

Executive Summary

What is the NSSE?

- The National Survey of Student Engagement (NSSE) is a nationally normed survey of attitudes and behaviors that are correlated to student engagement and academic success. The NSSE is administered online to freshmen and senior students in the spring semester.
- The NSSE survey was changed significantly in 2013. It is therefore not possible to directly compare results of the present survey with previous administrations of NSSE.

How and when was the NSSE administered at Siena College?

- Siena College administered the NSSE survey in the spring of 2015.
- Out of 1487 students who were invited to participate in the NSSE 2015 survey, 372 students responded for a 25.0% response rate (32.4% for freshmen and 18.1% for seniors).
- Results are provided for Siena College and three comparison groups: mid-east private institutions (N=122), institutions in Siena's Carnegie classification (N=148), and all participating institutions in 2014 and 2015 (N=963).

How did Siena do on the NSSE?

- Engagement Indicators (composite measures of academic and institutional engagement):
 - Siena freshmen scored relatively high on the Engagement Indicators labeled "Higher-Order Learning," "Quantitative Reasoning," and "Student-Faculty Interaction."
 - Siena seniors scored relatively high on the Engagement Indicators labeled "Quantitative Reasoning" and "Collaborative Learning."
 - Siena freshmen and seniors both scored relatively low on the "Learning Strategies" indicator.
- High Impact Practices: Compared to other institutions, first-year students at Siena are somewhat more likely to participate in service-learning activities and research with faculty, but somewhat less likely to participate in learning communities. Seniors at Siena are somewhat more likely to participate in service-learning activities.
- Academic Advising: Siena students, especially seniors, had relatively high scores on the set of questions related to academic advising. In particular, Siena performed well on the questions "Been available when needed," "Helped you get information on special opportunities," and "Discussed your career interests and post-graduation plans."
- First-year experiences: Overall, Siena freshmen performed quite well on this set of questions, compared to other institutions.
- Senior transitions: Overall, Siena seniors performed quite well on this set of questions, compared to other institutions.
- Time management:
 - Compared to other institutions, Siena freshmen spend less time working for pay, caring for dependents, and commuting to campus. Conversely, Siena freshmen spend more time relaxing and socializing.
 - Compared to other institutions, Siena seniors spend less time working for pay, caring for dependents, and commuting to campus.
- The NSSE survey contains two questions asking respondents to rate their overall satisfaction with their college or university.
 - Siena freshman scored slightly higher than all three comparison groups on both questions.
 - Siena seniors scored slightly lower than all three comparison groups on both questions.
 - On both questions, Siena seniors had somewhat lower rating scores than Siena freshmen.
- Scores by demographic subgroups:
 - Certain demographic subgroups had lower scores on the engagement indicators, notably diverse students, transfer students, commuter students, and students with low aid grade.
 - Certain demographic subgroups also had lower scores on the overall satisfaction questions, notably diverse students and commuter students.

Background

The National Survey of Student Engagement (NSSE) is a nationally normed survey of attitudes and behaviors that are correlated to student engagement and academic success. The NSSE is administered online to freshmen and senior students in the spring semester. This report provides a summary of results from the spring 2015 NSSE survey administration at Siena College.

Methodology

In spring of 2015, all Siena students who had been classified as freshmen or seniors in the previous fall term received an email invitation to participate in the NSSE survey. Subsequently, frequent reminders were sent to students who had not yet responded.

In August 2015, the NSSE staff released the results of the survey, providing both a raw data file as well as various types of reports. Results are typically disaggregated by class, i.e. separate results are reported for freshmen and seniors. These reports allow a comparison of Siena results with the results for three groups of institutions participating in the NSSE survey: mid-east private (N=122), institutions in Siena's Carnegie classification (N=148), and all participating institutions in 2014 and 2015 (N=963). For a partial list of comparison institutions, see Appendix 1 and 2.

The NSSE results are organized into ten engagement indicators, grouped under four major themes, as listed below. Each of the ten engagement indicators is basically a composite score from several related survey questions.

- 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

There is also a set of questions dealing with high-impact practices.

In addition to the engagement indicators, NSSE results are available for individual questions, both as mean values (most survey items are scored on a Likert scale, e.g. 1 to 5) and as frequencies. For a link to the actual survey instrument, click [here](#).

Results

Out of 1487 students who were invited to participate in the NSSE 2015 survey, 372 students responded for a 25.0% response rate (32.4% for freshmen and 18.1% for seniors). Demographically, 61% of respondents were female, and 85% were white.

Engagement Indicators

Table 1 shows the mean scores for first-year students on the ten engagement indicators for Siena College and the three comparison groups. Siena performed quite well on these engagement indicators, scoring higher than all three comparison groups on 9 out of 10 indicators. Siena scored especially well on “Higher-Order Learning,” “Quantitative Reasoning,” “Learning with Peers,” “Collaborative Learning,” and “Discussions with Diverse Others.” The only item on which Siena scored lower than the comparison groups was “Learning Strategies,” which taps into the extent to which students use effective strategies (e.g. reviewing notes or summarizing course materials) in their study behavior.

Table 1: Engagement Indicators - Freshmen

First-year					
	Siena	Mid-East Private	Carnegie Class	All NSSE	Trend
Academic Challenge					
Higher-Order Learning	45.3	40.7	41.5	39.3	↑↑
Reflective & Integrative Learning	40.3	36.6	38.0	36.0	↑
Learning Strategies	39.7	40.2	40.6	39.7	↓
Quantitative Reasoning	34.4	27.7	28.7	27.9	↑↑
Learning with Peers					
Collaborative Learning	36.8	33.0	34.7	32.4	↑
Discussions with Diverse Others	43.9	41.8	43.3	41.1	↑
Experiences with Faculty					
Student-Faculty Interaction	26.1	22.4	23.9	20.7	↑↑
Effective Teaching Practices	43.2	41.2	42.5	40.1	↑
Campus Environment					
Quality of Interactions	45.1	42.3	44.1	41.5	↑
Supportive Environment	41.4	38.0	39.7	37.3	↑

Table 2 shows the mean scores for seniors on the ten engagement indicators for Siena College and the three comparison groups. Once again Siena performed relatively well on these engagement indicators, although the results for seniors were not as strong as the results for first-year students. Siena seniors scored especially well on “Quantitative Reasoning” and “Collaborative Learning.” Once again the only item on which Siena seniors scored lower than all three comparison groups was “Learning Strategies.”

Table 2: Engagement Indicators - Seniors

Senior					
	Siena	Mid-East Private	Carnegie Class	All NSSE	Trend
Academic Challenge					
Higher-Order Learning	43.8	41.9	43.2	41.4	↑
Reflective & Integrative Learning	41.7	39.6	41.6	39.0	↑
Learning Strategies	37.4	39.7	40.1	40.3	↓
Quantitative Reasoning	35.2	29.8	31.4	30.4	↑↑
Learning with Peers					
Collaborative Learning	38.3	33.9	35.1	32.9	↑↑
Discussions with Diverse Others	42.5	42.0	42.6	42.0	↔
Experiences with Faculty					
Student-Faculty Interaction	32.2	27.5	30.6	24.0	↑
Effective Teaching Practices	43.2	41.4	43.6	40.8	↔
Campus Environment					
Quality of Interactions	43.5	42.0	44.3	42.4	↔
Supportive Environment	37.5	34.3	36.6	33.3	↑

High-Impact Practices

Several questions on the NSSE survey ask students about their experiences with high-impact practices (HIP). Table 3 shows the results for Siena first-year students and the three comparison groups on these HIP questions. These data indicate that first-year students at Siena are somewhat more likely to participate in service-learning activities and research with faculty, but somewhat less likely to participate in learning communities. The overall level of participation for Siena students is comparable to the peer groups.

Table 3: High Impact Practices - Freshmen

First-year					
	Siena	Mid-East Private	Carnegie Class	All NSSE	Trend
Type of HIP					
Learning Community	8.4%	18.0%	11.3%	15.7%	↓
Service-Learning	57.6%	51.7%	48.9%	51.9%	↑
Research with Faculty	9.0%	6.3%	5.9%	5.7%	↑
Participated in at least one	59.5%	59.7%	54.1%	58.2%	↔
Participated in two or more	13.0%	13.3%	9.9%	12.3%	↔

Table 4 shows the results for Siena seniors and the three comparison groups on the HIP questions. These data indicate that seniors at Siena are somewhat more likely to participate in service-learning activities. Generally speaking, Siena seniors had somewhat higher levels of HIP participation compared to all NSSE institutions, but somewhat lower levels of HIP participation compared to our Carnegie peers. Siena had roughly similar levels of participation compared to other mid-east private schools.

Table 4: High Impact Practices - Seniors

Senior					
	Siena	Mid-East Private	Carnegie Class	All NSSE	Trend
Type of HIP					
Learning Community	27.8%	30.2%	29.4%	24.9%	↔
Service-Learning	66.3%	61.4%	62.6%	61.0%	↑
Research with Faculty	39.0%	32.2%	46.0%	24.7%	↔
Internship or Field Exp.	62.6%	66.1%	66.8%	51.1%	↔
Study Abroad	19.7%	25.2%	37.4%	14.5%	↔
Culminating Senior Exp.	60.7%	59.4%	74.8%	46.3%	↔
Participated in at least one	90.5%	92.3%	95.6%	86.0%	↔
Participated in two or more	76.9%	75.4%	84.4%	62.4%	↔

Topical modules: Advising

The NSSE survey allows participating institutions to select two additional “modules” in addition to the standard set of survey questions. Each module consists of a set of fairly detailed questions related to a particular area of interest. Siena College selected the “Advising” module as one of its choices. Table 5 shows the results for Siena College and for other institutions which used the advising module. (The comparison group is different for each of the topical modules, since not all participating institutions use all modules.)

Siena students, especially seniors, gave relatively high scores on these advising questions. In particular, Siena performed well on the questions “Been available when needed,” “Helped you get information on special opportunities,” and “Discussed your career interests and post-graduation plans.”

Table 5: Advising Module

	First-year			Seniors		
	Siena	Other schools	Trend	Siena	Other schools	Trend
To what extent have your academic advisors:						
Been available when needed	3.07	2.98	↑	3.20	2.94	↑↑
Listened closely to your concerns and questions	3.02	3.00	↔	3.07	2.96	↑
Informed you of important deadlines	2.77	2.83	↓	2.67	2.72	↓
Helped you understand academic rules and policies	2.75	2.78	↔	2.65	2.65	↔
Informed you of academic support options	2.65	2.72	↓	2.43	2.41	↔
Provided useful information about courses	2.97	2.85	↑	2.82	2.70	↑
Helped you when you had academic difficulties	2.73	2.66	↑	2.81	2.59	↑↑
Helped you get information on special opportunities	2.72	2.53	↑↑	2.68	2.46	↑↑
Discussed your career interests and post-graduation plans	2.73	2.52	↑↑	2.93	2.47	↑↑

Topical modules: First-Year Experiences and Senior Transitions

Part 1 of the second additional module selected by Siena focused on first-year experiences, and was therefore administered only to first-year students. Overall Siena performed quite well on this module, with significantly better scores (though not necessarily higher scores, as some items have a reverse scale) on the following items:

- During the current school year, about how often have you participated in course discussions, even when you didn't feel like it?
- During the current school year, about how often have you asked instructors for help when you struggled with course assignments?
- During the current school year, how difficult has the following been for you: managing your time?
- During the current school year, how difficult has the following been for you: interacting with faculty?

Part 2 of this second module focused on senior transitions, and was therefore only administered to senior students. Once again, Siena performed quite well on this module, with significantly better scores on the following items:

- How much confidence do you have in your ability to complete tasks requiring critical thinking and analysis of arguments and information?
- How much confidence do you have in your ability to complete tasks requiring creative thinking and problem solving?
- To what extent has your coursework in your major(s) emphasized generating new ideas or brainstorming?
- To what extent has your coursework in your major(s) emphasized evaluating multiple approaches to a problem?
- To what extent has your coursework in your major(s) emphasized inventing new methods to arrive at unconventional solutions?

Highest and Lowest Items

Compared to other mid-east private colleges, Siena scored the highest on the following survey items.

Table 6: Items with high scores

First-year students	Seniors
Quality of interactions with administrative staff and offices	Institution emphasis on attending campus activities and events
Used numerical information to examine a real-world problem or issue	Reached conclusions based on your own analysis of numerical information
Evaluated what others have concluded from numerical information	Extent to which courses challenged you to do your best work
Included diverse perspectives in course discussions or assignments	Talked about career plans with a faculty member
Institution emphasis on attending campus activities and events	Explained course material to one or more students

And compared to other mid-east private colleges, Siena scored the lowest on the following survey items.

Table 7: Items with low scores

First-year students	Seniors
Instructors used examples or illustrations to explain difficult points	Participated in a learning community
Discussions with people with religious beliefs other than your own	Participated in an internship, co-op, field experience, student teaching, etc.
Summarized what you learned in class or from course materials	Participated in a study abroad program
Reviewed your notes after class	Summarized what you learned in class or from course materials
Participated in a learning community	Reviewed your notes after class

Results by Demographic Category

Table 8 shows results by various demographic categories for the 10 engagement indicators and for the two overall evaluation questions. Demographic subgroups with significantly lower scores are shaded in red. Certain overall patterns are worth noting in this data:

- Diverse students tend to have lower scores on the engagement indicators and on the overall evaluation scores.
- First-generation students and Pell recipients tend to have similar scores to other students.
- Transfer students have somewhat lower scores than new students.
- Students in the School of Science have somewhat higher scores on the engagement indicators.
- Students with low aid grade have somewhat lower scores on the engagement indicators, but have a higher score on the question “Would you go here again.”
- Students with low cumulative GPA (less than 2.5) have low scores on both the engagement indicators and overall evaluation questions; conversely, students with high cumulative GPA (greater than 3.5) have high scores across the board.
- Commuter students have somewhat lower scores on the engagement indicators, and significantly lower scores on the overall evaluation questions.

Table 8: Results by demographic category

	Engagement Indicators										Overall evaluation	
	Higher-Order Learning	Reflective and Integrative Learning	Learning Strategies	Quantitative Reasoning	Collaborative Learning	Discussions with Diverse Others	Student-Faculty Interaction	Effective Teaching Practices	Quality of Interactions	Supportive Environment	Overall experience	Would go here again
Gender												
Female	44.3	40.4	39.2	31.1	37.3	43.4	27.8	43.0	43.7	40.7	3.34	3.26
Male	45.2	41.3	38.2	37.9	37.7	43.3	28.7	43.2	45.1	39.4	3.27	3.05
Ethnicity												
Diverse	41.0	39.5	34.6	31.3	35.6	42.7	25.4	39.4	44.7	37.1	3.13	2.90
White	45.3	41.0	39.5	34.2	37.8	43.5	28.6	43.6	44.2	40.6	3.34	3.22
First generation												
First-gen	43.2	42.1	38.4	32.0	36.6	46.0	26.8	43.6	43.8	40.3	3.25	3.20
Not first-gen	45.0	40.7	38.7	33.5	37.8	43.5	28.9	42.9	44.1	39.9	3.32	3.18
Pell status												
Not Pell	44.4	40.3	38.8	34.6	38.1	42.0	28.0	43.0	44.5	39.8	3.34	3.21
Pell	45.1	41.8	39.0	31.9	35.9	46.4	28.4	43.1	43.8	40.9	3.25	3.09
Matriculation type												
New	44.9	41.0	39.3	33.7	37.8	43.9	28.5	43.4	44.4	40.5	3.32	3.18
Transfer	41.2	38.2	33.6	35.2	34.0	36.7	25.0	38.7	42.9	35.2	3.18	3.09
School												
Arts	43.3	42.0	37.7	28.1	33.8	44.1	27.9	42.6	44.3	39.3	3.34	3.17
Business	43.5	39.7	37.9	37.2	38.4	40.9	25.5	41.2	42.8	38.0	3.22	3.19
Science	47.8	40.1	41.2	37.7	41.6	44.9	31.5	45.9	45.8	43.4	3.38	3.18
Aid grade												
< 45	41.8	39.5	36.7	30.2	34.7	41.9	27.8	40.4	43.5	38.5	3.21	3.29
45+	46.1	41.4	39.9	35.7	38.9	44.1	28.2	44.5	44.7	41.0	3.36	3.12
CGPA												
<2.5	40.6	35.4	32.9	24.0	30.1	42.3	23.1	36.1	40.2	35.3	3.04	2.92
2.5-2.99	43.0	39.5	36.1	33.7	38.8	44.3	28.2	42.3	44.7	38.9	3.23	2.96
3.00-3.49	44.7	40.9	38.7	33.6	37.5	41.7	24.7	42.2	43.4	40.3	3.27	3.19
3.5+	46.5	42.5	41.6	36.4	38.6	44.3	31.6	45.8	45.6	41.5	3.44	3.31
Housing												
Commuter	44.1	39.9	38.4	32.2	32.4	38.9	26.0	41.7	42.7	35.5	3.13	2.90
Res Hall	44.8	40.9	39.0	34.2	38.5	44.4	28.6	43.4	44.6	41.2	3.35	3.24

Time Management

One set of questions on the NSSE survey asks students how they spend their time. Table 9 shows the responses for first-year students for these questions for Siena College and the three comparison groups. Green shading indicates an item on which the comparison group scored significantly lower than Siena; red shading indicates an item on which the comparison group score significantly higher. First-year

students at Siena spend a fairly typical amount of time preparing for class, participating in co-curricular activities, and doing community service work. However, Siena first-year students spend less time working for pay, caring for dependents, and commuting to campus. Conversely, Siena first-year students spend more time relaxing and socializing.

Table 9: Time management - freshmen

Hours spent in typical 7-day week:	Siena	Mideast Private	Carnegie Class	All NSSE
Preparing for class	15.77	14.69	16.14	14.13
Participating in co-curricular activities	7.35	6.17	7.71	5.36
Working for pay @n campus	2.46	2.64	3.33	2.37
Working for pay @ff campus	1.33	3.88	2.32	5.10
Estimated number of hours working for pay	3.65	6.42	5.59	7.38
Doing community service or volunteer work	2.12	2.31	2.07	2.40
Relaxing and socializing	14.07	12.38	12.44	12.37
Providing care for dependents	0.78	2.58	1.44	3.14
Commuting to campus	1.71	3.29	2.08	3.75

Table 10 shows the same data for seniors. Siena seniors spend a fairly typical amount of time preparing for class, participating in co-curricular activities, doing community service work, and relaxing/socializing. However, Siena seniors spend less time working for pay, caring for dependents, and commuting to campus.

Table 10: Time management - seniors

Hours spent in typical 7-day week:	Siena	Mideast Private	Carnegie Class	All NSSE
Preparing for class	15.14	14.73	16.36	14.75
Participating in co-curricular activities	6.62	6.35	8.05	4.65
Working for pay @n campus	3.89	4.25	5.44	3.71
Working for pay @ff campus	6.51	9.40	5.36	12.00
Estimated number of hours working for pay	10.31	13.53	10.72	15.58
Doing community service or volunteer work	3.69	3.02	2.70	3.13
Relaxing and socializing	11.97	11.43	12.04	10.73
Providing care for dependents	1.94	4.50	2.50	6.37
Commuting to campus	2.95	4.32	2.72	4.81

Comparing Siena freshman and seniors, we see that seniors clearly spend more time working for pay, while freshmen spend more time relaxing and socializing.

Overall Evaluation of Siena College

The NSSE survey contains two questions asking respondents to rate their overall satisfaction with their college or university.

Table 11 shows the results for these two

questions for first-year students. On both items, Siena scored slightly higher than all three comparison groups, although the differences

were not statistically significant. Notably, over 90% of first-year Siena students rated their overall educational experience at Siena at "Good" or "Excellent," and about 85% indicated that they would "Probably" or "Definitely" attend Siena if they could start over again.

Table 11: Overall evaluation - freshmen

	Measure	Siena	Mid-East Private	Carnegie Class	All NSSE
How would you evaluate your entire educational experience at this institution?	% "Good" or "Excellent"	90.6%	86.8%	89.2%	85.8%
If you could start over again, would you go to the same institution you are now attending?	% "Probably yes" or "Definitely yes"	84.9%	81.9%	84.0%	83.3%

Table 12 shows the results for these two global questions for seniors. On both items, Siena tended to score slightly lower than all three comparison groups; the difference

between Siena and the Carnegie comparison group on the first question was statistically significant. Results for Siena seniors were also somewhat lower than results for first-year Siena students.

Table 12: Overall evaluation - seniors

	Measure	Siena	Mid-East Private	Carnegie Class	All NSSE
How would you evaluate your entire educational experience at this institution?	% "Good" or "Excellent"	85.7%	86.1%	90.6%	86.1%
If you could start over again, would you go to the same institution you are now attending?	% "Probably yes" or "Definitely yes"	79.5%	78.7%	82.4%	81.9%

Appendix 1: Comparison Institutions – Mideast Private Colleges and Universities

Adelphi University	Lancaster Bible College	Union College
Albright College	Le Moyne College	University of Scranton
Alfred University	Lehigh University	University of the Sciences
Allegheny College	LIM College	Ursinus College
American University	Long Island University - Brooklyn	Utica College
Berkeley College	Long Island University - Post	Vaughn College of Aeronautics and Technology
Berkeley College	Loyola University Maryland	Villanova University
Bloomfield College	Lycoming College	Wagner College
Bryn Athyn College of the New Church	Manhattan College	Washington & Jefferson College
Bryn Mawr College	Marist College	Washington Adventist University
Bucknell University	Maryland Institute College of Art	Waynesburg University
Cabrini College	Marymount Manhattan College	Wesley College
Caldwell University	McDaniel College	Widener University
Carlow University	Medaille College	Wilmington University
Catholic University of America	Mercy College	Wilson College
Cedar Crest College	Messiah College	Yeshiva University
Central Penn College	Misericordia University	
Chestnut Hill College	Molloy College	
Clarkson University	Monmouth University	
Colgate University	Moore College of Art and Design	
College of Mount Saint Vincent	Moravian College	
College of Saint Rose, The	Mount Saint Mary College	
Concordia College-New York	Muhlenberg College	
Culinary Institute of America	New York Institute of Technology	
Daemen College	Niagara University	
DeSales University	Notre Dame of Maryland University	
Dickinson College	Nyack College	
Drew University	NYU - Polytechnic School of Engineering	
Eastern University	Pace University	
Elizabethtown College	Paul Smith's College	
Felician College	Philadelphia University	
Fordham University	Point Park University	
Franklin and Marshall College	Pratt Institute	
Gallaudet University	Rider University	
Gannon University	Robert Morris University	
Georgian Court University	Roberts Wesleyan College	
Gettysburg College	Rochester Institute of Technology	
Goucher College	Rosemont College	
Grove City College	Sage Colleges, The	
Gwynedd Mercy University	Saint Francis University	
Hamilton College	Saint Joseph's University	
Hartwick College	Saint Vincent College	
Hilbert College	School of Visual Arts	
Hobart and William Smith Colleges	Seton Hall University	
Hofstra University	St. Francis College	
Hood College	St. John Fisher College	
Howard University	St. John's College	
Immaculata University	St. John's University-New York	
Iona College	St. Joseph's College, New York	
Juniata College	St. Lawrence University	
Keuka College	Susquehanna University	
La Salle University	Syracuse University	
Lafayette College	Touro College	

Appendix 2: Comparison Institutions – Carnegie Class

Albion College	Harvey Mudd College	St. Mary's College of Maryland
Albright College	Hendrix College	St. Olaf College
Allegheny College	Hiram College	Sterling College
Alma College	Hobart and William Smith Colleges	Stonehill College
Austin College	Hollins University	SUNY at Purchase College
Ave Maria University	Holy Cross College	SUNY College at Old Westbury
Bay Path University	Hope College	Susquehanna University
Beloit College	Huston-Tillotson University	Sweet Briar College
Bennett College	Illinois College	Union College
Berea College	Judson College	United States Air Force Academy
Bethany College	Juniata College	United States Military Academy
Bloomfield College	Kentucky State University	United States Naval Academy
Brevard College	Kenyon College	University of Hawai'i at Hilo
Bryn Athyn College of the New Church	Knox College	University of Maine at Machias
Bryn Mawr College	Lafayette College	University of Minnesota, Morris
Bucknell University	Lake Forest College	University of North Carolina at Asheville
Carthage College	Life University	University of Pikeville
Centenary College of Louisiana	Linfield College - McMinnville Campus	University of Puget Sound
Centre College	Louisiana State University at Alexandria	University of Richmond
Claremont McKenna College	Luther College	University of Science and Arts of Oklahoma
Colby College	Lycoming College	University of Virginia's College at Wise
Colgate University	Lyon College	University of Wisconsin-Parkside
College of Idaho, The	Macalester College	Ursinus College
College of the Atlantic	Marymount Manhattan College	Virginia Military Institute
College of the Holy Cross	Massachusetts College of Liberal Arts	Wabash College
College of Wooster, The	McDaniel College	Warren Wilson College
Colorado College	Millsaps College	Washington & Jefferson College
Concordia College at Moorhead	Monmouth College	Washington and Lee University
Connecticut College	Moravian College	Wesleyan College, Macon, Georgia
Cornell College	Muhlenberg College	West Virginia State University
Denison University	Nebraska Wesleyan University	Western State Colorado University
DePauw University	Northland College	Westminster College
Dickinson College	Oglethorpe University	Westmont College
Dillard University	Pacific Union College	Wheaton College
Doane College	Pitzer College	Wheaton College
Drew University	Presbyterian College	Whitman College
Earlham College	Randolph College	Whittier College
Eastern Mennonite University	Randolph-Macon College	Willamette University
Eastern Nazarene College	Rhodes College	William Jewell College
Eckerd College	Ripon College	William Peace University
Emory and Henry College	Roanoke College	Wisconsin Lutheran College
Fort Lewis College	Saint Anselm College	Wofford College
Franklin and Marshall College	Saint Michael's College	
Gettysburg College	Saint Vincent College	
Goshen College	Salem College	
Goucher College	San Diego Christian College	
Grinnell College	Savannah State University	
Grove City College	Sewanee: The University of the South	
Guilford College	Simpson College	
Hamilton College	Southern Virginia University	
Hampden-Sydney College	Southwestern University	
Hanover College	St. John's College	
Hartwick College	St. Lawrence University	