

**National Survey of Student Engagement
2011-2012**

September 2013



THE UNIVERSITY OF SCRANTON

INSTITUTIONAL RESEARCH OFFICE

Every three years the University of Scranton administers the National Survey of Student Engagement (NSSE). The NSSE is a nation-wide survey organized by the Indiana University Center for Postsecondary Research. Broadly speaking, the questions focus on how engaged students are in learning while at the University, but the questions also touch on the students' impressions of institutional priorities and their own learning outcomes. The University receives information about three different comparison groups to assist in providing context to our data. For the 2012 survey the three comparison groups are the New American Colleges and Universities (NAC&U) consortium¹, those institutions matching the University of Scranton's Carnegie Class (Master's, larger)², and a group composed of all institutions participating in the 2012 NSSE³.

University students were recruited to participate in the NSSE through an initial email and two follow-up reminder emails. Fliers were also located around campus reminding students about the NSSE and instructing them on how to access the survey online. All seniors and freshmen on campus were invited to participate, but this report deals specifically with the senior student responses to highlight what students think about the University after four years. Of the 972 seniors at the University of Scranton, 266 responded to the survey, a 27 percent response rate. This response rate was slightly lower than average compared to other schools in the NAC&U consortium (34%), but matched the average for all schools participating in the NSSE (27%) and the average for other schools in our Carnegie Class (27%).

Student Demographics

The University of Scranton students that responded most resemble the students in the NAC&U comparison group in regard to enrollment status (Scranton, 94% full-time and NAC&U, 94% full-time), transfer status (Scranton, 8% transfer students and NAC&U, 11%), age (98% under 24 and 91% under 24), and place of residence (82% on-campus and 42% on-campus). Seventy-one percent of the respondents were female, slightly more than the NAC&U comparison group (69%), the Carnegie Class group (67%), and the NSSE group (63%). The University of Scranton respondents were also less diverse than the comparison groups with 86 percent reporting that they were white compared to 79 percent for the NAC&U comparison group and 68 percent for both the Carnegie Class and NSSE 2012 comparison groups. See Appendix 2, below, for a breakdown of student respondents by ethnicity.

NSSE Benchmarks

To help institutions summarize the NSSE data, the NSSE group created five benchmarks that are emblematic of effective educational practices. These five benchmarks are Level of Academic Challenge (LAC), Active and Collaborative Learning (ACL), Student-Faculty Interaction (SFI), Enriching Educational Experiences (EEE), and Supportive Campus Environment (SCE). Each of the benchmarks is created from a subset of NSSE questions. The responses for each item within a benchmark are first rescaled from 0 to 100 and then averaged for each student to create a student benchmark score. The student benchmark

¹ The NAC&U comparison group was composed of 11 total institutions, see Appendix 3.

² The Carnegie Class (Master's Larger) comparison group was composed of 156 total institutions, see Appendix 4.

³ The NSSE comparison group was composed of 545 total institutions, see

http://nsse.iub.edu/pdf/2012_comparison_group3.pdf.

scores are then averaged together to create an institution’s overall benchmark score. For more information on how the benchmarks are created, please go to http://nsse.iub.edu/links/institutional_reporting.

Executive Summary

This report examines how University students responded to survey items relative to students within the three comparison groups in five key benchmark areas. Each of these areas is composed of a number of questions that are linked to the University’s strategic plan, education practices, and student learning outcomes.

- The University of Scranton received an average score of 68.9 on SCE questions, substantially higher than any of the three comparison groups (NAC&U, 63.6; Carnegie, 60.8; NSSE, 60.5).
- The NAC&U comparison group scored higher (50.3) than the University (44.7) on EEE questions, but the University still scored better than the Carnegie Class (39.6) and NSSE 2012 (40.4) comparison groups.
- Scranton and the NAC&U comparison group did not differ significantly on LAC, ACL, or SFI.
- The University scored significantly higher than both the Carnegie Class comparison group and the NSSE 2012 comparison group on LAC (Scranton, 60.9; Carnegie, 57.9; NSSE, 58.4), ACL (55.3, 53.0, 52.1), and SFI (49.0, 43.7, 42.9), but the differences were minimal for LAC and ACL.

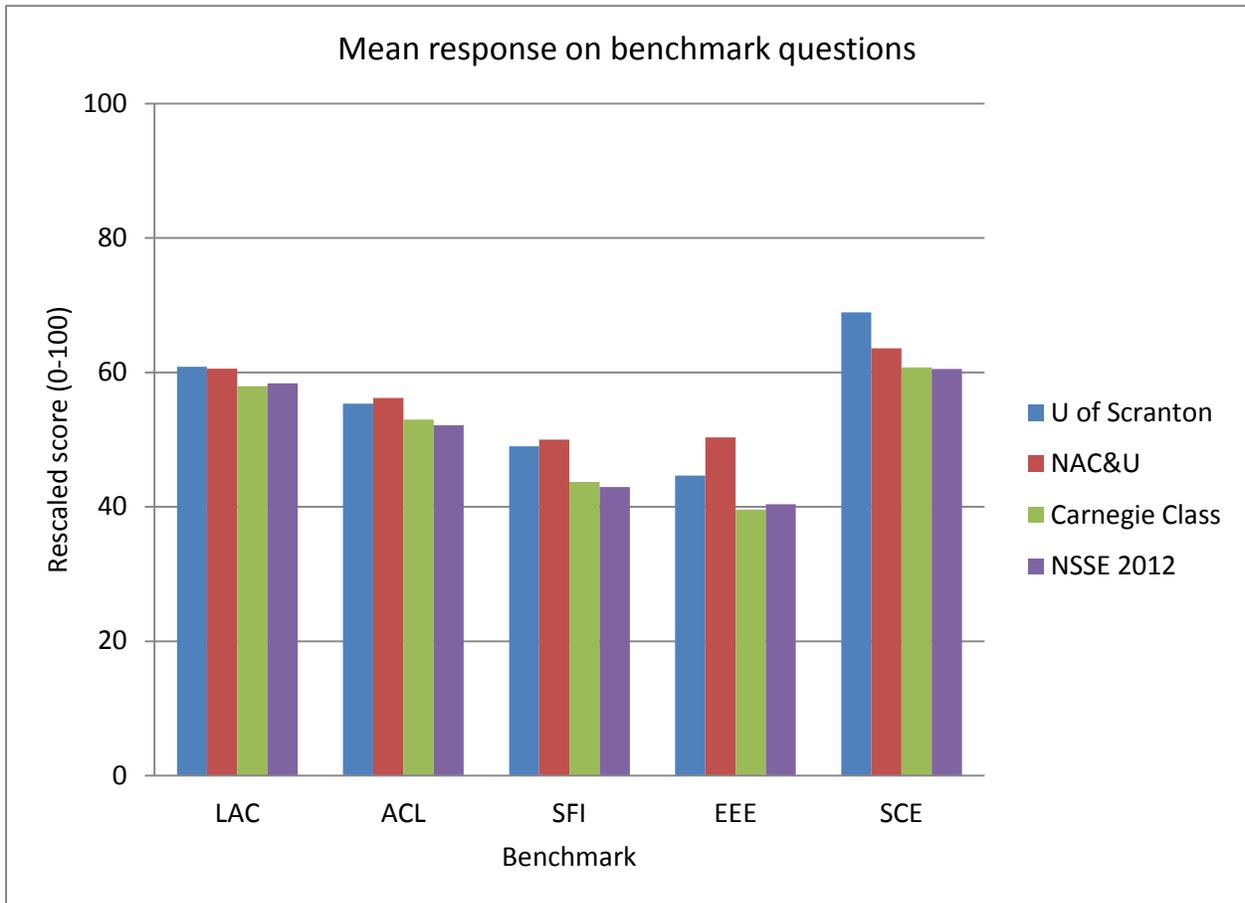
Table 1. University of Scranton and comparison group NSSE benchmark scores.

Benchmark	U of Scranton	NAC&U	Carnegie Class	NSSE 2012
LAC	60.9	60.6	57.9***	58.4**
ACL	55.3	56.2	53.0*	52.1**
SFI	49.0	50.0	43.7***	42.9***
EEE	44.7	50.3***	39.6***	40.4***
SCE	68.9	63.6***	60.8***	60.5***

Note: Significance * $p < .05$, ** $p < .01$, *** $p < .001$, shaded cells have an effect size over 0.20.

The University of Scranton scored higher on all of the benchmarks than the Carnegie Class and NSSE 2012 comparison groups. The greatest differences (effect sizes greater than .20) were found in Student-Faculty Interaction (SFI), Enriching Education Experiences (EEE), and Supportive Campus Environment (SCE). When compared to the NAC&U comparison group, the University scored higher on SCE but lower on EEE.

Figure 1. Mean response on benchmark questions.



Context for Analysis

The University of Scranton’s strategic plan focuses on three key themes, *Cura Personalis*, *Magis*, and *Rei Sollicitudo*. Each of these themes represents parts of the student experience at the University. Through *Cura Personalis*, the University emphasizes the importance of the Ignatian tradition, individual attention to students and respect and mutual support for diversity in the campus community. This can be seen most clearly in the SCE benchmark, but is also present in the diversity areas of the EEE benchmark. With the theme of *Magis*, the University strives for excellence in our academics and in student growth. The theme of *Rei Sollicitudo* represents the University’s gratitude for what it receives and the University’s efforts to invest that back into our campus environment, students, and community. An example of this within the EEE benchmark is the high proportion of University students participating in service learning. Aspects of these three themes can be found spread throughout the NSSE benchmarks and the individual questions.

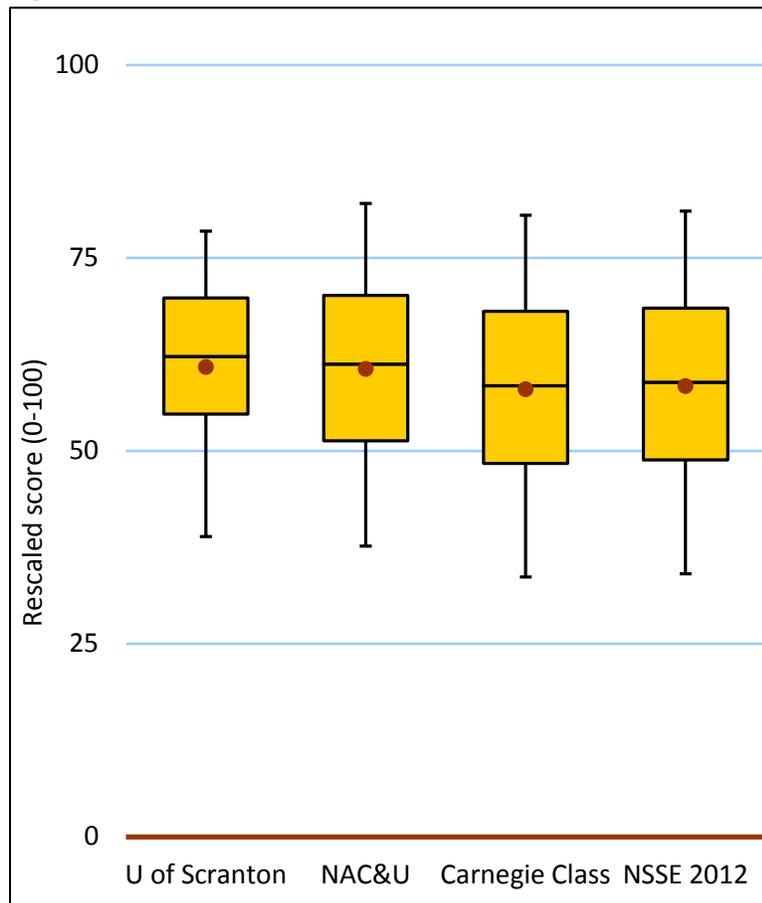
At a recent NAC&U Institute, members reviewed the Liberal Education and America’s Promise (LEAP) initiative’s High-Impact Educational Practices (HIEP’s) as an effective and efficient method of promoting essential learning outcomes (ELO’s) for students. The four ELO’s promoted by LEAP, knowledge of

human cultures and the physical and natural world, intellectual and practical skills, personal and social responsibility, and integrative and applied learning, correspond well to the University's own goals mentioned above in the themes *Cura Personalis* and *Magis*. The HIEP's further represent methods by which the University can effectively practice *Rei Sollicitudo*. Like the key themes, these topics will be referenced in later sections of the report as they connect to different facets of the NSSE results.

Level of Academic Challenge

The Level of Academic Challenge (LAC) benchmark focuses on how challenging the coursework is at the University and how students perceive academic expectations at the University. The University and the NAC&U comparison group both had a mean score of just under 61, significantly higher than the Carnegie Class ($M = 57.9, p < .001, d = .2$) and NSSE 2012 comparison groups ($M = 58.4, p < .01, d = .17$). The LAC is composed of eleven items, seven of which deal primarily with academic effort and four of which pertain to what type of coursework the University emphasizes.

Figure 1. Distributions of student benchmark scores, LAC



Note: In a box and whiskers chart, the dot shows the mean and the center line shows the median. The top and bottom of the box represent the 75th and 25th percentile, while the top and bottom line represent the 95th and 5th percentile.

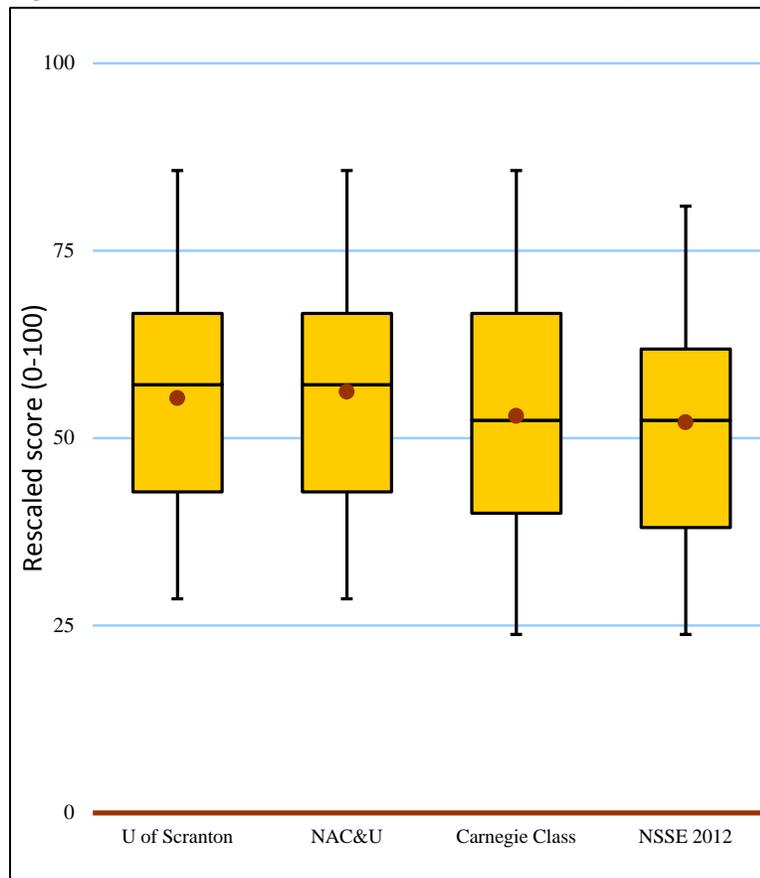
The NSSE asks students to what extent their coursework emphasized memorizing, analyzing, synthesizing, making judgments, and applying what they are learning. Analyzing, synthesizing, making judgments, and applying are all considered to be higher order thinking and representative of a higher level of quality. University students did not differ from the comparison groups in regard to how much they thought the University emphasized synthesis, making judgments, and applying in coursework. However, the students did think the University emphasized analyzing (3.44) slightly more than both the Carnegie Class ($M = 3.31, p < .01, d = .18$) comparison group and the NSSE 2012 ($M = 3.33, p < .05, d = .16$) comparison group.

The seven academic effort questions ask about the number of hours students spend preparing for class, whether students worked harder than they thought they could to meet expectations, whether students thought that their campus environment emphasized spending significant time studying and on academic work, the number of assigned readings, and the number of papers or reports that the students had to write for class. University students' responses again resembled the responses of students in the NAC&U comparison group. They differed most significantly from the Carnegie Class and NSSE 2012 comparison groups when it came to number of assigned textbooks (Scranton, $M = 3.42$; Carnegie Class, $M = 3.13, p < .001, d = .28$; and NSSE 2012, $M = 3.16, p < .001, d = .25$) and number of papers or reports fewer than 5 pages ($M = 3.26; M = 3.00, p < .001, d = .22$; and $M = 3.00, p < .001, d = .22$). Writing-intensive courses are one of the high-impact educational practices endorsed by LEAP, and the University also differed from the Carnegie Class comparison group on the number of papers or reports between 5 and 19 pages (Scranton, $M = 2.72$ and Carnegie, $M = 2.57, p < .05, d = .16$).

Active and Collaborative Learning

The questions that NSSE has grouped into the ACL benchmark focus on students collaborating with other students, actively participating in class, and learning outside of class. They encompass two of the high-impact education practices, collaborative assignments or projects and service or community-based learning. Overall the University scored ($M = 55.3$) no different than the NAC&U comparison group ($M = 56.2$) and just slightly higher than the Carnegie Class ($M = 53, p < .05, d = .13$) and NSSE 2012 comparison groups ($M = 52.1, p < .01, d = .18$), see Figure 2 on the next page.

Figure 2. Distributions of student benchmark scores, ACL

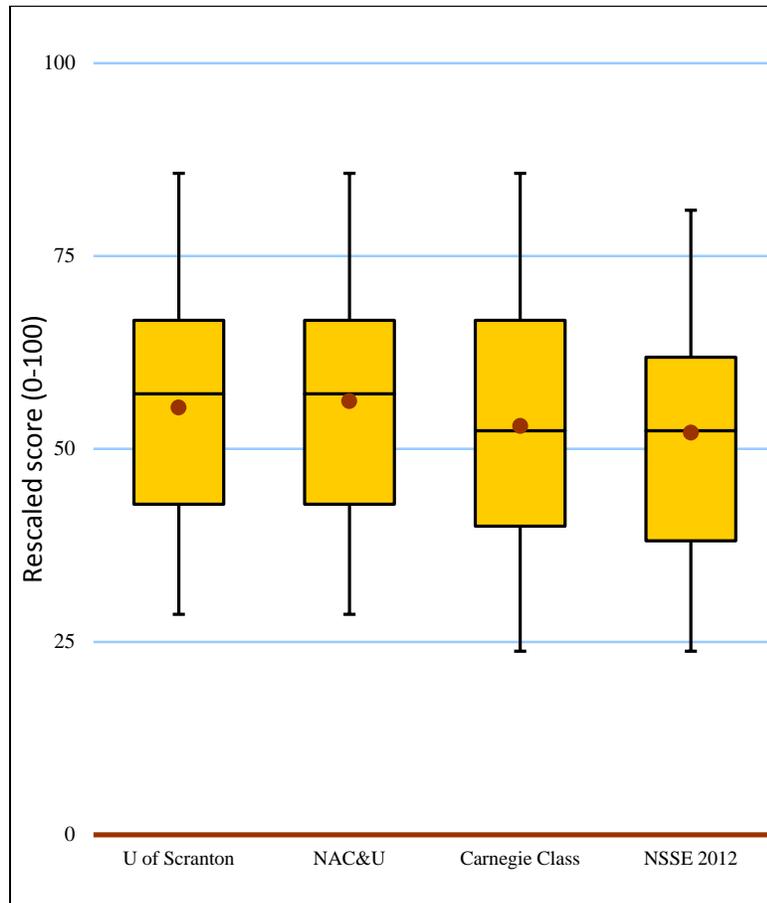


Looking at the individual items, Scranton's students responded that they had participated in a community-based project as a part of a regular course more often than any of the comparison groups, although the difference was less substantial between the University ($M = 2.12$) and the NAC&U ($M = 1.94$, $p < .05$, $d = .19$) comparison group than the University and the Carnegie Class ($M = 1.81$, $p < .001$, $d = .33$) and NSSE 2012 ($M = 1.74$, $p < .001$, $d = .41$) comparison groups. This helps illustrate the University's use of the high-impact educational practice of community-based learning. This community-based learning coincides with the University's care for community emphasized in the strategic theme of *Rei Sollicitudo* and the instructive value of service learning emphasized in the theme of *Magis*.

Student-Faculty Interaction (SFI)

The interaction of students and faculty is one of the major ways students relate to the University both in the classroom and outside of the classroom. The University's average student rating for Student-Faculty Interaction (SFI) benchmark was 49.0; the NAC&U average rating was 50.0. The University scored significantly higher than the Carnegie Class ($M = 43.7$, $p < .001$, $d = .25$) and NSSE 2012 ($M = 42.9$, $p < .001$, $d = .28$). The quality of student and faculty relationships at the University helps show the embodiment of *Cura Personalis* at the University as faculty are caring about the individual students.

Figure 3. Distributions of student benchmark scores, SFI



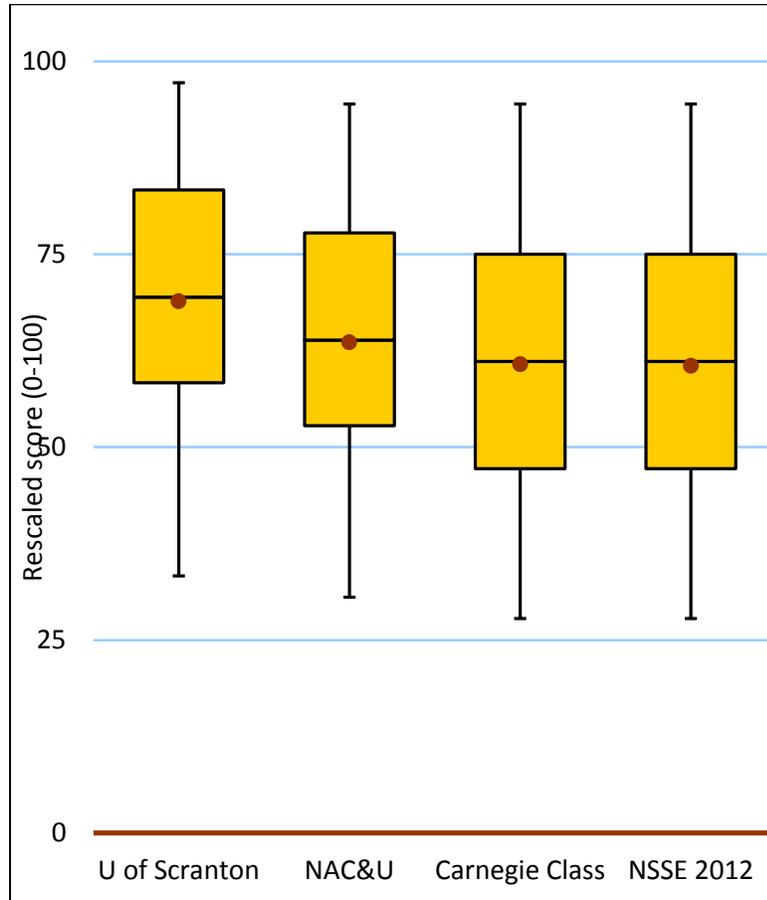
The SFI is composed of six questions; two which appear to be most important in the University's higher rating. When asked how often they had talked about career plans with a faculty member or advisor, University of Scranton students responded they had more often (an average of 2.77) than students in the Carnegie Class ($M = 2.48, p < .001, d = .29$) and NSSE 2012 ($M = 2.44, p < .001, d = .34$) comparison groups. Likewise, students responded on average that they had worked with faculty members on activities other than coursework more often at the University ($M = 2.29$) than students at schools in the Carnegie Class ($M = 1.89, p < .001, d = .40$) and NSSE 2012 ($M = 1.86, p < .001, d = .44$) comparison groups.

Supportive Campus Environment (SCE)

The positive relationship between students and faculty is part of a larger pattern at the University of the attention paid to student needs as part of the *Cura Personalis* mission value. The University of Scranton rated very highly on the Supportive Campus Environment (SCE) benchmark with an average score of 68.9 significantly higher than all of the comparison groups, the NAC&U ($M = 63.6, p < .001, d = .28$), Carnegie Class ($M = 60.8, p < .001, d = .41$), and NSSE 2012 ($M = 60.5, p < .001, d = .43$). The SCE benchmark is composed of six questions, three questions that focus on the quality of student

relationships on campus and three questions specifically about whether the University emphasized a supportive campus environment.

Figure 4. Distributions of student benchmark scores, SCE



On the three quality of relationships questions students rated the University significantly higher than the Carnegie Class and NSSE 2012 comparison groups however the difference in quality of their relationships with other students (Scranton, $M = 5.91$; Carnegie Class, $M = 5.69$, $p < .01$, $d = .17$; and NSSE 2012, $M = 5.68$, $p < .01$, $d = .18$) and administration ($M = 5.02$; $M = 4.79$, $p < .05$, $d = .14$; and $M = 4.81$, $p < .05$, $d = .13$) was smaller than the difference in the quality of their relationships with faculty between the University ($M = 5.95$) and the comparison groups (Carnegie, $M = 5.59$, $p < .001$, $d = .27$ and NSSE, $M = 5.53$, $p < .001$, $d = .31$). The University of Scranton did not differ from the NAC&U comparison group except for in the ratings of the students' relationships with the administration (Scranton, $M = 5.02$ and NAC&U, $M = 4.78$, $p < .05$, $d = .15$).

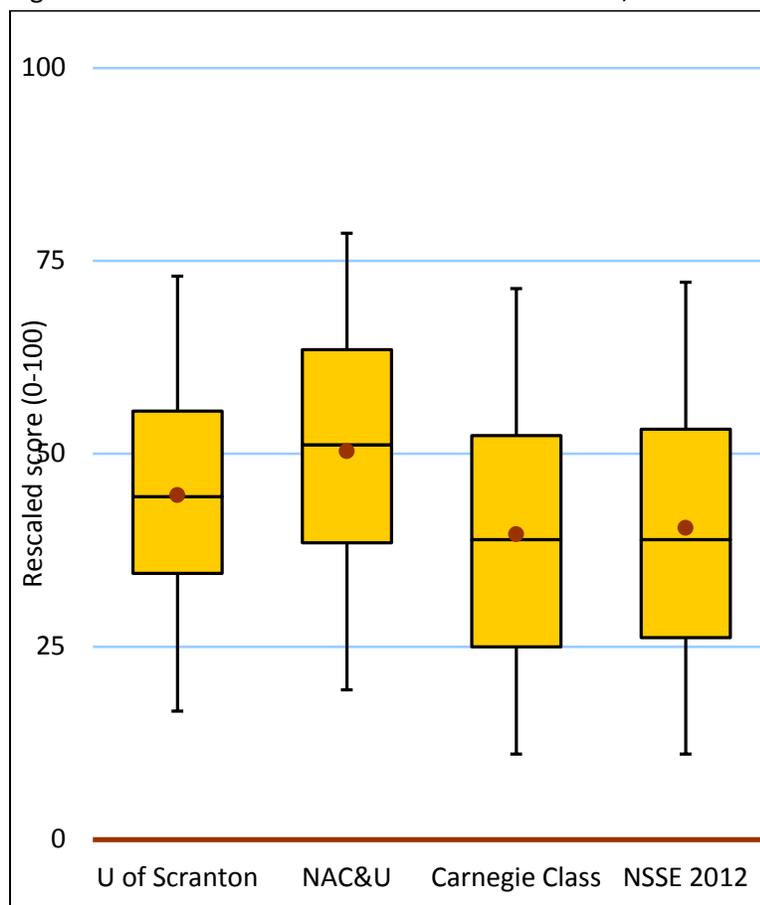
Students rated the University very high when asked about whether their institution emphasized providing academic support ($M = 3.38$), social support ($M = 2.63$), and non-academic support ($M = 2.45$). On all three questions these ratings were significantly higher than those at the NAC&U (academic, $M = 3.16$, $p < .001$, $d = .28$; social, $M = 2.42$, $p < .01$, $d = .22$; and non-academic, $M = 2.18$, $p < .001$,

$d = .28$), Carnegie Class (academic, $M = 3.00$, $p < .001$, $d = .44$; social, $M = 2.31$, $p < .001$, $d = .33$; and non-academic, $M = 2.08$, $p < .001$, $d = .37$), and NSSE 2012 (academic, $M = 3.01$, $p < .001$, $d = .44$; social, $M = 2.30$, $p < .001$, $d = .34$; and non-academic, $M = 2.07$, $p < .001$, $d = .39$) comparison groups. While differences with the NAC&U were smaller, the differences with the other two comparison groups on academic support were sizable with effect sizes of 0.44.

Enriching Educational Experiences (EEE)

The Enriching Education Experiences (EEE) benchmark focuses on a variety of educational practices that NSSE’s research indicates are beneficial for student learning outcomes. Many of these experiences correspond to similar high-impact educational practices endorsed by LEAP. Students rated the University an average of 44.7 which was significantly lower than the NAC&U comparison group ($M = 50.3$, $p < .001$, $d = -.32$). However, the University was still rated higher than either the Carnegie Class ($M = 39.6$, $p < .001$, $d = .28$) or NSSE 2012 ($M = 40.4$, $p < .001$, $d = .23$) comparison groups. While the University is performing well in this area, this suggests that it could be functioning at an even higher level.

Figure 5. Distributions of student benchmark scores, EEE



The EEE includes questions about five high-impact educational practices: diversity/global learning, community-based learning, internships, capstone courses or projects, and learning communities. While University students are not required to participate in classes that exhibit these practices, the University

does offer them to students. For example, the University offers an invitation only honors program, the special Jesuit liberal arts program (SJLA), which allows students to take part in learning community. Students were significantly more likely to respond that they had participated in a learning community at the University ($M = 0.40$) than students at institutions in the Carnegie Class ($M = 0.28, p < .001, d = .28$) comparison group or the NSSE 2012 ($M = 0.27, p < .001, d = .29$) comparison group however there was no difference between Scranton students' responses and the responses from students in NAC&U ($M = 0.38$) comparison group. Conversely, students at the University were less likely to have participated in a culminating senior experience ($M = 0.40$) than students at other NAC&U institutions ($M = 0.55, p < .001, d = -.31$). They were still slightly more likely to participate in a senior experience than students at either of the other two comparison groups (Carnegie, $M = 0.32, p < .05, d = .15$ and NSSE, $M = 0.33, p < .05, d = .14$).

Looking at internships and other types of direct experience, more students reported participating in internships at the University of Scranton ($M = 0.65$) than students at Carnegie Class ($M = 0.49, p < .001, d = .33$) or NSSE 2012 ($M = 0.49, p < .001, d = .31$) institutions. Similarly, the University had a high number of students ($M = 0.79$) respond that they participated in community service compared to the Carnegie ($M = 0.59, p < .001, d = .42$) and NSSE ($M = 0.59, p < .001, d = .41$) comparison groups. This is particularly positive because community service represents one of the University's strategic themes highlighted in the mission as *Rei Sollicitudo*, or care for the University and investing in community resources.

The University also emphasizes diversity as one aspect of the strategic theme *Cura Personalis*. In this aspect, *Cura Personalis* focuses on the importance of respect and learning between individuals with different beliefs and backgrounds. There were no differences between student ratings in regard to what degree their institution encouraged contact among students from different economic, social, and racial or ethnic backgrounds, but University of Scranton students responded that they had serious conversations with students of a different race or ethnicity ($M = 2.40$) less often than students at the NAC&U ($M = 2.68, p < .001, d = -.28$), Carnegie Class ($M = 2.65, p < .001, d = -.25$), and NSSE 2012 ($M = 2.69, p < .001, d = -.24$) comparison groups. Expanding diversity to the global stage, the University of Scranton students were also less likely than students in the NAC&U comparison group to respond that they had studied abroad (University of Scranton, $M = 0.19$ and NAC&U, $0.31, p < .001, d = -.25$) however the students at the University were more likely to have done so than students in the Carnegie Class ($M = 0.12, p < .01, d = .22$) and NSSE 2012 ($M = 0.14, p < .05, d = .16$) comparison groups. Likewise, Scranton students ($M = 0.45$) were less likely than NAC&U students ($M = 0.55, p < .01, d = -.21$) to have taken foreign language classes, but more likely to have done so than students in the other two comparison groups (Carnegie, $M = 0.35, p < .01, d = .20$ and NSSE, $M = 0.38, p < .05, d = .15$).

Perceived learning outcomes

As the University strives to embody the ideal of *Magis* through excellent academics and student development, student perception of their own improvement is an important outcome measure. When students were asked to rate the contributions of their institutions to their own perceived learning outcomes, University of Scranton students rated the contributions of the institution more highly than

their peers at any of the three comparison groups in almost every category shown in Table 2, below. The only categories that were not rated significantly higher (highlighted in red) were, “Acquiring job or work-related knowledge and skills,” “Analyzing quantitative problems,” “Using computing and information technology,” “Voting in local, state, or national elections,” “Learning effectively on your own,” and “Understanding people of other racial and ethnic backgrounds.”

The University’s contributions were most highly rated compared to our comparison groups when it came to aspects of our Jesuit mission (highlighted in green): “Acquiring a broad general education,” “Developing a personal code of values and ethics,” “Contributing to the welfare of your community,” “Developing a deepened sense of spirituality.” Scranton students also reported significantly higher University contributions to writing, speaking, and thinking skills as well as their ability to understand themselves.

Table 2: Mean perceived learning outcomes⁴

Question: To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	U of Scranton	NACU	Carnegie Class	NSSE 2012
Acquiring a broad general education	3.62	3.35***	3.26^	3.27^
Acquiring job or work-related knowledge and skills	3.25	3.15	3.13	3.11*
Writing clearly and effectively	3.43	3.21***	3.16***	3.16***
Speaking clearly and effectively	3.37	3.15***	3.08***	3.04***
Thinking critically and analytically	3.63	3.47***	3.38***	3.4***
Analyzing quantitative problems	3.21	3.02**	3.11	3.14
Using computing and information technology	3.10	3.00	3.20	3.21
Working effectively with others	3.40	3.27*	3.21**	3.21**
Voting in local, state, or national elections	1.99	1.94	1.99	1.97
Learning effectively on your own	3.17	3.08	3.07	3.10
Understanding yourself	3.23	3.03**	2.88***	2.89***
Understanding people of other racial and ethnic backgrounds	2.69	2.66	2.70	2.71
Solving complex real-world problems	3.00	2.89	2.84**	2.87*
Developing a personal code of values and ethics	3.35	2.89^	2.80^	2.81^
Contributing to the welfare of your community	3.19	2.73^	2.55^	2.54^
Developing a deepened sense of spirituality	2.77	2.02^	2.02^	1.99^

Note: Significance * $p < .05$, ** $p < .01$, *** $p < .001$, ^ $p < .001$ and $d > .40$

Conclusion

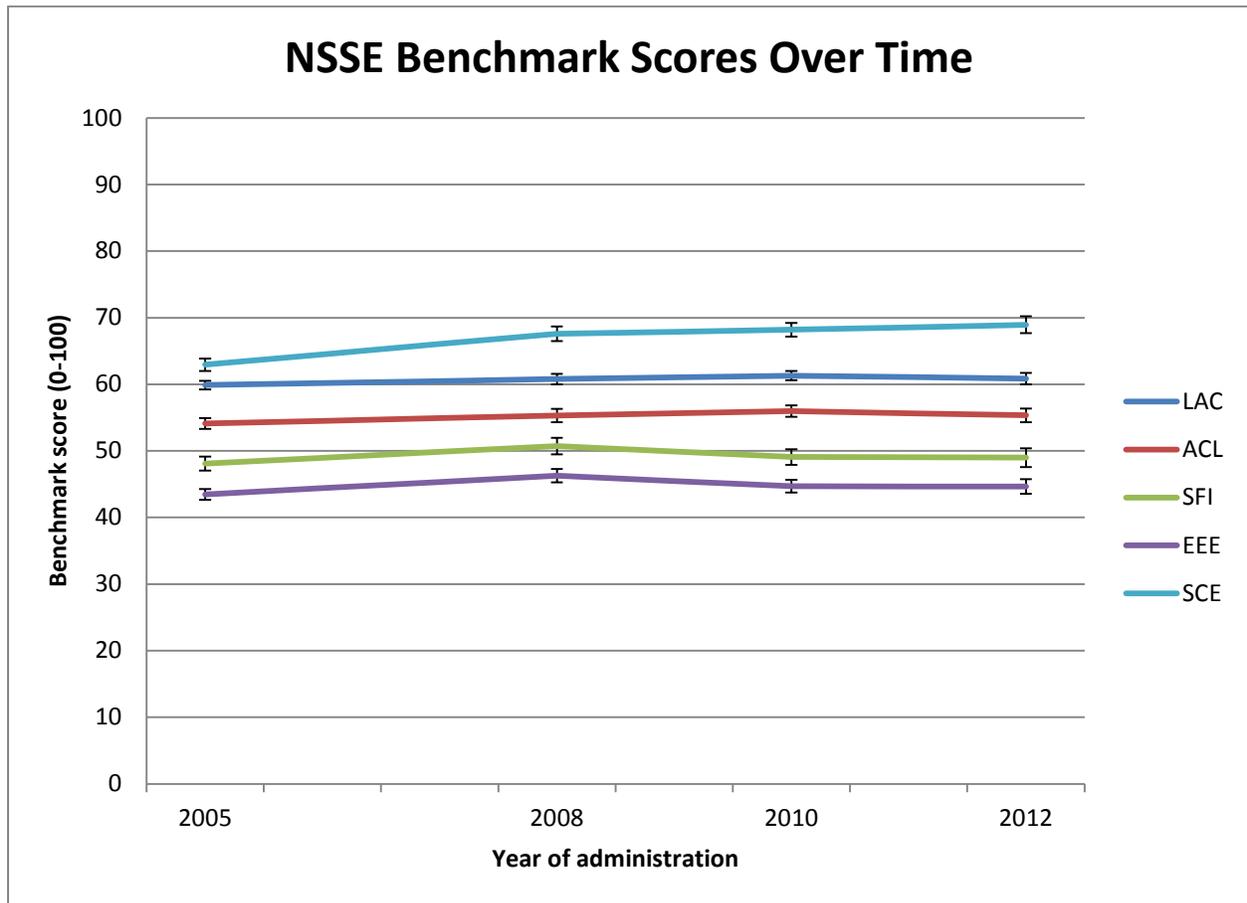
When compared to the NAC&U comparison group, the University scored lower on the Enriching Educational Experiences (EEE) benchmark. Looking specifically at items that are part of the EEE benchmark, the University of Scranton scored lower than all three comparison groups in whether they engaged in serious conversations with students of a different race or ethnicity. While this may be

⁴ Students rated contributions from 1, very little, to 4, very much.

related to the University's lower percentage of non-white students, diversity and global learning represent important high-impact educational practices. Increased campus diversity and expanded opportunities for multicultural experiences are specifically mentioned as *Cura Personalis* goals in the University of Scranton's 2010-2015 strategic plan. Scranton students were also less likely than NAC&U comparison group students to report study abroad participation or foreign language coursework suggesting that this could be one area that the University could emphasize to increase global learning and multicultural opportunities.

While this marks one area where the University could create improvements, overall the results of the NSSE show that the University of Scranton is outperforming the average for our Carnegie Class comparison group and the average for the NSSE 2012 comparison group on all five benchmarks. The University scored especially high relative to the comparison groups on the Supportive Campus Environment benchmark reflecting the University's commitment to *Cura Personalis* and the high level of support that each student receives. Similarly, University of Scranton students felt that the University contributed more to their academic achievement and personal development than students at institutions in the three comparison groups in 10 out of 16 perceived learning outcomes.

Appendix 1: NSSE benchmark scores from the four most recent administrations



Looking across the last four administrations of the NSSE at the University of Scranton, the only benchmark that appears to have changed is the Supportive Campus Environment benchmark which appears to be gradually increasing. The other four benchmarks have remained relatively stable.

Appendix 2. Race/ethnicity of respondents.

Race/Ethnicity	U of Scranton	NACU	Carnegie Class	NSSE 2012
Am. Indian/Native American	0%	0%	1%	1%
Asian/Asian Am./Pacific Isl.	5%	3%	4%	5%
Black/African American	1%	3%	9%	9%
White (non-Hispanic)	86%	79%	68%	68%
Mexican/Mexican American	0%	1%	4%	3%
Puerto Rican	1%	1%	1%	1%
Other Hispanic or Latino	1%	1%	3%	3%
Multiracial	0%	3%	3%	3%
Other	0%	1%	1%	1%
I prefer not to respond	5%	6%	6%	6%

Appendix 3: NAC&U Institutions participating in the NSSE 2012.

Institution Name	City	State
Belmont University	Nashville	TN
Butler University	Indianapolis	IN
Hamline University	Saint Paul	MN
Ithaca College	Ithaca	NY
Nazareth College	Rochester	NY
North Central College	Naperville	IL
Stetson University	DeLand	FL
University of Redlands	Redlands	CA
Valparaiso University	Valparaiso	IN
Wagner College	Staten Island	NY
Westminster College	Salt Lake City	UT

Appendix 4: Carnegie Class (Master's Larger) institutions participating in the NSSE 2012.

Abilene Christian University	DeVry University-California	Millersville University of Pennsylvania
Alfred University	DeVry University-Georgia	Missouri State University
Anderson University	DeVry University-Illinois	Monmouth University
Appalachian State University	Dominican University	Montclair State University
Arcadia University	Dowling College	Morehead State University
Auburn University at Montgomery	East Central University	Mount Saint Mary College
Augsburg College	Eastern Kentucky University	Mountain State University
Augusta State University	Eastern University	Murray State University
Austin Peay State University	Edinboro University of Pennsylvania	Nazareth College
Baldwin Wallace University	Emporia State University	Newman University
Bellarmino University	Ferris State University	Niagara University
Belmont University	Fitchburg State University	Norfolk State University
Bentley University	Fontbonne University	North Carolina Central University
Bloomsburg University of Pennsylvania	Fort Hays State University	North Park University
Boise State University	Frostburg State University	Northeastern Illinois University
Brenau University	Hamline University	Northeastern State University
California State University-Chico	Hawaii Pacific University	Northern Kentucky University
California State University-Dominguez Hills	Indiana University Southeast	Northwest Missouri State University
Chaminade University of Honolulu	Indiana University-Purdue University Fort Wayne	Northwestern State University of Louisiana
Chicago State University	Ithaca College	Nyack College
Citadel	Jacksonville State University	Ohio Dominican University
The Military College of South Carolina	Le Moyne College	Oklahoma City University
The College of New Jersey	Lesley University	Olivet Nazarene University
The Colorado Technical University Online	Lincoln Memorial University	Pacific University
Concordia University Chicago	Lindenwood University	Peru State College
Concordia University Texas	Lipscomb University	Pfeiffer University
CUNY Bernard M Baruch College	Long Island University-Brooklyn Campus	Philadelphia University
CUNY John Jay College of Criminal Justice	Loyola Marymount University	Pittsburg State University
Daemen College	Loyola University Maryland	Prairie View A&M University
	Loyola University New Orleans	Regis University
	Marist College	Robert Morris University
	Marshall University	Roberts Wesleyan College
	Marygrove College	Rockford College
	McNeese State University	
	Medaille College	

Rockhurst University
Rollins College
Sacred Heart University
Saginaw Valley State
University
Saint Ambrose University
Saint Joseph's University
Saint Mary's College of
California
Saint Peter's College
Saint Xavier University
Salisbury University
Santa Clara University
Seattle University
Shenandoah University
Sonoma State University
Southeast Missouri State
University
Southeastern Louisiana
University
Southern Illinois Univ
Edwardsville
Southern Oregon University
Southern University and
A&M College
Stetson University
SUNY Potsdam
SUNY-Buffalo State College
Texas A&M University -
Texarkana
Touro College
Troy University
University of Bridgeport
University of Central
Arkansas
University of Central
Missouri
University of Central
Oklahoma
University of Hartford
University of Houston-Clear
Lake

University of Illinois at
Springfield
University of Indianapolis
University of Louisiana
Monroe
University of Mary
Washington
University of New England
University of New Haven
University of North Florida
University of Northern Iowa
University of Phoenix -
Southern California Campus
University of Phoenix-New
Mexico Campus
University of Redlands
University of Southern Maine
University of St. Francis
University of St. Thomas
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The
University of Tennessee at
Chattanooga
The
University of Texas at Tyler
The
University of Texas-Pan
American
The
Valparaiso University
Villanova University
Wayland Baptist University
Wayne State College
Waynesburg University
West Chester University of
Pennsylvania
West Texas A&M University
Western Carolina University
Western Kentucky University
William Paterson University
of New Jersey
Xavier University