hawai'i at Manoa[2]
University of Hawai'i-West O'ahu

Idaho

Boise State University[1 2]
Brigham Young University-Idaho[2]
College of Idaho, The
Idaho State University[2]
Lewis-Clark State College
University of Idaho

Illinois

American InterContinental University-Online
Augustana College[2]
Benedictine University[2]
Bradley University[2]
Chicago State University[1 2]
Columbia College Chicago[2]
Concordia University[1]
DePaul University[2]
DeVry University-Illinois
Dominican University[1 2]
Eastern Illinois University
East-West University[2]
Elmhurst College[2]
Eureka College[2]
Harrington College of Design
Illinois College[2]
Illinois Institute of Art-Chicago, The
Illinois Institute of Technology
Illinois State University[1 2]
Illinois Wesleyan University[1 2]
Judson University
Knox College[2]
Lake Forest College
Lewis University[1]
Lincoln Christian University
Loyola University Chicago
MacMurray College
McKendree University
Methodist College
Millikin University[1 2]
Monmouth College[2]
North Central College[1 2]
North Park University[2]
Northeastern Illinois University
Northern Illinois University
Olivet Nazarene University
Quincy University[1 2]
Robert Morris University Illinois[2]
Rockford University
Roosevelt University[2]
Saint Xavier University[1 2]
School of the Art Institute of Chicago
Southern Illinois University Carbondale
Southern Illinois University Edwardsville[2]
Trinity Christian College[2]
University of Illinois at Springfield[2]
University of Illinois at Urbana-Champaign
University of Phoenix-Chicago Campus
University of St. Francis[1 2]
Western Illinois University[1 2]
Wheaton College[2]

Indiana

Anderson University
Ball State University
Butler University[1 2]
Calumet College of Saint Joseph[1 2]
DePauw University[2]
Earlham College[2]
Franklin College
Goshen College
Grace College and Theological Seminary
Hanover College
Harrison College-Indianapolis[2]
Holy Cross College[1]
Huntington University[2]
Indiana Institute of Technology[2]
Indiana State University[1 2]
Indiana University Bloomington[1 2]
Indiana University East[2]
Indiana University Kokomo
Indiana University Northwest[2]
Indiana University South Bend[1 2]
Indiana University Southeast
Indiana University-Purdue University Fort Wayne
Indiana University-Purdue University Indianapolis[2]
Indiana Wesleyan University[1 2]
Manchester University[2]
Martin University
Purdue University[1]
Purdue University-Calumet Campus
Purdue University-North Central Campus
Rose-Hulman Institute of Technology[2]
Saint Joseph's College
Saint Mary-of-the-Woods College[2]
Saint Mary's College[1 2]
Taylor University
Trine University
University of Evansville[1 2]
University of Indianapolis[2]
University of Saint Francis-Ft. Wayne[2]
University of Southern Indiana[2]
Valparaiso University
Wabash College[2]

Iowa

Ashford University
Briar Cliff University[2]
Buena Vista University[1 2]
Central College[2]
Clarke University[1 2]
Cornell College
Dordt College
Drake University[1 2]
Graceland University-Lamoni[2]
Grand View University[2]
Grinnell College[1 2]
Iowa State University[2]
Iowa Wesleyan College[1]
Kaplan University[2]
Loras College
Luther College[1 2]
Maharishi University of Management
Morningside College[2]
Mount Mercy University
Northwestern College
Saint Ambrose University[2]
University of Dubuque
University of Iowa[2]
University of Northern Iowa[2]
Upper Iowa University
Waldorf College
Wartburg College[1 2]

Kansas

Baker University[2]
Benedictine College[2]
Bethany College[2]
Emporia State University[2]
Fort Hays State University[2]
Friends University[2]
Kansas State University
Kansas Wesleyan University
McPherson College
MidAmerica Nazarene University
National American University-Overland Park[2]
Newman University[2]
Ottawa University
Pittsburg State University
Southwestern College[2]
Tabor College[2]
University of Kansas
University of Saint Mary
Washburn University[1 2]
Wichita State University[1 2]

Kentucky

Bellarmine University[1 2]
Berea College
Brescia University
Campbellsville University[1 2]
Centre College[1]
Eastern Kentucky University[2]
Kentucky State University[2]
Kentucky Wesleyan College[2]
Lindsey Wilson College
Midway College

PARTICIPATING COLLEGES & UNIVERSITIES 2009–2013 (CONTINUED)

Morehead State University[1,2]
Murray State University[2]
Northern Kentucky University[1,2]
Thomas More College
Transylvania University[2]
Union College
University of Kentucky
University of Louisville[1,2]
University of Pikeville
University of the Cumberlands
Western Kentucky University[2]

Louisiana

Centenary College of Louisiana
Dillard University[2]
Grambling State University[2]
Louisiana State University and Agricultural & Mechanical College[2]
Louisiana Tech University
Loyola University New Orleans[1,2]
McNeese State University
Nicholls State University[1]
Northwestern State University of Louisiana[1,2]
Our Lady of the Lake College[1,2]
Southeastern Louisiana University[2]
Southern University and A&M College[2]
Southern University at New Orleans
Tulane University of Louisiana[2]
University of Louisiana at Lafayette[1]
University of Louisiana Monroe
University of New Orleans
Xavier University of Louisiana[1,2]

Maine

Colby College[2]
College of the Atlantic
Husson University[2]
Saint Joseph's College of Maine[1,2]
Thomas College[2]
Unity College[2]
University of Maine
University of Maine at Augusta
University of Maine at Farmington[1,2]
University of Maine at Fort Kent[2]
University of Maine at Machias[1]
University of Maine at Presque Isle[1,2]
University of New England
University of Southern Maine[2]

Maryland

Baltimore International College
Bowie State University
College of Notre Dame of Maryland[2]
Coppin State University
Frostburg State University
Goucher College[1,2]
Hood College
Loyola University Maryland[2]
Maryland Institute College of Art
McDaniel College[2]
Morgan State University[2]
Mount St. Mary's University[2]
Saint Mary's College of Maryland[1]
Salisbury University
Sojourner-Douglass College
Stevenson University[2]
Strayer University-Maryland
Towson University[1,2]
United States Naval Academy[2]
University of Baltimore[2]
University of Maryland-Baltimore County[2]
University of Maryland-College Park
University of Maryland-Eastern Shore[2]
Washington Adventist University[1]
Washington College[1,2]

Massachusetts

American International College
Anna Maria College[2]
Assumption College
Bard College at Simon's Rock[1]
Bay Path College
Bay State College[1]
Bentley University[1]
Boston College
Bridgewater State University
Cambridge College[2]
Clark University[1,2]
College of Our Lady of the Elms[1,2]
College of the Holy Cross
Curry College
Dean College[1]
Eastern Nazarene College
Emerson College
Emmanuel College[2]
Endicott College[2]
Fitchburg State University[2]
Framingham State University[1,2]
Franklin W. Olin College of Engineering[1]
Gordon College
Lesley University[2]
Massachusetts College of Art and Design
Massachusetts College of Liberal Arts[2]
Merrimack College
Mount Ida College[1]
Newbury College-Brookline[2]
Nichols College[2]
Northeastern University
Salem State University[2]
Simmons College
Springfield College[1,2]
Stonehill College[2]
Suffolk University[2]
Tufts University
University of Massachusetts Amherst[2]
University of Massachusetts Boston[1]
University of Massachusetts Dartmouth
University of Massachusetts Lowell[2]
Wentworth Institute of Technology[1,2]
Western New England University
Westfield State University
Wheaton College[1,2]
Wheelock College[1]
Worcester Polytechnic Institute[1,2]
Worcester State University[1,2]

Michigan

Adrian College[2]
Albion College[2]
Alma College[1,2]
Andrews University[2]
Aquinas College
Calvin College[1]
Central Michigan University[2]
Cleary University[2]
Cornerstone University
Davenport University
Eastern Michigan University[2]
Ferris State University[2]
Grand Valley State University[1,2]
Hope College
Kalamazoo College[1,2]
Kettering University
Kuyper College
Lake Superior State University
Lawrence Technological University[2]
Madonna University
Marygrove College
Michigan State University
Michigan Technological University[2]
Northern Michigan University
Northwood University
Oakland University[1]
Rochester College[2]
Saginaw Valley State University
Siena Heights University
Spring Arbor University[1]
University of Detroit Mercy[2]
University of Michigan-Ann Arbor[2]
University of Michigan-Dearborn[2]
University of Michigan-Flint[2]
University of Phoenix-Metro Detroit Campus
Wayne State University[2]
Western Michigan University[1,2]

Minnesota

Augsburg College[2]
Bemidji State University[1]
Bethany Lutheran College
Bethel University[2]
Capella University
Carleton College
College of Saint Benedict and Saint John's University
College of Saint Scholastica, The
Concordia College at Moorhead[2]
Concordia University-Saint Paul[2]
Gustavus Adolphus College[2]
Hamline University[1]
Macalester College
Martin Luther College
Metropolitan State University
Minneapolis College of Art and Design
Minnesota State University-Mankato[1,2]
Minnesota State University-Moorhead[2]
Saint Catherine University[2]
Saint Cloud State University
Saint Mary's University of Minnesota
Saint Olaf College[1,2]
Southwest Minnesota State University
University of Minnesota-Crookston
University of Minnesota-Duluth[1,2]
University of Minnesota-Morris[1]
University of Minnesota-Twin Cities
University of St. Thomas[1,2]
Winona State University[1]

Mississippi

Alcorn State University
Delta State University[2]
Jackson State University[2]
Millsaps College
Mississippi State University[2]
Mississippi University for Women
University of Mississippi
University of Southern Mississippi

Missouri

Avila University[1,2]
Central Methodist University[1,2]
Colorado Technical University-Kansas City
Culver-Stockton College[2]
Drury University[2]
Fontbonne University
Grantham University
Harris-Stowe State University[1]
Kansas City Art Institute
Lindenwood University[1]
Maryville University of Saint Louis[2]
Missouri Southern State University[1,2]
Missouri State University[1,2]
Missouri University of Science and Technology[2]
Missouri Valley College[2]
Missouri Western State University
Northwest Missouri State University[2]
Park University
Rockhurst University[2]

PARTICIPATING COLLEGES & UNIVERSITIES 2009–2013 (CONTINUED)

Saint Louis University[1]
Saint Luke's College[2]
Southeast Missouri State University
Stephens College[1,2]
Truman State University[2]
University of Central Missouri[2]
University of Missouri-Columbia
University of Missouri-Kansas City[2]
University of Missouri-St. Louis[2]
Webster University
Westminster College
William Jewell College[1,2]
William Woods University[2]

Montana

Carroll College[2]
Montana State University-Billings[1,2]
Montana State University-Bozeman[1]
Montana State University-Northern[2]
Montana Tech of the University of Montana
Rocky Mountain College[1]
University of Great Falls[1,2]
University of Montana, The[2]

Nebraska

Bellevue University[2]
Chadron State College[2]
College of Saint Mary
Concordia University
Dana College[2]
Doane College[1,2]
Hastings College
Midland University[1]
Nebraska Methodist College[2]
Nebraska Wesleyan University[1,2]
Peru State College
Union College[1,2]
University of Nebraska at Kearney[1,2]
University of Nebraska at Lincoln[2]
University of Nebraska at Omaha[2]
Wayne State College[2]

Nevada

Nevada State College[1]
Sierra Nevada College[1]
University of Nevada, Las Vegas[1]
University of Nevada, Reno[2]

New Hampshire

Colby-Sawyer College[2]
Franklin Pierce University[2]
Keene State College[2]
New England College[2]
Plymouth State University[2]
Rivier University[2]
Saint Anselm College[1]
University of New Hampshire

New Jersey

Berkeley College[2]
Bloomfield College[1]
Centenary College[1,2]
College of New Jersey, The[1,2]
College of Saint Elizabeth[2]
Drew University[1,2]
Felician College[2]
Georgian Court University[1,2]
Kean University
Monmouth University[1,2]
Montclair State University[2]
New Jersey City University[2]
New Jersey Institute of Technology
Ramapo College of New Jersey
Richard Stockton College of New Jersey, The[1,2]
Rider University
Rowan University
Rutgers University-Camden
Rutgers University-New Brunswick
Rutgers University-Newark
Saint Peter's College
Seton Hall University[1,2]
Stevens Institute of Technology[2]
William Paterson University of New Jersey[2]

New Mexico

Eastern New Mexico University[1,2]
Institute of American Indian and Alaska Native Culture[2]
New Mexico Highlands University
New Mexico Institute of Mining and Technology
New Mexico State University[1]
Northern New Mexico College[2]
University of New Mexico[2]
University of Phoenix-New Mexico Campus
Western New Mexico University[2]

New York

Adelphi University[1,2]
Alfred University[2]
Berkeley College[2]
Canisius College
Clarkson University[2]
Colgate University
College of Mount Saint Vincent
College of Saint Rose, The
Concordia College-New York[1]
Cooper Union for the Advancement of Science and Art
CUNY Bernard M Baruch College[1,2]
CUNY Brooklyn College[1,2]
CUNY College of Staten Island[1,2]
CUNY Herbert H. Lehman College[2]
CUNY Hunter College[2]
CUNY John Jay College of Criminal Justice[2]
CUNY Medgar Evers College[1,2]
CUNY New York City College of Technology[2]
CUNY Queens College[2]
CUNY The City College[2]
CUNY York College[2]
Daemen College[1,2]
Dominican College of Blauvelt[1,2]
Dowling College
Excelsior College[2]
Fashion Institute of Technology
Fordham University
Hamilton College
Hartwick College[1,2]
Hilbert College[1]
Hobart and William Smith Colleges
Hofstra University
Houghton College[2]
Iona College
Ithaca College
Keuka College
Le Moyne College
LIM College[1,2]
Long Island University-Brooklyn Campus[2]
Long Island University-C. W. Post Campus
Manhattan College
Manhattanville College[2]
Marist College[1]
Marymount Manhattan College
Medaille College[1,2]
Mercy College
Molloy College
Mount Saint Mary College[2]
Nazareth College[2]
New School, The
New York Institute of Technology-Old Westbury
Niagara University
Nyack College
Pace University[1,2]
Paul Smith's College[1,2]
Polytechnic Institute of New York University[2]
Pratt Institute
Roberts Wesleyan College
Rochester Institute of Technology
Russell Sage College
Sage College of Albany
Saint Bonaventure University[2]
Saint Francis College
Saint John Fisher College[1]
Saint John's University-New York[2]
Saint Joseph's College[2]
Saint Joseph's College-Suffolk Campus[2]
Saint Lawrence University
Sarah Lawrence College
School of Visual Arts
Siena College[2]
Skidmore College[2]
Stony Brook University[1,2]
SUNY at Albany
SUNY at Binghamton
SUNY at Fredonia
SUNY at Geneseo
SUNY at Purchase College[2]
SUNY College at Brockport[2]
SUNY College at Buffalo[1,2]
SUNY College at Cortland
SUNY College at New Paltz[1]
SUNY College at Oneonta[1]
SUNY College at Potsdam
SUNY College of Agriculture and Technology at Cobleskill
SUNY College of Environmental Science and Forestry[1]
SUNY College of Technology at Alfred
SUNY Maritime College
Syracuse University[1]
Touro College[2]
Union College[1]
United States Merchant Marine Academy[2]
United States Military Academy
University at Buffalo
Vassar College
Vaughn College of Aeronautics and Technology[1,2]
Wagner College[1,2]
Webb Institute
Wells College[2]
Yeshiva University

North Carolina

Appalachian State University
Barton College[2]
Belmont Abbey College
Brevard College
Campbell University Inc.[2]
Catawba College
Chowan University
East Carolina University[1,2]
Elizabeth City State University[2]
Elon University[1,2]
Fayetteville State University[1,2]
Gardner-Webb University[1,2]
Greensboro College[2]
Guilford College[2]
High Point University
Johnson & Wales University-Charlotte
Johnson C Smith University[2]
Lees-McRae College[2]
Lenoir-Rhyne University[1]
Livingstone College[2]
Mars Hill University
Meredith College[1,2]
Methodist University[2]
Mount Olive College
North Carolina A&T State University[2]
North Carolina Central University[2]

PARTICIPATING COLLEGES & UNIVERSITIES 2009–2013 (CONTINUED)

North Carolina State University
Pfeiffer University
Queens University of Charlotte
Saint Andrews University
Saint Augustine's College[2]
Salem College[2]
Shaw University[2]
University of North Carolina at Asheville
University of North Carolina at Chapel Hill
University of North Carolina at Charlotte
University of North Carolina at Greensboro[1,2]
University of North Carolina at Wilmington[2]
Warren Wilson College[2]
Western Carolina University[1,2]
William Peace University[1]
Wingate University[2]
Winston-Salem State University[2]

North Dakota

Dickinson State University[2]
Mayville State University[2]
Minot State University[2]
North Dakota State University[2]
University of Mary[1]
University of North Dakota[1,2]
Valley City State University[2]

Ohio

Ashland University
Baldwin Wallace University[2]
Bowling Green State University[2]
Capital University[1]
Case Western Reserve University[1]
Cedarville University[2]
Cleveland State University
College of Mount St. Joseph
College of Wooster, The[1,2]
Columbus College of Art and Design[2]
Defiance College[1,2]
Denison University[2]
Franklin University
Heidelberg University[2]
Hiram College[2]
John Carroll University[2]
Kent State University[1,2]
Kent State University Stark Campus
Kenyon College
Lake Erie College
Lourdes University[2]
Malone University
Marietta College
Miami University-Oxford[1,2]
Notre Dame College[2]
Oberlin College
Ohio Dominican University
Ohio Northern University[2]
Ohio State University, The
Ohio State University-Lima Campus
Ohio State University-Mansfield Campus
Ohio State University-Marion Campus
Ohio State University-Newark Campus
Ohio University
Ohio Wesleyan University[1]
Otterbein University[2]
Shawnee State University[1,2]
Tiffin University[1]
University of Akron, The[1,2]
University of Cincinnati[2]
University of Dayton
University of Findlay, The
University of Mount Union[2]
University of Rio Grande[2]
University of Toledo
Ursuline College[2]
Walsh University
Wilberforce University
Wilmington College
Wittenberg University[1]
Wright State University[1]
Xavier University[1,2]
Youngstown State University

Oklahoma

Bacone College
Cameron University
East Central University
Northeastern State University
Northwestern Oklahoma State University
Oklahoma Christian University[1]
Oklahoma City University[2]
Oklahoma State University[1]
Oral Roberts University[1,2]
Rogers State University
Saint Gregory's University
Southeastern Oklahoma State University
Southern Nazarene University[2]
Southwestern Oklahoma State University
University of Central Oklahoma
University of Oklahoma
University of Science and Arts of Oklahoma
University of Tulsa[2]

Oregon

Concordia University
Eastern Oregon University[2]
George Fox University[1,2]
Lewis & Clark College
Linfield College[1,2]
Linfield College-Adult Degree Program[2]
Linfield College-Nursing & Health Sciences[2]
Oregon Institute of Technology
Oregon State University[1,2]
Pacific University[2]
Portland State University[2]
Southern Oregon University[2]
University of Oregon
University of Portland
Warner Pacific College
Western Oregon University
Willamette University[2]

Pennsylvania

Albright College
Allegheny College[2]
Alvernia University[1]
Arcadia University
Bloomsburg University of Pennsylvania[2]
Bryn Athyn College of the New Church[2]
Bryn Mawr College
Bucknell University[1]
Cabrini College
California University of Pennsylvania[2]
Carlow University[1]
Carnegie Mellon University[1]
Cedar Crest College[2]
Central Pennsylvania College
Chatham University[1,2]
Chestnut Hill College[2]
Cheyney University of Pennsylvania[2]
Clarion University of Pennsylvania
Delaware Valley College[2]
DeSales University
Dickinson College
Drexel University[2]
East Stroudsburg University of Pennsylvania
Eastern University[2]
Edinboro University of Pennsylvania
Elizabethtown College[1,2]
Franklin and Marshall College
Gannon University[1]
Gettysburg College
Grove City College[1,2]
Gwynedd Mercy College
Harrisburg University of Science and Technology
Holy Family University[2]
Immaculata University
Indiana University of Pennsylvania
Juniata College[2]
Keystone College
Kutztown University of Pennsylvania
La Roche College
La Salle University[2]
Lafayette College
Lebanon Valley College
Lehigh University[2]
Lincoln University of Pennsylvania[1,2]
Lock Haven University[2]
Lycoming College
Mansfield University of Pennsylvania
Marywood University[2]
Mercyhurst University
Messiah College
Millersville University of Pennsylvania[1,2]
Misericordia University
Moore College of Art and Design
Mount Aloysius College
Muhlenberg College[1]
Neumann University[1,2]
Penn State University Abington[2]
Penn State University Altoona
Penn State University Berks[1,2]
Penn State University Brandywine
Penn State University Erie, The Behrend College
Penn State University Fayette, The Eberly Campus
Penn State University Harrisburg
Penn State University Hazleton[2]
Penn State University University Park
Penn State University Worthington Scranton
Penn State University York
Pennsylvania College of Technology
Philadelphia University[2]
Point Park University
Robert Morris University
Rosemont College
Saint Francis University
Saint Joseph's University
Saint Vincent College[2]
Seton Hill University
Shippensburg University of Pennsylvania
Slippery Rock University of Pennsylvania[1,2]
Susquehanna University[2]
Temple University
Thiel College[1,2]
University of Pittsburgh-Bradford[2]
University of Pittsburgh-Johnstown[2]
University of Scranton[1,2]
University of the Arts, The
University of the Sciences
Ursinus College[1,2]
Villanova University
Washington & Jefferson College
Waynesburg University
West Chester University of Pennsylvania[1,2]
Widener University[1,2]
Wilson College[2]
York College of Pennsylvania

Puerto Rico

Inter American University of Puerto Rico-Barranquitas
Inter American University of Puerto Rico-Metro[2]
Pontifical Catholic University of Puerto Rico-Arecibo
Pontifical Catholic University of Puerto Rico-Mayaguez
Pontifical Catholic University of Puerto Rico-Ponce
University of Puerto Rico-Carolina[2]
University of Puerto Rico-Cayey

PARTICIPATING COLLEGES & UNIVERSITIES 2009–2013 (CONTINUED)

University of Puerto Rico-Mayaguez
University of Puerto Rico-Ponce[2]
University of Puerto Rico-Rio Piedras Campus[2]
University of Sacred Heart[2]

Rhode Island

Bryant University[1 2]
Johnson & Wales University
Providence College
Rhode Island College
Roger Williams University[1 2]
Salve Regina University
University of Rhode Island[2]

South Carolina

Anderson University
Benedict College
Bob Jones University[1 2]
Charleston Southern University
Citadel Military College of South Carolina[2]
Claflin University[1 2]
Clemson University
Coastal Carolina University
Coker College[1 2]
College of Charleston[1 2]
Columbia College[2]
Columbia International University
Converse College[1 2]
Francis Marion University
Furman University[1]
Lander University
Limestone College
Presbyterian College[2]
University of South Carolina-Aiken[2]
University of South Carolina-Beaufort[1 2]
University of South Carolina-Columbia
University of South Carolina-Upstate[2]
Voorhees College[1 2]
Winthrop University[2]
Wofford College[1 2]

South Dakota

Augustana College[1]
Black Hills State University[1 2]
Colorado Technical University-Sioux Falls
Dakota State University[1 2]
Dakota Wesleyan University
Mount Marty College
National American University-Rapid City[2]
National American University-Sioux Falls[2]
Northern State University[2]
Presentation College[1 2]
South Dakota School of Mines and Technology[1 2]
South Dakota State University[2]
University of South Dakota[2]

Tennessee

Austin Peay State University[2]
Baptist Memorial College of Health Sciences[2]
Belmont University[2]
Bethel University
Carson-Newman University[2]
Christian Brothers University
Cumberland University[1]
East Tennessee State University
Fisk University[2]
Johnson University
King University[1]
Lane College[1 2]
Lee University
Lincoln Memorial University[2]
Lipscomb University[1 2]
Martin Methodist College[1 2]
Memphis College of Art
Middle Tennessee State University
Milligan College[2]
Rhodes College[2]
Southern Adventist University[2]
Tennessee State University[2]
Tennessee Technological University
Tennessee Temple University
Trevecca Nazarene University[1]
Tusculum College[2]
Union University
University of Memphis
University of Tennessee, The[1 2]
University of Tennessee-Chattanooga, The[1 2]
University of Tennessee-Martin, The
University of the South, Sewanee[2]

Texas

Abilene Christian University[1 2]
American InterContinental University-Houston
Angelo State University
Austin College[1 2]
Baylor University[1 2]
Concordia University Texas[1]
DeVry University-Texas
East Texas Baptist University[1 2]
Houston Baptist University
Howard Payne University
Huston-Tillotson University
Lamar University[2]
LeTourneau University
Lubbock Christian University[2]
McMurry University[2]
Midwestern State University
Northwood University
Our Lady of the Lake University-San Antonio[2]
Prairie View A&M University[1 2]
Saint Edward's University
Saint Mary's University[1 2]
Sam Houston State University[2]
Schreiner University
Southern Methodist University
Southwestern Adventist University
Southwestern Assemblies of God University
Southwestern Christian College
Southwestern University[2]
Stephen F. Austin State University[2]
Tarleton State University[1 2]
Texas A&M International University[1 2]
Texas A&M University[2]
Texas A&M University - Commerce[2]
Texas A&M University - Corpus Christi[1]
Texas A&M University - Kingsville[2]
Texas A&M University - Texarkana[1]
Texas Christian University[2]
Texas Lutheran University[2]
Texas Southern University[1]
Texas State University-San Marcos[1 2]
Texas Tech University[1 2]
Texas Woman's University[1 2]
Trinity University
University of Dallas
University of Houston
University of Houston-Clear Lake
University of Houston-Downtown[2]
University of Houston-Victoria[1 2]
University of North Texas
University of Phoenix-Houston Westside Campus
University of St. Thomas[2]
University of Texas at Arlington, The[1 2]
University of Texas at Austin, The[2]
University of Texas at Brownsville, The
University of Texas at Dallas, The[1 2]
University of Texas at El Paso, The
University of Texas at San Antonio, The[2]
University of Texas at Tyler, The[1 2]
University of Texas of the Permian Basin, The
University of Texas-Pan American, The[2]
University of the Incarnate Word[2]
Wayland Baptist University[2]
West Texas A&M University[1 2]
Wiley College[1 2]

Utah

Brigham Young University[1 2]
Dixie State College of Utah
Southern Utah University
University of Utah[2]
Utah Valley University[1 2]
Weber State University
Western Governors University
Westminster College[1 2]

Vermont

Bennington College[1]
Burlington College
Castleton State College
Champlain College
College of St. Joseph
Green Mountain College
Johnson State College[1]
Lyndon State College[1]
Marlboro College[2]
Middlebury College
Norwich University[2]
Saint Michael's College
Southern Vermont College[1]
University of Vermont[2]

Virgin Islands

University of the Virgin Islands

Virginia

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

PARTICIPATING COLLEGES & UNIVERSITIES 2009–2013 (CONTINUED)

Washington
Central Washington University[2]
Eastern Washington University[1]
Evergreen State College, The[2]
Gonzaga University
Heritage University[1 2]
Northwest University
Pacific Lutheran University[1 2]
Saint Martin's University[2]
Seattle Pacific University[2]
Seattle University[1]
University of Puget Sound
University of Washington-Bothell
University of Washington-Seattle
University of Washington-Tacoma[1 2]
Walla Walla University
Washington State University[1 2]
Western Washington University
Whitman College
Whitworth University[2]

West Virginia
Alderson-Broaddus College
American Public University System
Bethany College[2]
Bluefield State College
Concord University
Davis & Elkins College[2]
Fairmont State University[2]
Glenville State College
Marshall University[2]
Mountain State University[2]
Ohio Valley University
Shepherd University[1]
University of Charleston[2]
West Liberty University
West Virginia University[2]
West Virginia Wesleyan College[2]
Wheeling Jesuit University[2]

Wisconsin
Alverno College[2]
Beloit College[2]
Cardinal Stritch University[2]
Carroll University[1 2]
Carthage College[1 2]
Concordia University-Wisconsin[2]
Edgewood College[1 2]
Lawrence University
Maranatha Baptist Bible College[2]
Marian University[2]
Marquette University
Milwaukee School of Engineering
Mount Mary College[2]
Northland College[2]
Ripon College
Saint Norbert College
University of Wisconsin-Eau Claire[2]
University of Wisconsin-Green Bay[1 2]
University of Wisconsin-La Crosse[1 2]
University of Wisconsin-Madison[1]
University of Wisconsin-Milwaukee[2]
University of Wisconsin-Oshkosh[2]
University of Wisconsin-Parkside[1 2]
University of Wisconsin-Platteville[2]
University of Wisconsin-River Falls[1 2]
University of Wisconsin-Stevens Point[2]
University of Wisconsin-Stout[2]
University of Wisconsin-Superior[1 2]
University of Wisconsin-Whitewater[2]
Viterbo University[2]
Wisconsin Lutheran College[1 2]

Wyoming
University of Wyoming[2]

Canada

Alberta
Alberta College of Art and Design
Ambrose University College
Athabasca University
Canadian University College
Grant MacEwan University
King's University College, The
Mount Royal University
University of Alberta
University of Calgary[1 2]
University of Lethbridge

British Columbia
Capilano University
Kwantlen Polytechnic University[2]
Quest University Canada
Royal Roads University
Simon Fraser University
Thompson Rivers University[2]
Trinity Western University
University of British Columbia
University of British Columbia, Okanagan
University of Northern British Columbia[2]
University of the Fraser Valley[2]
University of Victoria
Vancouver Island University

Manitoba
Brandon University
University of Manitoba
University of Winnipeg

Newfoundland
Memorial University of Newfoundland, St. John's Campus

New Brunswick
Mount Allison University
St. Thomas University
University of New Brunswick - Fredericton[2]
University of New Brunswick - Saint John Campus[2]

Nova Scotia
Acadia University
Cape Breton University
Dalhousie University
Mount St. Vincent University
Nova Scotia Agricultural College[1]
Saint Mary's University[2]
St. Francis Xavier University

Ontario
Algoma University
Brescia University College
Brock University
Carleton University[1 2]
Humber College Institute of Technology and Advanced Learning[2]
Huron University College
King's University College[2]
Lakehead University
Laurentian University
McMaster University
Nipissing University
Ontario College of Art and Design University
Queen's University
Redeemer University College
Ryerson University
Sheridan College Institute of Technology and Advanced Learning[2]
Trent University
Tyndale University College and Seminary
Université de Hearst
Université d'Ottawa / University of Ottawa
University of Guelph[1 2]
University of Ontario-Institute of Technology
University of Toronto
University of Waterloo
University of Windsor
Western University
Wilfrid Laurier University
York University[1]

Prince Edward Island
University of Prince Edward Island[1 2]

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

Saskatchewan
Briercrest College and Seminary
University of Regina
University of Saskatchewan

Afghanistan
American University of Afghanistan, The

Egypt
American University in Cairo, The

England
American InterContinental University London

Iraq
American University of Iraq, Sulaimani[2]

Lebanon
Lebanese American University[2]

Mexico
Universidad de Monterrey

Qatar
Carnegie Mellon, Qatar Campus[1 2]
Georgetown University School of Foreign Service in Qatar
Northwestern University in Qatar
Texas A&M University at Qatar
Virginia Commonwealth University in Qatar
Weill Cornell Medical College in Qatar

United Arab Emirates
American University of Sharjah

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

NSSE STAFF

National Survey of Student Engagement

Director	Alexander C. McCormick
Associate Director, Research & Data Analysis	Robert M. Gonyea
Associate Director, NSSE Institute	Jillian Kinzie
Assistant Director, NSSE Survey Operations & Project Services	Shimon Sarraf
BCSSE Project Manager & Research Analyst	James S. Cole
FSSE Principal Investigator	Thomas F. Nelson Laird
FSSE Project Manager & Research Analyst	Allison BrckaLorenz
LSSSE Director	Carole Silver
LSSSE Project Manager	Chad Christensen
Research Analysts	Kevin Fosnacht Heather Haeger Amber D. Lambert Angie L. Miller Amy Ribera Louis M. Rocconi Rick Shoup
Finance Manager	Marilyn Gregory
Office & Project Coordinator	Barbara Stewart
Office Secretary	Katie Noel
Publications Coordinator	Sarah Martin
Web Developer	Hien Nguyen
Research Project Associates	Yiran Dong Jennifer Nailos Lanlan Mu Rong (Lotus) Wang John Zilvinskis
FSSE Project Associates	Yi-Chen Chiang Jessica Harris Leah Peck
NSSE Institute Project Associates	Cynthia Ahonen Katherine Wheatle
NSSE Project Services Manager	Jennifer Brooks
NSSE Project Associates	Reginald A. Blockett Jacob Docking Sarah Fernandez Polly Graham Mark Houlemarde Elijah Howe Karyn Rabourn Bridget Chase Yuhas

Indiana University Center for Survey Research

Director	Ashley Bowers
Senior Research Director	John Kennedy
Director of Research Project Management Services	Reya Calistes
Director of Business Operations & Human Resources	Maryanne McDonnell
Director of Technologies	Kevin Tharp
Study Director/Technologies Analyst	Alycia Cameron
Study Directors	Stacey Giroux Heather Terhune Marti
CPR Technical Lead/ Senior Analyst/Programmer	Joe Wilkerson
Director of Research & Development	Lilian Yahng
Director of Research Data Management Services	Jamie Roberts
Associate Director of Research Data Management Services	Erica Moore
Research Data Services Associate	Michael Steinhilber
Processing Assistants	Danielle Ahmed Ariel Ehrlich Kyle Smith
Production Staff	Melody Kowalski Juliet Roberts
Programmers/Analysts	Jason Francis Barb Gelwick Rick Watson

"What has shaped my experience is the Residence and Housing aspect. I learned so much about diversity regarding sexual orientation, religion, and race. I feel the experience has taught me to work through issues between people of different backgrounds."

—SENIOR, PUBLIC HEALTH MAJOR, WINONA STATE UNIVERSITY





NSSE
national survey of
student engagement



Indiana University Center for Postsecondary Research
1900 East Tenth Street, Suite 419
Bloomington, Indiana 47406-7512

Phone **812-856-5824**
Fax **812-856-5150**
Email **nsse@indiana.edu**
Web **nsse.iub.edu**