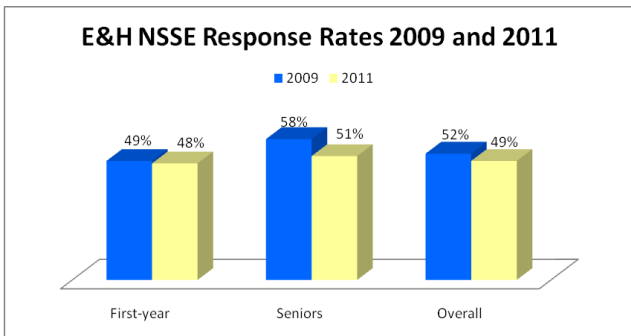
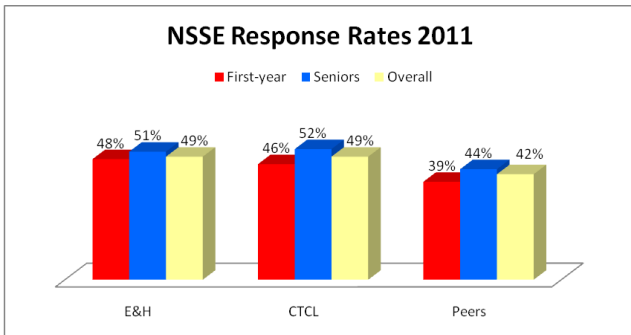


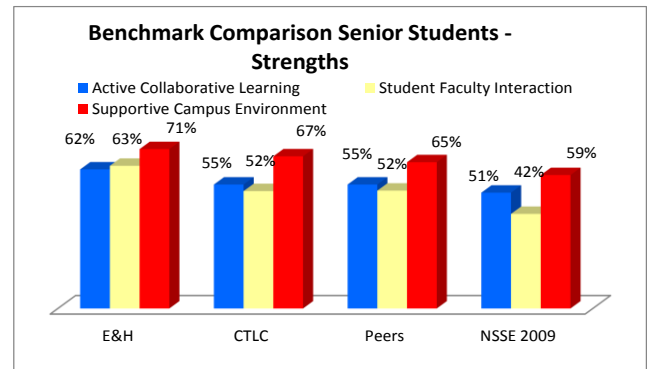
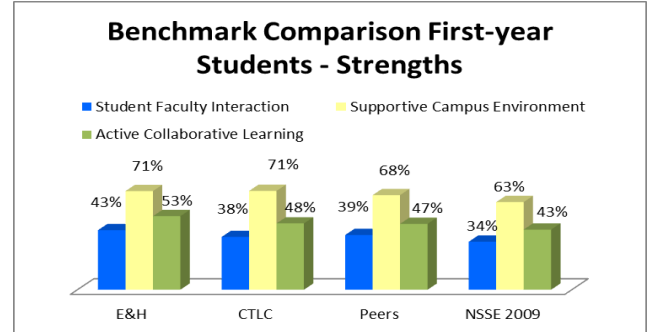
Each year the National Survey of Student Engagement (NSSE) collects information annually from samples of first-year and senior students about the nature and quality of their undergraduate experience. The NSSE instrument measures the extent to which students engage in effective educational practices that empirically links with learning, personal development, and other desired outcomes such as student satisfaction, persistence, and graduation. E&H has participated in the 2006, 2009, and 2011 surveys. Beginning in 2009, the College decided to administer the instrument biannually. The following two tables provide a quick snapshot of our response rates. In 2011, E&H surpassed or remained on par with other CTCL institutions and scored higher than the selected Carnegie peers. Unlike the growth found between the 2006 and 2009 tests, E&H showed a decline in the response rate.

and the Carnegie peers participating in the 2011 NSSE survey, E&H exhibits strengths in the following areas.

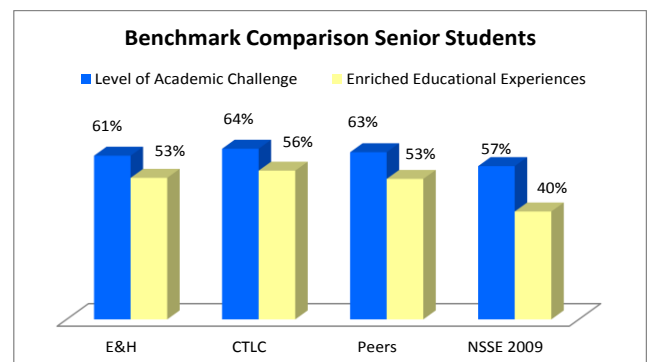
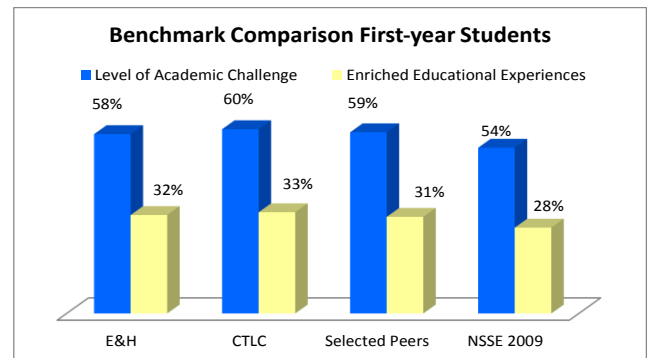


NSSE's Five Indicators of Effective Educational Practice

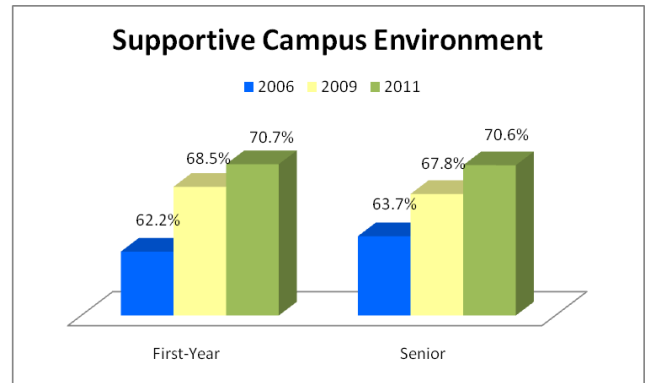
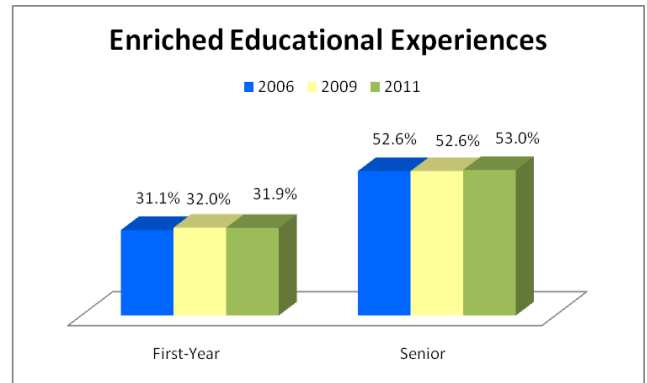
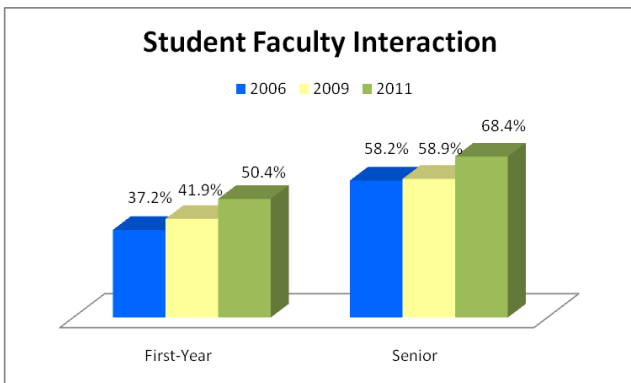
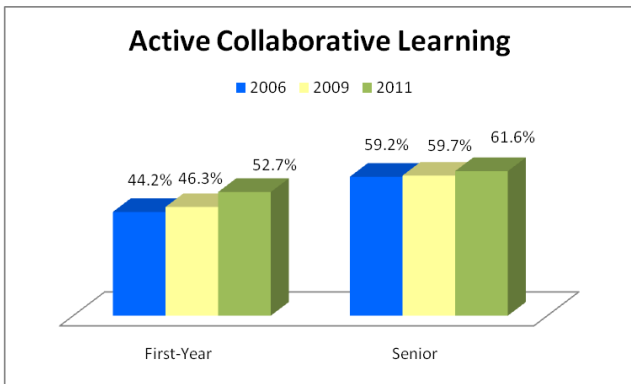
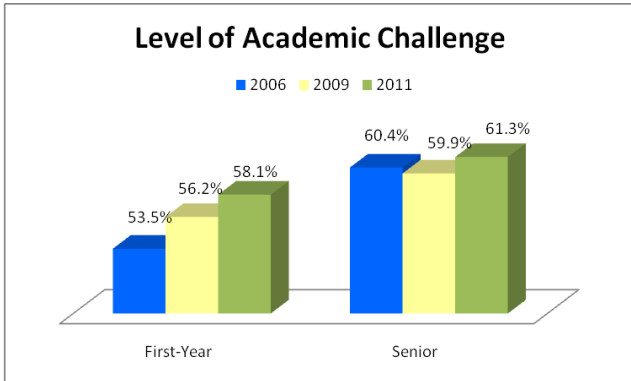
NSSE has established five indicators of effective educational practices: Supportive Campus Environment, Student Faculty Interaction, Level of Academic Challenge, Active Collaborative Learning, and Enriching Educational Experiences. Compared to selected comparison groups including CTCL schools



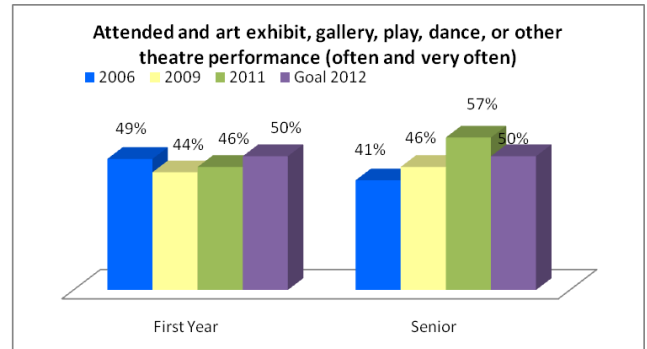
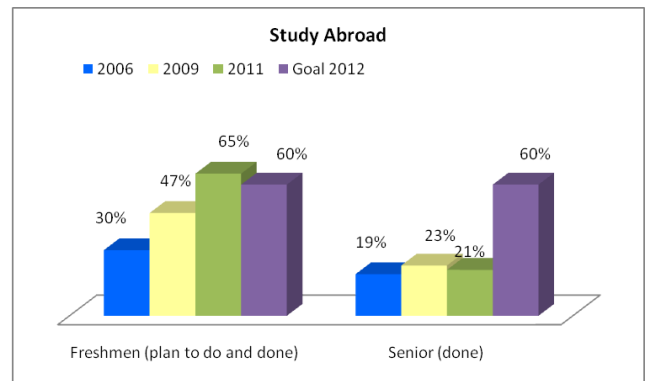
Compared to our peers we scored the same or we can improve in the following areas.

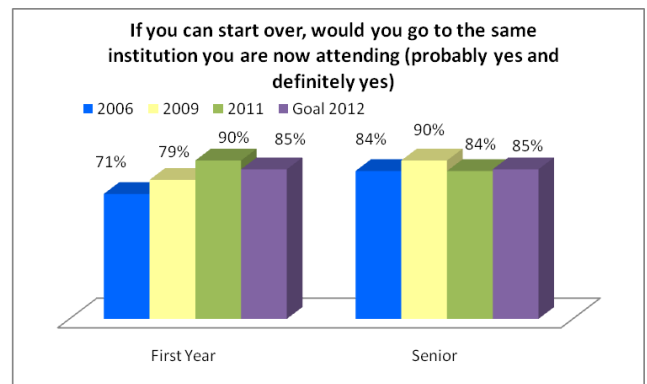
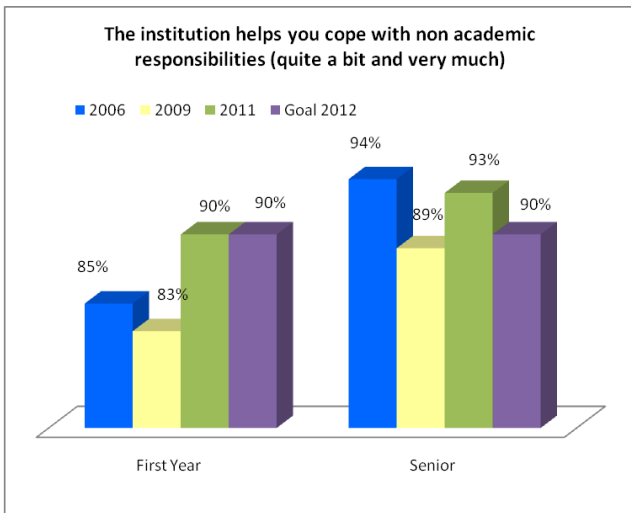
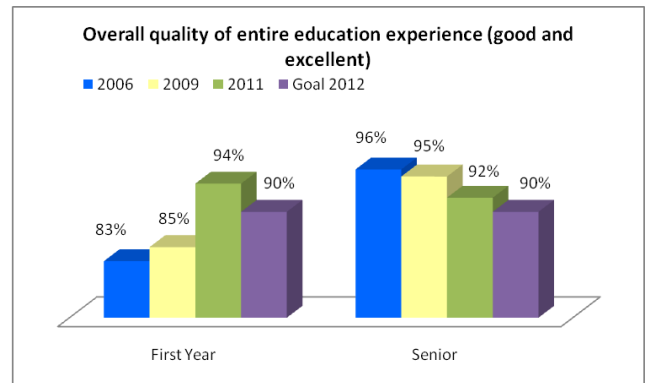
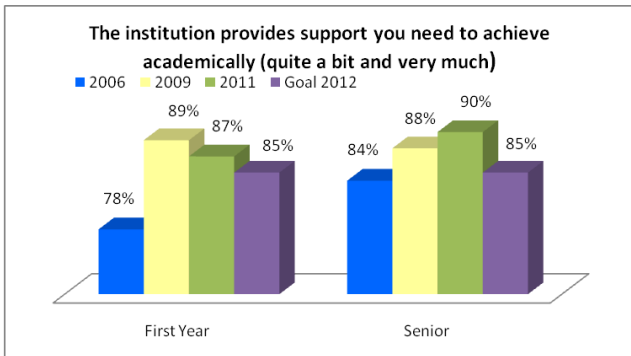
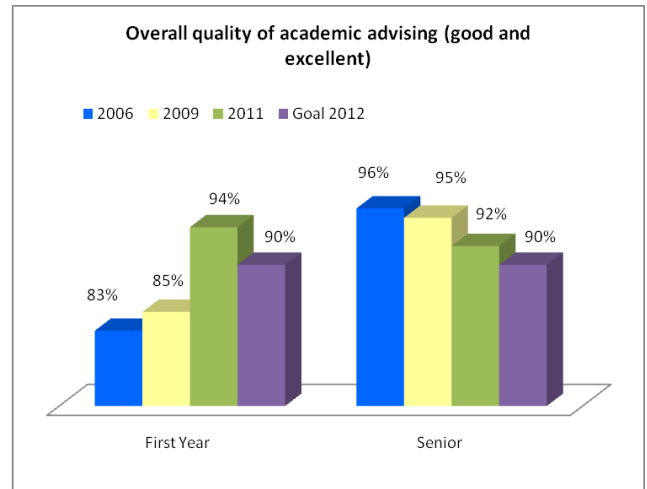
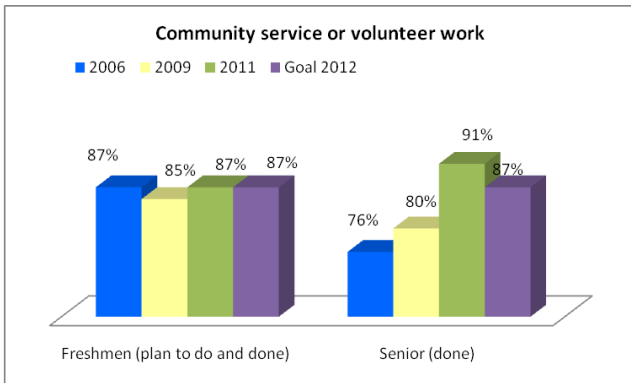


Compared to the College's 2006 results, first-year student responses demonstrate improvements in all five indicators with Level of Academic Challenge experiencing the largest gain. With the exception of Supportive Campus Environment and Student Faculty Interaction, the results from our senior respondents remain virtually unchanged.



Strategic Plan Measures





NSSE Summary: Emory & Henry College 2011

General Education 2006, 2009, 2011

First-Year 2011				
	2006	2009	2011	
11a.	Acquiring a broad general education (quite a bit and very much)	87%	90%	92%
11b.	Acquiring job or work-related knowledge and skills (quite a bit and very much)	51%	67%	69%
11c.	Writing clearly and effectively (quite a bit and very much)	75%	83%	85%
11d.	Speaking clearly and effectively (quite a bit and very much)	66%	74%	78%
11e.	Thinking critically and analytically (quite a bit and very much)	83%	90%	94%
11f.	Analyzing quantitative problems (quite a bit and very much)	63%	76%	85%
11g.	Using computing and information technology (quite a bit and very much)	61%	72%	68%
11h.	Working effectively with others (quite a bit and very much)	66%	72%	85%
11i.	Voting in local, state, or national elections (quite a bit and very much)	17%	51%	26%
11j.	Learning effectively on your own (quite a bit and very much)	61%	76%	75%
11k.	Understanding yourself (quite a bit and very much)	62%	74%	74%
11l.	Understanding people of other racial and ethnic backgrounds (quite a bit and very much)	48%	75%	65%
11m.	Solving complex real-world problems (quite a bit and very much)	53%	73%	64%
11n.	Developing a personal code of values and ethics (quite a bit and very much)	57%	75%	70%
11o.	Contributing to the welfare of your community (quite a bit and very much)	55%	68%	68%
11p.	Developing a deepened sense of spirituality (quite a bit and very much)	40%	42%	46%

Seniors 2011				
	2006	2009	2011	
11a.	Acquiring a broad general education (quite a bit and very much)	94%	92%	90%
11b.	Acquiring job or work-related knowledge and skills (quite a bit and very much)	88%	80%	82%
11c.	Writing clearly and effectively (quite a bit and very much)	98%	91%	81%
11d.	Speaking clearly and effectively (quite a bit and very much)	94%	79%	86%
11e.	Thinking critically and analytically (quite a bit and very much)	96%	90%	91%
11f.	Analyzing quantitative problems (quite a bit and very much)	73%	67%	79%
11g.	Using computing and information technology (quite a bit and very much)	80%	75%	81%
11h.	Working effectively with others (quite a bit and very much)	94%	89%	86%
11i.	Voting in local, state, or national elections (quite a bit and very much)	45%	47%	39%
11j.	Learning effectively on your own (quite a bit and very much)	96%	84%	81%
11k.	Understanding yourself (quite a bit and very much)	86%	79%	78%
11l.	Understanding people of other racial and ethnic backgrounds (quite a bit and very much)	64%	61%	66%
11m.	Solving complex real-world problems (quite a bit and very much)	68%	71%	80%
11n.	Developing a personal code of values and ethics (quite a bit and very much)	73%	76%	84%
11o.	Contributing to the welfare of your community (quite a bit and very much)	74%	70%	79%
11p.	Developing a deepened sense of spirituality (quite a bit and very much)	49%	35%	44%

Educational and Personal Gains				
		2009 First Year	2011 Seniors	2009 to 2011 Gain Loss
11a.	Acquiring a broad general education (quite a bit and very much)	90%	90%	0%
11b.	Acquiring job or work-related knowledge and skills (quite a bit and very much)	67%	82%	15%
11c.	Writing clearly and effectively (quite a bit and very much)	83%	81%	-2%
11d.	Speaking clearly and effectively (quite a bit and very much)	74%	86%	12%
11e.	Thinking critically and analytically (quite a bit and very much)	90%	91%	1%
11f.	Analyzing quantitative problems (quite a bit and very much)	76%	79%	3%
11g.	Using computing and information technology (quite a bit and very much)	72%	81%	9%
11h.	Working effectively with others (quite a bit and very much)	72%	86%	14%
11i.	Voting in local, state, or national elections (quite a bit and very much)	51%	39%	-12%
11j.	Learning effectively on your own (quite a bit and very much)	76%	81%	5%
11k.	Understanding yourself (quite a bit and very much)	74%	78%	4%
11l.	Understanding people of other racial and ethnic backgrounds (quite a bit and very much)	75%	66%	-9%
11m.	Solving complex real-world problems (quite a bit and very much)	73%	80%	7%
11n.	Developing a personal code of values and ethics (quite a bit and very much)	75%	84%	9%
11o.	Contributing to the welfare of your community (quite a bit and very much)	68%	79%	11%
11p.	Developing a deepened sense of spirituality (quite a bit and very much)	42%	44%	2%

General Education 2011 Peer Comparison

First-Year 2011					
	Emory & Henry	CTCL	Selected Peers	NSSE 2011	
11a.	Acquiring a broad general education (quite a bit and very much)	92%	93%	89%	81%
11b.	Acquiring job or work-related knowledge and skills (quite a bit and very much)	69%	62%	66%	64%
11c.	Writing clearly and effectively (quite a bit and very much)	85%	83%	82%	74%
11d.	Speaking clearly and effectively (quite a bit and very much)	78%	69%	71%	67%
11e.	Thinking critically and analytically (quite a bit and very much)	94%	91%	89%	83%
11f.	Analyzing quantitative problems (quite a bit and very much)	85%	72%	74%	73%
11g.	Using computing and information technology (quite a bit and very much)	68%	62%	68%	74%
11h.	Working effectively with others (quite a bit and very much)	85%	78%	77%	73%
11i.	Voting in local, state, or national elections (quite a bit and very much)	26%	28%	30%	29%
11j.	Learning effectively on your own (quite a bit and very much)	75%	78%	77%	73%
11k.	Understanding yourself (quite a bit and very much)	74%	72%	71%	65%
11l.	Understanding people of other racial and ethnic backgrounds (quite a bit and very much)	65%	64%	61%	58%
11m.	Solving complex real-world problems (quite a bit and very much)	64%	62%	63%	59%
11n.	Developing a personal code of values and ethics (quite a bit and very much)	70%	69%	68%	61%
11o.	Contributing to the welfare of your community (quite a bit and very much)	68%	63%	60%	49%
11p.	Developing a deepened sense of spirituality (quite a bit and very much)	46%	40%	38%	36%

Seniors 2011					
	Emory & Henry	CTCL	Selected Peers	NSSE 2011	
11a.	Acquiring a broad general education (quite a bit and very much)	90%	95%	92%	82%
11b.	Acquiring job or work-related knowledge and skills (quite a bit and very much)	82%	64%	68%	74%
11c.	Writing clearly and effectively (quite a bit and very much)	81%	88%	88%	77%
11d.	Speaking clearly and effectively (quite a bit and very much)	86%	81%	81%	72%
11e.	Thinking critically and analytically (quite a bit and very much)	91%	95%	93%	87%
11f.	Analyzing quantitative problems (quite a bit and very much)	79%	69%	75%	76%
11g.	Using computing and information technology (quite a bit and very much)	81%	67%	72%	79%
11h.	Working effectively with others (quite a bit and very much)	86%	85%	83%	79%
11i.	Voting in local, state, or national elections (quite a bit and very much)	39%	36%	38%	33%
11j.	Learning effectively on your own (quite a bit and very much)	81%	83%	82%	75%
11k.	Understanding yourself (quite a bit and very much)	78%	80%	76%	65%
11l.	Understanding people of other racial and ethnic backgrounds (quite a bit and very much)	66%	63%	59%	56%
11m.	Solving complex real-world problems (quite a bit and very much)	80%	70%	68%	65%
11n.	Developing a personal code of values and ethics (quite a bit and very much)	84%	73%	69%	61%
11o.	Contributing to the welfare of your community (quite a bit and very much)	79%	65%	61%	49%
11p.	Developing a deepened sense of spirituality (quite a bit and very much)	44%	37%	32%	29%

NSSE Summary: Emory & Henry College 2011

Critical Thinking 2006, 2009, 2011

First-year		2006	2009	2011
11e.	Thinking critically and analytically (quite a bit and very much)	83%	90%	94%
11m.	Solving complex real-world problems (quite a bit and very much)	53%	73%	64%
2b.	Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory	75%	85%	85%
2c.	Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences (quite a bit and very much)	66%	73%	70%
2d.	Coursework emphasizes: Making judgments about the value of information, arguments, or methods (quite a bit and very much)	67%	81%	86%
2e.	Coursework emphasizes: Applying theories or concepts to practical problems or in new situations (quite a bit and very much)	64%	78%	78%

Seniors		2006	2009	2011
11e.	Thinking critically and analytically (quite a bit and very much)	96%	90%	91%
11m.	Solving complex real-world problems (quite a bit and very much)	68%	71%	70%
2b.	Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory	93%	90%	90%
2c.	Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences (quite a bit and very much)	76%	81%	83%
2d.	Coursework emphasizes: Making judgments about the value of information, arguments, or methods (quite a bit and very much)	81%	80%	85%
2e.	Coursework emphasizes: Applying theories or concepts to practical problems or in new situations (quite a bit and very much)	78%	83%	87%

Critical Thinking 2011 Peer Comparison

First-year 2011		Emory & Henry	CTCL	Selected Peers	NSSE 2011
11e.	Thinking critically and analytically (quite a bit and very much)	94%	91%	89%	83%
11m.	Solving complex real-world problems (quite a bit and very much)	64%	62%	63%	59%
2b.	Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory	85%	91%	88%	81%
2c.	Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences (quite a bit and very much)	70%	82%	79%	70%
2d.	Coursework emphasizes: Making judgments about the value of information, arguments, or methods (quite a bit and very much)	86%	77%	77%	70%
2e.	Coursework emphasizes: Applying theories or concepts to practical problems or in new situations (quite a bit and very much)	78%	77%	79%	76%

Seniors 2011		Emory & Henry	CTCL	Selected Peers	NSSE 2011
11e.	Thinking critically and analytically (quite a bit and very much)	91%	95%	93%	87%
11m.	Solving complex real-world problems (quite a bit and very much)	70%	70%	68%	65%
2b.	Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory	90%	94%	92%	86%
2c.	Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences (quite a bit and very much)	83%	89%	85%	77%
2d.	Coursework emphasizes: Making judgments about the value of information, arguments, or methods (quite a bit and very much)	85%	82%	81%	74%
2e.	Coursework emphasizes: Applying theories or concepts to practical problems or in new situations (quite a bit and very much)	87%	85%	85%	82%

Integrated Learning 2006, 2009, 2011

First year		2006	2009	2011
1d.	Worked on a paper or project that required integrating ideas or information from various sources (often and very often)	76%	81%	83%
1e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments (often and very often)	63%	77%	71%
1i.	Put together ideas or concepts from different courses when completing assignments or during class discussions (often and very often)	59%	55%	66%
1p.	Discussed ideas from your readings or classes with faculty members outside of class (often and very often)	17%	31%	35%
1t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) (often and very often)	59%	64%	72%

Senior		2006	2009	2011
1d.	Worked on a paper or project that required integrating ideas or information from various sources (often and very often)	94%	89%	92%
1e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments (often and very often)	58%	68%	74%
1i.	Put together ideas or concepts from different courses when completing assignments or during class discussions (often and very often)	72%	77%	77%
1p.	Discussed ideas from your readings or classes with faculty members outside of class (often and very often)	54%	48%	59%
1t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) (often and very often)	71%	70%	79%

NSSE Summary: Emory & Henry College 2011

Integrated Learning 2011 Peer Comparison

First-year 2011					
		Emory & Henry	CTCL	Selected Peers	NSSE 2011
1d.	Worked on a paper or project that required integrating ideas or information from various sources (often and very often)	83%	83%	84%	78%
1e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments (often and very often)	71%	70%	69%	72%
1i.	Put together ideas or concepts from different courses when completing assignments or during class discussions (often and very often)	66%	62%	62%	55%
1p.	Discussed ideas from your readings or classes with faculty members outside of class (often and very often)	35%	27%	28%	22%
1t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) (often and very often)	72%	73%	67%	59%

Seniors 2011					
		Emory & Henry	CTCL	Selected Peers	NSSE 2011
1d.	Worked on a paper or project that required integrating ideas or information from various sources (often and very often)	92%	92%	92%	86%
1e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments (often and very often)	74%	73%	69%	63%
1i.	Put together ideas or concepts from different courses when completing assignments or during class discussions (often and very often)	77%	78%	76%	71%
1p.	Discussed ideas from your readings or classes with faculty members outside of class (often and very often)	59%	39%	41%	28%
1t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) (often and very often)	79%	79%	73%	66%

Reflective Learning 2006, 2009, 2011

First year				
		2006	2009	2011
6d.	Examined the strengths and weaknesses of your own views on a topic or issue (often and very often)	60%	57%	67%
6e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective (often and very often)	55%	63%	69%
6f.	Learned something that changed the way you understand an issue or concept (often and very often)	60%	69%	63%

Senior				
		2006	2009	2011
6d.	Examined the strengths and weaknesses of your own views on a topic or issue (often and very often)	82%	64%	69%
6e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective (often and very often)	73%	72%	70%
6f.	Learned something that changed the way you understand an issue or concept (often and very often)	67%	75%	76%

Reflective Learning 2011 Peer Comparison

First-year 2011					
		Emory & Henry	CTCL	Selected Peers	NSSE 2011
6d.	Examined the strengths and weaknesses of your own views on a topic or issue (often and very often)	67%	65%	60%	53%
6e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective (often and very often)	69%	71%	68%	62%
6f.	Learned something that changed the way you understand an issue or concept (often and very often)	63%	76%	74%	66%

Seniors 2011					
		Emory & Henry	CTCL	Selected Peers	NSSE 2011
6d.	Examined the strengths and weaknesses of your own views on a topic or issue (often and very often)	69%	68%	64%	58%
6e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective (often and very often)	70%	74%	71%	66%
6f.	Learned something that changed the way you understand an issue or concept (often and very often)	76%	78%	75%	68%

Writing 2006, 2009, 2011

First year				
		2006	2009	2011
1c.	Prepared two or more drafts of a paper or assignment before turning it in (often and very often)	34%	45%	49%
1d.	Worked on a paper or project that required integrating ideas or information from various sources (often and very often)	76%	81%	83%
11c.	Writing clearly and effectively (quite a bit and very much)	75%	83%	85%

NSSE Summary: Emory & Henry College 2011

Senior		2006	2009	2011
1c.	Prepared two or more drafts of a paper or assignment before turning it in (often and very often)	42%	31%	46%
1d.	Worked on a paper or project that required integrating ideas or information from various sources (often and very often)	94%	89%	92%
11c.	Writing clearly and effectively (quite a bit and very much)	98%	91%	81%

First year		2006	2009	2011	
3c.	Number of written papers or reports of 20 pages or more	None	89%	86%	81%
		1-4	5%	8%	16%
		5-10	2%	5%	1%
		11-20	2%	2%	2%
		More than 20	3%	0%	0%
		Total	100%	100%	100%
3d.	Number of written papers or reports between 5 and 19 pages	None	6%	12%	8%
		1-4	55%	53%	59%
		5-10	31%	29%	30%
		11-20	5%	6%	2%
		More than 20	3%	1%	0%
		Total	100%	100%	100%
3e.	Number of written papers or reports of fewer than 5 pages	None	0%	2%	0%
		1-4	18%	20%	18%
		5-10	39%	35%	32%
		11-20	26%	32%	36%
		More than 20	17%	12%	13%
		Total	100%	100%	100%

Senior		2006	2009	2011	
3c.	Number of written papers or reports of 20 pages or more	None	57%	48%	45%
		1-4	36%	41%	48%
		5-10	6%	5%	6%
		11-20	2%	4%	0%
		More than 20	0%	2%	1%
		Total	100%	100%	100%
3d.	Number of written papers or reports between 5 and 19 pages	None	2%	11%	9%
		1-4	50%	40%	40%
		5-10	39%	34%	30%
		11-20	9%	9%	15%
		More than 20	0%	5%	6%
		Total	100%	100%	100%
3e.	Number of written papers or reports of fewer than 5 pages	None	2%	1%	6%
		1-4	21%	39%	26%
		5-10	33%	20%	20%
		11-20	23%	23%	22%
		More than 20	22%	16%	26%
		Total	100%	100%	100%

Writing 2011 Peer Comparison

First-year 2011		Emory & Henry	CTCL	Selected Peers	NSSE 2011
1c.	Prepared two or more drafts of a paper or assignment before turning it in (often and very often)	49%	50%	54%	57%
1d.	Worked on a paper or project that required integrating ideas or information from various sources (often and very often)	83%	83%	84%	78%
11c.	Writing clearly and effectively (quite a bit and very much)	85%	83%	82%	74%

Seniors 2011		Emory & Henry	CTCL	Selected Peers	NSSE 2011
1c.	Prepared two or more drafts of a paper or assignment before turning it in (often and very often)	46%	42%	42%	46%
1d.	Worked on a paper or project that required integrating ideas or information from various sources (often and very often)	92%	92%	92%	86%
11c.	Writing clearly and effectively (quite a bit and very much)	81%	88%	86%	77%

First year		Emory & Henry	CTCL	Selected Peers	NSSE 2011	
3c.	Number of written papers or reports of 20 pages or more	None	81%	86%	83%	82%
		1-4	16%	12%	13%	12%
		5-10	1%	1%	2%	3%
		11-20	2%	1%	1%	1%
		More than 20	0%	0%	1%	1%
		Total	100%	100%	100%	100%
3d.	Number of written papers or reports between 5 and 19 pages	None	8%	5%	8%	16%
		1-4	59%	54%	51%	55%
		5-10	30%	33%	32%	23%
		11-20	2%	7%	8%	5%
		More than 20	0%	1%	2%	1%
		Total	100%	100%	100%	100%
3e.	Number of written papers or reports of fewer than 5 pages	None	0%	1%	2%	3%
		1-4	18%	20%	24%	35%
		5-10	32%	39%	37%	34%
		11-20	36%	27%	25%	19%
		More than 20	13%	13%	13%	10%
		Total	100%	100%	100%	100%

NSSE Summary: Emory & Henry College 2011

Senior			Emory & Henry	CTCL	Selected Peers	NSSE 2011
3c. Number of written papers or reports of 20 pages or more	None	45%	36%	36%	51%	
	1-4	48%	57%	56%	40%	
	5-10	6%	5%	6%	6%	
	11-20	0%	1%	1%	2%	
	More than 20	1%	1%	1%	1%	
	Total	100%	100%	100%	100%	
3d. Number of written papers or reports between 5 and 19 pages	None	9%	3%	4%	10%	
	1-4	40%	32%	33%	45%	
	5-10	30%	45%	41%	30%	
	11-20	15%	15%	16%	11%	
	More than 20	6%	5%	5%	4%	
	Total	100%	100%	100%	100%	
3e. Number of written papers or reports of fewer than 5 pages	None	6%	3%	4%	6%	
	1-4	26%	23%	27%	35%	
	5-10	20%	31%	31%	28%	
	11-20	22%	24%	22%	17%	
	More than 20	26%	18%	16%	14%	
	Total	100%	100%	100%	100%	

Oral Communication 2006, 2009, 2011

First year			2006	2009	2011
1b.	Made a class presentation (often and very often)		29%	27%	56%
11d.	Speaking clearly and effectively (quite a bit and very much)		66%	74%	78%

Senior			2006	2009	2011
1b.	Made a class presentation (often and very often)		66%	69%	80%
11d.	Speaking clearly and effectively (quite a bit and very much)		94%	79%	86%

Oral Communication 2011 Peer Comparison

First-year 2011			Emory & Henry	CTCL	Selected Peers	NSSE 2011
1b.	Made a class presentation (often and very often)		56%	32%	35%	34%
11d.	Speaking clearly and effectively (quite a bit and very much)		78%	69%	71%	67%

Seniors 2011			Emory & Henry	CTCL	Selected Peers	NSSE 2011
1b.	Made a class presentation (often and very often)		80%	65%	68%	59%
11d.	Speaking clearly and effectively (quite a bit and very much)		86%	81%	81%	72%

QL 2006, 2009, 2011

First year			2006	2009	2011
11f.	Analyzing quantitative problems (quite a bit and very much)		64%	76%	85%

Senior			2006	2009	2011
11f.	Analyzing quantitative problems (quite a bit and very much)		73%	67%	79%

QL 2011 Peer Comparison

First-year 2011			Emory & Henry	CTCL	Selected Peers	NSSE 2011
11f.	Analyzing quantitative problems (quite a bit and very much)		85%	72%	74%	73%

Seniors 2011			Emory & Henry	CTCL	Selected Peers	NSSE 2011
11f.	Analyzing quantitative problems (quite a bit and very much)		79%	69%	75%	76%

Experiential Learning 2006, 2009, 2011

First year			2006	2009	2011
7a.	Practicum, internship, field experience, co-op experience, or clinical assignment (plan to do and done)		75%	80%	83%
7d.	Work on a research project with a faculty member outside of course or program requirements (plan to do and done)		40%	42%	41%
7h.	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.) (plan to do and done)		71%	60%	51%

Seniors			2006	2009	2011
7a.	Practicum, internship, field experience, co-op experience, or clinical assignment (plan to do and done)		81%	76%	77%
7d.	Work on a research project with a faculty member outside of course or program requirements (plan to do and done)		46%	49%	35%
7h.	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.) (plan to do and done)		79%	85%	65%

Experiential Learning 2011 Peer Comparison

First-year 2011					
		Emory & Henry	CTCL	Selected Peers	NSSE 2011
7a.	Practicum, internship, field experience, co-op experience, or clinical assignment (plan to do and done)	81%	86%	85%	83%
7d.	Work on a research project with a faculty member outside of course or program requirements (plan to do and done)	44%	51%	50%	41%
7h.	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.) (plan to do and done)	61%	70%	67%	51%

Seniors 2011					
		Emory & Henry	CTCL	Selected Peers	NSSE 2011
7a.	Practicum, internship, field experience, co-op experience, or clinical assignment (plan to do and done)	82%	80%	79%	77%
7d.	Work on a research project with a faculty member outside of course or program requirements (plan to do and done)	53%	43%	42%	35%
7h.	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.) (plan to do and done)	89%	87%	82%	65%

Collaborative Learning 2006, 2009, 2011

First-year				
		2006	2009	2011
1g.	Worked with other students (often and very often) on projects during class	25%	36%	52%
1h.	Worked with classmates outside of class to prepare class assignments (often and very often)	33%	47%	76%
1i.	Put together ideas or concepts from different courses when completing assignments or during class discussions (often and very often)	59%	55%	66%
7c.	Participate in a learning community or some other formal program where groups of students take two or more classes together (plan to do and done)	34%	48%	45%
11h.	Working effectively with others (quite a bit and very much)	66%	72%	85%

Seniors				
		2006	2009	2011
1g.	Worked with other students (often and very often) on projects during class	49%	43%	46%
1h.	Worked with classmates outside of class to prepare class assignments (often and very often)	57%	75%	66%
1i.	Put together ideas or concepts from different courses when completing assignments or during class discussions (often and very often)	72%	77%	77%
7c.	Participate in a learning community or some other formal program where groups of students take two or more classes together (plan to do and done)	42%	42%	46%
11h.	Working effectively with others (quite a bit and very much)	94%	89%	86%

Collaborative Learning 2011 Peer Comparison

First-year 2011					
		Emory & Henry	CTCL	Selected Peers	NSSE 2011
1g.	Worked with other students (often and very often)	52%	38%	42%	44%
1h.	Worked with classmates outside of class to prepare class assignments (often and very often)	76%	61%	55%	45%
1i.	Put together ideas or concepts from different courses when completing assignments or during class discussions (often and very often)	66%	62%	62%	55%
7c.	Participate in a learning community or some other formal program where groups of students take two or more classes together (plan to do and done)	45%	36%	41%	44%
11h.	Working effectively with others (quite a bit and very much)	85%	78%	77%	73%

Seniors 2011					
		Emory & Henry	CTCL	Selected Peers	NSSE 2011
1g.	Worked with other students (often and very often)	46%	36%	40%	49%
1h.	Worked with classmates outside of class to prepare class assignments (often and very often)	66%	64%	65%	61%
1i.	Put together ideas or concepts from different courses when completing assignments or during class discussions (often and very often)	77%	78%	76%	71%
7c.	Participate in a learning community or some other formal program where groups of students take two or more classes together (plan to do and done)	46%	32%	35%	37%
11h.	Working effectively with others (quite a bit and very much)	86%	85%	83%	79%

Service 2006, 2009, 2011

First year				
		2006	2009	2011
1k.	Participated in a community-based project (e.g. service learning) as part of a regular course (often and very often)	25%	22%	19%
7b.	Community service or volunteer work (plan to do and done)	87%	85%	87%
11o.	Contributing to the welfare of your community (quite a bit and very much)	55%	68%	68%

Senior				
		2006	2009	2011
1k.	Participated in a community-based project (e.g. service learning) as part of a regular course (often and very often)	32%	39%	45%
7b.	Community service or volunteer work (plan to do and done)	84%	88%	91%
11o.	Contributing to the welfare of your community (quite a bit and very much)	74%	70%	79%

Service 2011 Peer Comparison

First-year 2011					
		Emory & Henry	CTCL	Selected Peers	NSSE 2011
1k.	Participated in a community-based project (e.g. service learning) as part of a regular course (often and very often)	19%	16%	16%	14%
7b.	Community service or volunteer work (plan to do and done)	87%	89%	86%	82%
11o.	Contributing to the welfare of your community (quite a bit and very much)	68%	63%	60%	49%

NSSE Summary: Emory & Henry College | 2011

Seniors 2011		Emory & Henry	CTCL	Selected Peers	NSSE 2011
1k.	Participated in a community-based project (e.g. service learning) as part of a regular course (often and very often)	45%	20%	19%	18%
7b.	Community service or volunteer work (plan to do and done)	91%	85%	83%	77%
11o.	Contributing to the welfare of your community (quite a bit and very much)	79%	65%	61%	49%

Diversity 2006, 2009, 2011

First year		2006	2009	2011
1e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments (often and very often)	63%	77%	71%
1u.	Had serious conversations with students of a different race or ethnicity than your own (often and very often)	63%	56%	68%
1v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values (often and very often)	64%	64%	68%
6d.	Examined the strengths and weaknesses of your own views on a topic or issue (often and very often)	60%	57%	67%
6e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective (often and very often)	55%	63%	69%
11l.	Understanding people of other racial and ethnic (quite a bit and very much)	48%	75%	65%

Senior		2006	2009	2011
1e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments (often and very often)	58%	68%	74%
1u.	Had serious conversations with students of a different race or ethnicity than your own (often and very often)	61%	60%	66%
1v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values (often and very often)	68%	63%	62%
6d.	Examined the strengths and weaknesses of your own views on a topic or issue (often and very often)	82%	64%	69%
6e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective (often and very often)	73%	72%	70%
11l.	Understanding people of other racial and ethnic (quite a bit and very much)	64%	61%	66%

Diversity 2011 Peer Comparison

First-year 2011		Emory & Henry	CTCL	Selected Peers	NSSE 2011
1e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments (often and very often)	71%	70%	69%	62%
1u.	Had serious conversations with students of a different race or ethnicity than your own (often and very often)	68%	61%	59%	52%
1v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values (often and very often)	68%	65%	63%	54%
6d.	Examined the strengths and weaknesses of your own views on a topic or issue (often and very often)	67%	65%	60%	53%
6e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective (often and very often)	69%	71%	68%	62%
11l.	Understanding people of other racial and ethnic (quite a bit and very much)	65%	64%	61%	58%

Seniors 2011		Emory & Henry	CTCL	Selected Peers	NSSE 2011
1e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments (often and very often)	74%	73%	69%	63%
1u.	Had serious conversations with students of a different race or ethnicity than your own (often and very often)	66%	58%	59%	55%
1v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values (often and very often)	62%	61%	64%	56%
6d.	Examined the strengths and weaknesses of your own views on a topic or issue (often and very often)	69%	68%	64%	58%
6e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective (often and very often)	70%	74%	71%	65%
11l.	Understanding people of other racial and ethnic (quite a bit and very much)	66%	63%	59%	56%

Ethics & Civics 2006, 2009, 2011

First-year		2006	2009	2011
11i.	Voting in local, state, or national elections (quite a bit and very much)	17%	51%	26%
11n.	Developing a personal code of values and ethics (quite a bit and very much)	57%	75%	70%
11o.	Contributing to the welfare of your community (quite a bit and very much)	55%	68%	68%

Seniors		2006	2009	2011
11i.	Voting in local, state, or national elections (quite a bit and very much)	44%	47%	39%
11n.	Developing a personal code of values and ethics (quite a bit and very much)	73%	76%	84%
11o.	Contributing to the welfare of your community (quite a bit and very much)	74%	70%	79%

NSSE Summary: Emory & Henry College 2011

Ethics & Civics 2011 Peer Comparison

First-year 2011					
		Emory & Henry	CTCL	Selected Peers	NSSE 2011
11i.	Voting in local, state, or national elections (quite a bit and very much)	26%	28%	30%	29%
11n.	Developing a personal code of values and ethics (quite a bit and very much)	70%	69%	68%	61%
11o.	Contributing to the welfare of your community (quite a bit and very much)	68%	63%	60%	49%

Seniors 2011					
		Emory & Henry	CTCL	Selected Peers	NSSE 2011
11i.	Voting in local, state, or national elections (quite a bit and very much)	39%	36%	38%	33%
11n.	Developing a personal code of values and ethics (quite a bit and very much)	84%	73%	69%	61%
11o.	Contributing to the welfare of your community (quite a bit and very much)	79%	65%	61%	49%

Lyceum 2006, 2009, 2011

First-year				
		2006	2009	2011
6a.	Attended an art exhibit, play, dance, music, theater, or other performance (often and very often)	49%	42%	46%
10f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.) (quite a bit and very much)	81%	83%	83%

Seniors				
		2006	2009	2011
6a.	Attended an art exhibit, play, dance, music, theater, or other performance (often and very often)	41%	46%	57%
10f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.) (quite a bit and very much)	79%	85%	82%

Lyceum 2011 Peer Comparison

First-year 2011					
		Emory & Henry	CTCL	Selected Peers	NSSE 2011
6a.	Attended an art exhibit, play, dance, music, theater, or other performance (often and very often)	46%	50%	39%	29%
10f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.) (quite a bit and very much)	83%	84%	79%	67%

Seniors 2011					
		Emory & Henry	CTCL	Selected Peers	NSSE 2011
6a.	Attended an art exhibit, play, dance, music, theater, or other performance (often and very often)	57%	46%	36%	23%
10f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.) (quite a bit and very much)	82%	81%	74%	57%

Fitness 2006, 2009, 2011

First-year				
		2006	2009	2011
6b.	Exercised or participated in physical fitness activities (often and very often)	63%	66%	70%

Seniors				
		2006	2009	2011
6b.	Exercised or participated in physical fitness activities (often and very often)	58%	64%	67%

Fitness 2011 Peer Comparison

First-year 2011					
		Emory & Henry	CTCL	Selected Peers	NSSE 2011
6b.	Exercised or participated in physical fitness activities (often and very often)	70%	68%	70%	61%

Seniors 2011					
		Emory & Henry	CTCL	Selected Peers	NSSE 2011
6b.	Exercised or participated in physical fitness activities (often and very often)	67%	70%	69%	55%

Spiritual Life 2006, 2009, 2011

First-year				
		2006	2009	2011
6c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.) (Often and Very often)	31%	22%	21%
11p.	Developing a deepened sense of spirituality (quite a bit and very much)	40%	42%	46%

Seniors				
		2006	2009	2011
6c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.) (Often and Very often)	38%	31%	37%
11p.	Developing a deepened sense of spirituality (quite a bit and very much)	49%	35%	44%

NSSE Summary: Emory & Henry College 2011

Spiritual Life 2011 Peer Comparison

First-year 2011					
		Emory & Henry	CTCL	Selected Peers	NSSE 2011
6c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.) (Often and Very often)	21%	34%	31%	31%
11p.	Developing a deepened sense of spirituality (quite a bit and very much)	46%	40%	38%	36%

Seniors 2011					
		Emory & Henry	CTCL	Selected Peers	NSSE 2011
6c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.) (Often and Very often)	37%	33%	29%	33%
11p.	Developing a deepened sense of spirituality (quite a bit and very much)	44%	37%	32%	29%

Study Abroad 2006, 2009, 2011

First-year				
		2006	2009	2011
7f.	Study abroad (Plan to do and Done)	30%	47%	66%

Seniors				
		2006	2009	2011
7f.	Study abroad (Plan to do and Done)	23%	24%	32%

Study Abroad 2011 Peer Comparison

First-year 2011					
		Emory & Henry	CTCL	Selected Peers	NSSE 2011
7f.	Study abroad (Plan to do and Done)	66%	74%	64%	46%

Seniors 2011					
		Emory & Henry	CTCL	Selected Peers	NSSE 2011
7f.	Study abroad (Plan to do and Done)	32%	57%	44%	25%

Student Satisfaction 2006, 2009, 2011

First-year				
		2006	2009	2011
12.	Overall, how would you evaluate the quality of academic advising you have received at your institution? (good and excellent)	85%	86%	90%
13.	How would you evaluate your entire educational experience at this institution? (good and excellent)	83%	85%	94%
14.	If you could start over again, would you go to the same institution you are now attending? (probably yes and definitely yes)	71%	79%	90%

Seniors				
		2006%	2009%	2011
12.	Overall, how would you evaluate the quality of academic advising you have received at your institution? (good and excellent)	94%	88%	93%
13.	How would you evaluate your entire educational experience at this institution? (good and excellent)	96%	95%	92%
14.	If you could start over again, would you go to the same institution you are now attending? (probably yes and definitely yes)	84%	90%	84%

Student Satisfaction 2011 Peer Comparison

First-year 2011					
		Emory & Henry	CTCL	Selected Peers	NSSE 2011
12.	Overall, how would you evaluate the quality of academic advising you have received at your institution? (good and excellent)	90%	88%	85%	80%
13.	How would you evaluate your entire educational experience at this institution? (good and excellent)	94%	94%	91%	87%
14.	If you could start over again, would you go to the same institution you are now attending? (probably yes and definitely yes)	90%	90%	85%	84%

Seniors 2011					
		Emory & Henry	CTCL	Selected Peers	NSSE 2011
12.	Overall, how would you evaluate the quality of academic advising you have received at your institution? (good and excellent)	93%	87%	84%	72%
13.	How would you evaluate your entire educational experience at this institution? (good and excellent)	92%	94%	92%	86%
14.	If you could start over again, would you go to the same institution you are now attending? (probably yes and definitely yes)	84%	89%	84%	82%

Student Faculty Interaction 2006, 2009, 2011

First-year		2006	2009	2011
In.	Discussed grades or assignments with an instructor (often and very often)	54%	66%	68%
Io.	Talked about career plans with a faculty member or advisor (often and very often)	33%	45%	41%
Ip.	Discussed ideas from your readings or classes with faculty members outside of class (often and very often)	17%	31%	35%
Iq.	Received prompt written or oral feedback from faculty on your academic performance (often and very often)	57%	70%	78%
Is.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) (often and very often)	28%	23%	23%
8b.	Quality of relationships with faculty members (6 and 7 Available, Helpful, Sympathetic)	62%	73%	68%
8c.	Quality of relationships with administrative personnel and offices (6 and 7 Helpful, Considerate, Flexible)	30%	48%	55%

Seniors		2006	2009	2011
In.	Discussed grades or assignments with an instructor (often and very often)	73%	73%	88%
Io.	Talked about career plans with a faculty member or advisor (often and very often)	70%	73%	79%
Ip.	Discussed ideas from your readings or classes with faculty members outside of class (often and very often)	44%	48%	59%
Iq.	Received prompt written or oral feedback from faculty on your academic performance (often and very often)	76%	86%	84%
Is.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) (often and very often)	42%	52%	57%
8b.	Quality of relationships with faculty members (6 and 7 Available, Helpful, Sympathetic)	76%	83%	85%
8c.	Quality of relationships with administrative personnel and offices (6 and 7 Helpful, Considerate, Flexible)	28%	39%	42%

Student Faculty Interaction 2011 Peer Comparison

First-year 2011		Emory & Henry	CTCL	Selected Peers	NSSE 2011
In.	Discussed grades or assignments with an instructor (often and very often)	68%	54%	59%	52%
Io.	Talked about career plans with a faculty member or advisor (often and very often)	41%	31%	34%	31%
Ip.	Discussed ideas from your readings or classes with faculty members outside of class (often and very often)	35%	27%	28%	22%
Iq.	Received prompt written or oral feedback from faculty on your academic performance (often and very often)	78%	70%	70%	58%
Is.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) (often and very often)	23%	18%	20%	16%
8b.	Quality of relationships with faculty members (6 and 7 Available, Helpful, Sympathetic)	68%	67%	64%	48%
8c.	Quality of relationships with administrative personnel and offices (6 and 7 Helpful, Considerate, Flexible)	55%	47%	44%	37%

Seniors 2011		Emory & Henry	CTCL	Selected Peers	NSSE 2011
In.	Discussed grades or assignments with an instructor (often and very often)	88%	63%	66%	60%
Io.	Talked about career plans with a faculty member or advisor (often and very often)	79%	56%	56%	41%
Ip.	Discussed ideas from your readings or classes with faculty members outside of class (often and very often)	59%	39%	41%	28%
Iq.	Received prompt written or oral feedback from faculty on your academic performance (often and very often)	84%	80%	78%	64%
Is.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) (often and very often)	57%	32%	34%	23%
8b.	Quality of relationships with faculty members (6 and 7 Available, Helpful, Sympathetic)	85%	75%	71%	56%
8c.	Quality of relationships with administrative personnel and offices (6 and 7 Helpful, Considerate, Flexible)	42%	39%	37%	36%

Institutional Support 2006, 2009, 2011

First-year		2006	2009	2011
10b.	Providing the support you need to help you succeed academically (quite a bit and very much)	78%	88%	87%
10d.	Helping you cope with your non-academic responsibilities (work, family, etc.) (quite a bit and very much)	38%	53%	60%
10e.	Providing the support you need to thrive socially (quite a bit and very much)	45%	58%	61%

Seniors		2006	2009	2011
10b.	Providing the support you need to help you succeed academically (quite a bit and very much)	84%	88%	90%
10d.	Helping you cope with your non-academic responsibilities (work, family, etc.) (quite a bit and very much)	33%	42%	54%
10e.	Providing the support you need to thrive socially (quite a bit and very much)	39%	55%	55%

Institutional Support 2011 Peer Comparison

First-year 2011		Emory & Henry	CTCL	Selected Peers	NSSE 2011
10b.	Providing the support you need to help you succeed academically (quite a bit and very much)	87%	90%	88%	79%
10d.	Helping you cope with your non-academic responsibilities (work, family, etc.) (quite a bit and very much)	60%	49%	47%	40%
10e.	Providing the support you need to thrive socially (quite a bit and very much)	61%	64%	55%	51%

Seniors 2011		Emory & Henry	CTCL	Selected Peers	NSSE 2011
10b.	Providing the support you need to help you succeed academically (quite a bit and very much)	90%	87%	85%	72%
10d.	Helping you cope with your non-academic responsibilities (work, family, etc.) (quite a bit and very much)	54%	37%	36%	28%
10e.	Providing the support you need to thrive socially (quite a bit and very much)	55%	53%	46%	39%

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